Strategic Vision **2023**

CONTENTS:
- Strategic Plan 2022-2025
- Annual Improvement Plan 2023
- Data Literacy Framework
- Whole School Approach to Pedagogy
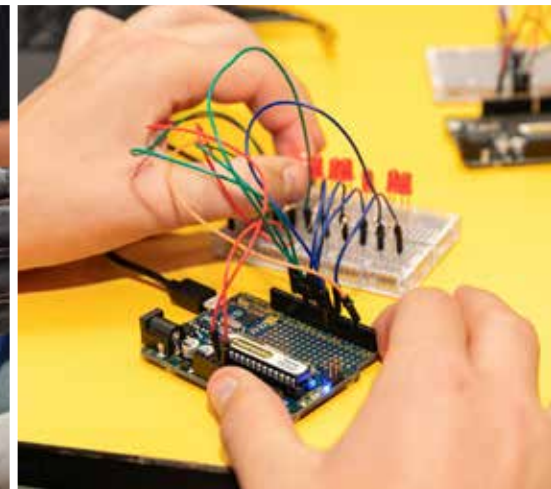- Collegial Engagement Framework

DAKABIN
STATE HIGH SCHOOL

The future lies within

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 maximize each individual's pathway to success.

DAKABIN STATE HIGH SCHOOL
Strategic Plan 2022-2025

DAKABIN
STATE HIGH SCHOOL
The future lies within

LEARNING

COMMUNITY

The future lies within

DISCIPLINE

Learning

- Systematically enacting the Australian Curriculum and senior syllabuses with fidelity through a focus on moderation and feedback to students.

- Building an expert teaching and school leadership team through collegial engagement, professional learning, coaching and feedback.

- Applying an evidence-based whole school approach to pedagogy.

- Differentiating to create inclusive learning environments.

- Growing a data-informed culture of learning.

Discipline

- Tier 1 - Aligning high expectations for all - enhancing student and staff wellbeing - through universal support processes in every classroom.

- Tier 2 - Embedding restorative justice and trauma informed support and intervention practices.

- Tier 3 - Enhancing individualised academic and engagement case management processes.

Community

- Celebrating successes.

- Sustaining productive partnerships with community stakeholders for the benefit of students.

- Ensuring our parent/carer community is a partner in learning.

Vision: To be 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.

DAKABIN STATE HIGH SCHOOL
Annual Improvement Plan
2023

DAKABIN
STATE HIGH SCHOOL
The future lies within

Educational Achievement

LEADERSHIP CHALLENGE:
Every school has a systematic approach to lead, monitor and review curriculum, teaching, and learning from the intended through to the enacted curriculum.

- Celebrate success.
- Embed rigorous data-informed moderation processes with a focus on pre-calibration and collaborative planning, and collaborative assessment of student work (CASW) with intentional links to effective pedagogical practice (DSHS HITS).
- Implement the DSHS Collegial Engagement Framework through coaching and feedback.
- Grow assessment literate learners by developing a whole school approach for explicit and timely feedback to students.

Wellbeing & Engagement

LEADERSHIP CHALLENGE:
All children and young people will successfully transition from any program/year level supported through focussed activities, events, intentional engagement, learning and wellbeing programs, case management practices and shared collaboration with students, parents and staff.

- Foster strong whole school PBL processes through ESCMs, Classroom Profiling, Trauma Informed and Restorative Practices.
- Enact high quality transitions by engaging in collaborative partnerships and cluster-based initiatives.
- Further enhance a sense of belonging, psychological and cultural safety for students, parents, and staff through the creation and enactment of a Joint Wellbeing Framework.

Culture & Inclusion

LEADERSHIP CHALLENGE:
All leaders will build their understanding and skills to implement inclusive practices that ensure parity for all sub-groups, strengthen processes to remove barriers to success, and work together with communities to maximise student achievement, engagement and retention.

- Continue to support an inclusive learning culture through embracing diversity, dynamic team teaching, and valuing student voice.
- Enable data-informed academic and complex case management processes to maximise access to learning and achievement for all students.
- Refine the application of the Growth Tracker and Tier 2 Intervention Strategies to ensure precision and impact.

Targets

Attendance – 90%
A-C% - 85% for all subjects
A/B% - 40% for all subjects
QCE/QCIA – 100%
Yrs 10-12 Retention – 70%
SDA – 20% reduction

LEARNING
COMMUNITY
The future lies within
DISCIPLINE

Vision: To be 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.

DAKABIN STATE HIGH SCHOOL
Data Literacy Framework

DAKABIN STATE HIGH SCHOOL
*The future lies within*

Rationale

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 'Every Student Succeeding' State School Improvement Strategy 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 (Growth Tracker)

Guiding Questions
- How are all students engaged and improving in their learning?
- How do we know and monitor our impact?
- What can we do better?
- How are we sharing our learning?
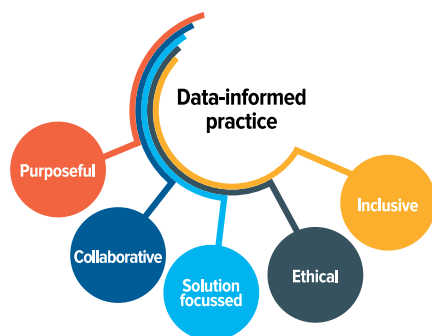
Key Data Sets for 7–12
- A-E reporting data (Summative)
- Behaviour
- Attendance
- Formative assessment
- NAPLAN
- PAT – R/PAT M
- Nationally Consistent Collection of Data (NCCD)

Key Data Sets for Specific Teams
- School Disciplinary Absences
- School Opinion Survey
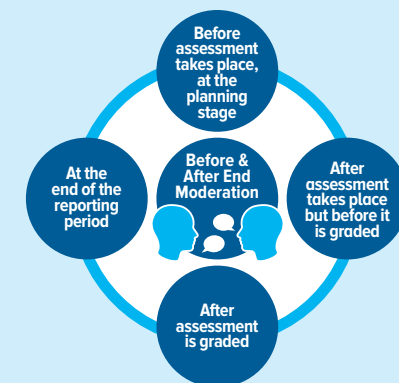- Yr 12 Outcomes
- Qld Engagement & Wellbeing Survey

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 (Strategies)

Data Activities – Moderation Processes
Moderation processes occur at multiple junctures:
- before assessment takes place, at the planning stage, and at appropriate times throughout teaching and learning;
- after assessment takes place, but before it is graded;
- after assessment is graded; and
- at the end of the reporting period using student assessment folios

Data-informed practice: Purposeful, Collaborative, Solution focussed, Ethical, Inclusive

Collaborative Data Inquiry Process Steps

Goals and Targets — Verify, Infer, Interrogate, Collect, Plan, Implement, Assess, Reflect

Before & After End Moderation — Before assessment takes place, at the planning stage; After assessment takes place but before it is graded; After assessment is graded; At the end of the reporting period

DAKABIN STATE HIGH SCHOOL
Whole School Approach to Pedagogy

DAKABIN STATE HIGH SCHOOL
The future lies within

Our Guiding Philosophy

Great Teachers:

- Have high expectations for all students.
- 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 inclusive by making the curriculum accessible for all.

Professional Knowledge

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

Teachers at DSHS:

- Improve the ACARA Curriculum and the QCE.
- Understand and implement the DSHS Curriculum and Planning and Moderation Process.
- Differentiate for all learners based on their academic, physical, social, behavioural and emotional needs.
- 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 high-impact teaching strategies.
- Demonstrate teacher–student clarity through clear and challenging Learning Goals using Proficiency Scales for students to track success.
- Use a Gradual Release Model of instruction.
- Collect evidence of student work and provide timely feedback to students.
- Enact student engagement processes (ESCMs, PBL and Trauma Informed Practices) to develop relationships and routines.
- Cater for, and respond to individual student needs through targeted tiered intervention.
- Implement Case Management through marker students.

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.
- 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.

School Values

LEARNING

COMMUNITY

DISCIPLINE

The future lies within

Vision: To be 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.

DAKABIN STATE HIGH SCHOOL
Collegial Engagement Framework

CREATED IN 2022

DAKABIN STATE HIGH SCHOOL
The future lies within

Context: A key strategy of the 4-year Strategic Plan and Annual Improvement Plan here at DSHS is building teacher and school leader capability through the use of coaching, mentoring, observation of practice and feedback, professional learning teams, annual performance and development plans. 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)
Conducted by...	Conducted by SLT (may include peers at times)	Conducted by SLT	Conducted by Peers	Collaborative approach with SLT and peers
Purpose / Intent	To gather a holistic snapshot of school-wide patterns and trends in practice.	To engage professionally with SLT one-on-one for the purpose of development.	To engage professionally with peers one-on-one for the purpose of development.	To engage in data-informed professional conversations to improve student outcomes.

Frequently Asked Questions

How often am I expected to engage with colleagues?	N/A - ad hoc and completed at random	2 per year - minimum	2 per year - minimum	As per staff / faculty / committee meeting schedule
Is it planned and organised in advance?	No - ad hoc and completed at random	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?	No	Yes - as agreed prior	Yes - as agreed prior	Yes
What happens following the engagement?	Informal celebrations and strategic planning.	Reflective conversation.	Reflective conversation.	Informed teaching & learning and targeted intervention
Do I need to provide planning?	No	No, but it may be discussed	No, but it may be discussed	No - T&L data sets will be used to inform
Do I have a choice of who I engage with?	No - ad hoc and completed at random	No - it will be an SLT member	Yes - in discussion with your supervisor	No - different participants depending on PLT purpose
Is time provided to support collegial engagement?	N/A	Yes - through workplace reform hours	Yes - through workplace reform hours	Yes - through staff / faculty meeting schedule

Vision: To be 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.

The future lies within

LEARNING | DISCIPLINE | COMMUNITY