



Homebush State School

2020 Annual Implementation Plan

Improvement Priority 1. Australian Curriculum: All students have access at their level

Targets

Quality-assured Curriculum, Assessment and Reporting plans reflects the P-12 Framework and are enacted and contextualised across the school.

>90% of students are meeting or exceeding reading benchmarks.

100% of students have individual learning goals which are communicated to their parents.

Strategy:	Develop and implement quality-assurance processes ensuring the delivery of the Australian Curriculum.		
Actions	Timeline	Responsible Officer(s)	
Align the Whole School Curriculum Plan to the content descriptors of the Australian Curriculum to ensure our students' curricular entitlement is delivered over a two year cycle.	Term 1	Meg McNamara	
Collaboratively review and enhance the school's standardised assessment document to clearly articulate the purpose of each assessment tool.	Term 2	Meg McNamara	
Strategy:	Individualise learning for all students so they become active participants in their own improvement.		
Actions	Timeline	Responsible Officer(s)	
Develop and implement a school-wide process for engaging all students and parents in the development of individualised learning goals.	Ongoing	Meg McNamara	
Provide intensive literacy support for students falling below a C in English.	Ongoing	Meg McNamara	
Embed planning processes that ensure differentiation, adjustments for Students with Disabilities and challenges for talented learners.	Ongoing	Meg McNamara	
Strategy:	Use the inquiry cycle to develop school based programs and deliver them with consistency and fidelity.		
Actions	Timeline	Responsible Officer(s)	
Collaboratively construct a whole school Reading Across the Curriculum Program, so that all students meet or are being supported to meet reading benchmarks.	Ongoing	Meg McNamara	
Review the ongoing implementation of the Homebush SS Writing Program to ensure it is best practice and is being enacted consistently.	Term 3	Meg McNamara	





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Improvement Priority 2. Quality Teaching: All students are engaged and improving

Targets

>85% of students are achieving C or better in English, maths and science.
Learning walls (or similar) are co-created and referenced by students as assessment capable learners, in every classroom.

Strategy: Ensure all students have the literacy skills to access the Australian Curriculum.

Actions	Timeline	Responsible Officer(s)
Trial the "Speech, Symbol, Pics" (SSP) program in the lower school to increase the students' ability to "code map" effectively to improve reading, writing and spelling outcomes.	Ongoing	Carolyn Nilsson
Enact the school writing, reading and spelling programs with consistency and fidelity and track student progress against benchmarks.	Ongoing	Tricia Anderson, Meg McNamara, Carolyn Nilsson

Strategy: Develop effective planning processes to deepen teacher understanding of the Australian Curriculum and the ability to intentionally build the assessment capabilities of all learners.

Actions	Timeline	Responsible Officer(s)
Schedule teacher planning days each term for teachers to gain a deep understanding of the "know" and "do" of each unit and to front-end assessment practices.	Ongoing	Meg McNamara
Create learning walls or similar which identify unit intent, success criteria and exemplars in each classroom which contribute to the development of assessment literate learners..	Ongoing	Tricia Anderson, Meg McNamara, Carolyn Nilsson

Strategy: Enhance and implement observation, feedback and coaching processes, aligned to improvement priority areas, the pedagogical framework and professional learning plans.

Actions	Timeline	Responsible Officer(s)
Collaboratively review the professional learning plan to ensure alignment with the AIP.	Ongoing	Meg McNamara
Align the classroom observation guide to the Pedagogical Framework and make an agreed plan for observations and learning walks for the year.	Term 1	Meg McNamara
Liaise with cluster schools to build capability towards best practice and to quality-assure teacher judgements through moderation.	Ongoing	Meg McNamara





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Improvement Priority 3. Big Picture Thinking: All students are building skills for their futures

Targets

Intentional collaborations are in place which connect student learning to the wider world.

Strategy:	STEM topics and ways of working are used to provide real world, highly engaging contexts for learning.		
Actions	Timeline	Responsible Officer(s)	
Make links to local agencies and networks, to expose students to future career paths and learning applications.	Ongoing	Meg McNamara	
Upskill staff to confidently use explore and use technologies to deliver STEM lessons.	Ongoing	Meg McNamara	
Strategy:	Wellbeing initiatives are prioritised to provide the best conditions for our students to be safe, happy learners.		
Actions	Timeline	Responsible Officer(s)	
Review the Student Learning for Wellbeing Framework and survey students at intervals to ensure the needs of current students are being met.	Ongoing	Meg McNamara	
Take a research approach to building staff capability in Growth Mindset to build student resilience.	Ongoing	Meg McNamara	
Target all upper school students with leadership opportunities that build self-confidence, resilience and a care of others.	Ongoing	Meg McNamara	
Strategy:	Issues of local, state and national importance are contextualised in the curriculum to provide students with a wider world view.		
Actions	Timeline	Responsible Officer(s)	
Liaise with local Landcare and similar organisations to create opportunities for students to learn about sustainability through active participation in initiatives.	Ongoing	Meg McNamara	
Contextualise the theme of sustainability through a range of school activities so that the students develop a broad understanding of the concept.	Ongoing	Meg McNamara	

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director



