



School Improvement Unit Report

Dakabin State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Dakabin State High School from 16 to 20 July 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Marsden Road, Dakabin
Education region:	North Coast
The school opened in:	1978
Year levels:	Year 7 to Year 12
Current school enrolment:	951
Indigenous enrolments:	7 per cent
Students with disability enrolments:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	959
Year principal appointed:	2015
Number of teachers:	69
Nearby schools:	Murrumba State College, Pine Rivers State High School, Narangba Valley State High School, Dakabin State School, Kallangur State School, Narangba State School, Undurba State School, Dayboro State School, Kurwongbah State School
Significant community partnerships:	Wizards Basketball, Moreton Bay Regional Council, AgForce, Primezone
Unique school programs:	Agriculture, Basketball Academy



1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and three deputy principals
 - Eight Heads of Department (HODs) and Head of Special Education Services (HOSES)
 - Business Services Manager (BSM)
 - Guidance Officer
 - 41 classroom teachers
 - Four teacher aides and four administrative officers
 - Student leaders, four Indigenous students, and over 80 students across various year levels
 - School cleaners and support staff
 - Parents and Citizens' (P&C) Association president, treasurer and 14 other parents
 - Principal of Dakabin State School
 - Local councillor and local community representatives
 - Representatives from Northside Wizards Basketball Association and Agforce

1.4 Review team

Leon Proud	Internal Reviewer, SIU (review chair)
Jeff Major	Internal Reviewer, SIU
Valerie Hadgelias	Senior Internal Reviewer, SIU
Daryl Hanly	External Reviewer



2. Executive summary

2.1 Key findings

- Positive and caring relationships between staff, students and parents are highly valued at Dakabin State High School.

Students feel that the teaching and support staff care about them. Generally, students value their teachers and feel they establish positive relationships based on mutual respect and trust.

- There is a clear commitment to a broad improvement agenda however, this is not always supported by clear expectations, strategies and quality assurance processes.

School leaders articulate commitment to the broad range of improvement priorities however, a clear, sharp focus on the critical things to be done to improve student outcomes, is in the development stage. There are variations in the level of confidence and commitment to key agendas, and the degree of implementation of these agendas across the school.

- There are some challenges and inconsistencies in the school-wide approach to promoting appropriate student behaviour and attendance.

There is clear evidence of classroom expectations as documented in the school code of behaviour and in the rules displayed in classrooms. There is little evidence to show that these are systematically developed in students as they enter high school. No current pastoral care or wellbeing program exists in Years 7 and 8. The values of *Learning, Discipline and Community* are not well understood within the school community.

Support for monitoring and improving attendance has been a major focus.

- The school articulates a commitment to improved teaching. This is supported by Art and Science of Teaching (ASoT) coaches, profiling and annual performance planning which is underpinned by classroom observations and feedback.

The school's Annual Implementation Plan (AIP) identifies improved teaching as integral to improving student learning outcomes. The document clearly articulates the strategies to enhance effective pedagogy. Beginning teachers speak favourably of the periodic feedback on lesson observations and the mentoring that is provided. The school is establishing a strategic and systematic approach to coaching and mentoring.

The ASoT framework has been in place for several years and is generally well known in the school. Most staff indicate further implementation of ASoT is necessary to ensure aspects of the framework are embedded in practice.



- Systematic collection and analysis of data occurs at a faculty level but there does not appear to be a school-wide data plan or a schedule for data analysis for the whole school.

It is unclear if teachers in all faculties make use of the available data to adjust their teaching for individual students or to set targets for student improvement. Staff analysis of student performance data and adjustments to the learning programs is not consistent across all faculties.

- Communication is not always clear and consistent across the school community.

Clear direction, with strong and cohesive support by all members of the leadership team, was identified as important in building consistent expectations for staff, students and the wider school community.

- Dakabin State High School offers a broad curriculum particularly in the senior school.

The broad curriculum in the senior school caters for a diverse range of pathways. However, this has resulted in a number of very small classes in the senior school, which has impacted on class sizes in the junior school. There has also been some challenge in recruiting staff with the required curriculum expertise.



2.2 Key improvement strategies

- Sharpen the focus of the improvement agenda and develop a clear vision for the school to enhance understanding of and commitment to identified priorities and targets.
- Ensure consistent expectations for all staff, students and the wider community are communicated by all members of the leadership team in order to provide clear direction for the school. Ensure decision-making and communication protocols are in place supported by clear and consistent documentation.
- Review the behaviour management processes and monitor their implementation to ensure a consistent application of expectations and consequences.
- Ensure that students are engaged in a pastoral care program across the school particularly in Years 7 and 8 with a focus on wellbeing and social skills to support the school behavioural expectations.
- Ensure the ASoT framework is continually reinforced and embedded in practice and Develop further aspects of the framework with targeted professional development and support from the ASoT coaches.
- Develop and implement a school-wide data plan, detailing the systematic collection and analysis of a range of student data that supports adjustments to the learning program.
- Review the recruitment of staff to align curriculum delivery with staff expertise and match the curriculum to the needs of the students.