



DAGUN STATE SCHOOL

2024 ANNUAL IMPLEMENTATION PLAN (Draft)

Educational
achievementWellbeing and
engagementCulture and
inclusion

Link to school review improvement strategy: The Priorities in this AIP are directly linked to the improvement strategies identified in Dagun School's most recent School Review, 27 February, 2023.

Recommendations from the Review were to update the School CARP, bearing in mind 2 key factors: (1) our School has all new teaching staff and (2) ACARA Version 9 is expected to fully implement by 2028?

In 2024 Dagun State School will be implementing Version 9 English and Mathematics curriculum from the new **P-6 Model (ACARA V9)**. Other subjects (Science, HASS, The Arts, Technologies, HPE) will be taught from the old **P-6 Small Schools Model Curriculum**.

School priority 1: To improve student outcomes in English and Mathematics by increasing the percentage of students achieving A-C; and increasing the percentage of students achieving A-B.

Monitoring

Green-on track, Yellow-underway, Magenta-yet to commence.

Term 1	Term 2	Term 3	Term 4

Long term measurable outcomes:

Dagun School will have an aligned CARP P-6 and working 4 Year transition plan to:

- Bring clarity regarding how and when all eight Australian Curriculum (AC) learning areas will be implemented across multi-aged classrooms over the next 4 years (transitioning to Version 9 ACARA)
- Effective assessment and reporting aligned to ACARA, Version 9
- Aligned 4 x Tiers of Planning and teaching programs aligned to ACARA, Version 9
- Effective Student Data collection and review systems and processes
- Successful student achievements and progress
- Consistent teacher judgments and accurate A-E reporting against the achievement standards.

AIP measurable outcomes by year end:

ENGLISH

**P-2 (A-C achievements to 93%)
(A-B achievements to 43%)**

**3-6 (A-C achievements to 94%)
(A-B achievements to 30%)**

MATHS

**P-2 (A-C achievements to 100%)
(A-B achievements to 64%)**

**3-6 (A-C achievements to 99%)
(A-B achievements to 47%)**

Strategies: Dagun School will progressively develop a School Curriculum, Assessment and Reporting Plan Prep to Year 6 (CARP P-6) aligned with the requirements of the Department of Education's P-6 Model (DoE) P-12 curriculum, assessment and reporting framework (P-12 CARF). In 2024 we will:

- Develop knowledge and deepen understanding of ACARA Version 9, P-6 Model (DoE) P-12 CARF.
- Clarify knowledge and understanding of how and when all eight AC learning areas will be provided across multi-aged classrooms as Dagun SS transitions over 4 years to full implementation of Version 9.
- Review and update Dagun school's CARP P-6 and its alignment with the requirements of the DoE P-12 CARF
- Develop 3 Tiers of planning for Version 9 English and Maths using **P-6 Model (DoE)** P-12 curriculum
- Develop systematic monitoring processes to quality assure the intended curriculum is enacted in classrooms.
- Progressively monitor student progress to meeting targeted outcomes.
- Formalise a whole-school approach to moderation processes to align curriculum, pedagogy, assessment and reporting.

Actions:

- Meetings and workshops with teaching staff to analyse and discuss P-6 Model (DoE) P-12 CARF
- Meetings with teaching staff to develop Dagun School's 4 year transition plan to implement P-6 Model (DoE) P-12 CARF
- Meetings with teaching staff to plan and develop aligned Tier 1, 2 and 3 levels of Planning (using P-6 Model Unit templates)
- Teachers to develop Teaching Programs – Term Unit Plans which reflect new P-6 Model for English & Maths.
- Teaching staff to meet twice per term to review and monitor that intended curriculum is enacted in classrooms
- Collaboratively update Data collection processes and recording (PM Benchmark, Prose, Sight Words, A-E, Naplan)
- Collaboratively analyse and monitor student progress each term
- Collaboratively analyse and review student well-being (including behaviour, attendance data)
- Develop networks with cluster schools to moderate consistent judgments and accurate reporting. for every student.

Responsible officer(s):

Principal, Teaching staff
Principal, Teaching staff
Principal, Teaching staff
Teaching staff
Teachers
Principal, Teaching staff, Teacher Aides
Principal, Teaching staff, Teacher Aides
Principal and Teachers

Resources:

- P-6 Model – ACARA V9, as updated
- TRS – release teachers for planning, moderation
- Staff meetings – inquiry cycle - develop whole of school CARP
- Staff meetings – analyse and review student progress from data collection
- NCR advisory resources
- Small School cluster of schools (moderation)
- One School

School priority 2: To improve A-C student outcomes in English/Reading through building teacher capability in the teaching of Reading, noting that all Teachers and Teacher Aides are new to Dagun School during 2023/2024.

Monitoring

Green-on track, Yellow-underway, Magenta-yet to commence

Term 1	Term 2	Term 3	Term 4

Long term measurable outcomes:

- All Teachers and Teacher Aides will be confident teaching Reading and implementing programs aligned to ACARA, V9.
- Completed Collegial Engagement Framework (CEF)
- Effective and meaningful conversations with individual staff to develop DPPs.
- Staff DPP goals and professional development aligns to Dagun School priorities

AIP measurable/desired outcomes:

- 100% staff collaborate to understand Dagun School priorities
- 100% Teachers and Teacher Aides participate in professional development to develop skills and knowledge of teaching Reading
- 100% staff will develop effective DPPs aligned to school priorities – monitored term by term.
- 90% students P-6 achieving PM Benchmark Reading levels
- Improved English outcomes as follows:

**P-2 (A-C achievements to 93%)
(A-B achievements to 43%)**

**3-6 (A-C achievements to 94%)
(A-B achievements to 30%)**

Strategies: Dagun School will develop the capabilities of Teachers and Teacher Aides in the teaching of Reading by consolidating the Developing Performance Plans (DPP) processes.

- Target professional development to build Teacher capability for the teaching of Reading
- Develop and update Dagun School's Reading Framework and the teaching of Reading
- Develop a Collegial Engagement Framework which sets out clear conversation processes to discuss, reflect and identify growth opportunities
- Develop DPPs which provide all staff with opportunities to reflect on practice, identify professional learning and growth opportunities, and access professional development in the teaching of Reading.

Actions:

- Meetings with all staff to develop knowledge and understanding of Dagun School's Reading Framework and the teaching of Reading
- Collaboratively update Dagun School's Reading Framework for the teaching of Reading
- Collaboratively develop a Collegial Engagement Framework which clearly defines effective approaches for meaningful conversations
- Conduct deep conversations with individual staff to develop DPPs which set clear goals that align with Dagun School's priorities
- Teachers and Teacher Aides to attend professional development to strengthen knowledge and skills for teaching of Reading
- Term-by-term conversations with individual staff to reflect on their practice, identify growth opportunities and monitor progress towards goals.

Responsible officer(s):

Principal, Teachers and Teacher Aides
Principal, Teachers and Teacher Aides
Principal, all staff
Principal, individual staff members
Principal, individual staff members

Resources:

- Dagun School Reading Framework
- Dagun SS AIP
- Dagun SS Strategic Plan
- Collegial Engagement Framework (CEF),
- Meeting times to develop individual Performance Plans
- Professional Development workshops

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

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