



Karumba State School Strategic Plan 2022-2025

"Aim High, Go far..."

OUR PURPOSE :

Committed to providing a safe respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

OUR VALUES

Be Responsible


Be Respectful

Be Safe

Be Resilient

We value honesty, take personal responsibility for our actions and promote the cooperation and teamwork. We show respect by listening, caring and celebrating difference. We build supportive relationships and think positively and aim high. We built resilient through constructive feedback and regulating our emotions.

DoE Strategic Plan 2021-2025 ESS State Schools Improvement Strategy 2021-2025 NSIT Domains		Key Improvement Strategies			Success Indicators	Evidence Sources & Guiding Frameworks
		Alignment	Precision	Intentional collaboration		
A great start for all children	Teaching  Systematic curriculum delivery Effective pedagogical practices	Develop and embed a reading framework to support the focus of reading across the school Develop opportunity to build a culture of inquiry and innovation through implementation of Australian Curriculum, general capabilities and cross curricula priorities for the local school context Collaboratively review, refine and document the agreed whole-school pedagogical approaches Embed the four phases of moderation within the school collaborative curriculum planning process to support teacher understanding of the Australian Curriculum (AC), confidence in determining student LOA against the standards of the AC, and strengthen school curriculum Quality Assurance (QA) processes.			80% students achieve A-C in English, Mathematics Science and HASS 50% of students achieve A standard in English, Mathematics and Science 90% of students achieve reading benchmarks 90% Year 3 and 5 students meeting NMS in NAPLAN strands is similar to/exceeds the nation	OneSchool Records (LOA, NAPLAN, Reading, Attendance, Early Start, Behaviour) Literacy Continuum P-12 CARF Assessment and Moderation Hub SORD
	Safe and capable people delivering our vision	Capability  An expert teaching team	Provide professional development for staff to identify and implement opportunities for the teaching of reading and writing across the Australian Curriculum Develop and embed a differentiated classroom approach including opportunities for - Watching others work - Mentoring - Modelling - Coaching Provide professional development to build staff skills and expertise in digital technologies			100% of teaching and non-teaching staff engage in a school professional learning program 100% of teachers engage in collaborative inter-school professional learning opportunities 5Q4 Teachers Feedback Levels of Agreement in relevant dimensions of Staff School Opinion Survey are similar to or better than the state
Every student succeeding		Performance  An explicit improvement agenda Analysis and discussion of data Targeted use of school resources	Develop school data plans annually aligned to the schools EIA Strengthen and embed whole school data conversations and case management processes Develop and document processes to enhance sustainability, consistency and best use of resources			Headline Indicators are blue for the following measures: <ul style="list-style-type: none">AttendanceEnglish, Maths and ScienceBehaviourSatisfaction Levels of Agreement in relevant dimensions of Student, Parent and Staff School Opinion Surveys are similar to or better than the state 5Q4 School leaders Feedback
	Fair and safe workplaces and communities	Inclusion  Differentiated teaching and learning	Develop, document and implement a whole school approach to curriculum differentiation Embed school identified strategies of inquiry cycle and case management to enhance engagement Develop guidelines to support teacher's determination of student placement on the literacy continuum and strategies for tracking student goal progress Build capability of staff and students to develop and utilise goals to monitor and inform next steps in learning. Collaboratively develop a whole school approach to student goal setting and feedback.			Levels of Agreement in relevant dimensions of Student, Parent and Staff School Opinion Surveys are similar to or better than the state.
Building Queensland communities		Wellbeing  A culture that promotes learning	Review, refine and embed consistent whole school approach to PBL Implement the Student Learning and Welbeing Framework			Levels of Agreement in relevant dimensions of Student, and Staff School Opinion Surveys are similar to or better than the state. 5Q4 Students Feedback
		Partners  School-community partnerships	Collaboratively develop processes to sustain established and emerging partnerships that align to school and community priorities, embracing local traditions and expectations. Review and implement high quality Early Childhood and Junior Secondary transition and orientation programs through positive collaboration with key stakeholders			Levels of Agreement in relevant dimensions of Student, Parent and Staff School Opinion Surveys are similar to or better than the state. 5Q4 Parent Feedback
This plan was developed in consultation with all school community stakeholders and is a statement of direction that meets school needs and systemic requirements.						


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