


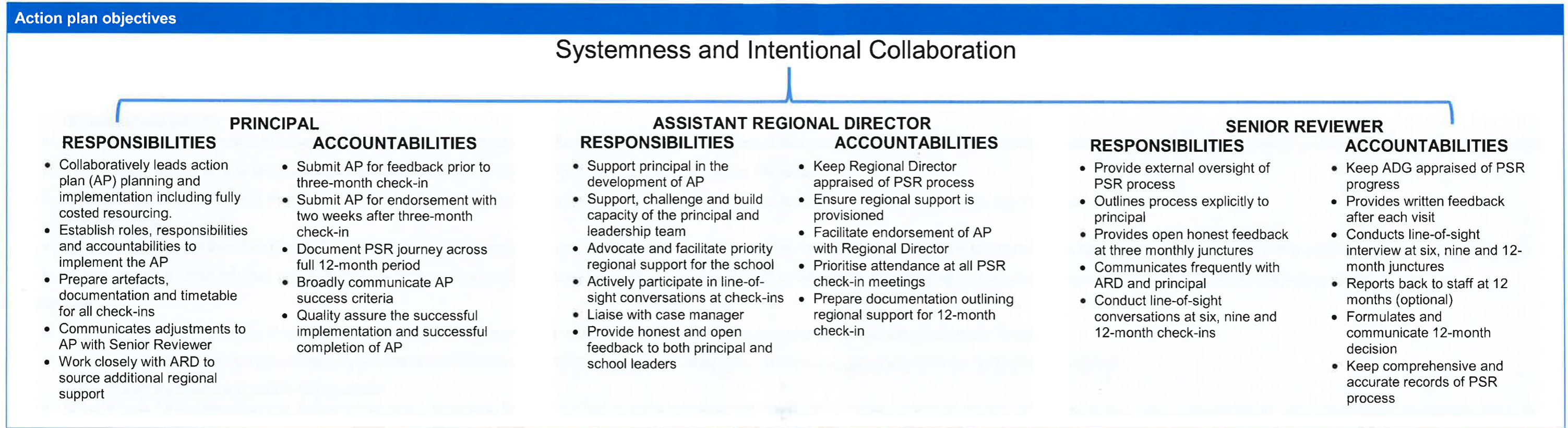


Dunwich State School Action Plan

		Name	Signature	Leadership team members			
Principal		Tammy Burnett		<ul style="list-style-type: none"> Principal – Tammy Burnett SEP – Lee Galati Learning Support – Serena Burnett CEC – Kelsey Ladbroke-Parkin BM – Kathleen Surawski 			
Assistant Regional Director		Brian Ragh					
Regional Director		John Norfolk					
Review date							
Follow-up meeting (three months)		Follow-up meeting (six months)		Follow-up meeting (nine months)		Follow-up meeting (12 months)	



Measureable outcomes:	Baseline	six months	12 months
Increase in English and Maths LOA	Semester 2, 2021 data	ongoing	A-C – 85% A-B – 50%
8 Identified focus students meet school benchmarks in	Focus student 1 – RM(6) – LOA= C, Soundswrite (P)=54%, Focus student 2 – NE(5) - LOA= C, Soundswrite(P)=86% Focus student 3 – TB(4) - LOA= B, Soundswrite(P)=64% Focus student 4 – ZO(3) - LOA=D, Soundswrite(P)=58% Focus student 5 – VD(2) - LOA=D, Soundswrite(P)=46% Focus student 6 – AB(1) - LOA=(MC) Soundswrite(P)=44%	Focus student 1 – RM(6) – LOA=, Soundswrite (P)= Focus student 2 – NE(5) - LOA=, Soundswrite(P)= Focus student 3 – TB(4) - LOA=, Soundswrite(P)= Focus student 4 – ZO(3) - LOA=, Soundswrite(P)= Focus student 5 – VD(2) - LOA=, Soundswrite(P)= Focus student 6 – AB(1) - LOA=, Soundswrite(P)=	Focus student 1 – RM(6) – LOA=, Soundswrite (P)= Focus student 2 – NE(5) - LOA=, Soundswrite(P)= Focus student 3 – TB(4) - LOA=, Soundswrite(P)= Focus student 4 – ZO(3) - LOA=, Soundswrite(P)= Focus student 5 – VD(2) - LOA=, Soundswrite(P)= Focus student 6 – AB(1) - LOA= Soundswrite(P)=

Improvement Strategy : Develop processes to monitor the effectiveness and efficiency of the range of staff teams to ensure that the desired outcomes are being achieved.

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<p>evidenced in observations and walkthroughs.</p> <ul style="list-style-type: none"> Leadership Team adhere to requirements of walkthroughs and observations. Leadership Team provide time for discussion of data/feedback gathered from walkthroughs. Staff are applying feedback provided by Leadership Team to improve practice. 	<ul style="list-style-type: none"> All classroom teachers <p><i>Physical</i></p> <ul style="list-style-type: none"> Data wall Room allocation for case management meetings – staffroom Resources to be provided to staff in PD, case management meetings, walkthroughs and observations. 	<p>Principal Leadership Team Curriculum Leaders</p>	<ul style="list-style-type: none"> Formalised documentation of the case management process created, agreed upon and being used. Baseline data identified and communicated to staff. Staff upskilled on selected pedagogical practice. Ensure the five reflect questions for students and staff and being used; <ol style="list-style-type: none"> What are you learning? How are you doing? How do you know? How can you improve? Where do you go for help? Co-construction of data walls Case management focus students identified. 	<ul style="list-style-type: none"> Articulate and answer the five reflective questions <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> Articulate and answer the five reflective questions around their teaching and learning practices. Articulate the processes around Case Management Co-construct the data wall and identify focus students. Articulate selected pedagogical practice and the expectations around their use. <p><i>The leadership team can/will:</i></p> <ul style="list-style-type: none"> Conduct walkthroughs Support staff by providing PD Begin processes to quality assure walkthroughs and observations by having conversations with Curriculum Leaders 	<ul style="list-style-type: none"> Case management documentation – processes and procedures Documentation of pedagogical practices Five reflect questions posters in every classroom
			<p>Phase 3.</p> <ul style="list-style-type: none"> Curriculum Leaders leading Case Management meetings with Leadership Team. All teaching staff engaging in Case Management meetings. Formalised observation and walkthrough schedule and protocols create and communicated to staff. Allocate time within the Leadership Team meeting agenda to allow for feedback from walkthroughs and observations. 	<p>Behaviourally:</p> <p><i>Students can/will:</i></p> <ul style="list-style-type: none"> Confidently articulate and answer the five reflective questions. <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> Participate in case management meetings and discussions on strategies to improve student outcomes. Articulate the targets of focus students and demonstrate the strategies they are implementing to improve focus students LOA Consistently demonstrate the use of pedagogical practices in every class. <p><i>The leadership team can/will:</i></p> <ul style="list-style-type: none"> Conduct walkthroughs and observations to quality assure implementation of pedagogical practices and the use of strategies suggested from case management meetings. Consistently provide feedback regarding trends observed in walkthroughs and observations and provide strategies for improvement. Lead case management meetings with teachers and identify areas for improvement and discuss strategies to increase the LOA of their focus student. 	<ul style="list-style-type: none"> Documentation and structure for walkthroughs and observations Observation template for teachers Leadership Team minutes reflecting discussions/feedback from observations and walkthroughs

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			<p>Phase 4</p> <ul style="list-style-type: none"> All teaching staff engaged in case management meetings and applying improvement strategies. Leadership Team meetings include communication of observations, walkthroughs and any support strategies that have been implemented/ 	<p>Behaviourally: <i>Students can/will:</i></p> <ul style="list-style-type: none"> Provide high quality responses to the five reflective questions <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> Articulate the targets for their focus students, the strategies they are implementing to achieve these targets and the impact these strategies have had on student achievement and LOA data Articulate the impact of feedback from walkthroughs and observations on their practice. Consistently demonstrate the use of pedagogical practices in every class. <p><i>The Leadership Team can/will:</i></p> <ul style="list-style-type: none"> Measure and describe the impact of case management on student data Articulate the targets and strategies for teachers and support systems they have put in place in both case management and pedagogical practices. Lead collaborative discussions in staff meetings regarding the trends observed in walkthroughs and observations and provide strategies for improvement. 	<ul style="list-style-type: none"> Leadership Team meeting minutes reflecting behaviours.
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Improvement Strategy 2: Reinvigorate practices and processes to support the PBL team in the continuation of the drive for a consistent and proactive approach to the management of student behaviour across the school with fidelity.

Describe the 12-month success criteria:

- A whole school approach to differentiated teaching and learning that responds to the diverse needs for all students that maximises engagement is documented.
- All staff articulating Dunwich State School's whole school approach that establishes the social culture and individual behaviour support required to ensure students feel supported.
- Develop a transparent system with a collaborative approach to supporting tier 3 students
- Behaviour coaching completed for all staff with the support of regional staff.
- All staff trained in profiling students and being confident profiling students with peers

Actions to address improvement strategy	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	(Completion date, artefacts, evidence of targets achieved) Record as three, six, nine and 12 month targets		
			Timelines/Outcomes	Evidence of Impact (express in behavioural terms)	Artefacts

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<ul style="list-style-type: none"> • A clear process for managing minor and major behaviours (including processes for office referrals) • A continuum of flexible and logical consequences • Documented strategies for engaging and communicating with families regarding expected behaviours • Simple referral process for teachers to request support for students with behaviours • Professional learning – de-escalation strategies, FBA, essential skills, responding to trauma • Individual behaviour support plans and risk assessments put in place, collaboratively with class teacher and all relevant stakeholders. • Review student code of conduct ensuring student / teacher voice is included in all PBL processes • Regular sharing of data • Redesign the whole school behaviour matrix 	<p>Financial</p> <ul style="list-style-type: none"> • TRS to release classroom teachers to participate in professional development. <p>Human</p> <p>The following staff will be engaging in delivering PD, supporting development of plans, sharing of data and review processes;</p> <ul style="list-style-type: none"> • Principal • SEP • Learning Support • PBL Team • All classroom teachers • Principal Advisor, Positive Behaviour for Learning (PBL) • Student engagement coach – Turning Point PLC <p>Physical</p> <ul style="list-style-type: none"> • Data wall • Room allocation for student support meetings – staffroom • Resources to be provided to staff in PBL meetings 	<p>Principal and BSM</p> <p>Principal PBL Coach PBL Team leader PA, PBL Coach, PLC</p>	<p>Three months</p> <ul style="list-style-type: none"> • PBL team created • Roles and responsibilities document • Regular PBL updates scheduled for future staff meetings • Action Plan Document 	<p>Behaviourally:</p> <p><i>Students can/will:</i></p> <ul style="list-style-type: none"> • Articulate the weekly PBL focus • Action/be demonstrating the weekly PBL focus <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> • Have classroom rules based on the schoolwide expectations • Explicitly teaching schoolwide expectations <p><i>The leadership team can/will:</i></p> <ul style="list-style-type: none"> • Provide staff with data each term on student behaviours • Trained in conducting FBA • Identified budget for further PD and to meet planning targets 	<ul style="list-style-type: none"> • Whole school behaviour matrix – majors and minors • PBL Team meeting minutes • PBL Leadership meeting minutes • Data wall created 	
				<p>Six months</p> <ul style="list-style-type: none"> • A continuum of logical and flexible consequences is documented. • Documented strategies to assist families in understanding the expected behaviours for success at school. 	<p>Behaviourally:</p> <p><i>Students can/will:</i></p> <ul style="list-style-type: none"> • Articulate the 5 fingers <ul style="list-style-type: none"> - Stay cool - Talk firmly - Walk away - Use your lid - Report <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> • Delivering consequences consistently • Creating and delivering the weekly PBL whole school focus <p><i>The leadership team can/will:</i></p> <ul style="list-style-type: none"> • Have a referral system in place to request support for identified students • Risk assessments completed • Involve families/community members to be part of behaviour support planning 	<ul style="list-style-type: none"> • Student Code of Conduct updated and reflecting new processes. • Risk assessment tool • Behaviour support plans
			Principal PBL Team	<p>Nine months</p> <ul style="list-style-type: none"> • reduced problem behaviour • increased time focused on instruction • improved social-emotional wellbeing • positive and respectful relationships among students and staff • better support for teachers to teach, model and respond effectively to student needs • a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time. 	<p>Behaviourally:</p> <p><i>Students can/will:</i></p> <ul style="list-style-type: none"> • Demonstrate the 5 fingers • Demonstrate resilience <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> • Access to active supervision training • Have classroom based processes which allow them to manage problem behaviour without stopping the learning of other students <p><i>The leadership team can/will:</i></p>	<ul style="list-style-type: none"> • Documented strategies and interventions aimed at reducing the risk of behaviour occurring • Function of behaviour/De-escalation PD for all staff completed

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				<ul style="list-style-type: none">• Documented processes/strategies to assist families in understanding the expected behaviour at school	
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