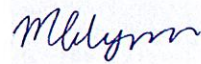





## DAGUN STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN

Educational  
achievementWellbeing and  
engagementCulture and  
inclusion

<b>School priority 1:</b>  <i>By the end of 2025, the v9 Australian Curriculum will be effectively planned, monitored and implemented in English ato increase the % of students achieiving A-C.</i>	<b>Monitoring</b>				<b>Success Criteria/ Behaviour:</b> <u>Leaders:</u> <ul style="list-style-type: none"><li>Monitor and quality assure impact through moderation, LOA and case management</li><li>Analyse data to inform next steps and identify gaps in learning and teaching</li><li>Review and monitor teacher planning to align with marking guides.</li><li>Develop and implement shared understanding and language of pedagogical practices</li><li>Work with community to enhance learning and strengthen community ties</li></ul> <u>Teachers:</u> <ul style="list-style-type: none"><li>Plan and deliver quality teaching aligned to Australian Curriculum v9</li><li>Teachers will unpack the marking guide with all students by the end of week 3 each term</li><li>Teachers will give written feedback to students aligned with the marking guide twice per term</li><li>Teachers will use evidence of learning aligned to the assessment task to plan next steps in teaching on a weekly basis.</li></ul> <u>Staff:</u> <ul style="list-style-type: none"><li>Support teachers to enact evidence informed strategies to support achievement of targets against monitoring tasks and marking guides to evaluate impact</li><li>Model shared understanding and language of pedagogical practices including metalanguage</li><li>Work with teachers and community to enhance learning and strengthen community ties by providing student learning goals to parents.</li></ul> <u>Students:</u> <ul style="list-style-type: none"><li>Articulate and set learning goals aligned to English and Maths marking guides, including metalanguage to improve achievement</li><li>Students will be able to talk about what they are learning, how they are going and the next steps to improve using the learning wall</li></ul>	<b>Measurable/desired outcomes:</b>  Informed by Equity and Excellent Measures (SORD)  <u>Students:</u> SOS – 100% of students satisfied – a good education / interest in learning  P-2 English A-C move 63.2% to 83.5% (like schools) 3-6 English A-C move 79% to 86% (like schools)  <u>Parents:</u> SOS – 100% parents satisfied – a good education / interest in learning			
<b>Strategy/ies:</b> <ol style="list-style-type: none"><li>Quality assure implementation of v9 Australian Curriculum to analyse and monitor teaching and learning to enhance learning outcomes</li><li>Create and implement schedules for Principal and Teachers to routinely co-plan and discuss curriculum and teaching, complemented by Walkthroughs and Learning Walls that are meaningful for students to develop line of sight over curriculum implementation</li><li>Formalise a whole-school approach to moderation processes with small school cluster meetings to align curriculum and assessment and ensure consistent judgements and accurate reporting against the achievement standards</li></ol>	Term 1	Term 2	Term 3	Term 4					
<b>Actions:</b> <ol style="list-style-type: none"><li>Review and develop the school's Curriculum, Assessment and Reporting Plan Prep to Year 6 (CARP P-6) and alignment with requirements of the Department of Education's (DoE) P-12 curriculum, assessment and reporting framework (P-12 CARF)</li><li>Review and develop whole school curriculum planning documents (3 Levels) to meet the requirements of the P-12 Framework and the implementation of V9</li><li>Utilise quantitative and qualitative data methods to assess the effectiveness of the implementation of v9 curriculum</li></ol> <ol style="list-style-type: none"><li>Establish a system of ongoing peer observation and feedback among staff to promote best practices, including CASW between small schools</li><li>Teacher and Leaders collaborate with small school cluster to strengthen professional knowledge of Australian Curriculum</li></ol> <ul style="list-style-type: none"><li>Implement PD around evidence based pedagogical practices and language</li><li>Strategically allocate budget toward planning days inclusive of teacher aides</li><li>Communicate ongoing results with school community and stakeholders to foster transparency and facilitate future planning</li><li>Increase communication with community – social media, newsletters, social gathering and QParents</li></ul>					<b>Responsible officer(s):</b> <ul style="list-style-type: none"><li>Principal</li><li>Teachers</li><li>Teacher Aides</li><li>Students</li><li>Parents/ community members</li></ul>				<b>Resources:</b> <ul style="list-style-type: none"><li>Provisioning of funds for teacher and teacher aide planning days</li><li>School purchase part of additonal teacher to ensure small group banding</li><li>Small school collaboration - TRS funding</li></ul>
<b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.									
 <b>Principal</b>		<b>P&amp;C/School Council</b>			 <b>School Supervisor</b>				