



Dysart State High School

2020 Annual Implementation Plan

Improvement Priority 1. Respectful Culture

Targets

Improvement in School opinion survey data
 Reduction in behaviour data for various groups, Increase in positive behaviour
 Tracking of staff wellbeing, improvement in School opinion survey
 Creation of culture survey

Strategy: Implementing the explicit teaching of respect via the Respect 4 all theme

Actions	Timeline	Responsible Officer(s)
Develop merchandise to visually communicate the focus value	Term 1	Principal
Explicit teaching in wellbeing lessons, assemblies	Ongoing	Principal, HOD
Explicit communication to parents	Ongoing	Principal
Explicit communication to staff and students	Ongoing	Principal, HOD, Year Coordinator
Publish high quality images and video that demonstrate respect 4 all	Ongoing	Principal
Ensure staff are familiar with the message – increase the verbal and visual use of the theme	Ongoing	Principal, HOD

Strategy: Comprehensive and consistent integration of Positive behaviour for learning framework

Actions	Timeline	Responsible Officer(s)
Involve all staff in the PBL committee	Ongoing	Principal, HOD
Increase the number of staff who attend PBL Professional development	Ongoing	Principal, HOD
Increase the awareness and consistent use of free and frequent, short term and long term rewards – eg include more rewards for boys, older students, increase the engagement of students in the long ter	Ongoing	Principal, HOD, Year Coordinator
Use longer term rewards and increase the incentives to improve engagement	Ongoing	Principal, HOD, Year Coordinator





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Strategy: Review of the Responsible Behaviour Plan in line with EQ student code of conduct

Actions	Timeline	Responsible Officer(s)
Develop the student code of conduct in consultation with stakeholders	Term 1	Principal
Consistently implement the change to the consistent enforcement of the mobile phone policy. Remind staff of this consistent expectation on a weekly/regular basis.	Ongoing	Principal, HOD
Develop a data plan to track behaviour	Term 1	Principal
Ensure HODs are tracking data of yr level cohorts	Ongoing	HOD
Implement the consequences for major and minor behaviours in a consistent manner	Ongoing	Principal, HOD
Ensure follow up with all student issues	Ongoing	Principal, HOD

Strategy: Review of behaviour tracking and monitoring to ensure consistent application of responsible behaviour plan

Actions	Timeline	Responsible Officer(s)
Review the current process of tracking behaviour via monitoring card via ID attend	Term 1	Principal, HOD
Explore the use of different behaviour monitoring systems across the region/state	Term 1	Principal
Induct the HODs into the expectations and consistent use of major/minor consequences	Term 1	Principal, HOD

Strategy: Further Implementation of proactive approaches to manage targeted student's behaviours through discipline improvement plans and complex case management process in consultation with parents and community

Actions	Timeline	Responsible Officer(s)
Develop DIP with parents in relation to the management of students with complex behaviours	Ongoing	Principal, HOD
Induct the HODs into the creation of the DIP to manage the top tier students in their cohorts	Term 1	Principal, HOD



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Strategy:	Intentional collaboration and effective communication with staff, parents and community		
Actions		Timeline	Responsible Officer(s)
Implement marketing of success stories through the creation of a template for curriculum activities		Ongoing	Principal
Increased focus on the publishing of success stories from all stakeholders – staff success stories, student success stories – 2019 yr 12s, current student – Cert III Beauty, Cert III Aviation, Distanc		Ongoing	Principal
Strategy:	Enhanced induction for all staff, parents and community in line with strategic plan, vision and values and annual implementation plan		
Actions		Timeline	Responsible Officer(s)
Present the strategic plan at P & C, in newsletter, on website and via other means of communication		Ongoing	Principal
Strategy:	Improved consistency of school wide routines to improve culture of focussed learning, through establishing leadership team walkthroughs, non-negotiables expectations and lesson observations		
Actions		Timeline	Responsible Officer(s)
Develop teachers capability in implementing the non-negotiables in order to create more harmonious and expected learning environments		Ongoing	Principal, HOD
Track teachers implementation of routines via walkthroughs and formal observations		Ongoing	Principal, HOD





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Strategy: Implement the Health and wellbeing framework

Actions	Timeline	Responsible Officer(s)
Publish and communicate the SLAWF for DSHS with school community	Ongoing	Principal, Guidance Officer
Induct and build teachers capability in the NIPR	Ongoing	Principal, Guidance Officer
Integrate with the 3 tiered approach to instructional and behaviour support by putting in place more Tier 1 approaches to positive behaviour and whole school prevention	Ongoing	Principal
Create safe, supportive and inclusive environments	Ongoing	Principal, Guidance Officer, HOD
Build the capability of staff, students and the school community	Ongoing	Principal, Guidance Officer, HOD
Develop strong systems for early intervention	Ongoing	Guidance Officer





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Improvement Priority 2. Respectful Teaching and Learning

Targets

85% of students receiving 'C' or above in moderated assessment

Improve students' literacy through the implementation of a whole school literacy plan with consistent approaches and common language being used by all staff

Tracking of staff capability and confidence around unpacking literacy demands and consistent and explicit teaching of literacy by staff across all curriculum areas

Strategy:	Develop the Curriculum assessment and reporting framework, reviewing the whole school curriculum map and year level overviews and developing consistently designed unit plans tailored for the local context and cohort, engaging curriculum to prepare students for future workforce		
Actions		Timeline	Responsible Officer(s)
Review the whole school curriculum map including literacy and assessment for Yr 7 - 10		Ongoing	HOD
Developed school wide consistently designed unit plans based on year level overviews and whole school curriculum map		Ongoing	HOD
Ensure curriculum is developed for local context and is authentic and engaging for diverse learners		Ongoing	HOD
Strategy:	Implement and track a consistent approach to the explicit teaching of literacy within the curriculum		
Actions		Timeline	Responsible Officer(s)
Review whole school literacy plan with teachers, HODs etc		Term 1	Principal, HOD
Induct new teachers into the literacy plan		Ongoing	Principal, HOD
Monitor the consistent implementation of the literacy plan by reviewing students notebooks, classroom environments, assessment tasks		Ongoing	Principal, HOD
Strategy:	Implement an assessment program following achievement standards with feedback and comprehensive moderation processes		
Actions		Timeline	Responsible Officer(s)
Implement both pre and post moderation processes for assessment across faculties		Ongoing	HOD
Publish assessment calendars for all year levels		Ongoing	HOD
Enhance staff capability in writing assessment tasks to cater for all levels of literacy		Ongoing	Principal, HOD





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Strategy:	Provide ongoing development for teachers as part of the professional development plan, using watching others work model and supportive teacher model
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Actions	Timeline	Responsible Officer(s)
Develop in consultation with teachers a thorough professional development plan that targets key priorities in school culture, curriculum planning and whole school literacy	Ongoing	Principal, HOD
Advertise and encourage the use of watching others work model to enhance staff capability.	Ongoing	Principal

Strategy:	Enhance teacher's capability in pedagogies including explicit instruction and Microskills via implementation of pedagogical framework, 1-on-1 support, lesson observations, coaching methodologies and watching others work practices
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Actions	Timeline	Responsible Officer(s)
Develop teachers capability in implementing the non-negotiables in order to create more harmonious and expected learning environments	Ongoing	Principal, HOD
Implement observation schedule for teachers	Term 2	HOD
Implement regular discussion and comprehensive and consistent use of ESCMs through ESCM of the week	Ongoing	Principal
Implement coaching methodologies to improve staff reflection	Term 3	Principal





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Strategy: Understand Learners needs through Inclusion and Diversity -Targeted learning support, Personalised learning plans, Diagnostic tests, Indigenous and intercultural understandings

Actions	Timeline	Responsible Officer(s)
Review current ICP process	Term 2	Principal, HOD, HOSES
Develop through collaboration a process for ICP's – including transition to year 7, review of ICP's, planning and documenting planning for students on ICP's.	Term 3	Principal, HOD, HOSES
Develop a school wide process for tracking student results through the academic review process. – process/ data wall to be established	Term 2	Principal, Guidance Officer, HOD
To build process and develop skills in using One school as a tool to communicate information on students who require additional support. E.g. PLP	Term 2	Principal, HOD, HOSES
Develop a system/process for ICP's to be transitioned from Primary School.	Term 2	Principal
Build staff capability to use the Academic Review process to track and monitor all students across all cohorts	Ongoing	Principal, HOD

Strategy: Implement the DSHS Wellbeing curriculum plan

Actions	Timeline	Responsible Officer(s)
Collaboratively prepare the DSHS wellbeing curriculum plan overview for yr 7 – 10	Ongoing	Guidance Officer, HOD
Assign HODs to classes to ensure some leadership of this curriculum	Ongoing	Guidance Officer, HOD
Review assessment that is related to the wellbeing is linked to ACARA and is authentic	Ongoing	Guidance Officer, HOD

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director

