# Dakabin State School
2023 Annual Improvement Plan

Dakabin State School provides an outstanding education for all students by:
- Providing a safe, supportive and inclusive environment that meets the needs of all students
- Empowering every student to achieve their potential best to make the world a better place
- Using feedback and differentiation practices throughout planning and teaching cycles
- Promoting a community of wellbeing through consistent school-wide practices
- Instilling the DSS values and vision in all students
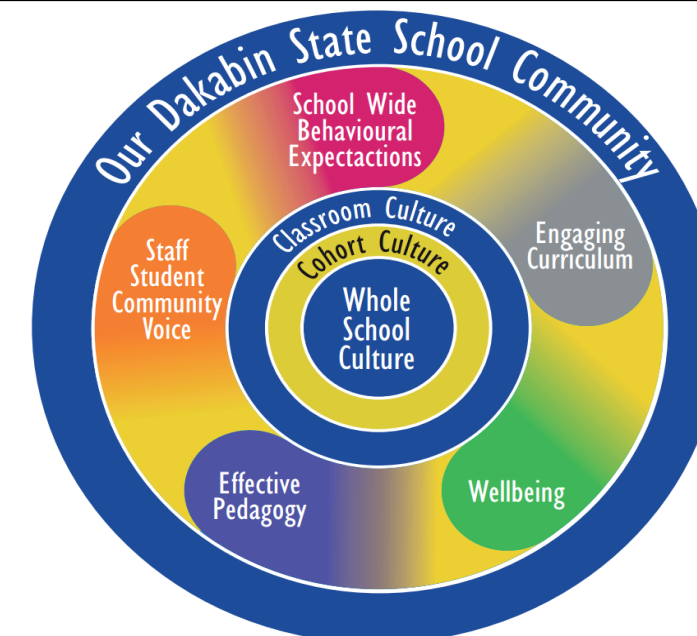
Improvement Strategies

Strategy 1: Deepen teacher knowledge and expertise in the use of feedback within the context of the systematic and rigorous delivery of the Australian English and Maths Curriculum.

- Collaboratively revise and develop clear expectations about visible learning at DSS including Bump-it-up walls, clear learning intentions and success criteria. Provide opportunities for teachers to collect data and provide feedback based on agreed visible learning expectations.
- Tightly aligned Performance Development Plan (PDP) processes support the continued development of staff capability, including:
- Provision of relevant professional development
- Opportunities to work with and learn from each other
- Engaging in meaningful conversations and timely feedback
- Students actively engaging with Learning Walls and articulating their next steps

Strategy 2: Knowing our impact, using differentiation and high impact teaching strategies (HITS) to ensure that every student is reaching their potential

- Collaboratively revise and develop clear expectations about what differentiation looks like at DSS
- Strengthening data literacy. Leading teachers to identify current juncture of learning, next steps of learning and 'How do you know?' questioning to lead teachers in recognising their impact and shared accountability
- Incorporating planned and responsive differentiation processes in year planning meetings
- Build capability to use ICT (across all areas of the curriculum) to positively impact student engagement

Strategy 3: Promote shared ownership of a positive school culture reflective of our values

- Further enhance the use of the AC General Capability - 'Personal and Social Capability' in collaborative planning opportunities
- Review and document all transition processes – including to, from and within DSS
- Develop a sustainable plan for coaching and mentoring new staff
- Consistent implementation of school routines, processes and expectations based on our School-wide behaviour expectations of staff and students
- Further embed PBL approach and elements including values, rewards, expectations matrix and purposeful use of data
- Provide further opportunities for staff to develop leadership skills through Aspiring Leaders Program, Curriculum Team and PBL Team
- Establishment of lunchtime clubs and other extra-curricular activities

Vision → Clarity → Action → IMPACT
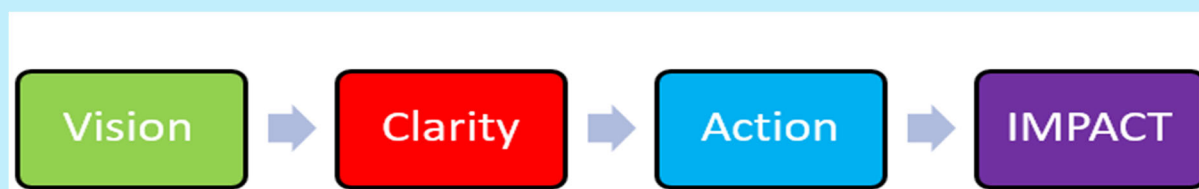
Assistant Regional Director
North Coast Region

TARGETS- 2023

Student Attendance - 92 %

Student Achievement- 85% of students achieving C or higher in English and 41% of students achieving a B or higher in English.

	% A-C		% A-B	
Semester	1	2	1	2
Prep	85	87	42	44
Year 1	80	87	56	58
Year 2	78	85	30	33
Year 3	75	82	37	39
Year 4	79	87	35	35
Year 5	80	85	35	37
Year 6	85	89	40	42

- **100% of year levels enacting English curriculum through our whole-school approach to moderation**
- **10% increase in ATSI & SW English & Maths A-C data**
- **100% new staff have mentor and participate in a comprehensive induction program**

SOS Survey Targets – Staff	2021	2022	2023
The expectations and rules are clear at this school.	50	78.3	85
Student behaviour is well managed at this school.	17.6	62.2	75
This school's culture supports people to achieve a good work-life balance.	73.5	82.5	90
I receive useful feedback	81.3	67.4	85
Students with a disability are well supported at this school	67.7	78.3	85