**Dakabin State High School: *Assessment-literate learners***

*Transcript*

At Dakabin State High School, students are taught that ‘‘The future lies within”.

The school creates assessment-literate learners and maintains a culture of learning using high impact teaching strategies to engage students, maximise learning days, and support students’ learning and wellbeing.

Staff work and upskill together to provide a quality education, focusing on individual pathways to success - a team effort highly praised by the school community.

Collaborative Assessment of Student Work, 4C marking guides, Learning Walks and Talks and Learning Walls are used routinely to identify next steps for learning. An aligned curriculum through intentional pedagogical practices is a key focus area.

Teachers and school leaders emphasise a data-informed culture of learning, enhancing wellbeing, creating an inclusive environment, and celebrating success. Dakabin State High School excels in Classroom Profiling, Restorative Practices and Positive Behaviour for Learning.

These initiatives foster a whole-school approach, supporting staff capability and creating a self-sustaining model with a culture supporting staff professional conversations and peer observations of practice.