

Dutton Park State School
2025 Annual Implementation Plan



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

<p>School priority: Implement V9 English Curriculum consistently throughout the school with a strong focus on the teaching of reading across learning areas and building a shared understanding of assessment literacy and student engagement to improve A/B relative data.</p>	<table><tr><th colspan="4">Monitoring</th></tr><tr><td colspan="4"><small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></td></tr><tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Monitoring				<small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <p>Systematically enact opportunities for leaders and teachers to plan for, and monitor student learning to build knowledge and understanding of the AC, and ensure alignment of assessment, curriculum, and teaching and learning. (p.13 SRR)</p> <p>Observable Behaviours Leadership: Maintain PD focus on V9 English/Reading and create opportunities for staff to collaborate during planning, moderation, and data conversations. Regular walkthroughs to support teachers.</p> <p>Teachers: Engage in V9 English and Science of Learning PD. Use a range of pedagogies to engage and challenge all learners.</p> <p>Students: Engage in feedback and goal setting to build student agency, assessment literacy and active learning engagement.</p>	<p>AIP measurable/desired outcomes: English A-B % P-2 increase to 70% English A-B % 3-6 increase to 63%</p> <p>Marker Student Data Conversations – moving from C to A/B through targeted teaching.</p> <p>Introduce Doug Fisher's continuum of engagement to help track student engagement in V9 English curriculum – moving towards more active engagement.</p>
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<p>Strategies:</p> <ul style="list-style-type: none">Build staff capacity through engagement with V9 English CurriculumDevelop staff data literacy skills to track, analyse and support student performance.																			
<p>Actions:</p> <ul style="list-style-type: none">Timetabled year level collaboration with HOD-C around planning, moderation and assessmentStaff meeting focus on V9 English Curriculum and PedagogiesRegular student data discussions to reflect on classroom strategies and learning outcomes.Develop and document moderation and observation routines to empower staff in sharing best practice.Continue to embed Sounds Write program throughout the school, by facilitating sharing of best practice and documenting agreed processes.Engage in moderation (using 3-part moderation cycle)Staff engagement with PP4Ls (including visible learning) to develop student assessment literacy.Continue to look for meaningful and authentic ways to acknowledge and learn through First Nations perspectives and knowledge through thoughtful text selection, discussions and reading across subject areas.		<p>Responsible officer(s): Principal HOD-C Inclusion Team Classroom Teachers</p>	<p>Resources:</p> <ul style="list-style-type: none">Sounds Write Training (Supported by P&C)Strategic PD, planning and moderation cyclesCurriculum Gateway and Reading ModulesHOD-C network and SEOC support																

<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal: <i>Louise Vagg</i> P&C/School Council: <i>Jean Burrle</i> School Supervisor: <i>[Signature]</i></p>		
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