



Dakabin State School

2022 Annual Improvement Plan

Dakabin State School provides an outstanding education for all students by:

- Fostering a positive school culture of inclusion and a respect for diversity
- Creating a culture of high expectations and a sense of belonging for all staff and students
- Delivering high impact teaching and learning strategies that support all students to accelerate their learning
- Promoting a community of wellbeing through consistent school-wide practices
- Instilling the DSS values and vision in all students

Improvement Strategies

Strategy 1: Engage proactively with Regional curriculum personnel to collaboratively review and update the whole-school curriculum plan, ensuring full coverage and a deep understanding of the Australian Curriculum (AC). Implement processes designed to support teams to be collaborative and cohesive, including: roles, responsibilities and accountability statements for all staff members and teams, aligned to the EIA

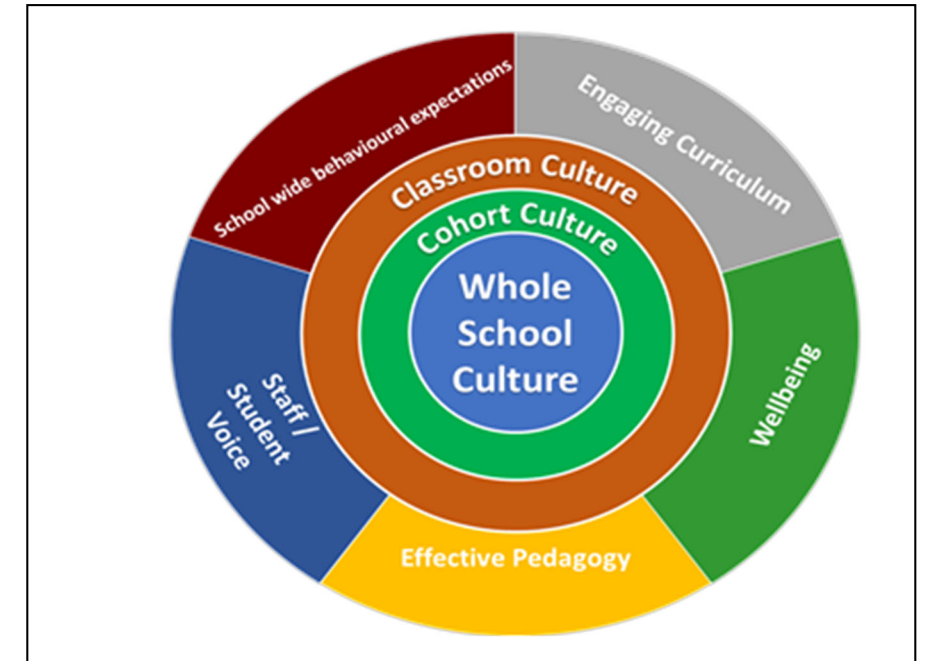
- Staff members have an increased and deepening understanding of Australian Curriculum - English, evidenced and supported through the use of:
 - NCR curriculum model Plan B Assessment Alignment Planner
 - Summative assessment tasks
 - Units, marking guides and task sheets
 - Systematic, whole school planning and moderation process
- Leaders and teachers use these understandings to consistently implement AC English across Prep to Year 6, engaging in and supported by:
 - Collaborative planning opportunities
 - Moderation activities
 - Case management/Collaborative Assessment of Student Work (CASW)
 - Walkthroughs and feedback
 - Provision of feedback to students to improve their learning
- 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

Strategy 2: Developing a positive school culture

- Provide a wide range of learning experiences and variety in the curriculum as well as extra-curricular activities
- Further embed PBL approach and elements including values, rewards, expectations matrix and purposeful use of data
- Exploration of the AC 'Personal and Social Capability' in collaborative planning opportunities
- Consistent implementation of school routines, processes and expectations based on our School-wide Behaviour Expectations of Staff and Students
- Complex case management approach
- Establishment of lunchtime clubs and other extra-curricular activities
- Enhancing community partnerships including Kallangur Community Centre
- Complete a communication audit to establish the most valued and effective ways of communicating with the DSS community
- Develop a sustainable plan for coaching and mentoring new staff

• Signed : _____
Michael Drake
Principal

Steve Vincent
Assistant Regional Director



TARGETS- 2022

Student Attendance - 92 %

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

Semester	% C – A		% B-A	
	1	2	1	2
Prep #	85	87	42	44
Year 1	86	87	56	58
Year 2	80	82	30	33
Year 3	80	82	37	39
Year 4	85	87	35	35
Year 5	85	87	35	37
Year 6	83	85	40	42

100% of year levels enacting English curriculum through our whole-school approach to moderation

100% new staff have mentor and participate in a comprehensive induction program

SOS Survey Targets – Staff

	2021	2022
The expectations and rules are clear at this school.	50	80
Student behaviour is well managed at this school	17.6	75
This school's culture supports people to achieve a good work-life balance.	73.5	90

Decrease in SDA

2021 SDA	2022 SDA
146	110