

Karumba State School

2025-2028 SCHOOL STRATEGIC PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



School profile

Karumba State School provides a multi-age co-educational learning environment for its students that is safe and engaging for all students to grow and learn. Our students span two classrooms of banded age groups: Prep-year 2 and years 3-6. Karumba State School is dedicated to providing quality educational outcomes to each student, with a focus on literacy and numeracy. We strive to provide all students with a challenging and relevant curriculum within a supportive learning environment. Students at Karumba State School have interactive whiteboards in each classroom, a garden club, and multi-purpose courts. Our extra-curricular activities ensure that students experience a range of activities, including regional and district sports, swimming, cross country and athletics carnivals. Students also participate in weekly French lessons via QLearn with Cairns School of Distance Education. Our school is host to a Playgroup for children not yet old enough to attend Prep. This is held once per week during the school Term. Our active Parents and Citizens committee host numerous events each term to assist our students to fundraise for camps, excursions, etc. or to provide opportunities to foster positive relationships between students, families, staff, and the community at large. Events include discos, colour fun runs, chocolate drives, book fairs, and movie nights.

Vision and values

At Karumba State School, we value collaborating with families and community to guide our vision for safe and respectful classrooms. Through a 'Skills for Success' lens, we deliver research-based pedagogies for effective teaching and learning, and place an importance on celebrating achievements, improvements, and successes for staff and students.

"Aim High Go Far" is our motto, and it is our shared understanding of teamwork that ensures that success. We have a shared understanding – a common way of working – when dealing with challenges of all complexities, yet celebrate diversity and the unique gifts that each of us bring to our students, team, and to education.

Our aim is to set students up for success by providing opportunities for students to develop critical thinking processes, to experience failure in a safe setting, so that they can build a sense of resilience that will persist when challenges arise in school and in life outside of school.

School review key improvement strategies

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.

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.

Domain 5: **Building an expert teaching team**

Expand the Setting Professional Goals (SPG) process to include customised professional development pathways that support staff to broaden their expertise beyond the current context.

Domain 9: **Building school-community partnerships**

Collaboratively develop a plan, with parents and community members, to enhance connections that support successful transitions into, through, and beyond the school.

School priorities

1. **Individual agency**
2. **High yield pedagogies**
3. **Academic case management**
4. **Successful transitions**

School priority 1: **Individual agency** (6)

Strategies

Build teacher and student assessment literacy, including teacher knowledge of the Australian Curriculum (v9)

Refine whole school inquiry cycle approach to student goal setting and providing feedback

Co-construct usable learning walls/ displays for English, Mathematics, Science, and HASS

Collaboratively design meaningful, contextualised assessment tasks, aligned to version 9 of the Australian Curriculum, including the Three Dimensions of the Australian Curriculum

Prioritise the provision of engaging classrooms and materials to promote attendance and sense of belonging of staff and students

Measurable outcomes

100% students achieve A-C in English, Mathematics, Science, and HASS
50% students achieve C in English, Mathematics, Science, and HASS
30% students achieve B in English, Mathematics, Science, and HASS
20% students achieve A in English Mathematics, Science, and HASS
100% students achieving an average of 80% or greater in weekly spelling test

95% attendance rate
100% Levels of Agreement for student and staff sense of belonging dimension of School Opinion Survey

School priority 2: **High yield pedagogies** (5 & 8)

Strategies

Develop teacher repertoire of research-based, high yield pedagogies

Determine research-based pedagogies to trial, and provide 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

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

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

Create systematic approach to reading and comprehension in years 3-6, and strengthen and refine the teaching of spelling through Read Write Inc. Spelling program

Measurable outcomes

100% teaching staff engage in school professional learning program
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

School priority 3: **Academic case management** (6 & 8)

Strategies

Formalise academic case management to determine pedagogies during moderation junctures to improve student outcomes

Sharpen moderation processes at all junctures, particularly:

- Before and After: analysis 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

Measurable 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 assessment (or equivalent) to the next
80% students in years 3 and 5 meeting or exceeding National Minimum Standard (NMS) for the nation in NAPLAN

School priority 4: **Successful transitions** (5 & 9)

Strategies

Liaise with relevant stakeholders, including students, parents, staff, and P&C regarding expectations of transitioning into, through, and beyond school

Refine and formalise 21st Century skills into existing Skills for Success program to support students' development of foundational literacies, competencies, character qualities, and Social Emotional Literacy (SEL)

Promote transition activities to increase awareness and involvement

Forge partnerships with 'local' high schools and distant boarding schools

Leverage P&C to support students to attend transition activities

Provide playgroup for children 4+, prioritising kindergarten-aged children

Utilise standard and scientific methods to gain wholistic appreciation of staff mental capabilities and behaviour styles to:

- improve staff performance
- inform future progression

Create differentiated professional development learning plans to build staff knowledge and capability

Plan for, and support, staff to broaden their expertise beyond current context

Measurable outcomes

100% Levels of Agreement for all dimensions within the School Opinion Survey for students, staff, and parents
World Economic Forum and QCAA 21st Century Skills materials
Skills for Success program developed and documented
100% students in kindergarten, year 2, and year 6 attend 2 or more transition activities
Newsletters, Facebook page, school and community noticeboard used to promote all transition activities
100% staff use Setting Professional Goals (SPG) process and the Annual Performance and Development Plan (APDP) to set and track goals, document career aspirations, and plan for skill acquisition leading to next role

Success criteria
Behaviourally:
Students can/will: co-construct the learning wall, and be able to articulate the learning intention and success criteria for English. They will be able to state their learning goals and what they need to do to achieve them. They are able to answer the 5Q4 students pertaining to English. Students will attend school: on time, each day.
Teachers can/will: reference GTMJ in all lessons. They will create exemplars at the A, B, and C for English, and assist students in the setting of their learning goals. Teachers will collaborate/ network. They will provide engaging classroom spaces and materials.
Leadership team can/will: provide PD to staff for v9 of the Australian Curriculum (AC), or accommodate release of staff to attend virtually/ offsite. They will attend relevant PD to ensure accuracy and fidelity of information provided to staff. Leaders will collaborate/ network. They will budget for the provision of classroom design and resources.

Resourcing
Offsite PD/ moderation/ planning expense for travel and accommodation
Literature pertaining to developing student agency e.g., Toth and Sousa

Success criteria
Behaviourally:
Students can/will: experience and respond to various research-based pedagogies in pulse surveys.
Teachers can/will: develop pulse surveys to gain student voice around pedagogies and feed back to colleagues/ leadership team. They will trial various pedagogies and reflect on own practice and effectiveness, using learnt pedagogical language in professional dialogue in staff meetings.
Leadership team can/will: analyse and triangulate data to determine effectiveness and impact of pedagogies within the context of the school.

Resourcing
Literature pertaining to research-based pedagogies
Swivl or similar
Ongoing subscriptions to literacy and numeracy applications
RWI physical resources
DoE Reading Portal
Whole School Approach to Pedagogy "three principles to determining effective pedagogies"

Phases	2025	2026	2027	2028
Developing				
Implementing	✓			
Embedding		✓		
Reviewing			✓	✓

Phases	2025	2026	2027	2028
Developing				
Implementing				
Embedding	✓		✓	
Reviewing		✓		✓

Success criteria
Behaviourally:
Students can/will: provide data for case management in the form of work samples, formative and summative assessment, and standardised testing scores.
Teachers can/will: use student data cards, work samples, Literacy Continuum, and the Achievement Standards as part of the inquiry cycle during moderation to determine next steps for all students.
Leadership team can/will: Develop rigor around each of the moderation junctures, setting expectations for data collection and analysis, and leading professional dialogue when determining appropriate pedagogies to provide intervention support to individual students. They will facilitate a Multi-Tiered System of Support (MTSS).

Resourcing
OneSchool reporting data, SORD
Literature pertaining to academic, social-emotional, and behavioural case management e.g., Novak
Student Personalise Learning Plans (PLPs)

Phases	2025	2026	2027	2028
Developing				
Implementing	✓			
Embedding		✓	✓	
Reviewing				✓

Success criteria
Behaviourally:
Students can/will: participate in transition activities.
Teachers can/will: identify career aspirations and share these during APDP meetings with the leadership team. Plan for, participate in, and accommodate transition activities for incoming prep and year 2, and outgoing high school students.
Leadership team can/will: collaborate with the stakeholders to determine transition expectations for kindergarten to prep, lower to upper primary, and year 6 to high school. They will liaise with individual parents to case manage and facilitate each year 6 student's transition to high school. They will work with community to garner supports, brainstorm solutions, and overcome barriers to successful transitions.
They will provide opportunities to gain insights into staff strengths and areas for development, align aspects of staff APDPs with the current AIP, and schedule professional learning accordingly. They will schedule observation/ feedback and mid-year APDP reviews.

Resourcing
Transportation, certification/ course costs, psychometric testing or equivalent
TSS

Phases	2025	2026	2027	2028
Developing	✓			
Implementing		✓		
Embedding			✓	
Reviewing				✓

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.


Principal
Tamsyn Gardiner 25/11/24


P&C/School Council
Hannah Little 25/11/24


School Supervisor
20.5.25