**Homebush State School**

**2025 ANNUAL IMPLEMENTATION PLAN**



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| **School priority 1:**  *.*Academic achievement in the Australian Curriculum | | **Monitoring** | | | | | | | **Long term measurable/desired outcomes:**  90% A-C in English and Maths  50% A-B in English and Maths  90% A-C in Science, HPE, Technology, The Arts, HaSS and Languages  Documented (staff meeting minutes) of termly staff discussions of student’s next steps in learning as informed by data articulated in the school’s data plan. | **AIP measurable/desired outcomes:**  85% A-C in English and Maths V9  50% A-B in English and Maths V9 |
| **Term 1** | | **Term 2**  **√** | | **Term 3** | | **Term 4**  √ |
| **Strategies:**  1. Develop opportunities for teachers to collaboratively investigate, discuss and use the Australian Curriculum V9 to increase their curriculum understanding and build their currency.  2025 :Implementation of English and Maths V9.  2025:Investigation of curriculum expectations for Science, Technology and HPE in preparation for implementation in 2026  2. Develop staff capability to analyse and discuss data, collected as assessment of the Australian curriculum, as part of moderation activities, to monitor and evaluate consistency of Level of Achievement (LOA) judgements | | | | | | | | |
| **Actions:**  1. Regular discussions at staff meetings re implementation of V9 English and Maths, including analysing and comparing data collected for monitoring and assessment purposes  2. Access appropriate professional development relevant for Version 9 of the Australian Curriculum in English (with a focus on Reading) and Maths.  3. Monitor success of implementation through achievement of A-C targets.  4. Participate in school and regional moderation activities to measure success.  5. Use school funds to release teachers off class to enable them to collaborate in planning in English and Maths Term 1,2,3. =12 x $500 = $6000 | | | | | | | | | **Responsible officer(s):**  Principal  Class teachers | **Resources:**  Resources from The Curriculum Gateway  In particular, Reading through the Australian Curriculum website and Regional moderation resources and templates |
| **School priority 2:**  Wellbeing and Engagement | **Monitoring** | | | | | | | | **Long term measurable/desired outcomes:**  School Opinion Survey data maintains a high level of parent (>90%), staff (>90%) and student (>80%) satisfaction in wellbeing and engagement.  Behaviour data maintains a low level of incidents indicative of disengagement. (<5% SDAs)  Increase in the number of intentional collaborations with business and community bodies, which extend learning beyond the classrooms.  Increase in staff’s use of a range of pedagogical practices. (Evidenced through classroom observation and feedback.) | **AIP measurable/desired outcomes:**    *> 90% parent and staff satisfaction in well being and engagement*  *> 80% student satisfaction in well being and engagement*  *< 5% SDA* |
| **Term 1**  **√** | | **Term 2**  **√** | | **Term 3**  **√** | | **Term 4**  **√** | |
| **Strategies:**  1. Wellbeing and initiatives are prioritised to provide the best conditions for our students to be safe, happy learners.  2.Collaboratively develop a whole school pedagogical approach to provide clear and consistent expectations for staff in the use of high impact teaching strategies focussing on the curriculum, the learning and the learner | | | | | | | | |
| **Actions:**  Whole school weekly STEM lessons are used to provide real world, highly engaging contexts for learning.  Technology tools (computers, ipads, Lego robots) and software (minecraft and online programs) are used to enhance learning and increase engagment in learning  Continue to access a school chaplain and social worker to provide locally relevant wellbeing initiatives.  Provision of school funds to support chaplain - $2000 to SU (Scripture Union) and funds for breakfast club and other programs  Discussion of high impact teaching strategies in staff meetings (1/month). Staff to explain/ model strategies and outline successes. | | | | | | | | | **Responsible officer(s):**  Principal  Class Teachers | **Resources:**  Funds for prize boxes  Rewards days  Stem resources  $1000 school and $1000 P&C for chaplain |
| **School priority 3:**  Inclusion and Culture | **Monitoring**  *.* | | | | | | | | **Long term measurable/desired outcomes:**  Student information in the personalised learning area of OneSchool and in NCCD is current and meets auditable standards.  Student learning data is used to demonstrate improvements in learning. Eg Goals and targets set are met. | **AIP measurable/desired outcomes:**  2024 student information in the personalised learning area of OneSchool and in NCCD is current and meets auditable standards. |
| **Term 1**  √ | | **Term 2** | | **Term 3**  √ | | **Term 4** | |
| **Strategies:**  Develop teachers’ capability to create and document tailored interventions to address the learning needs of identified students, including high-achieving students  Continue to develop student and staff cultural knowledge and understanding particularly of the local area and people. | | | | | | | | |
| **Actions:**  Use school funds to replace teachers for 1 day/ semester to allow them planning time to provide intensive support for students with disabilities and those falling below a C standard in English/Maths.  Use school funds to fund HOSES 1 extra day /semester  Access regional and external support staff for staff development in evidencing plans for students with disabilities.  Investigate local area cultural specialists and opportunities for developing cultural knowledge. | | | | | | | | | **Responsible officer(s):**  Principal  Class Teachers | **Resources:**  Funds to release teachers – 4 teachers x$ 500 (TRS) x 2.  Funds to fund HOSES 2 extra days  Funds to bring in specialists in cultural knowledge |
| **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** | | | | | | | | | | |