



DAKABIN STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



School priority 1: Curriculum Establish and implement a school wide common practice of the teaching of reading and language comprehension within Version 9 of the Australian Curriculum.	Monitoring 'Yellow-on track, Green – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.'				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
	Term 1	Term 2	Term 3	Term 4		
Strategies: Develop a professional development plan for teachers and teacher aides. Ensure a consistent approach to teaching of reading and language comprehension. Survey teachers to ascertain current confidence and levels of understanding of the teaching of reading and language comprehension prior to coaching and after the coaching process to determine next steps. Collect Semester 2 2024 reading data as a baseline. Compare to Semester 1 2025 reading data to monitor growth. Enact a gradual release coaching model catering to a diverse range of expertise. Lesson observations to take place in term 2 and 4.					Educators will: - Complete the Reading Modules - Have a shared understanding of the teaching of reading and language comprehension at Dakabin State School - Have a consistent approach to the teaching of reading and language comprehension at Dakabin State School - Participate in a coaching process to improve practice - Strong correlation between A-E rating and NAPLAN Students will: - Decode and comprehend texts in all learning areas	84% of students achieving A-C in English and 50% of students achieving A-B P-2 – 85% and 54% 3-6 – 84% and 45% Staff confidence in the teaching of reading and language comprehension increased based on survey data. SOS data -Staff Development – - I receive useful feedback about my work at this school – 90% target - The school encourages coaching and mentoring activities – 90% target - I have access to relevant Professional Development – 90% target
Actions: Teachers to complete the Reading Modules available on the Reading Hub through staff and cohort meeting schedule and SFD Teacher aides to TA Masterclasses Through collaboration with the curriculum team and wider staff community develop the 'Dakabin Way' of teaching reading and language comprehension aligned to the Reading Position Statement. Use data from survey to develop a coaching plan. Develop a clear and precise action plan from HOD/C, expert reading teachers and curriculum team to drive agenda of change in regards to the consistent approach to the teaching of reading. Systematically review data through cohort and staff meeting schedule. Develop a reflective process for observations that includes feedback.					Responsible officer(s): Principal DPS HoDC HoSES Curriculum Team	Resources: Reading Hub Release time for PD DSS Literacy Plan
School priority 2: Pedagogy Use of digital technologies to enhance pedagogical practices	Monitoring 'Yellow-on track, Green – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.'				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:

	Term 1 Term 2 Term 3 Term 4	Educators will: - Use a range of pedagogical practices including the use of digital technologies in their daily teaching. Students will: - Have access to and effectively use digital technologies to show their learning	By the end of the year, English A-C results will be 84% (50% A-B) and Mathematics A-C results will be 88% (54% A-B) Use staff survey information to measure increased confidence SOS ICT Issues are resolved promptly (teachers)– target 75%												
Strategies: Enhance daily academic achievement, engagement, communication and collaboration through the use of digital technology. Digital Learning Team develop best practice protocols for digital pedagogy. Align general capability digital literacy throughout learning areas identified at planning time and discussed through CASW process.															
Actions: Survey staff at the beginning of 2025 to ascertain confidence in using digital technology to enhance daily academic achievement, engagement, communication and collaboration. Repeat this survey at end of semester 1 and semester 2. Use of digital technologies for teaching, learning and assessment Use Survey Manager for online services consent and surveys Provide Apple TV training and touch screen training Provide professional development on iPad best practice and apps – how to get the best out of the iPad		Responsible officer(s): Principal HoDC DP's HoSES Curriculum Team Speech Language Pathologist	Resources: Release time for PD Purchase of iPads for all Yr 3 students Purchase supplementary iPads for P-2												
School priority 3: Culture and Wellbeing Collective responsibility of culture and wellbeing through multi-faceted levels of leadership; staff, community and students.	Monitoring <i>Yellow-on track, Green – underway, Magenta – yet to commence. Place cell at the end of each term after reflection based on progress.</i> <table border="1"> <thead> <tr> <th>Term</th><th>Term</th><th>Term</th><th>Term</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>	Term	Term	Term	Term	1	2	3	4					Long term measurable/desired outcomes: Educators will: - Continue to develop multi-tiered system of support, building on current processes, including strengthening case management and social and emotional growth - Further enhance the use of the AC General Capability - 'Personal and Social Capability' in collaborative planning opportunities.	AIP measurable/desired outcomes: Student attendance rate increase from 86% in 2024 to 90% in 2025 SOS Data – Staff - I feel that staff morale is positive at this school – target 85% - The wellbeing of employees is a priority – target 85% - Student behaviour is well managed at this school – target 85% Student - My teachers are interested in my wellbeing – target 95% - I like being at my school – target 90%
Term	Term	Term	Term												
1	2	3	4												
Strategies: Enact staff wellbeing action plan Develop student wellbeing action plan															

Actions:

Expand coaching and mentoring processes for all staff – PBL, curriculum and early career teachers and newly appointed teachers to the school.
 Provide further opportunities for staff to develop leadership skills through Digital Learning Team, Year Level Leaders, Indigenous Perspectives Team, Wellbeing Team, Curriculum Team and PBL Team.
 Reflect on Staff Wellbeing Action Plan and provide feedback and next steps
 Create a sub-committee of the Wellbeing team to develop Student Wellbeing Action Plan.
 Continuation of lunchtime clubs and other extra-curricular activities to increase attendance and engagement in school.
 Develop social and emotional skills, through explicit teaching, to increase attendance and engagement through Bounce Back/Pause/Zones of Regulation/Classroom check-ins

Responsible officer(s):

Principal
 DPS
 HoDC
 PBL Team
 Wellbeing Team
 Guidance Officer
 Year Level Leaders

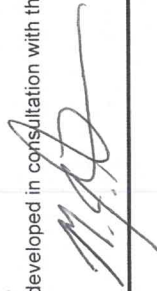
Resources:

Staff Meetings
 Wellbeing Team Meetings
 Year Level Planning.

Approvals

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

Principal



P&C/School Council



School Supervisor

