



Camira State School

2022 Annual Implementation Plan

Improvement Priority 1. High Impact Teaching

Targets

Increased number of students achieving valid and reliable A-B results in English and Mathematics (55% - Eng, 60% - Mathematics, 65% - Science by Sem 2)

Increased number of students achieving valid and reliable A-C results in English, Mathematics and Science (90% by Sem 2)

Improvement in NMS, MSS and U2B in Year 3 & 5 (Equal or above QLD mean in all Reading and Numeracy)

Indicators of high impact teaching are embedded and visible in all areas in the school

Digital platforms and technologies accelerate student learning

Strategy: Embed high impact and evidence validated pedagogies through all key learning areas

Actions	Timeline	Responsible Officer(s)
Build the capacity of staff to embed the key principles of the Whole School Approach to Pedagogy in all lessons.	Ongoing	HOC

Strategy: Accelerate literacy and numeracy learning through rigorous, purposeful and targeted teaching

Actions	Timeline	Responsible Officer(s)
Develop teacher expertise in our Literacy Block model through targeted professional development including the delivery of our Leading Literacy initiative.	Ongoing	Principal, Deputy Principal, HOC, Year Coordinator
Track A-E progress for every student in English and mathematics. Utilise COI and Data conversations to identify marker students and implement a case management approach to support progress.	Ongoing	HOC
Deliver precise and targeted teaching with a focus on the high level skills students need to achieve an A or B result in English, mathematics and Science.	Ongoing	Principal, Deputy Principal, HOC, HOSES
Critically review moderation processes allowing opportunities for purposeful collegial discussions, and ensuring feedback is embedded in future planning.	Ongoing	HOC

Strategy: Enrich and extend all learners through high quality differentiated practice

Actions	Timeline	Responsible Officer(s)
Students are supported through a range of differentiation strategies and supplementary, substantial and extensive adjustments when necessary; all of which are reflected using the NCCD.	Ongoing	HOSES
Build the capability of the teaching team to enhance and enrich learning experiences that cater for the diverse needs of learners including those who require extension.	Ongoing	HOSES
Lead a whole school approach to the functional use of Personalised Learning Plans and Support Provisions supporting the individual needs of learners captured through the NCCD.	Ongoing	HOSES





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Improvement in NMS, MSS and U2B in Year 3 & 5 (Equal or above QLD mean in all Reading and Numeracy)

Indicators of high impact teaching are embedded and visible in all areas in the school

Digital platforms and technologies accelerate student learning

Strategy: Enhance and accelerate learning by leveraging digital platforms and technologies

Actions	Timeline	Responsible Officer(s)
Drive learning outcomes through a focus on leveraging digital resources to accelerate student learning in key lessons. Strategically acquire further infrastructure and devices to support learning.	Ongoing	Principal
Support and engage real world learners by embedding technologies into the STEM curriculum and all assessments.	Ongoing	Year Coordinator

Improvement Priority 2. Engaged Learners

Targets

Increased overall student attendance & reduced % of students with attendance less than 85%

Improved participation and achievement of children with a disability and students from other priority groups

Students demonstrate greater levels of confidence, engagement, independence and resilience

Students know their learning goals and articulate the next steps in their learning

Strategy: Develop deep learning experiences by embedding a relevant, innovative, purposeful and engaging curriculum for all learners

Actions	Timeline	Responsible Officer(s)
Build teacher capability to develop units of work and marking guides, aligned with the Australian Curriculum, that meet the needs of students.	Ongoing	Deputy Principal, HOC
Critically review English and STEM planning to embed opportunities for relevant, innovative, purposeful and engaging lessons.	Ongoing	Deputy Principal, HOC

Strategy: Empower all students to know, articulate and own their learning goals

Actions	Timeline	Responsible Officer(s)
Through Collegial Observations, explore in more depth the five questions and how students can utilise these to articulate their individual learning goals.	Ongoing	Deputy Principal
Students utilise success criteria to reflect and review their progress towards individual learning goals.	Ongoing	Deputy Principal





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 Students know their learning goals and articulate the next steps in their learning

Strategy: Embed a culture of learning and growth through high quality feedback

Actions	Timeline	Responsible Officer(s)
Feedback is specific to individual learning goals with clear links to lesson success criteria and student outcomes.	Ongoing	Deputy Principal
Students are clearly able to apply and articulate teacher feedback to improve outcomes.	Ongoing	Deputy Principal

Strategy: Foster independence, creativity and deep thinking through targeted learning activities

Actions	Timeline	Responsible Officer(s)
Teachers provide opportunities to take risks and teach how to use constructive feedback to build knowledge and understanding.	Ongoing	Principal, HOC
Opportunities for students to demonstrate creativity and deep thinking is central to all unit planning across our cohorts.	Ongoing	Principal, HOC

Strategy: Develop an inquiry mindset and a scientific skill-set through our STEM initiative

Actions	Timeline	Responsible Officer(s)
Implement an inquiry structure into all STEM units through the Inquiry Model. Foster creative and critical thinkers through innovative and real-world learning experiences.	Ongoing	Year Coordinator
Wonder Walls are collaboratively created with the students to display questions and encourage the students to pose questions, be curious and discover the world.	Ongoing	Year Coordinator
Implement the Inquiry Model into Prep to Year 6 STEM classes. Foster critical and creative thinking in investigations and experiments and build on students scientific skills.	Ongoing	Year Coordinator





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Strategy: Increase the number of students achieving valid and reliable A-B data in Science

Actions	Timeline	Responsible Officer(s)
Through the cycle of inquiry process, STEM teachers will unpack and focus on Scientific specific vocabulary to upskill the students to write topic related words within their assessments.	Ongoing	Year Coordinator
STEM teachers collaborate to incorporate the Ladder of Success that connect to the curriculum and incorporate Scientific specific vocabulary to support students and foster development.	Ongoing	Year Coordinator
Deepen teacher capability by moderating with schools that have Science and Technology taught as separate subjects.	Ongoing	Year Coordinator

Improvement Priority 3. Collaborative Cultures

Targets

Increased satisfaction in professional development and training
 Improvement in measures of collective teacher efficacy and collaboration through cycles of inquiry
 Increased satisfaction in parent opinion survey measures
 Improve student satisfaction levels

Strategy: Foster collective teacher efficacy and develop collaborative and innovative expertise

Actions	Timeline	Responsible Officer(s)
Facilitate a partnership with the world expert on collective teacher efficacy (Jenni Donohoo) to coach teams of teachers on how to build CTE into their two. Deliver two keynote PD sessions.	Ongoing	Principal, Deputy Principal, HOC, HOSES
Leverage the talent of our teaching staff to build the collective expertise of our teaching team with a direct alignment to the Australian Professional Teaching Standards.	Ongoing	Principal, Deputy Principal, HOC, HOSES
Develop the expertise of inclusion teachers, particularly in disability specific knowledge, to foster collaboration with classroom teachers.	Ongoing	HOSES





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Strategy: Grow successful, high performance teams at all layers within the school

Actions	Timeline	Responsible Officer(s)
Identify areas of development for Specialist, SEP & STEM teachers and provide opportunities for collaboration to share expert teacher knowledge and pedagogy, evidenced with improved student outcomes.	Ongoing	Deputy Principal
Investigate opportunities for teachers to participate in vicarious experiences to continue to further enhance the collective efficacy amongst colleagues.	Ongoing	Deputy Principal
Initiate co-teaching between inclusion and classroom teachers to foster opportunities for collaboration and student engagement.	Ongoing	HOSES

Strategy: Expand and enhance partnerships for learning throughout the community

Actions	Timeline	Responsible Officer(s)
Embed community partnerships and increase engagement with outside agencies that support successful transitions for every student.	Ongoing	Deputy Principal
Promote overall attendance and behaviour through differentiated whole school systems of recognition and rewards.	Ongoing	Deputy Principal
Devise opportunities for parents to engage with student learning at school and within the home by creating relationships that ensure parents are partners in the learning journey.	Ongoing	Deputy Principal

Strategy: Provide opportunities for targeted & meaningful peer-to-peer collaboration within our classrooms

Actions	Timeline	Responsible Officer(s)
Connect and engage students during literacy block, mathematics lessons and scientific inquiries in processes to collaborate peer-to-peer and enhance their learning.	Ongoing	Principal, HOC, Year Coordinator
Promote opportunities for students to collaborative and engage with one another to assist and support each others' learning.	Ongoing	Principal, Deputy Principal, HOC, HOSES





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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

