Karumba State School
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement · Wellbeing and engagement · Culture and inclusion

School priority 1:
High Yield Pedagogies
Domain 8: Implementing effective pedagogical practices
Collaboratively develop a shared understanding and language about pedagogy to strengthen professional dialogue around determining pedagogies and reflecting on effectiveness of pedagogical decisions.

Monitoring			
Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:
100% teaching staff engage in school professional learning program (PLP)

100% teaching staff are cyclically observed/ watch others work (WOW)

100% teaching staff use pedagogical language in professional dialogue

100% students meet RWI phonics and spelling expectations of progress

Embedded school-wide approach to reading, writing, comprehension, and spelling

AIP measurable/desired outcomes:
100% teaching staff engage in school PLP

100% teaching staff are cyclically observed/ (WOW)

100% teaching staff use pedagogical language in professional dialogue

100% students meet RWI phonics and spelling minimum expectations of progress

Reviewing school-wide approach to reading, writing, comprehension, and spelling for years P-2

Embedded school-wide approach to reading, writing, comprehension, and spelling for years 3-6

Strategies:
Determine research-based, high yeild pedagogies to trial as part of developing a systematic approach to reading, writing, and comprehension in years 3-6

Strengthen and refine the teaching of spelling through Read Write Inc. Spelling program

Analyse reading and essential skills data to assess suitability and effectiveness of physical and online resources based on outcomes achieved

Develop teacher repertoire of research-based, high yield pedagogies by providing PD/ upskilling/ readings to support teachers to implement these in the classroom

Strengthen feedback culture through consistency of observation/ feedback schedule; encouraging personal reflection, and providing timely feedback on effectiveness of practice

Strengthen and refine systematic approach to the teaching of reading, writing, and comprehension for years P-2 through Read Write Inc. Phonics program as a base model

Actions:
Develop scaffolded school professional learning program, incorporating DoE Reading Portal and 'Principles to determining effective pedagogies'

Schedule weekly/ fortnightly meetings with 3-6 classroom teacher to reflect on effectiveness of trialled pedagogies

Purchase Swivl or similar to enable observation schedule to continue, regardless of staffing

Continue RWI weekly practice sessions to ensure aligned practice

Responsible officer(s):
Principal

Resources:
Literature pertaining to research-based pedagogies
Swivl or similar
Ongoing subscriptions to Oxford Owl and Ruth Miskin Portal
RWI physical resources
Determined other literacy support materials as student resource
DoE Reading Portal
Whole School Approach to Pedagogy "three principles to determining effective pedagogies"

School priority 2:
Academic Case Management

Domain 6: Leading systematic curriculum delivery
Collaboratively refine the whole-school curriculum plan with a focus on unit planning to strengthen teacher and student assessment literacy. Strengthen moderation processes through academic case management, inclusive of pedagogical discussions, to inform next steps in teaching and learning and feedback to students.

Monitoring			
Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:
Student data cards show maintaining or improvement in LOA, attendance, and behaviour each term

100% students have portfolios of work for English as documentation of progress on Literacy Continuum and Achievement Standard

100% P-2 students show improvement from each Early Start (equivalent, when developed) assessment to the next

80% students in years 3 and 5 meeting or exceeding National Minimum Standard (NMS) for the nation

AIP measurable/desired outcomes:
Student data cards show maintaining or improvement in LOA, attendance, and behaviour each term

100% students have portfolios of work for English as documentation of progress on Literacy Continuum and Achievement Standard

100% P-2 students show improvement from each Early Start (equivalent, when developed) assessment to the next

75% students in years 3 and 5 meeting or exceeding National Minimum Standard (NMS) for the nation

Strategies:
Formalise academic case management to determine pedagogies during moderaion junctures to improve student outcomes

Sharpen moderation processes at all junctures, particularly:
  - Before and After: analasys of student data to determine effective pedagogies in the provision of differentiation, when and where to create reasonable adjustments, and for which students

Embed academic case management for all students into moderation process using inquiry cycle

Analyse reading and essential skills data to monitor student progress and prompt early intervention and support; using data to hone in on, and fill, gaps in student learning

Actions:
Develop Karumba State School Moderation Policy

Document determined academic case management within moderation policy

Document repertoire of research-based, high yield pedagogies (from SP1) within moderation policy, for ongoing review and refinement

Continue to use Literacy Continuum tracking and RWI Phonics and Spelling program assessment and tracking tools to monitor student progress and prompt early intervention and support

Attend cluster moderation as part of planned moderation processes, where possible (staffing/ TRS-dependent)

Responsible officer(s):
Principal

Resources:
Literacy Continuum Tracker spreadsheet (interim)
RWI phonics online assessment tool and tracker
RWI spelling assessment tracker
OneSchool reporting data, SORD
Literature pertaining to academic, social-emotional, and behavioural case management e.g., Novak
Student Personalise Learning Plans (PLPs)
Cluster moderation attendance costs (travel, accommodation, food, incidentals)

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

(CM 23/626529)

Queensland Government