DUNECREST AMERICAN SCHOOL

Wellbeing Improvement Plan 2023-2025

Counseling Department

IMPROVEMENT PLAN 2023-2025

Our Goals

At Dunecrest American School, we meticulously map our curriculum collaboratively using Rubicon Atlas, harmonizing it with Common Core AERO and NGSS standards. Our emphasis lies in setting an academically challenging learning environment and fostering inquiry skills to nurture critical thinkers and future leaders. Our curriculum undergoes frequent collaborative development, ensuring regular reviews, updates, and enhancements, all geared towards providing our students with an ever-evolving, exceptional learning journey, accessible to all **(Wellbeing)**. Rooted in skill development and addressing real-world challenges, our curriculum maximizes interdisciplinary opportunities, empowering students to be risk-takers that make positive contributions to both our local community and the wider world.

We rigorously analyze and continuously monitor assessment data and developmental information, which ensures **all students** make progress. Counselors have an in-depth knowledge of the strengths and weaknesses of individual students and developmental needs because they use the data provided and their in-depth knowledge of students to collaborate closely with specialist support departments; this enables counselors to provide differentiated personalized challenges and support to students of determination.

We require Counselors to be up to date in their area of expertise and training, and expertly apply that knowledge to their professional practice by providing appropriate levels of support to students. Students are encouraged to follow their passion, achieve their aspirations and enjoy learning. We enable students to be innovative and enterprising learners who are enthusiastic and take responsibility for their own learning in sustained ways. We give students the opportunity to interact and collaborate through a wide range of opportunities that connect areas of learning to a deeper understanding of the world around them.

A cornerstone for the personal development and success of our students is the fundamental concept of **wellbeing,** that promotes individuals' overall health, happiness, quality of life and success, in supportive, safe, positive counselor sessions. Our students and staff demonstrate an excellent understanding of safe and healthy living, and make good choices in this respect. We expect a high level of self discipline and determination. Students are sensitive to others' differences and show empathy and respect to all, including an appreciation of Islamic values and the heritage and culture of the UAE. The counseling team and students' social contributions have a positive effect on the wider local and world community.

Leadership is effectively delegated through the school, building capacity for sustained improvement and empowering individuals to be highly successful. Leaders at all levels demonstrate a comprehensive knowledge of the curriculum and best practice in teaching & learning and assessment. Leaders establish a purposeful learning culture that is inclusive and focussed on student and staff outcomes. At Dunecrest there is an ethos of collective responsibility with a clear understanding of what needs to be done to innovate and improve the school. The school is fully compliant with regulatory requirements.

DUNECREST AMERICAN SCHOOL

Leaders and School - Abbreviations Used

Dir	Director	SP	Secondary Principal	MUN	Model United Nations
EP	Elementary Principal	SVP	Secondary Vice Principal	IA	International Award
ECP	Early Childhood Principal	BM	Business Manager	G&T	Gifted and Talented
DoS	Elementary Dean of Students (Pastoral)	HOI	Head of Inclusion	HSC	Health & Safety Committee
HoC	Head of Counseling	CLs	Curriculum Leaders (Secondary Subjects)	WC	Wellbeing Committee
HoA	Head of Arabic	HoI	Head of Islamic	CAT	Cognitive Ability Tests
IBC	IB Coordinator	CASC	CAS Coordinator	MAP	Measure of Academic Performance (MAP Test)
AC	Assessment Coordinator	DoA	Director of Arabic	MAE	Monitoring and Evaluation
CCs	Elementary Curriculum Coordinators	HOS	Heads of School	CAS	Community Activity Service (IB Core)
GTL	Gifted and Talented Leader	ECAC	Extra-Curricular Activities Coordinator	TOK	Theory of knowledge
SLT	Senior Leadership Team	ES	Elementary School	ECA	Extra-Curricular Activities
SS	Secondary School	EC	Early Childhood	CPD	Continuing Professional Development
PLP	Professional Learning Platform	MS	Middle School	Board	School Governance Board
AD	Athletics Director	BEC	Board Education Consultant	SST	Student Success Team
ML	Middle Leader	HOE	Head of ELL	ATL	Attributes for Learning

Targets/Actions printed in blue are in response to the February 2023 DSIB Inspection recommendations.

Evaluations and regular reviews are written in green print

	Phase	Action	Led by - responsible	Deadline By When and milestones	Expected Impact (Success Criteria student focused) & on-going evaluation	Evidence
Wellbeing Policy and practice	ALL	The counseling department will contribute to the collection of regular wellbeing data regarding students through surveys and discussions with parents, students and teachers. PASS GL will be used to collect wellbeing data Komodo Platform will be introduced to collect wellbeing data Teachers receive Komodo Wellbeing training at the beginning of each school year during teacher orientation. All teachers will be aware of the contents of Dunecrest Wellbeing Improvement Plan and the Wellbeing Policy	HOC & team HOC/HOS/SV JS HOC HOC and Team	Planning by June 23 Nov. '23 Jan. '24 Sept. '24 Policy in place for Oct 23. Review each quarter starting Dec 23.	The school collects regular data that supports wellbeing judgements and that students feel listened to and can be successful. Findings from data are included in the Wellbeing Action Plan. Actions reviewed at Counselor team meetings PASS GL Used Nov 23 Komodo contract signed All teachers have gone through Whole School Improvement Plan and Department Plans	Wellbeing survey data every term GL PASS data Komodo data Wellbeing Improvement Plan Wellbeing Policy
Support Systems	ALL	Create a Wellbeing Committee includes a Board member, staff, parents, students - a team that works together to address any concerns regarding student wellbeing	HOC and team	To be initiated November 2023 Review quarterly	Review the impact the committee has by analyzing pre- and post-survey responses. Committee created Nov. 23	Pre- and Post test data based on PASS Committee minutes
	ALL	The Wellbeing Committee regularly reviews and updates the Wellbeing Improvement Plan.	HOC & team Wellbeing Committee	Plan and Policy in place for Aug 23. Review each quarter starting Nov 23.	Staff are made aware of improvement plan, and aware of targets. Key targets appear in department improvement plans. Wellbeing Improvement Plan in place.	Wellbeing Improvement Plan Committee Minutes

	ALL	Review and update the Wellbeing Policy	HOC & team	By June 23. Review each quarter starting Nov 23.	All stakeholders are made aware of Wellbeing Policy. The awareness of the policy impacts on student and staff wellbeing. Policy reviewed Nov 23	Wellbeing Policy
	ALL	The principals will contribute to the collection of regular parent surveys and discussions with parents.	Principals, Director	Ongoing from September 2021	Parent survey data available. Director Parents surveys done 4 times per year. Oct 23 Parent Survey done.	Survey results Director coffee mornings Newsletter
	ALL	The principals will contribute to the collection of regular Komodo Staff Wellbeing data about staff through quarterly surveys and discussions with staff members. Principals and the director will collaboratively review survey data and feedback changes being made throughout the school based on survey data. Further develop the role of the Staff Committee - a team of staff members from different school departments and divisions (teachers, SLT, non-teaching staff) + a Board representative, who get together to address any teacher concerns (many of which are submitted anonymously) - staff feedback is taken into consideration and concerns are addressed.	Principals, Director Committee Chair Board PDaly	Meetings every 5-6 weeks Ongoing from October 2025	Increased volume of data enables the school to analyze wellbeing levels in the school from staff and students and focus on particular actions.	Survey results Reviewed Wellbeing Improvement Plan
Safeguarding/Child	ALL	Students are aware of what the Safeguarding Policy (SGP) is about in a fun, simple and interactive way.			In EC and ES students are aware of personal safety and trusted	Referrals

Protection		Students are informed about the SGP by taking part in the HS students activities and they are sharing their understanding with their parents and classmates. Students are taking the lead in raising awareness of the SGP across the school and to the wider community.	Counseling, +Principals	By Nov. 2023 Then the first week of every school year	adults. In MS and HS, students are informed about Child Protection Policies and Procedures.	
	ALL	Apply Safeguarding and Child Protection training for all Dunecrest staff. Staff to read Safeguarding Policy. Repeat annually, more in depth for new staff.	Counseling team	Aug Each year	Staff is aware of protocols regarding child protection and safeguarding procedures. Safeguarding training for all staff completed Aug 23	Presentation Sign in sheets Certificates of Safeguarding Team
	ALL	Use Counseling Coordinator to refer and record Safeguarding and Child Protection cases. Safeguarding Team to monitor the record, assign action plan and case manager.	Counseling, Principals, Director	Ongoing as and when required	Students are kept safe and safeguarding concerns dealt with professionally and promptly. In place from Sep 23 and followed last academic year.	Secure information only
	ALL	Continue to update the Safeguarding Policy and Child Protection and share this to staff, students and parents quarterly?, through parent workshops, sharing the parent handbooks, and uploading the policies on the Dunecrest website.	Counseling, Principals, Director	From Oct 23 and quarterly	Staff regularly updated on policy changes, all staff are kept up to date. Update May 23	Policy review in SLT minutes and review dates on policies.
	2, 3,4	Provide safeguarding awareness to students by offering lessons on digital citizenship and online safety	Counseling, Advisors, Computer integration specialists	Ongoing	Student awareness improves and students feel safe.	Common Sense Media for Phase 2 Cybersecurity for Phase 4
Emotional and Physical Wellbeing	3,4	Mental health across the school and to the wider community by running and engaging in awareness campaigns.	Counseling team and student officers	Done Oct 10 2023 and May 2024	Students lead raising awareness Mental Health Awareness Day - October 10 Drama production Nov 7th 2023	Drama brochure Presentation slides Letters to parents Mental Health

					Mental Health presentations to students, staff and parents.	Activities
	ALL	Regular grade level health checks occur according to Ministry requirements. Students, staff and parents are regularly reminded and given information about healthy food is expected in school to maintain healthy lifestyles.	Nurse, Doctor HOS	As appropriate In monthly Dunecrest Digest Newsletter	Parents are informed of health checks for particular grades and are required to sign permission. Items from Newsletters remind the community regularly. Newsletters sent and parents informed.	Clinic calendar and sample permission slips. Sample letters
	1,2	Implement healthy eating reward incentives. Reach out to particular families where lunchboxes are repeatedly not healthy and suggest supportive strategies.	Nurse, Doctor Class teacher	Termly focus starting September 23.	Healthy food in young students' lunchboxes observed.	Lunchbox contents and request to parents in letters.
School Wide s Outcome	ALL	Revisit the attendance monitoring procedures. Ensure all stakeholders are accountable. Encourage speaking to parents face to face on arrival and pick up to explain the importance and the impact.	SVP, Principals	Starting Aug 23 and monthly checks	Attendance data shows improved attendance and attitudes. 94-96 % across phases for Term 1	Attendance data
	Phase 3,4	Ensure all teachers within the department record attendance and punctuality. Take attendance for every lesson in Secondary).	Classroom Teachers, CLs, SVP	Ongoing from 2022. Monitored weekly	Student attendance and punctuality are accurately recorded, regular communications with parents. Parents are more aware and supportive. Monthly figures to Director and Board.	Attendance and punctuality data Classroom incident/behavior data
	2,3,4	Improve attitude to learning, behavior and responsibility in MS and HS. Ensure clear processes to identify and correct poor attitudes and behavior by	HOC & Counseling team and SVP, DoS	Immediate impact. Reviewed May 2023 and through	Student attitudes and behaviors improve. A consistent approach to correcting behavior is in place and parents, staff and students	Classroom incident/behavior data Lesson observations Assemblies, COAs ATL report data

		close monitoring, lesson visits and analysis of attendance, tardiness and incident data. Add Attitudes to Learning criteria on school reports ATL skills section for grades 4-12 that report on lesson tardiness, behavior in class and completing work.		monitoring reviews quarterly. Report upgrade by Nov 23.	are fully aware of policies and procedures. New reports that include a score for attitudes to learning are in place on full reports. First sample Nov 23	New report cards Positive Affirmation Cards - EC PBIS and Responsive Classroom- ES Social Skills Groups - MS PASS and Komoda survey data
	2,3,4	Focus and celebrate good attitudes and responsibility for students' own learning in reward assemblies, e.g. including 100% attendance certificates.	HOC & Counseling team and SVP, DoS	Immediate impact. Reviewed May 2023 and through monitoring reviews quarterly	Student attitudes and behaviors improve. A consistent approach to correcting behavior is in place and parents, staff and students are fully aware of policies and procedures. 100% attendance and shout-out messages to students and parents in place from Sept 23	Classroom incident/behavior data lesson observations Assemblies, COAs, Shout-outs ATL report data
	ALL	Identify and celebrate talent. Create a model for identifying G & T. Complete an audit of students' talents in and out of school. Create additional opportunities for G & T students	Student support Services and Principals	Model in place Oct 23. Audit by Jan 24.	Gifted students are identified and given opportunities to be stretched in school and in subject departments. Talented students are identified and their activities audited, and then pushed towards excelling in those talents. Model agreed in SLT Oct 23. HOI working on audits. In combination to G&T identification, a Talent development framework is in Stage 1	G & T model. Audit showing Gifted students are engaged in extension activities like NHS and MUN plus subject competitions.
	3,4	Have students complete a personality inventory in order to better support their understanding of themselves and choices for career and university pathways promoting choice and wellbeing within their curriculum.	HOC Advisory teachers	Ongoing from Aug 2023 Reviewed January 2024	All students in G8 completed career and interest modules, personality, learning style, and interest inventories. Students created career presentations on suggested careers and shared it with their advisors. Profiles were created in BridgeU for future	Student inventories. BridgeU profiles Counselor/student Meeting schedules

					meetings with students, and counselors.	
	ALL	Involve the school counselor in regular meetings with all inclusion students to ensure that this personal support can be effectively applied to promote students' active engagement in their learning. Ensure this support focuses on confidence and resilience and design a data capture which can monitor the impact of this support.	HOC HOI HOE and teams	Ongoing from March 2023, review dec 23 and May 23	Maximize the opportunity to have a full picture on a student during SOC discussions. In place and documented in minutes of SOC meetings. Counselors engage in various meetings with SST (student support team) Phases 3 and 4 meet weekly with heads of section to discuss policies, individual students, and staff involvement. Counselors run SOC (students of concern) meetings monthly with all staff to identify needs and cases of concern	SOC minutes from meetings PASS GL
	4	Support the Inclusion department in providing subject specific information to students and parents about alternative career pathways for SEND students.	HOC, HOI	For March 2024 Review quarterly.	All SEND students are successfully placed in appropriate colleges or work after leaving Dunecrest.	School leaver data
	4	Host group and individual meetings with all students to inform them of the MOE updates, pathways, equivalency requirements, credit system, university requirements	HOC & Counseling team	Sessions in Oct 23, Nov 23 and Feb 24 then ongoing Reviewed every 6 months	Students are well informed on all career and college related matters. Students attend regular presentations containing guidance on university applications Sessions held for Grade 11 and 12 before Dec. '23 and for Grades 9 and 10 before March '24	Presentations from info evenings and letters /info sent to students and parents.

Moral Education	All	Support departments in looking for opportunities to discuss Moral Education themes in subject lessons. Example presented in staff training.	Advisors & HOC	Ongoing training in Feb 24	Students have access and can demonstrate understanding and enjoy course materials in Moral Education in all subjects.	Curriculum plans Presentation slides of examples.
Inclusion, G&T and ELL	4	Support the Inclusion department and ELL department in ensuring all students make progress by removing all barriers to learning. Check altered or modified curriculum adjustments for individual students are compliant for leaving certificates.	HOI, HOSs, HOC.	In place for Aug 23 and reviewed anytime for individual cases.	All students make progress and feel part of the learning community. Reviewed Jan 23 and Dec 23 continued high performance of support staff and students' outcomes are impressive. Strong support from parents.	Inclusion Policy Inclusion Data IEP samples
	ALL	Strengthen the identification of inclusion, ELL and G&T by checking teachers' data quarterly, meeting with teachers and parents, and training teachers to use the Wellbeing manager to refer to SOC. Clearly define the identification process for inclusion, and G&T found in the Inclusion Policy. Teachers will use this referral process quarterly to identify students. Screening, identification and IEP completion will be documented in the Student Support Services Drive	Student Support Services (inclusion, ELL, G&T, Counseling) HOI and HOS	Ongoing from 2022 Monitored quarterly Done by Sept 23	Teachers will use this referral process quarterly to identify students. Regular referral in place and focused staff meetings discussing student data. Screening, identification and IEP completion will be documented in the Student Support Services Drive Teachers consistently access case managers (inclusion, G&T, ELL, Counseling) to identify students of concern and support and refine provisions	Student data, information on PS. Referral process sample documents. PASS GL

	ALL	Strengthen the identification of inclusion, and G&T, and separately ELL in collaboration with the Admission committee to screen incoming students for additional needs. ELL WIDA scale min entry requirements to be used for Admissions.	Admissions Team HOI HOE	Ongoing from 2022 Monitored quarterly From Sept 23	The Admissions group has improved admissions procedures. We now have weekly admissions meetings, an updated Admissions Policy and an admissions flowchart agreed by all parties. WIDA scale for accepting students at different levels per grades has been agreed and is being followed.	New Admission policy. Admissions flowchart. WIDA scale for accepting ELL students PS Enrollment to analyze admissions data CAT4, and WIDA, and internal assessments