

Homestead State School 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



Homestead State School

Be Respectful Be Responsible Be a Learner



School Strategic Plan priorities:

1. Implementation of the Australian Curriculum
2. Every student realising their potential
3. Effective pedagogical practice
4. Learning and Engagement

<p>School priority 1: Curriculum</p>	Monitoring					
	Term 1	Term 2	Term 3	Term 4		
<p>Strategy/ies: Deepen knowledge and understanding of all aspects of the Australian Curriculum to build clarity in what we are teaching, learning and assessing, focussing on English and Maths</p> <p>Engage in professional development SFD delivered by SPELD to focus on the building blocks of Literacy: vocabulary, phonological awareness and oral language and Reading Modules to develop clarity of ways to teach and support students in their literacy development that underpins their English achievement</p> <p>Explore Literacy Hub and the Curriculum Gateway Introduction to Aus Curriculum V9 presentations to develop confidence in knowing what to teach and assess in the curriculum</p> <p>Targeted Version 9 curriculum staff meetings unpacking English and Mathematics units and breaking down the achievement standards and general capabilities with teachers and teacher aides – planning sequences in preparation for 2025.</p>						
<p>Actions: Create school implementation schedule – set clear timelines for V9 implementation Staff meetings targeting/studying aspects of AC V9 English and Maths (curriculum Gateway, V9 curriculum, assessment and moderation hub, QCAA) Unpack English and Maths units Write new 3 levels of planning (teachers and leadership) ready for 2025</p>						
<p>Long term measurable/desired outcomes: Improved LOA English and Maths</p> <p>Teachers can speak confidently to the version 9 curriculum and the general capabilities that are embedded and articulate key learnings from relevant achievement standards of the V9 curriculum</p>						
<p>AIP measurable/desired outcomes: Increase teacher clarity and expertise in using the AC V9 English and Maths to plan, teach and assess as evidenced in professional conversations.</p> <p>Success Criteria: The principal and teachers can develop 2025 V9 curriculum planning model ready for English and Mathematics and prepare new 3 levels of planning documents for English/maths 2025</p> <p>Artefacts: 3 levels of planning documents Meeting minutes P-6 English and Maths units unpacked and ready to implement in term 1 2025</p>						
<p>Responsible officer(s): Principal to prioritise budget funds to support professional development</p> <p>Classroom Teacher</p> <p>Teacher Aides</p>						
<p>Resources: Professional Development Regional PADL support/HODC support Online Learning – various EQ/QCAA webinars Reading Hub Literacy Hub Curriculum Gateway Implementation advice for K-6: Aus Curriculum V9</p>						

<p>School priority 2: Learning</p>	Monitoring					
	Term 1	Term 2	Term 3	Term 4		
<p>Strategy/ies: Develop a school approach to inclusion that meets the needs of all students by building staff knowledge of inclusive education to support students to engage and reach their potential</p> <p>Professional development eg. SFD delivered by SPELD to focus on Understanding Learning Disabilities</p>						
<p>Long term measurable/desired outcomes: All students maintain or improve LOA</p> <p>Improve inclusive practice to provide and document differentiated support for every student</p>						
<p>AIP measurable/desired outcomes: Success Indicators Students are receiving the support they need to be successful Teachers feel supported by the cluster and regional Student Support Team/Inclusion Network Staff and community understand the student support model and have clarity of how the process works Staff and community understand how to access support for students Strengths focus language used when describing student achievement</p>						

				<p>Artefacts PLR's are created and kept up to date with reponses demonstrating student progress</p>					
<p>Actions: Build whole staff knowledge and understanding of tailored supports and reasonable adjustments and how this supports the development of differentiated unit plans, teaching, learning and assessment</p> <p>Connect with Inclusion Network (Cluster GO, HOSES and support staff SLP, ASD Principal Advisor)</p> <p>Connect with local cluster schools to investigate evidenced based inclusion practices</p> <p>Explore processes to capture how we support student academic, social and emotional development and access and communicate processes to staff and community</p> <p>Develop systems and processes to monitor impact of intervention and support on students Reflect to identify where capability needs to be developed in staff (such as Autism Hub Reflection tool) and seek guidance from cluster and regional Student Support Team/Inclusion Network about how to improve staff competence</p>		<p>Responsible officer(s):</p> <p>Principal to prioritise budget funds to support professional development</p> <p>Classroom Teacher</p> <p>Teacher Aides</p>		<p>Resources: Professional Development One School Training in PLR's Positive Partnerships PD Specialist Support Network cluster HOSES, GO, SLP, OT, ASD Principal Advisor and regional team</p>					
<p>School priority 3: Pedagogy</p>	<p style="text-align: center;">Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>			Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <p>Improved LOA in all learning areas</p> <p>Teachers will be able to engage with the learning walls in order to articulate what they are teaching, what students are learning and what they are looking for in assessment task responses</p> <p>Students will be able to engage with the learning walls in order to articulate what they are learning, how they are going and what are their next steps</p>	<p>AIP measurable/desired outcomes:</p> <p>Success Criteria: Learning walls visible in classroom and being used as a teaching and learning tool Shared understanding of what is included in a learning wall by staff and students Staff and students are able to talk about what is being learned with greater clarity Collegial sharing of pedagogical practices (HSS & other schools)</p> <p>Artefacts Learning Walls</p>
Term 1	Term 2	Term 3	Term 4						
<p>Strategy/ies: Engage in professional learning in high impact pedagogical practices focusing on making learning visible</p> <p>Professional development opportunities including a book study of Hattie's Visible Learning</p> <p>Implement, refine and embed high-impact evidence-based strategies</p>									
<p>Actions: Collaboratively focus on building knowledge and skills in high impact pedagogical practices</p> <p>Collaboratively develop a consistent approach to observation and feedback, peer coaching and watching others work to build our skill in using high impact practices</p> <p>Engage with schools that are using high impact pedagogical practices to build collegial networks for watching others work and professional dialogue</p> <p>Engage regular conversations to deepen knowledge of high impact and evidence based pedagogical practices</p>		<p>Responsible officer(s):</p> <p>Principal to prioritise budget funds to support professional development</p> <p>Classroom Teacher</p> <p>Teacher Aides</p> <p>Principal and Teacher plan a focussed Professional Learning and Collegial Engagement Plan to build the capability of all staff</p> <p>Commit to staying focussed on the plan and prioritising this work</p>		<p>Resources: Professional Development – Engage with Hattie's Visible Learning text Pedagogical Coaching from NQ Region</p>					
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>									
Principal	<i>R Keffe</i>	P&C/School Council	<i>Deville</i>	<i>Harrell</i> School Supervisor					