

# Strategic Vision 2026

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# DAKABIN STATE HIGH SCHOOL Strategic Plan 2024-2027



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## Learning

- Sharpening school-wide systematic curriculum approaches to prioritise the development of assessment literate learners through a focus on moderation and feedback.
- Strengthen an expert teaching and school leadership team through collegial engagement, professional learning, coaching and feedback.
- Applying an evidence-based whole school approach to pedagogy.
- Refining practice to further enhance an inclusive learning environment.
- Maintaining a considered data-informed culture of learning.

## Community

- Celebrating successes.
- Sustaining productive partnerships with community stakeholders for the benefit of students.
- Accessing student/parent/staff voice to ensure our whole community are partners in learning.
- Foster a culture of “maximised attendance as everyone’s business” across all members of the school community.

## Discipline

- Tier 1: Aligning high expectations for all - enhancing student and staff wellbeing - through universal support processes in every classroom.
- Tier 2: Embedding restorative focused, trauma informed support and intervention practices.
- Tier 3: Enhancing individualised academic and engagement case management processes.



**Vision:** A high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century.



## **Our Goal:** Be a school of choice for our local community

### **Belonging & Engagement**

- Consistent enactment of Non-negotiables, Trauma Informed and Restorative Practices and strategies for maximising attendance in all school settings.
- Enhance partnerships and communication between students, staff, parents and the community to support student engagement in learning.
- Strengthen alignment of Year 10 curriculum, teaching and learning with senior school pathways to support positive transitions.
- Prioritise refinement of Year 7 teaching and learning to build a strong culture of learning.

### **Educational Achievement**

- Developing assessment-literate learners through evidence informed pedagogical practices, moderation and explicit feedback practices including Collaborative Assessment of Student Work (CASW) and Quality Marking Guides, complemented by Learning Walks & Talks (LW&T), and Learning Walls.
- Intentionally sharing best professional practice to expand teachers' capability to employ differentiation through evidence based inclusive Pedagogical Practices 4 Learning (PP4L), including leveraging digital innovation, to maximise engagement and educational achievement for all students.
- Maximise outcomes for priority groups through strengthened case management processes.

### **Targets**

#### **Days of learning**

- Attendance 90%
- SDAs below 10%

#### **Achievement**

- A-C% - 90% for all subjects Yr7-9
- A/B% - 50% for all subjects Yr 7-12
- Close the gap in First Nations and SWD student A-C% & A/B

#### **School Opinion Survey**

- Staff Morale above 75%
- Student Safety above 80%
- Good School above 80%



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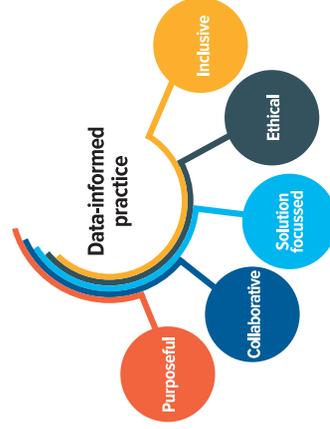
Dakabin State High School is committed to making a difference for student learning, wellbeing and school improvement. Our use of data is planned and targeted to build our understanding and inform our practice based on the five principles of data. Dakabin State High School embeds a focus on Equity and Excellence through data informed practice.

### Key Elements

- Collecting purposeful data sets
- Introducing a collaborative inquiry process for using student data
- Aligning collaborative inquiry to the Strategic Plan
- Investigating the right questions to ask
- Interrogating and disaggregating the data to inform teaching and learning
- Planning and improving our teaching based on the data
- Using differentiation as a tool to support teaching and learning

### Guiding Questions

- What are we investigating?
- What questions do we have?
- Which data will help develop our understanding?
- What are our intended outcomes?
- What are our priorities for improvement?



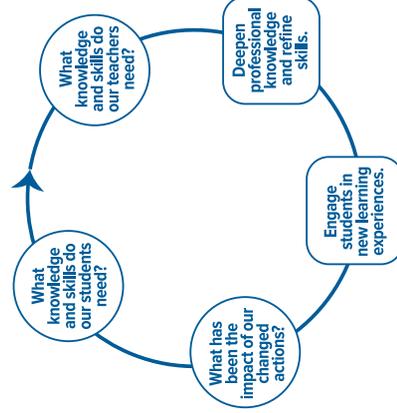
## Rationale

### Key Data Sets for 7-12

- A-E reporting data (Summative)
- Behaviour
- Attendance
- Monitoring Strategies
- NAPLAN
- Nationally Consistent Collection of Data (NCCD)
- Priority Groups

### Key Data Sets for Specific Teams

- School Disciplinary Absences
- School Opinion Survey
- Yr 12 Outcomes
- Qld Engagement & Wellbeing Survey



### Outcomes

- Consistent process and practice around data inquiry
- The development of a common language
- Increased shared responsibility for student outcomes
- Teams responsible for student data and working towards student targets
- Professional conversation moving from data to practice
- Professional Learning Teams (PLTs) - Intervention Tier 2 and Tier 3 (PP4L)

### Moderation ensures consistent judgements and accurate reporting





# DAKABIN STATE HIGH SCHOOL

## Whole School Approach to Pedagogy

### Our Guiding Philosophy

Great Teachers:

- Have high expectations for all students.
- Realise the potential of every student and prepare them for their future.
- Make decisions based on contemporary research and evidence.
- Develop a clear line of sight between curriculum, pedagogy and assessment.
- Demonstrate a commitment to ongoing professional learning and growth by: actively participating in observation and feedback protocols, engaging in a coaching/mentoring culture to build collective efficacy and participating in collegial engagement for learning.
- Are intentionally inclusive by making the curriculum accessible for all.
- Utilise the Three Principles - Curriculum, Learner & Learning, to determine effective pedagogical practices for application in the classroom.

### Professional Knowledge

- Know students and how they learn.
- Know the content and how they teach it.

Teachers at DSHS:

- Enact sequenced ACARA Curriculum and the QCE/QCIA frameworks with integrity.
- Consider the diversity of learners and context to inform inclusive teaching and learning practices.
- Differentiate for all learners based on their academic, physical, social, behavioural and emotional needs.
- Understand and implement the DSHS Curriculum and Planning and Moderation Process.
- Analyse and use student and school data, to develop knowledge and inform planning and practices.

### Professional Practice

- Plan for and implement effective teaching and learning.
- Create and maintain supportive and safe learning environments.
- Assess, provide feedback and report on student learning.

Teachers at DSHS:

- Align curriculum, pedagogy and assessment by enacting the agreed DSHS Instructional Model through Pedagogical Practices for Learning (PP4L).
- Demonstrate teacher-student clarity through clear and challenging Learning Goals using Quality Marking Guides, CASW and Monitoring Strategies for students to track success.
- Employ a Gradual Release Model of instruction.
- Collect evidence of student work and provide timely feedback to students via Quality Marking Guides.
- Monitor and measure evidence of impact to inform improvement and maximise student outcomes.
- Enact student engagement processes (ESCMs, PBL, Restorative Practices, Trauma Informed Practices and Classroom Profiling mechanisms) to develop relationships and routines.
- Cater for, and respond to individual student needs through targeted tiered intervention.
- Implement Case Management through marker students, capturing differentiation strategies in PLRs.

### Professional Engagement

- Engage in professional learning.
- Engage professionally with colleagues, parents/carers and the community.

Teachers at DSHS:

- Actively participate in the DSHS Collegial Engagement Framework, supporting consistent practices across the school and use a shared common language related to pedagogical practice.
- Intentionally share best professional practice via Professional Learning Team (PLT) structures.
- Engage in rigorous moderation processes to ensure consistency in teacher clarity, judgements and reporting.
- Demonstrate a commitment to continued professional growth and development.
- Develop productive relationships with families and the wider community as partners in learning.



**Vision:** A high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century.

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## Collegial Engagement Framework



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**Context:** A key strategy of the 4-year Strategic Plan and Annual Improvement Plan to build teacher and school leader capability through the use of coaching, mentoring, observation of practice and feedback, Professional Learning Teams, and Setting Professional Goals (SPG). The underlying philosophy of this framework is collegial support to build the capability of all teachers and school leaders. This is predicated by establishing a culture of trust (both vertical and horizontal) which leads to the sharing of knowledge, innovation and the refinement of teaching and leadership practices.

**Why:** The reason why we engage with our colleagues around teaching practice and leadership is to share knowledge and improve our practices, and subsequently student outcomes. Collegial Engagement is a positive and supportive process that enables professional reflection and growth. The DoE and the QTU have a joint statement that supports this initiative in schools - the DSHS Collegial Engagement Framework aligns to that joint statement.

Engagement / Feedback Modes	Learning Walks and Talks	Observations		Professional Learning Teams (PLTs)
		Classroom Profilers	Peer Observations	
Conducted by...	Conducted by SLT (may include peers at times)	Classroom Profilers	Peers	Collaborative approach with SLT and peers
Purpose/Intent	To gather a holistic snapshot of school-wide patterns and trends in practice.	To collate whole school data for focus and intervention and to build capacity.	To engage professionally with peers one-on-one for the purpose of building pedagogical capacity.	To engage in data-informed professional conversations to improve student outcomes.

### Frequently Asked Questions

How often am I expected to engage with colleagues?	LW&Ts occur through Weeks 3-8	2 per year	2 per year	As per Staff/Faculty/Committee Meeting schedule and Tier 3 Intervention Rostered Time
Is it planned and organised in advance?	Yes	Yes	Yes	Yes
Is there a focus and how will this be determined?	Student learning	Yes - as agreed prior	Yes - as agreed prior	Yes
Is anything written down or recorded?	Faculty HOD feedback and key takeaways	Yes - as agreed prior	Yes - as agreed prior	Yes - PLT Minutes and CASW Moderation Minutes
What happens following the engagement?	Informal celebrations and strategic planning for next steps	Reflective conversation	Reflective conversation	Informed teaching and learning and targeted intervention
Do I need to provide planning?	Yes - Faculty HOD to collate	No - but it may be discussed	No - but it may be discussed	Yes - Formative and Monitoring Data
Do I have a choice of who I engage with?	No - ad hoc and completed at random	No - LEAD Teacher and Classroom Profilers	No - organised through data	No - different participants depending on PLT purpose
Is time provided to support collegial engagement?	Yes - Lesson release if required	Yes - through workplace reform hours	Yes - through workplace reform hours	Yes - through Staff/Faculty Meeting schedule and Tier 3 Intervention

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# DAKABIN STATE HIGH SCHOOL

## Inclusive Education Plan 2026

### **Opportunity. Voice. Success. Everyone, every day!**

To build a more inclusive school culture that supports all learners through improved literacy outcomes, enhanced teacher capability in inclusive practices, and better-targeted resourcing—ensuring that every student is known, valued, and supported.

### **Strengthen clarity around Inclusive Education**

- **What** inclusive education is,
- **how** to implement it in practice, and
- **why** it is essential for student success and equity.

Staff at DSHS:

- Engage in professional development to deepen understanding of inclusive education.
- Collaborate to ensure planning and pedagogy reflects inclusive practices.
- Provide differentiation and reasonable adjustments according to students needs and voice.
- Continue to use data to drive appropriate intervention.
- Ensure that values and sense of belonging, beliefs and behaviours and systems/procedures are inclusive for all students, parents and staff.

### **Whole School Literacy Plan**

Develop a school wide Literacy Plan with key focus on **reading**.

Teachers at DSHS:

- Engage in committee representative of cross faculty, to lead development of the plan and align it with inclusive practices.
- Analyse key data – NAPLAN, and targeted literacy assessment.
- Continue to engage with Writers Tool Box (WTB) to improve students' writing skills  
- Upskill new and beginning teachers on use of WTB.

### **Targets**

- Improvement in attendance of SWD and First Nations.
- Improved English A-C data.
- Improvement in engagement/behaviour.
- Increased percentage of students achieving reading benchmarks.
- Data-driven intervention model.
- MTSS developed for supporting students with additional needs.
- Targeted support provided by all staff.
- 90% of staff report increased clarity and confidence in applying inclusive and differentiated practices.
- Evidence of inclusive planning and pedagogy embedded in curriculum documentation and learning environments.



### **Targeted Resources**

To strengthen inclusive practice, student engagement, academics, behaviour and attendance.

Case Managers at DSHS:

- Collaborate with students, parents/caregivers and stakeholders where possible:
  - To support educational needs
  - Develop Personalised Learning Records (PLRs), Individualised Curriculum Plans (ICP)/Queensland Certificate of Individual Achievement (QCIA), and targeted intervention.
- Provide support to identified students through a Multi-Tier Systems of Support (MTSS).
- Collaboratively plan ICPs to maximise student learning driven by evidence.
- Collaborate in PLTs and faculty meetings ensuring appropriate differentiated strategies and reasonable adjustments.
- Provide targeted intensive support to students according to data.
- Engage with internal and external stakeholders to provide best practice.
- Collate and review Nationally Consistent Collection of Data (NCCD) data for case managed students.
- Track students with additional needs academic, engagement, behaviour and attendance.

Teachers at DSHS:

- Collaboratively plan with Inclusion Teachers.
- Utilise teacher aide allocation to assist all students to achieve excellence.
- Identify and record adjustments for NCCD over a 10wk period.
- Collect evidence for QCIA and/or ICP.

Teacher Aides at DSHS:

- Support teacher to improve educational and social outcomes of all students.
- Provide intensive support where identified.

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We provide a supportive environment which reflects our values of Learning, Discipline and Community, ensuring a quality education for every student.

Our aim is to maximise each individual's pathway to success.

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LEARNING | DISCIPLINE | COMMUNITY

