

Dakabin State High School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Dakabin State High School** from **28 to 31 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies, the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

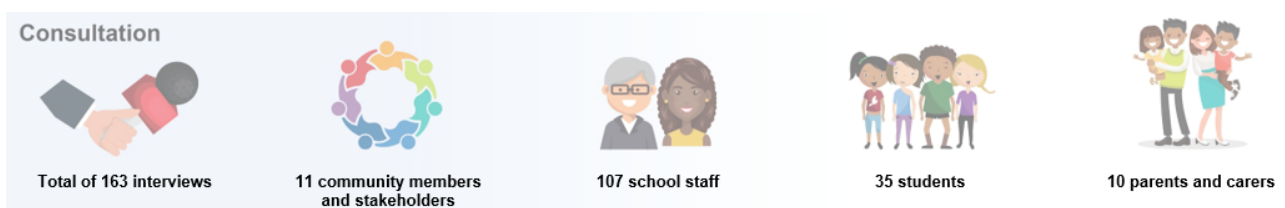
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal reviewer, SRR (review chair)
James O'Neill	Peer reviewer
Ray Johnston	External reviewer
Shelley Lewis	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	<p>We acknowledge the shared lands of the Gubbi Gubbi nation and the Gubbi Gubbi people of the Gubbi Gubbi language region.</p> <p>The traditional lands of the Gubbi Gubbi people stretched from the northern banks of the North Pine River in the south, to Burrum River in the north near Maryborough, and to the Conondale Ranges in the west. Their traditional lands include Redcliffe, Bribie Island, Sunshine Coast, Noosa, Tewantin, Cooroy, Maryborough, Gympie, Landsborough, Beerwah, Caboolture, Morayfield, Burpengary, Kallangur, Petrie and surrounding areas.</p> <p>Wunya Ngulum means welcome and Dakabin means grass trees, in Gubbi Gubbi language.</p>
Education region:	Metropolitan North Region
Year levels:	Year 7 to Year 12
Enrolment:	1012
Indigenous enrolment percentage:	12%
Students with disability percentage:	20%
Index of Community Socio-Educational Advantage (ICSEA) value:	943

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **27 to 29 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 952 and the school enrolment was 980.2 with an Indigenous enrolment of 9.3% and a student with disability enrolment of 9.9%.

The key improvement strategies recommended in the review are listed below.

- Develop, implement and quality assure the 3 levels of whole-school curriculum, assessment and reporting, including a curriculum plan, year/band plans and unit plans. (Domain 6)
- Embed a deep understanding of all facets of the pedagogical framework and its consistent application across all learning areas and all year levels. (Domain 8)
- 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. (Domain 3)

- Implement Professional Development (PD) activities to build teacher understanding of and expertise in the implementation of differentiation strategies for the full range of students. (Domain 7)
- 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. (Domain 5)

2. Executive summary

2.1 Key affirmations

Executive leaders are committed to developing a high-performing school.

Leaders describe a focus on growing a data-informed culture of learning, enhancing wellbeing, creating an inclusive learning environment, and celebrating success. Staff work collaboratively to provide a quality education, recognising their obligation to maximise individual students' pathways to success. Community members and many parents speak positively of the efforts of teachers and other staff to improve learning and wellbeing outcomes for all students. The school's motto, '*The future lies within*', together with the vision statement and school values, are prominently displayed across the campus.

Leaders and staff are driven by the guiding ethos of every student progressing in their learning.

A high priority is placed on developing and maintaining positive relationships between staff, students and parents. An emphasis on effective engagement as the bedrock for learning is apparent. Staff strive to create and maintain a learning environment reflective of the school values, with an ever-increasing emphasis on inclusive education and academic progress for all students. A consistent commitment to student wellbeing is demonstrated by staff. The importance of being responsive to students' needs and aspiring to quality learning outcomes for each student is identified by teachers.

Teachers describe intentionally collaborating with colleagues to devise thorough planning and rigorous assessment.

Heads of Department (HOD) work closely with teachers in their faculties to build strong curriculum expertise across the school. Executive leaders direct significant energy and attention towards devising and implementing rigorous processes to quality assure delivery of the planned curriculum. They recognise the importance of implementing the Australian Curriculum (AC) with fidelity.

Staff members have established partnerships with community organisations, businesses, universities, and local schools that benefit student wellbeing, learning, and successful transitions.

Transitions include from primary to secondary, and from school to post-school destinations. The intentional and strategic growth of partnerships, together with the sharing of school facilities, continues to build a positive reputation for the school within the wider community. The school is widely recognised for its signature agriculture program, and has a supportive Parents and Citizens' Association (P&C). Community leaders, community members and many parents speak highly of the school and staff.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Clarify for staff the intended outcomes and impacts of the Explicit Improvement Agenda (EIA) to foster greater understanding of, and commitment to, the targets and strategies used to enhance students' academic outcomes.

Domain 6: Systematic curriculum delivery

Sharpen school-wide approaches to Collaborative Assessment of Student Work (CASW) and 4C marking guides, complemented by Learning Walks and Talks (LWT) and learning walls, to prioritise the development of assessment-literate learners.

Domain 8: Effective pedagogical practices

Build teachers' confidence to consider and select appropriate High Impact Teaching Strategies (HITS), to effectively engage and challenge all students in their learning.

Domain 3: A culture that promotes learning

Create a renewed sense of urgency across all members of the school community regarding maximising attendance to foster a culture of 'attendance being everyone's business'.

Domain 7: Differentiated teaching and learning

Establish systematic processes to collaboratively monitor implementation of the school's Inclusive Education Plan – informed by staff, student and parent voice – to guide refinement to practice, build consensus, and measure impact over time.

Domain 8: Effective pedagogical practices

Systematically enact the school's Literacy Action Plan, together with a Quality Assurance (QA) process, to determine take-up and impact across the school to enhance the literacy capabilities of all students.