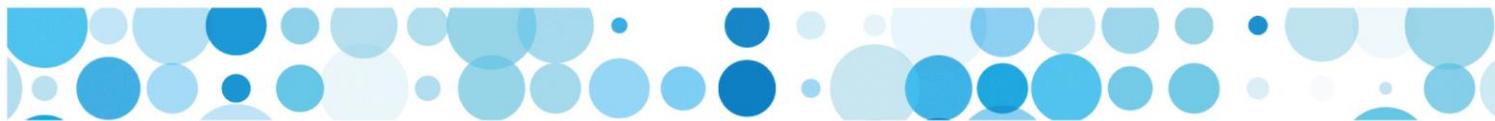


Dakabin State High School

Executive Summary



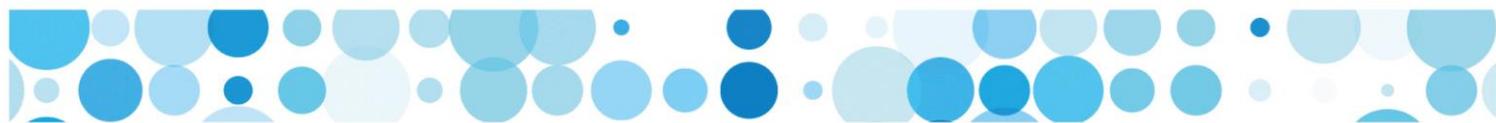


Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

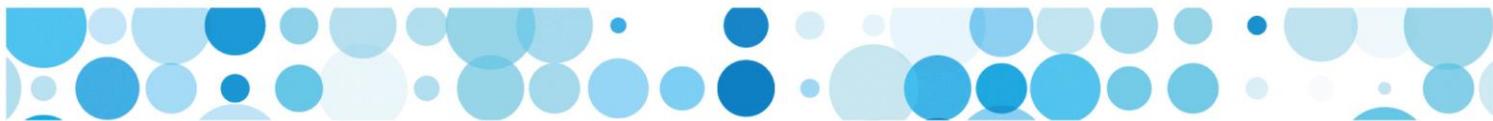
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Dakabin State High School** from **27 August** to **29 August 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

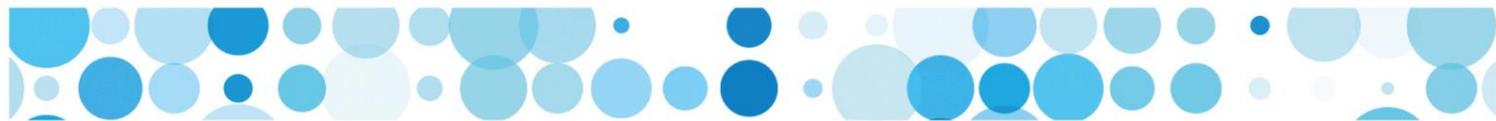
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Smith	Internal reviewer, SIU (review chair)
Anne McLauchlan	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Marsden Road, Dakabin
Education region:	North Coast Region
Year opened:	1978
Year levels:	Year 7 to Year 12
Enrolment:	980.2
Indigenous enrolment percentage:	9.3 per cent
Students with disability enrolment percentage:	9.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	952
Year principal appointed:	2015
Day 8 staffing teacher full-time equivalent (FTE):	85.6
Significant partner schools:	Dakabin State School
Significant community partnerships:	Gateway to Industry School, Wizards Basketball
Significant school programs:	Basketball, agriculture, Farm to Fork – with Dakabin State School



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, two Heads of Special Education Services (HOSES), 30 teachers, four teacher aides, six Heads of Department (HOD), Business Manager (BM), six parents, 93 students, guidance officer and Parents and Citizens' Association (P&C) president and secretary.

Community and business groups:

- Representative from Wizards Basketball.

Partner schools and other educational providers:

- Principal of Dakabin State School.

Government and departmental representatives:

- State Member for Murrumba, representative from Queensland Health and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
School budget overview	School Opinion Survey
OneSchool	Curriculum planning documents
School improvement targets	School newsletters and website
School pedagogical framework	School data plan
Responsible Behaviour Plan for Students	Headline Indicators (April 2019 release)



2. Executive summary

2.1 Key findings

School leaders are united in their commitment to improve student learning outcomes.

They work collaboratively with staff and the wider community to attain the school's vision of being a 'high performing school that develops a culture of learning that enables students to be resilient, healthy and successful citizens in the 21st Century'.

School leaders give a high priority to the systematic collection of data including academic, engagement, transition, attendance, behaviour and wellbeing data.

The analysis, monitoring and sharing of this information is acknowledged as essential to informing school improvement priorities. Data is used across the school to identify trends in student academic learning. It is additionally used to monitor trends over time in improvements and to monitor learning growth across all cohorts of the school.

Systematic curriculum delivery is viewed as a key priority by school leaders.

They recognise the importance of instructional leadership and are building capability of all staff members. Resources are being targeted to support teachers to learn about and implement version 8.3 of the Australian Curriculum (AC). School leaders recognise the need to create a whole-school curriculum, assessment and reporting plan.

The principal and other school leaders articulate a strong commitment to ensuring that all students are challenged, engaged and successful.

All teachers and leaders are committed to identifying, understanding and implementing better pedagogy to improve student learning. The school has recently transitioned to Marzano's¹ New Art and Science of Teaching (NASOT) as its preferred pedagogical framework. A strong understanding of the framework by teachers is yet to be apparent.

Positive Behaviour for Learning (PBL) is the driver to promote a safe and supportive environment for all students.

Many students identify 'vivo points' as the school's recognition scheme for those who display responsible and respectful behaviour. Other acknowledgement strategies established include Gold club and Positive Growth Cards. Some teachers and students articulate a degree of inconsistency in the application of behaviour consequences across the school.

¹ Marzano, R. J. (2017). *The new art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



There is a school-wide expectation that teachers provide a differentiated curriculum for all students.

All staff members articulate a belief that students can be successful and can improve at a level that is appropriate for them. Teachers understand differentiation is an important aspect of their teaching, with many acknowledging they require further support to improve effectiveness and efficiency, and to ensure students are appropriately engaged and motivated.

Staff members express a commitment to the direction of the school and feel supported by the leadership team to engage in the continuous improvement of their professional capabilities.

The leadership team acknowledges the benefits of coaching, mentoring and quality feedback as a key driver in building expert teaching teams. They identify that the next level of improvement will require teachers to reflect and measure the impact of this targeted practice on student performance.

School leaders prioritise the use of available resources to meet the diverse needs of students.

This includes the utilisation of human, physical and financial resources to meet the range of student needs. They are committed to ensuring that facilities match the needs of students, and articulate a desire for teaching and learning taking place in first-class facilities. Staff, students and parents recognise the importance of buildings and classrooms being refurbished to a high standard.

Local community leaders support and speak confidently of the school, recognising high levels of parent and community confidence.

The school works with a number of outside agencies, government departments, universities, and local businesses in a range of formal and informal relationships aimed at supporting student learning outcomes. School staff members continually seek to establish strong, innovative and sustainable partnerships to expand opportunities for student success.



2.2 Key improvement strategies

Develop, implement and quality assure the three levels of whole-school curriculum, assessment and reporting, including a curriculum plan, year/band plans and unit plans.

Embed a deep understanding of all facets of the pedagogical framework and its consistent application across all learning areas and all year levels.

Collaboratively refine and strategically implement the school's expectations, processes and procedures for student behaviour with an emphasis on gaining understanding and commitment from staff, and consistency of implementation.

Implement Professional Development (PD) activities to build teacher understanding of and expertise in the implementation of differentiation strategies for the full range of students.

Formalise processes for staff to develop their instructional leadership and collaboratively reflect on teaching practice to determine impact on student learning and guide future planning.