

# Homestead State School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

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

	Monitoring					
School priority 1: Curriculum	Term 1	Term 2	Term 3	Term 4	Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
<p><b>Strategy/ies:</b> 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 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>Utilise the Literacy Hub and the Curriculum Gateway to Aus Curriculum V9 presentations to develop confidence in knowing what to teach and assess in the curriculum, supported by the literacy continuum.</p> <p>Targeted Version 9 curriculum staff meetings continuing to unpack English and Mathematics units and breaking down the achievement standards and general capabilities of all staff.</p> <p><b>Actions:</b> V9 implementation in Maths and English across K-6 Staff meetings targeting/studying aspects of AC V9 English and Maths (curriculum Gateway, V9 curriculum, assessment and moderation hub, QCAA) Review and refine planning to enhance teaching and learning across all learning areas.</p>					<p>Improved LOA English and Maths</p> <p>All staff 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>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><b>Success Criteria:</b> The principal and teachers review and adapt 2025 V9 curriculum planning English and Mathematics contextualised to meet the needs of individuals student and context</p> <p><b>Artefacts:</b> planning documents Meeting minutes</p>
School priority 2: Learning	Term 1	Term 2	Term 3	Term 4	Long term measurable/desired outcomes:	Resources:
<p><b>Strategy/ies:</b> 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><b>Actions:</b> 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>Timetabled allocation for individual supported learning for every student</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 if required</p>					<p>All students maintain or improve LOA</p> <p>Improve inclusive practice to provide and document differentiated support for every student</p>	<p>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><b>AIP measurable/desired outcomes:</b> Success Indicators Students are receiving the support they need to be successful All staff 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 Shared language used when describing student achievement</p> <p><b>Artefacts</b> PLR's are created and kept up to date with responses demonstrating student progress Student inquiry cycles Literacy Continuum tracking tool/ student monitoring</p>
<p><b>Actions:</b> 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>Timetabled allocation for individual supported learning for every student</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 if required</p>					<p><b>Responsible officer(s):</b> Principal to prioritise budget funds to support professional development</p> <p>Classroom Teacher</p> <p>Teacher Aides</p>	<p><b>Resources:</b> Q learn Specialist Support Network cluster HOSES, GO, SLP, OT, ASD Principal Advisor and regional team</p>



Student tracking to capture how we support student academic, social and emotional development.

**School priority 3:  
Pedagogy**

Monitoring			
Term 1	Term 2	Term 3	Term 4

**Strategy/ies:**  
Engage in professional learning in high impact pedagogical practices focusing on making learning visible

Implement, refine and embed high-impact evidence-based strategies

Continue to use student inquiry cycle to ensure that every student is given the opportunity to reach their potential.

**Long term measurable/desired outcomes:**

Improved LOA in all learning areas

All staff 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

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

**AIP measurable/desired outcomes:**

**Success Criteria:**  
Learning walls visible in classroom and being used as a teaching and learning tool  
Staff and students are able to talk about what is being learned with greater clarity  
Collegial sharing of pedagogical practices (HSS & other schools)  
Student's interact with the learning walls

**Artefacts**  
Learning Walls

**Actions:**  
Collaboratively focus on building knowledge and skills in high impact pedagogical practices

Collaboratively develop a consistent approach to observation and feedback, peer coaching and watching others work to build our skill in using high impact practices

Engage with schools that are using high impact pedagogical practices to build collegial networks for watching others work and professional dialogue

Engage regular conversations to deepen knowledge of high impact and evidence based pedagogical practices

**Responsible officer(s):**

Principal to prioritise budget funds to support professional development

Classroom Teacher

Teacher Aides

Principal and Teacher plan a focussed Professional Learning and Collegial Engagement Plan to build the capability of all staff

Commit to staying focussed on the plan and prioritising this work

**Resources:**  
Pedagogical Coaching from NQ Region  
QLearn

**Approvals**

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

Principal



School Council Chair



Timothy Farrell



School Supervisor

HAPPINESS