

### Action plan objectives

## Systemness and Intentional Collaboration

## **PRINCIPAL**

## **RESPONSIBILITIES**

- Collaboratively leads action plan (AP) planning and implementation including fully costed resourcing.
- Establish roles, responsibilities and accountabilities to implement the AP
- · Prepare artefacts, documentation and timetable for all check-ins
- · Communicates adjustments to AP with Senior Reviewer
- · Work closely with ARD to source additional regional support

## **ACCOUNTABILITIES**

- · Submit AP for feedback prior to three-month check-in
- Submit AP for endorsement with two weeks after three-month check-in
- Document PSR journey across full 12-month period
- Broadly communicate AP success criteria
- · Quality assure the successful implementation and successful completion of AP

## ASSISTANT REGIONAL DIRECTOR **RESPONSIBILITIES**

- Support principal in the development of AP
- Support, challenge and build capacity of the principal and leadership team
- · Advocate and facilitate priority regional support for the school
- Actively participate in line-ofsight conversations at check-ins
- Liaise with case manager
- Provide honest and open feedback to both principal and school leaders

## **ACCOUNTABILITIES**

- · Keep Regional Director appraised of PSR process Ensure regional support is
- provisioned · Facilitate endorsement of AP
- with Regional Director · Prioritise attendance at all PSR
- check-in meetings
- Prepare documentation outlining regional support for 12-month check-in

## **SENIOR REVIEWER** RESPONSIBILITIES

- · Provide external oversight of PSR process
- Outlines process explicitly to principal
- Provides open honest feedback at three monthly junctures
- Communicates frequently with ARD and principal
- · Conduct line-of-sight conversations at six, nine and 12-month check-ins

## **ACCOUNTABILITIES**

- · Keep ADG appraised of PSR progress
- · Provides written feedback after each visit
- Conducts line-of-sight interview at six, nine and 12month junctures
- Reports back to staff at 12 months (optional)
- Formulates and communicate 12-month decision
- Keep comprehensive and accurate records of PSR process

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.



#### Describe the 12-month success criteria:

- Teachers using evidence of student learning progress to diagnose their own development priorities. Individually and collectively, they engage in an enquiry to evaluate the effectiveness of their current teaching practices.
- Have established and common actions to drive the consistency of teacher pedagogy and case management.
- Leaders can articulate their roles, responsibilities and accountabilities which drive consistent schoolwide implementation of priorities.

## Case Management

- Formalised case management process using the data wall guiding conversations between school leadership team, EST2 curriculum leaders and teachers regarding the improvement of student data in English and Maths
- Formalised case management process using the data wall guiding conversations between school leadership team, EST2 curriculum leaders and teachers regarding the improvement of student data in the number of minor and major behaviours.
- All teachers can describe the impact of the case management process has on their teaching practice and the outcomes for their focus students.
- EST can describe the impact of case management processes have on focus students data and share the learnings they have gained.

#### Pedagogy

- Enact, using Inquiry Cycles, a whole school approach to quality assessment and instruction that is aligned to the Australian Curriculum and increases a collective culture of learning.
- Teaching staff are being empowered through workshops and class release time to further build capacity to implement best practice age appropriate pedagogies, case management, moderation and teacher accountability.
- Quality assurance process ensures that high impact, evidenced-based pedagogical and assessment practices are enacted by all teachers.
- Teachers pinpoint and build from point of need for individuals, student cohorts and groups of students.
- There is a clear relationship between the curriculum standards, learning goals, learning activities and assessment strategies capturing students' knowledge and skills to quantify learning progress and to identify next steps.

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
<ul> <li>Create formal documentation outlining the school's case management process and parameters.</li> <li>Continue to implement case management processes in English.</li> <li>Implement case management processes in Maths.</li> <li>Teachers implement strategies outlined in case management with their classes.</li> <li>Pedagogy</li> <li>All saff to review and select pedagogical practices.</li> <li>Selected pedagogical practices are</li> </ul>	Financial  TRS to release curriculum leaders to network with curriculum leaders of cluster schools.  Human The following staff will be engaging in delivering PD, conducting or participating in walkthroughs and observations/conducting or participating in case management meetings; Principal	Principal/BM  Members of the Leqadeship Team — Principal, SEP, Learning Support Curriculum Leaders All Teaching	<ul> <li>Phase 1.</li> <li>Principal to attend Unpacking your review.</li> <li>LT unpack the school report and nominate which Key Improvement Strategy to focus on.</li> <li>Staff Unpack the school review report and provide feedback on which improvement strategies should be addressed in the first 12 months.</li> <li>Strategies are chosen and an action plan is created.</li> <li>All EST2 staff nominating curriculum area to lead.</li> </ul>	Behaviourally: Students can/will:  Teachers can/will:  Provide feedback to the Leadership Team after unpacking the review report on the improvement strategies they have identified as most valuable  The leadership team can/will: Consult staff on key improvement strategies and feedback. Consolidate the data and decide on the improvement strategies to be addressed. Create Action Plan	<ul> <li>Hotspot activity at staff meeting identifying improvement strategies.</li> <li>Action plan created</li> </ul>
being enacted by staff. This is  SEP  Learning Support	Staff	Phase 2.	Behaviourally: Students can/will:	Data wall	
		7 9			Queensla

**Principal** 

Team

Leadership

Curriculum

Leaders

- evidenced in observations and walkthroughs.
- 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 Ledaership Team to improve practice.

 All classroom teachers

### Physical

- Data wall
- Room allocation for case management meetings staffroom
- Resources to be provided to staff in PD, case management meetings, walkthroughs and

observations.

management process created, agreed upon and being used. Baseline data identified and

Formalised documentation of the case

- communicated to staff.
- Staff upskilled on selected pedagogical practice.
- Ensure the five reflect questions for students and staff and being used;
  - 1. What are you learning? 2. How are you doing?

  - 3. How do you know?
  - 4. How can you improve?
- 5. Where do you go for help?
- Co-construction of data walls
- Case management focus students identified.

Articulate and answer the five reflective auestions

#### Teachers can/will:

- Articulate and answer the five reflective questions around their teaching and learning practices.
- Articulate the processes around Case Management
- Co-consruct the data wall and identify focus students.
- Articulate selected pedagogical practice and the expectations around their use.

### The leadership team can/will:

- Conduct walkthroughs
- Support staff by providing PD
- Begin processes to quality assure walkthroughs and observations by having conversations with Curriculum Leaders

- Case management documentation processes and procedures
- Documentation of pedagogical practices
- Five reflect questions posters in every classroom

#### Phase 3.

- 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.

## Behaviourally:

#### Students can/will:

Confidently articulate and answer the five reflective questions.

#### Teachers can/will:

- 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.

#### The leadership team can/will:

- Consuct 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 ad 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.

- Documentation and structure for walkthroughs and observations
- Observation template for teachers
- Leadership Team minutes reflecting discussions/feedback from observations and walkthroughs



#### Phase 4

- 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/

### Behaviourally:

#### Students can/will:

Provide high qulity repsonses to the five reflective questions

#### Teachers can/will:

- 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.
- Consistenly demonstrate the use of pedagogical practices in every class.

### The Leadership Team can/will:

- 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.

• Leadership Team meeting minutes reflecting behaviours.

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.

**Timelines/Outcomes** 

## 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

Evidence of Impact (express in behavioural terms)

Artefacts



Principal and

**BSM** 

Principal

PBL Coach

PBL Team

Coach, PLC

leader

PA, PBL

Principal

PBL Team

- · A clear process for managing minor and major behaviours (including processes for office referrals)
- A continuum of flexible and logical consquences
- Documented strategies for engaging and communicating with families regarding expected behaviours
- Simpole 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 onduct ensuring student / teacher voice is inclouded in all PBL processes
- Regular sharing of data
- Redesign the whole school behaviour matrix

#### Financial

 TRS to release classroom teachers to participate in professional development.

### Human

The following staff will be engaging in delivering PD, supporting development of plans, sharing of data and review processes;

- Principal
- SEP
- Learning Support
- PBL Team
- All classroom teachers
- Principal Advisor, Positive Behaviour for Learning (PBL)
- Student engagement coach - Turning Point PLC

#### Physical

- Data wall
- Room allocation for student support meetings staffroom
- Resources to be provided to staff in PBL meetings

## Three months

- PBL team created
- Roles and responsibilities document
- Regular PBL updates scheduled for future staff meetings
- Action Plan Document

## Behaviourally:

### Students can/will:

- Articulate the weekly PBL focus
- Action/be demonstrating the weekly PBL

#### Teachers can/will:

- Have classroom rules based on the schoolwide expectations
- Explicitly teaching schoolwide expectations

#### The leadership team can/will:

- Provide staff with data each term on student behaviours
- Trained in conducting FBA
- Identified budget for furtherPD and to meet planning targets

## Whole school behaviour matrix majors and minors

- PBL Team meeting minutes
- PBL Leadership meeting minutes

Student Code of Conduct updated

and reflecting new processes.

Risk assessment tool

Behaviour support plans

Data wall created

### Six months

Nine months

- A continuum of logical and flexible consequences is documented.
- Documented strategies to assist families in understanding the expected behaviours for success at school.

## Behaviourally:

## Students can/will:

- Articulate the 5 fingers
  - Stay cool
  - Talk firmly
  - Walk away
  - Use your lid Report

#### Teachers can/will:

- Delivering consequences consistently
- Creating and delivering the weekly PBL whole school focus

#### The leadership team can/will:

- Have a referral system in place to request support for identified students
- Involve families/community members to be part of behaviour support planning

- Risk assessments completed

## Behaviourally:

#### Students can/will:

- Demonstrate the 5 fingers
- Demonstrate resilience

#### Teachers can/will:

- Access to active supervision training
- Have classroom based processes which allow them to manage problem behaviour without stopping the learning of other students
- interventions aimed at reducing the risk of behavious occurring
- Function of behaviour/De-escalation PD for all staff completed

Documented strstegies and

The leadership team can/will:

## 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



Documented processes/strategies to assist families in understanding the expected behaviour at school

