



Dysart State High School

2023 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Wellbeing

Long-term targets/desired outcomes

- Reduced Student Disciplinary action from 90.4 per 1000 in 2020 to a rate of 80.0 to a 1000 in 2023
- School Opinion Data question 'is this a safe school' rating 'yes' move from 8% in 2020 to 60% in 2023 (staff, student, parent)
- 'Coffee with the Principal' at community events including Market Days and special local community events to provide more personal connection with the local community. Principal to join local community committee : Bright Minds, BHP Child Care committee and the local business committee
- Teachers are engaged in PBL program across the school including attendance at PBL meetings and/or implementation of PBL strategies

AIP targets/desired outcomes

- 100% student participation in student wellbeing programs (Love Bites, Safe Talk)
- Increased by 20% positive response to School Opinion Survey Question - "This is a good school". (BD 2022 : 54.2% parents and 55.9% students agreed)
- Increase by 20% positive response 'Yes' to Staff Wellbeing Needs Assessment Q.17 'To what extent do you believe our workplace supports your wellbeing' (BD 2022: 42%)
- Increase by 20% positive response 'Yes' to Staff Wellbeing Needs Assessment Q.18 'Do you believe that leadership of the school are committed to supporting a strong wellbeing culture?' (BD 2022 :37%)

School Strategic Plan Strategy:	Collaboratively develop strategies to communicate with and further engage parents and community members in the development and implementation of locally relevant curriculum content and activities.	
Actions		Responsible Officer(s)
Implementation of DOE Respectful Relationship Program in H.P.E years 7-10 and identified in 2023 CARF		Brian Amedee, Rhyann Cook, Robert Dixon, Kara Holdom, Loganathan Ishmel, Sian Reardon, Rebecca Salafia, Leigh Williams
100% of students in years 7-9 have an established JET Plan and 100% of students in year 10 have a formal SET Plan with each student receiving an annual review		Lyn Bernhagen, Patrice Brown, Sharon Jansen, Cherryl Perry
Market school success stories on a weekly basis through social media, Dysart Diary and IGA community board to keep community informed and intentional, positive 'branding' of Dysart SHS		Lyn Bernhagen, Patrice Brown, Cherryl Perry
School Strategic Plan Strategy:	Collaboratively review the school's Student Code of Conduct and the associated PBL framework to enhance consistency in the implementation of school-wide agreed expectations and build predictability in relation to responses to positive and inappropriate student behaviours.	





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Actions		Responsible Officer(s)
Leadership team have planned leading, learning walks with a specific PBL focus each week and report at Leadership Meetings for review		Principal, Deputy Principal, HOD
Review the DSHS Student Code of Conduct 2022-2023 with the PBL team and seek endorsement by P&C		Principal, Deputy Principal, HOD
Schedule PBL meetings fortnightly each term and present data and promising practice at weekly staff meeting		HOD
Professional learning in 4D Dimensions by Caroline Blackey is planned and implemented for new and continuing staff in Term 1 and Term 3 annually		Deputy Principal
School Strategic Plan Strategy:	Development and implement whole school Well-being program including intentional curriculum pro to enhance staff and student well-being.	
Actions		Responsible Officer(s)
Weekly Staff meeting cycle include dedicated segment on wellbeing including positive team relationships and utilisation of Resilience Agenda Mental Health Diary (toolkit and strategies) and journal.		Cherryl Perry
Implementation of 2022-2023 DSHS Staff Wellbeing Action Plan, including fortnightly meetings, social event calendar (minimum one event per term)		Lyn Bernhagen, Cherryl Perry, Leigh Williams
Intentionally engage with community-based committees and forums for the purpose of actively promoting the school and students.		Cherryl Perry

School Strategic Plan - 2. Teaching

Long-term targets/desired outcomes

- Three (3) levels of planning including, whole school CARF, year unit plans and subject unit plans are up to date and located on G Drive. Leadership team will conduct twice term walkthroughs as an audit measure to check that teachers are following CARF plan
- Student assessment is aligned to the CARF. Assessment Calendar is published by Week 2 each term on school website and students receive feedback (written and oral) within a 10 school days of final assessment and 5 school days for drafts. 100% of students have a student profile folder

AIP targets/desired outcomes

- 100% of Students receiving a QCE/QCIA by end of year 12, in addition to achieving a completed Certificate II/III in Vocational Education
- 100% of students and his/her parent have engaged in a student progress interview including completion of a JET Plan /SET Plan and located on OneSchool
- 2023 enrolled year 9 students achieve a LOA in A-C data of 85% in English and 85% in Math (BD Semester 2 2022 : English (70%) and Math (66%))

School Strategic Plan Strategy:	Collaboratively review the school's pedagogical framework and develop further strategies to build teachers' deep understanding of the expectations and practices essential to the effective implementation of DSHS pedagogy as a school-wide pedagogical practices.	
Actions		Responsible Officer(s)





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DSHS Junior Secondary Math Teachers engage in the Professional Learning Community (Emerald Cluster) and collaborate once per term in data analysis, curriculum planning and pedagogical practices		Loganathan Ishmel
DSHS Junior Secondary English Teachers engage with Emerald CLAW and collaborate once per term in data analysis, curriculum planning and pedagogical practices		HOD
Staff meeting cycle to include every term, implementation and action of the 4 phases of moderation for English and Mathematics (years 7-10)		Principal, Deputy Principal, HOD
School Strategic Plan Strategy:	DSHS year 7-12 has an updated CARF program aligned to ACARA and QCAA	
Actions		Responsible Officer(s)
Moderation process include quality assurance measures to ensure that the 2022-2023 Curriculum Assessment Reporting Framework (CARF) 3 levels of planning are implemented by teaching staff		Principal, Deputy Principal, Guidance Officer, HOD
100% of teaching staff have designed and implemented differentiation strategies and assessment including ICP and modified assessment		Loganathan Ishmel, Juanita Tilney, Ariana Walkom, Leigh Williams

School Strategic Plan - 3. Performance

Long-term targets/desired outcomes

- 100% of staff engaged in the Induction Program in Jan and July 2022. this would be evident by a 10% reduction in DSHS non-negotiables: 'One School prohibited items: mobile phones. Reduction from 252 infractions in 2021, to >225 in 2022 and >200 in 2023
- Teachers actively participate in a clear, coherent Induction program that includes DSHS non-negotiables, standards of practice and student code of conduct.
- Tracking a sample of students from years 7-12 to gauge academic improvement . Improve year 10 Math A-C level of achievement from 66% in 2021 to increase A-C LOA by 10% annually (2022 : 76% , 2023 : 86%)

AIP targets/desired outcomes

- 90% Student Attendance across all year levels (BD 2022: 80%)
- 100% of staff engaged in a rigorous and tailored Induction program including staff who arrive mid-term.
- 100% of beginning teachers are engaged in a planned Beginning teacher program, assigned a mentor & attend CLAW Emerald Beginning Teacher program and conference.

School Strategic Plan Strategy:	Collaboratively develop and implement a whole-school induction program to enable new teachers a smooth transition into the school and deep understanding of the school processes and expectations. The focus is that student are able to learn in a calm, consistent manner across the school	
Actions		Responsible Officer(s)
Leaders to enact intentional collaborative processes to triangulate whole school, cohort and targeted data sets to support next steps in school improvement in A-C data in year 7-10 English and Math		Principal, Deputy Principal, Guidance Officer, HOD, HOSES





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Document and implement a rigorous Induction and Probation Process for new and early career teachers; support provision includes timetabled Leadership undertaking weekly leading, learning walkthroughs

Principal,
Deputy Principal,
Guidance Officer,
HOD,
HOSES

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

Assistant Regional Director



**Queensland
Government**