

TAMROOKUM STATE SCHOOL 2025 - 2028 SCHOOL STRATEGIC PLAN

School profile

Tamrookum State School is a small rural school 17 kms from Beaudesert. We have Prep/1, Yr 1/2, Yr 2, Yr 3/4, Yr 4/5 and Yr 5/6 classes and have a key focus on Literacy & Numeracy. Each classroom receives extra aide support to assist individuals with their learning and to maximise learning for all students. We have balanced curriculum offerings in all KLAs having a strong influence on Reading, Writing and Mathematics. The local area, with schools of similar size, combines to form a strong, supportive cluster in sport, social and academic endeavours. Our Student Leadership team is extremely dedicated and supportive in the implementation of school initiatives and the provision of resources to accompany programs. Our school has developed a strong identity within the community as a provider of educational opportunity second to none.

Our Vision

To nurture an inclusive, engaging, and high-achieving school community where all students thrive, staff excel, and partnerships with families and the community drive shared success.

Our Mission

To deliver exceptional educational experiences through innovative curriculum delivery, collaborative professional practices, and a commitment to ongoing improvement, ensuring every student has the opportunity to succeed.



Educational achievement



Wellbeing and engagement



Culture and inclusion



School review key improvement strategies

Domain 6: Leading systematic and curriculum implementation

Establish 3 levels of planning, in accordance with the P-12 curriculum, assessment and reporting framework (P-12 framework) requirements, to ensure all students are provided their curriculum entitlements.

Domain 6: Leading systematic curriculum implementation

Develop a collaborative approach to moderation at the planning stage to deepen leader and teacher understanding of the Australian Curriculum (AC) and develop consistency in unit planning.

Domain 8: Implementing effective pedagogical practices

Prioritise collaborative conversations between leaders and teachers to build knowledge and understanding of pedagogy, and enhance the effective selection and use of evidence-informed approaches.

Domain 1: Driving an explicit improvement agenda

Create opportunities for leaders to lead professional learning with staff, aligned with the school's priorities, to collaboratively progress improvement in the school's priority areas.

Domain 3: Promoting a culture of learning

Establish professional communication practices and protocols to enhance opportunities for staff to share their opinions, and participate in collaborative decision-making processes.

School priorities

- Develop a high quality curriculum so students are able to achieve to their potential.
- Provide action to deliver capability across the curriculum for all staff to implement a quality assured program.
- Student engagement – providing a working environment for all students to engage within their learning.

School priority 1:

Develop a high quality curriculum so students are able to achieve to their potential.

Strategies

- Develop and document consistent curriculum planning processes aligned with CARF requirements to be identified in the 3 levels of planning..
- Build teacher capability in designing and delivering curriculum through targeted professional learning.
- Monitor curriculum implementation to ensure alignment with planning and student outcomes, as well as ensuring each child reaches their potential.

Measurable/desired outcomes

Targets are set each year in the annual school AIP.

Objective: Provide all students with access to a high-quality, comprehensive curriculum aligned with the P-12 Curriculum, Assessment and Reporting Framework (CARF).

Key Improvement Strategy: Establish three levels of planning—whole school, year level, and unit—to ensure all students receive their curriculum entitlement.

Measurable Outcomes:



- Curriculum Alignment: Achieve 100% alignment of curriculum planning with CARF by the end of 2026.
- Student Achievement: Increase the percentage of students achieving a 'C' standard or above in English, Mathematics, and Science by 5% by 2028.
- Learning Growth: Ensure every student demonstrates at least one year of learning growth annually, as measured by internal assessments.

Phase	2025 Dev	2026 Impl	2027 Embe	2028 Rev

School priority 2: Provide action to deliver capability across the curriculum for all staff to implement a quality assured program.					Strategies <ul style="list-style-type: none"> ○ Implement structured moderation processes at the beginning of each planning cycle. ○ Provide professional development to enhance teacher and leader understanding of moderation practices. ○ Use moderation outcomes to inform adjustments to planning and teaching. ○ Students will be monitored to ensure progress across the curriculum. ○ CMM held twice a term to monitor improvements 	Measurable/desired outcomes <u>Objective:</u> Strengthen consistency in curriculum delivery through collaborative planning and moderation processes. <u>Key Improvement Strategy:</u> Develop a collaborative approach to moderation at the unit planning stage to deepen understanding of the Australian Curriculum and ensure consistency. <u>Measurable Outcomes:</u> <ul style="list-style-type: none"> • Moderation Implementation: Conduct moderation at the unit planning stage for 100% of year levels by 2026. • Teacher Confidence: Increase teacher confidence in curriculum understanding by 10% over four years, as measured by staff surveys. • Assessment Consistency: Achieve a 90% agreement rate among teachers on student assessment standards during moderation sessions by 2028.
Phase	2025 Dev	2026 Impl	2027 Embe	2028 Rev		

School priority 3: Student engagement – providing a working environment for all students to engage within their learning.					Strategies <ul style="list-style-type: none"> ○ Implement regular professional dialogue sessions focusing on effective teaching strategies. ○ Provide access to current research and professional development in evidence-informed pedagogical practices. ○ Monitor and evaluate the impact of pedagogical practices on student learning outcomes. ○ CMM held twice a term to monitor improvements. ○ Folios held for each student in each year level. ○ Establish a whole school pedagogical approach. 	Measurable/desired outcomes <u>Objective:</u> Enhance teaching effectiveness through evidence-informed pedagogical approaches. <u>Key Improvement Strategy:</u> Prioritise collaborative conversations between leaders and teachers to build knowledge of pedagogy and improve the use of evidence-based approaches. <u>Measurable Outcomes:</u> <ul style="list-style-type: none"> • Professional Dialogue Engagement: Increase staff engagement in professional dialogue by 15% by 2028, as recorded in meeting attendance and participation logs. • Student Engagement: Improve student engagement metrics, such as attendance rates and participation in class activities, by 10% over four years. • Teaching Quality: Enhance teaching quality, as evidenced by a 10% increase in positive classroom observations and peer reviews by 2028.
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Approvals
 This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal  School Council  School Supervisor 