



'Strive to Succeed'

Karara State School

2023 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Effective implementation of Explicit Improvement Agenda

Long-term targets/desired outcomes

- 100% of students achieving C or higher in English, Maths, Science and HASS.
- 100% of students achieving above age appropriate National Minimum Standard for Reading and Writing.
- 100% of students achieving at or above the Regional Reading Benchmark by the end of each semester.

AIP targets/desired outcomes

- 80% of students achieving a C or higher in English, Maths, Science and HASS.
- 80% of students achieving at or above regional reading benchmarks by the end of each semester.
- 80% of students achieving at or above age appropriate National Minimum Standard in Reading and Writing.

School Strategic Plan Strategy:	Develop an action plan for enactment of EIA including strategies and accountabilities for implementation, and measures for success.	
Actions	Responsible Officer(s)	
Attend Teach like a champion PD (as a staff collective) and implement strategies learnt.	Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan	
Weekly planning meetings with teaching team collective - all staff being present, heard and contributing.	Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan	
School Strategic Plan Strategy:	Develop a process of rigorous analysis of LOA data, including triangulation of formative and summative data.	
Actions	Responsible Officer(s)	
Weekly planning meetings to discuss and use data from diagnostic, summative and formative assessments to inform the planning, teaching and learning cycle.	Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan	
Rigorous data conversations to inform where students are at and what steps are needed to see improvement. Improvements are celebrated both in class and during planning meetings.	Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan	
School Strategic Plan Strategy:	Embed processes linking student goal setting to levels of achievement in English.	
Actions	Responsible Officer(s)	
Use of unit intent/success criteria formed at the beginning of each unit. Lesson intents are highlighted at the beginning of all lessons and directly link back to unit intent.	Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan	



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All lessons are linked back to unit intent, so students know what they are learning and why.	Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan
Use of bump it up walls to demonstrate how students use GTMJ to achieve successful outcomes (what's needed to achieve higher grades).	Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan
School Strategic Plan Strategy: Utilise literacy data to inform effective teaching and learning practices across the curriculum.	
Actions	Responsible Officer(s)
Use diagnostic tests (WTW, SA spelling, PM/ PROBE reading tests and ACER) to triangulate strengths, weakness and plans for action.	Dorothy Osborne, Kerri Sullivan
School Strategic Plan Strategy: Embed opportunities for engagement with EIA in Kindergarten.	
Actions	Responsible Officer(s)
Work with HOD and regional support to develop staff capacity in implementing EYLF into mainstream classroom curriculum.	Alison Kowitz, Dorothy Osborne, Kerri Sullivan

School Strategic Plan - 2. Embed consistency, alignment and precision in curriculum delivery

Long-term targets/desired outcomes

- 100% of students achieving a C or higher in English, Maths, Science and HASS.
- Percentage of students achieving a C or higher in English, Maths and Science is similar to like schools in the cluster.

AIP targets/desired outcomes

- Weekly planning meetings to discuss and use data to effectively plan, teach and assess student learning.
- Engage in annual moderation with cluster schools

School Strategic Plan Strategy: Refine and embed processes for meaningful unit planning and implementation across all learning areas.	
Actions	Responsible Officer(s)
Engage in Term and semester moderation with cluster schools	Dorothy Osborne, Kerri Sullivan
Engage in weekly planning meetings to refine and implement effective pedagogies, leading to positive student outcomes.	Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan
School Strategic Plan Strategy: Refine and embed four-phase moderation practices at school and cluster level.	
Actions	Responsible Officer(s)
Engage in 4 phase moderation with small schools cluster in 2024.	Dorothy Osborne, Kerri Sullivan
School Strategic Plan Strategy: Continually review and develop understanding of curriculum to ensure that all	



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	elements of achievement standards are assessed across all learning areas.	
Actions		Responsible Officer(s)
Weekly planning meetings - meet and discuss student outcomes and areas that need addressing. Formulate plan as a collective during these meetings.		Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan
Termly meetings with Barry (HPE) to discuss units, actions and students who may need additional support to engage.		Barry Healy, Dorothy Osborne
School Strategic Plan Strategy:	Develop understanding of Queensland Kindergarten Learning Guidelines to ensure quality delivery of Kindergarten curriculum in a multi-age setting.	
Actions		Responsible Officer(s)
Work with HOD, region and Kindy Adie (Kowitz) to develop a solid understanding of policies and procedures within the Kindy Framework.		Alison Kowitz, Dorothy Osborne, Kerri Sullivan

School Strategic Plan - 3. Develop understanding of pedagogical approach to enhance consistency of teaching and learning

Long-term targets/desired outcomes

- All students are demonstrating engagement in learning, evidenced by positive progress in Levels of Achievement data.
- All teaching staff can articulate and demonstrate key aspects of the pedagogical approach.
- Whole school attendance above 95%

AIP targets/desired outcomes

- Develop and implement various pedagogy approaches that are child centred and promote maximum student engagement.
- 80% student achieving C or above through use of effective Teaching and Learning strategies.
- 100% of implementing Teach like a Champion and Hattie's high impact teaching strategies by the end of 2023.
- 100% staff all using consistent language and T&L strategies, based around UDL and age appropriate pedagogies in all aspects of the day.

School Strategic Plan Strategy:	Develop staff capability to implement agreed pedagogical approach to enhance consistency of teaching and learning practice.	
Actions		Responsible Officer(s)
100% Staff attendance to Teach like a champion PD in SFD, 2023.		Cody Farlow, Alison Kowitz, Dorothy Osborne, Kerri Sullivan
Weekly (planning meeting) and fortnightly (Staff meetings) deep dives into UDL, age appropriate pedagogies and Hattie's high impact teaching strategies.		Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan
School Strategic Plan Strategy:	Provide systematic opportunities for modelling, coaching and observation and feedback practices in alignment with the agreed pedagogical approaches.	
Actions		Responsible Officer(s)



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Monthly/term observation and feedback sessions with staff. Observation and feedback sessions are both admin and staff led (meaning both admin and staff observe AND provide feedback)		Cody Farlow, Alison Kowitz, Cody McLellan, Dorothy Osborne, Kerri Sullivan
School Strategic Plan Strategy:	Develop staff capability relating to pedagogy supporting the teaching of Kindergarten in a multi-age setting.	
Actions	Responsible Officer(s)	
Observation and feedback session with Kindy HOD and regional support people.	Alison Kowitz, Dorothy Osborne	
Engage in cross school work shadowing to build staff capacity and practice.	Alison Kowitz, Dorothy Osborne	

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

School Supervisor



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