

OUR SCHOOL

Camira State School is situated in Camira, a suburb of Ipswich within the Metropolitan South Region. It provides a quality education for students from the Preparatory Year to Year 6.

The school motto created in 1974; Strive to Learn encourages all students to strive to achieve their potential and embrace the values of Respect, Responsibility and Resilience into everyday school life. The student population is unique, combining a rich blend of socio-economic and culturally diverse elements to form a warm, tolerant and supportive learning community.

One of the main focus areas at Camira SS is to deliver a strong academic curriculum orientated towards developing mastery in literacy and numeracy.

We hold high expectations for our students both in terms of their school work and behaviour and are proud of the strong culture of learning that we have created. The school community views education as important and a life long journey. Students, staff and parents work cooperatively and collaboratively to help advance teaching and learning outcomes within the school.

Our school community aims to provide opportunities for students to reach their potential and be prepared for a successful future.

OUR VISION

Working with our community to inspire and empower every learner to achieve their potential in our changing world.

OUR VALUES

Respect, Responsibility, Resilience

OUR MOTTO

Strive to Learn

OUR PRIORITIES

High Impact Teaching
Engaged Learners
Collaborative Cultures

OUR KEY IMPROVEMENT STRATEGIES

- Quality assure curriculum planning documents, to meet the requirements of the K – 12 CARF and support systematic curriculum delivery.
- Initiate professional conversations between leaders and teachers to establish a common language of shared understanding of pedagogy based on contemporary research and evidence.
- Collaboratively develop a school-wide vision for inclusive education to ensure the principles of inclusion are integrated into and across the whole school community
- Establish external professional collaborations for leaders and teachers to share practice, including moderation processes, to ensure consistency and accuracy in judgements against relevant achievement standards.
- Collaboratively develop strategic and annual plans and an embedded Explicit Improvement Agenda with key stakeholders to strengthen shared ownership of agreed priorities and school improvement.





HIGH IMPACT TEACHING

Camira State School is a progressive, high performing school that values the knowledge and expertise our teachers have in enhancing teaching, learning and wellbeing in every classroom. We develop our expertise through encouraging teachers to become active participants in their own learning, developing their professional capabilities through personalised and differentiated instructional coaching and feedback. We deliver the Australian Curriculum through high impact, evidence-based pedagogies across all learning areas, informed by the continual analysis of student achievement data. At Camira SS, we share a common goal to inspire and empower our students in realising their potential and ensuring positive educational outcomes.

OUR STRATEGIES

- Enhance knowledge and use of evidence-validated pedagogies relevant to the curriculum
- Embed differentiated practice within classrooms for all learners
- Purposefully increase the use of digital technologies in a variety of lesson phases
- Strengthen and embed First Nations perspectives throughout the curriculum
- Connecting teams of teachers to explore student data and moderate student assessment

OUR MEASURES

- Increased number of students achieving valid and reliable A-C results in English, Mathematics and Science (LOA data), in line with like schools or in correlation with NAPLAN data
- Improved participation and outcomes from students in priority groups
- Differentiated and enacted practice is reflected in student personalised learning plans
- Student engagement is increased through purposeful differentiation, reflected in each component of the planning cycle
- Enacted Digital Technology planning is evident in classrooms
- Increase in teaching and learning indicators from students in the school opinion survey

SUCCESS CRITERIA

Students clearly articulate their own learning and the support structures that make improved outcomes possible
Students confidently discuss their personalised learning goals and contribute to next steps
Students recognise First Nations perspectives and apply their understanding in their learning
All staff have a common understanding of the vision of inclusion
Teachers use evidence-based pedagogy to support outcomes
Teachers use digital technology in purposeful learning activities
Teachers provide opportunities for student voice related to learning
Leadership team will research evidence-based pedagogies to support the implementation of effective planning cycles
RESOURCING

- Maintain two HoD-C
- Allow teachers time to collaborate and build knowledge



ENGAGED LEARNERS

At Camira State School, we design and deliver meaningful pathways to ensure relevant, innovative, purposeful and engaging lessons are embedded throughout all learning experiences. Creating engaged, confident and resilient learners are the foundations for developing student autonomy and empowerment, ensuring that all students are active participants in the learning process. Through enriching learning activities, high quality feedback and individualised goal setting, Camira SS fosters a culture of learning and growth, where our teachers promote high expectations, and extend all students' capacity to succeed.

OUR STRATEGIES

- Enhance students' independence, creativity and critical thinking through learning
- Embed a culture of teacher and peer led quality feedback
- Utilise inquiry learning to develop 21st century skills

OUR MEASURES

- Improved whole school attendance to above 92%
- Reduction in students with 85% or less attendance
- Students articulate their own learning
- Improvement in student effort and behaviour is reflected through reporting processes
- Improvement in student School Opinion Survey indicators

SUCCESS CRITERIA

Students are engaged and active participants, demonstrating belief in their ability as a learner
Students are actively engaged in the feedback cycle
Students show independence in learning by applying relevant feedback from their learning environment
Teachers offer varied and flexible learning routines to support engagement, independence, creativity and critical thinking
Teachers provide safe and inclusive classrooms
Leadership team supports autonomy and flexibility within classrooms aligned to the school priorities and high expectations for teaching and learning
Leadership team has clear processes for following up on attendance
RESOURCING

- Maintain additional speech and Guidance Officer
- Investment in ICT across the school
- Investment in infrastructure or HR to support flexible learning



COLLABORATIVE CULTURES

Camira State School promotes an authentic, collaborative learning culture amongst parents, students, staff and the wider school community. We take every opportunity to embrace, share and celebrate diversity, culture and inclusion, building connections throughout the community. Through fostering collective teacher efficacy, we enhance and maximise our collaborative and innovative expertise, driving equity and excellence. Successful, high performing teams lead the teaching and learning across the school, giving maximum opportunity for improved student outcomes and an increasing sense of belonging. Shared ownership of student learning is encouraged and valued to ensure connection and continuity, through regular and open communication with all stakeholders.

OUR STRATEGIES

- Enhance peer to peer collaboration amongst students
- Continue to grow and enhance community partnerships
- Embrace opportunities to share and celebrate diversity, culture and inclusion

OUR MEASURES

- Improvement of staff, student and parent measures through the School Opinion Survey
- Peer collaborations are evident through collegial observations and student voice
- Multiple opportunities to embrace culture in learning and community events
- Early years and junior secondary transitions yield positive outcomes for students
- Collective Teacher Efficacy is evident in teams

SUCCESS CRITERIA

Students utilise peers to deepen understanding and collaborate on learning
Students embrace the student constructed Acknowledgement of Country taking ownership in their own connection
Teachers offer multiple opportunities for peer to peer collaboration
Teachers continue to build their knowledge of First Nations perspectives
Teachers plan authentic learning experiences for students with a collective belief that they can make a difference
Leadership team ensure First Nations and cultural diversity are forefronted in all community events
Leadership team promote professional development and build relationships with the First Nations community members
RESOURCING

- Investment in First Nations visibility across the school

