Our School Vision:
Tamborine Mountain State High School is committed to Excellence in Learning. Our students will be active and reflective members of the community, with the skills and desire to be lifelong learners. To achieve our vision (purpose), Tamborine Mountain State High School is characterised by:

- A focus on literacy / numeracy as the basis for all learning;
- Learning which is relevant, challenging and responsive to individual and group needs;
- Productive partnerships throughout the school community;
- Staff who are committed to excellence in teaching and learning;
- A supportive and disciplined environment in which all students can learn.

Our School Values:
Tamborine Mountain State High School values are:

- Care and Compassion – care for self and others.
- Doing Your Best – seek to accomplish something worthy and admirable, commit and pursue excellence.
- Fair Go – pursue and protect the common good where all people are treated fairly for a just society.
- Freedom – enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control and protect for the rights of others.
- Honesty and Trustworthiness – be honest, sincere and seek the truth.
- Integrity – act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
- Respect – treat others with consideration and regard, respect another person’s point of view.
- Responsibility – be accountable for one’s own actions; resolve differences in constructive, non-violent and peaceful ways; contribute to society and to civic life, take care of the environment.
- Understanding, Tolerance and Inclusion – be aware of others and their cultures; accept diversity within a democratic society; being included and including others.

Key priorities for 2015

Improvement Agenda
- Implementation of High Yield Program (Reading, Numeracy, Brain Training, Literacy, Spelling).
- Certificate III expansion – 50% of Year 10 cohort successfully complete a Certificate III qualification.
- Timetable re-structure – greater flexibility.
- Year 7 Flying Start Implementation/NAPLAN (Years 7 and 9).
- Learning Support/Special Needs QSL Framework.

Priority Areas of Development (Culture of Unity)

- Differentiation. Develop clear process for recording evidence of differentiated practice in teacher planning and improving student outcomes for all students. Maximise individual staff and student performance.
- Data Informing Practice. Strengthen the collection, use and understanding of data as a means to improve student outcomes. Distance travelled identified and applied (effect size). Use research to inform strategies.
- Digital – 21st Century Leader.

Documents attached include

- The Budget Overview Report 2015
- School Improvement Targets for 2015

Certification

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

TRACEY BROSE, Principal ..........................................................  DAVID HOWS, P and C President ..................................................  SHARYN MCDONALD, Regional Director ...........................................
## 2015 ANNUAL IMPLEMENTATION PLAN

### Tamborine Mountain State High School

### SCHOOL CURRICULUM

<table>
<thead>
<tr>
<th>School strategies</th>
<th>Actions</th>
<th>Description</th>
<th>Performance Measures</th>
<th>Date</th>
<th>Responsible Officer</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to core learning priorities.</td>
<td>Development and implementation of Faculty developed Year 7 curriculum.</td>
<td>Year 7 Curriculum Implementation.</td>
<td>100% compliance Teaching and Learning Audit Curriculum</td>
<td>Whole Year 2015</td>
<td>Middle Management</td>
<td>Curriculum Plan</td>
</tr>
<tr>
<td>Coherent and sequenced plan for curriculum, teaching and learning audits. Planning for improvement.</td>
<td>Implement systemic mapping of distance travelled in Reading, Brain Training, Spelling, Numeracy and Literacy (Years 7, 8 and 9). Program is “High Yield” – Reading, Brain training, Numeracy, Literacy, Spelling.</td>
<td>Systemic mapping in school priority areas of distance travelled.</td>
<td>High Yield Program Targets: Reading Brain Training Numeracy Literacy Spelling</td>
<td>Term 1, 2015</td>
<td>Middle Management</td>
<td>High Yield Program</td>
</tr>
<tr>
<td></td>
<td>Start to prepare for review of Whole School Literacy/Numeracy Plans (2016).</td>
<td>Revised Literacy/Numeracy Whole School Plan.</td>
<td>Literacy and Numeracy Plan endorsed by school community</td>
<td>Term 2, 2015</td>
<td>Whole Staff</td>
<td>Action Plan Literacy/Numeracy and Differentiation Pre and Post Test Data</td>
</tr>
<tr>
<td></td>
<td>Implement Spelling Program in Years 7, 8 and 9.</td>
<td>Introduce Spelling Program in Years 7, 8 and 9 as per 2011 (Target - 20% of students in U2B spelling).</td>
<td>NAPLAN spelling results reach target of 35% relative gain higher than peers and less than 10% lower gains than peers</td>
<td>Term 1-3, 2015</td>
<td>Middle Management</td>
<td>NAPLAN Results Pre &amp; Post Testing</td>
</tr>
<tr>
<td></td>
<td>Develop and implement Maths Skilling Program (U2B) to address NAPLAN development areas in Years 7, 8 and 9. (New NAPLAN timetabled sessions as well as ALT/Access).</td>
<td>Develop and implement U2B plan for NAPLAN success – Numeracy.</td>
<td>NAPLAN Numeracy results to reach target of 30%relative gain higher than peers and less than 10% lower gains than peers</td>
<td>Term 1-3, 2015</td>
<td>Heads of Department</td>
<td>NAPLAN Results Pre &amp; Post Testing</td>
</tr>
<tr>
<td></td>
<td>Develop and implement English skill development program to address NAPLAN development areas in Years 7, 8 and 9 (New NAPLAN sessions)</td>
<td>Reading Gym in English Year 7 focus on reading comprehension skills.</td>
<td>Improvement in band 8/9/10 numeracy (4% U2B improvement)</td>
<td>Whole Year 2015</td>
<td>Heads of Department</td>
<td>NAPLAN Results</td>
</tr>
<tr>
<td></td>
<td>Restructure of Middle Management to support greater planning and preparation re: Learning Support/Special Needs through introduction QUIL Framework.</td>
<td>New Middle Management structure.</td>
<td>Improvement Writing Task and Language Conventions Feedback from staff reflect 95% satisfaction with new structure</td>
<td>Term 1-3, 2015</td>
<td>Heads of Department</td>
<td>NAPLAN Results Pre &amp; Post Testing Survey of staff</td>
</tr>
</tbody>
</table>

**Actions:**
- Development and implementation of Faculty developed Year 7 curriculum.
- Implement systemic mapping of distance travelled in Reading, Brain Training, Spelling, Numeracy and Literacy (Years 7, 8 and 9). Program is “High Yield” – Reading, Brain training, Numeracy, Literacy, Spelling.
- Start to prepare for review of Whole School Literacy/Numeracy Plans (2016).
- Implement Spelling Program in Years 7, 8 and 9.
- Develop and implement Maths Skilling Program (U2B) to address NAPLAN development areas in Years 7, 8 and 9. (New NAPLAN timetabled sessions as well as ALT/Access).
- Develop and implement English skill development program to address NAPLAN development areas in Years 7, 8 and 9 (New NAPLAN sessions).
- Restructure of Middle Management to support greater planning and preparation re: Learning Support/Special Needs through introduction QUIL Framework.

**Description:**
- Year 7 Curriculum Implementation.
- Progress implementation in Science, Maths, English, History, Business C2C (refinement) (100% unit development and implementation).
- Stage Five “DOL” implementation.
- Develop and implement differentiation plans.
- Embed DOL into curriculum planning through terminology and practice.
- Systemic mapping in school priority areas of distance travelled.
- High Yield Program implemented (in process of developing 3 year targets).
- Revised Literacy/Numeracy Whole School Plan.
- Introduction Spelling Program in Years 7, 8 and 9 as per 2011 (Target - 20% of students in U2B spelling).
- Develop and implement U2B plan for NAPLAN success – Numeracy.
- Program of numeracy skill/factual math embedded in Mathematics and Science.
- Calculating focus within C2C unit outline (partial number arithmetic).
- Problem solving focus within C2C unit outline.
- Reading Gym in English Year 7 focus on reading comprehension skills.
- Test strategy development for Years 7, 8, 9.
- Daily exposure to sentence strucution in all English classes.
- New Middle Management structure.

**Performance Measures:**
- 100% compliance Teaching and Learning Audit Curriculum.
- 100% compliance Teaching and Learning Audit Curriculum.
- 100% compliance Teaching and Learning Audit Curriculum.
- Literacy and Numeracy Plan endorsed by school community.
- NAPLAN spelling results reach target of 35% relative gain higher than peers and less than 10% lower gains than peers.
- NAPLAN Numeracy results to reach target of 30%relative gain higher than peers and less than 10% lower gains than peers.
- Improvement in band 8/9/10 numeracy (4% U2B improvement).
- Improvement Writing Task and Language Conventions Feedback from staff reflect 95% satisfaction with new structure.

**Date:**
- Whole Year 2015
- Whole Year 2015
- Whole Year 2015
- Term 1, 2015
- Term 2, 2015
- Term 1-3, 2015
- Term 1-3, 2015
- Term 1-3, 2015
- Whole Year 2015
- Term 1-3, 2015
- Term 1, 2015

**Responsible Officer:**
- Middle Management
- Heads of Department - Science/Maths/English/ Global Studies
- Deputy Principal and Dimensions of Learning Committee
- Middle Management
- Whole Staff
- Middle Management
- Heads of Department
- Heads of Department
- Heads of Department
- Whole Staff

**Resources:**
- Curriculum Plan
- C2C Plan Science, English, Maths, History, Business
- Dimensions of Learning 5 Year Plan
- High Yield Program
- Action Plan Literacy/Numeracy and Differentiation Pre and Post Test Data
- NAPLAN Results Pre & Post Testing
- NAPLAN Results Pre & Post Testing
- NAPLAN Results
- NAPLAN Results Pre & Post Testing Survey of staff
### SCHOOL PERFORMANCE

<table>
<thead>
<tr>
<th>School strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Date</th>
<th>Responsible Officer</th>
<th>Resources</th>
</tr>
</thead>
</table>
| High levels of student, parent, staff and broader school community confidence in school's performance and achievement. | • Great Results Guarantee Action Plan.  
• Open Indigenous Garden and yarning circle. Continue to improve community relationships through ATSI Committee and Drumley Walk initiatives, NAIDOC Week etc. Improve indigenous student outcomes through case management and monitoring of data/results.  
• Continue to implement Professional Practice Plan and expand PODs in Mathematics/Science.  
• Continue implementation of 'Flying Start' reforms – Cluster Initiative Welfare Program, Junior Secondary Philosophy.  
• Review reporting structure introduced in 2012 to parents including 'rung place-merit for Years 11 and 12'. Maintain extensive parent/caregiver/student/teacher conferencing times each term.  
• Continue to articulate high expectations of student behaviour and high academic performance across whole school by all staff. Over fifteen new staff (mentor/induction program).  
• Celebrate achievements throughout school community and public arena. Expand website and explore new digital newsletter format.  
• Continue to develop the collegial culture in the school where teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching. Expand Professional Practice Plan (Stage 2).  
• Continue to develop the school's coaching and mentoring model, incorporating regular focused observations by teaching staff and members of the leadership team. Provide formalised feedback for all teaching staff as part of this process.  
• Review retention, attainment and transition of students and develop identification of areas that are deficit. | • Great Results Guarantee Action Plan.  
• Embedding different strategies for Aboriginal and Torres Straight Island students in unit planning  
• Embed Professional Practice Plan  
• Actions developed re: Flying Start  
• Increased parent/student/teacher conferencing  
• Faculty result reflection and moderation (term basis) (90% students achieving A-C in all subjects)  
• Positive promotion of school achievements  
• Peer mentor/coaching (80% staff volunteer engagement)  
• Discipline Audit Recommendation  
• Retention/Attendance Action Plan where appropriate for individual students  
• Collaborative approach to develop program.  
• Increased qualification and university entry options  
• Collaborative approach to develop program.  
• Increased qualification and university entry options | Term 1, 2, 3, 2015 | Middle Management | Great Results Guarantee EATSIP Action Plan |
| | • Achieve targets in GR6  
• 100% of ATSI students have individual learning program and monitoring  
• 95% participation  
• Flying Start Action Plan implemented  
• Maintain 70% increase in parent attendance at parent/teacher interviews  
• Percentage of parents/caregivers satisfied that their child is achieving a good education (97%)  
• Percentage of students satisfied they are getting a good education (95%)  
• Percentage of parents/caregivers satisfied with their child's school (95%)  
• 100% staff receive formalised feedback.  
• Percentage of school workforce satisfied they receive helpful feedback on their work (95%)  
• Average Attendance rate for students and retention rates for students Targets (Attendance %) Year 8 – 97% Year 9 – 97% Year 10 – 97% Year 11 – 97% Year 12 – 97% Year 13 – 97%  
• Target (apparent Retention %) Year 8-12 – 80%  
• Collaborative approach to develop program.  
• Increased qualification and university entry options  
• Collaborative approach to develop program.  
• Increased qualification and university entry options | Term 1, 2, 3, 2015 | Middle Management | Review/Snapshots |
| | | Term 1, 2, 3, 2015 | Whole Management | Flying Start Action Plan |
| | | Term 1, 2, 3, 2015 | Middle Management | School PFT records |
| | | Term 4, 2015 | Whole Staff | Term Data Reviews/Snapshots |
| | | Whole Year 2015 | Whole Staff | Term Data Reviews/Snapshots |
| | | Whole Year 2015 | Whole Staff | Formal feedback notes |
| | | Whole Year 2015 | Whole Staff | Term Data Reviews/Snapshots |
| | | Whole Year 2015 | Whole Staff | Term Data Reviews/Snapshots |
| | | Term 3, 2015 | Student Council Staff | Source examples from other schools |
| | | Whole Year 2015 | VET HOD | Binnacle |
## Teaching Practice

<table>
<thead>
<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Date</th>
<th>Responsible Officer</th>
<th>Resources</th>
</tr>
</thead>
</table>
| High quality teaching practices, collaborative practices, consistent pedagogical practice, evidence-based decision making. | • Develop and implement whole school Teaching and Learning Pedagogy – Dimensions of Learning (4th year of 9 year plan); resulting in development of consistent classroom pedagogical practices.  
• Consolidation of current Focus on Literacy and Numeracy programs in Years 7, 8, 9 and 10 for students in NAPLAN bands 4, 5, 6 and 7 and considering current results.  
• Enhance the use of data to inform curriculum planning and teaching practice which supports differentiated learning e.g. investigate NAPLAN data from Years 7 and 9 and primary schools to identify specific weaknesses across cohorts (Senior Teacher focus for 2015).  
• New Middle Management structure through WPR in 2015 – allowing high priority given to embedding into whole school culture evidence based teaching strategies and self-reflective faculty practices focussed on improving classroom teaching.  
• Ensure that differentiation is evident in teachers’ planning and is enacted in classrooms with adjustments made and adjustments made to curriculum delivery to assessment items and these are recorded across the school. Monitor teacher practice to ensure focus on student improvement (Senior Teacher mentor fucx for 2015).  
• Line management structure redeveloped which facilitates fortnightly HOD meetings and peer monitoring including data/strategic direction positioning.  
• Develop culture across the school community where data plays an integral part in establishing starting points for learning and where teachers accept ownership for the access and analysis of student performance data. Timetable structure supports 20 hours per teacher of in-school collaborative planning time.  
• Continuation of faculty specific PD related to curriculum development focussing on DOL, Data, Differentiation, Data. | • Implement Stage Three DOL  
• NAPLAN Action Plan  
• Contextual, specific, explicitly taught numeracy skills embedded in FLI within Years 7, 8, 9 and 10  
• Continue to train staff in NAPLAN writing certificate  
• Staffing of Years 7, 8 and 9 English teachers as priority  
• Development of English Skills Development Program through Years 7, 8 and 9  
• Assessment tasks in Years 8 and 9 reflect NAPLAN style of testing – comprehension  
• Pretest beginning Years 7 and 9 using NAPLAN test to identify individual and class group strengths and weaknesses and develop action plan (class and individual)  
• Students use pretest results to self-identify strengths and weaknesses  
• Students develop Action Plans from Practice test results (Reading, Comprehension, Writing, Language Conventions)  
• NAPLAN Action Plan  
• Implement models for the systematic use by all teachers of current data to establish where individual students sit in their learning and identify skill gaps and misunderstandings as a starting point for individual learning. (100% of staff can demonstrate three versions of data informing practice)  
• Understanding development of differentiation and what it looks like (100% of staff show analysis as part of planning for differentiation)  
• Middle Management performance coaching/ mentoring (80% staff volunteer engagement)  
• Data informing practice (100% of staff can demonstrate three versions of data informing practice) | Whole Year, 2015 | Deputy Principal and Professional Development Committee | Dimensions of Learning Plan  
NAPLAN results and pre and post test data  
NAPLAN Action Plan |

### NAPLAN Targets (Year 7)

- **NMS%**
  - Reading: 93%
  - Writing: 90%
  - Spelling: 90%
  - Grammar and Punctuation: 90%
- **U2B%**
  - Numeracy: 25%

### NAPLAN Targets (Year 9)

- **NMS%**
  - Reading: 98%
  - Writing: 93%
  - Spelling: 96%
  - Grammar and Punctuation: 98%
- **U2B%**
  - Numeracy: 25%

### Naplan Targets (Year 9)

- **Spelling**: 90%
- **Writing**: 90%
- **Reading**: 93%

<table>
<thead>
<tr>
<th>Date</th>
<th>Responsible Officer</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Year, 2015</td>
<td>Deputy Principal and Professional Development Committee</td>
<td></td>
</tr>
</tbody>
</table>
School Data Plan  
Faculty Action Plans  
Differentiation summaries per class |
| Whole Year, 2015 | Whole Staff  
Deputy Principal  
Heads of Department |  
Developing Performance Plan  
Whole School Data Plan  
Faculty Action Plan |
### 2015 ANNUAL IMPLEMENTATION PLAN
Tamborine Mountain State High School

#### TEACHING PRACTICE

<table>
<thead>
<tr>
<th>School strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality teaching practices, collaborative practice, consistent pedagogical practice, evidence-based decision making</td>
<td>Great Results Guarantee Action Plan (NAPLAN)</td>
<td>• Strategies detailed on GRG.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review student performance data in short, medium and long term data cycles.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Stuart S. Yeh, The Cost-Effectiveness of 22 Approaches for Raising Student Achievement, IAP, 2011.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Re-design your Brain Series</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High Yield Team Action Plans – Numeracy, Literacy, Reading, Spelling and Brain Training.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work to achieve the percentage of students meeting National Minimum Standard in Year 7 –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reading - 93%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Writing - 90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Grammar and Punctuation - 90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Spelling - 90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Numeracy - 90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Increase the percentage of students meeting the National Minimum Standard in Year 9 –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reading – Maintain at 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Writing from 91% to 93%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Grammar &amp; Punctuation from 96% to 98%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Spelling from 94% to 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Numeracy – Maintain at 98%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Diagnose learning difficulties for students and include differentiation in unit plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop cohort support plans/strategies for Years 7 and 9 students who are performing at Band levels of 4, 5, 6 and 7.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Improve teacher capability through focused coaching/data use to improve student performance through use of Master Teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work towards increase the percentage of students in NAPLAN upper two bands in Year 7 and Year 9 –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reading - 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Writing - 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Grammar &amp; Punctuation - 23%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Spelling - 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Numeracy - 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop Individual Student plans to support U2B student attainment and growth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date: Whole Year, 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responsible Officer: Middle Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resources: GRG</td>
</tr>
</tbody>
</table>
## School Strategies

- Instructional leadership, Principal’s Capability and Leadership Framework (PCLF), developing workforce performance, differentiated supervision, capability development.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued involvement in Microsoft Certification Program</td>
<td>Five staff nominate and engage in program (Whole year, 2015)</td>
<td>Nominated staff</td>
<td>Microsoft Program</td>
</tr>
<tr>
<td>Develop consistency around the implementation of the explicit school rules and ensure that they are explicitly taught by all staff members in every classroom.</td>
<td>All Staff (Term 4, 2015)</td>
<td>Middle Management</td>
<td>Evidence in Unit Plan</td>
</tr>
<tr>
<td>Review the explicit instruction of the school rules, Do what it takes to Learn, Respect and Support the rights of others and Act Responsibly.</td>
<td>All Staff (Term 3, 2015)</td>
<td>Middle Management</td>
<td>School documents</td>
</tr>
<tr>
<td>Prepare for Audit planned for 2016 through internal audit processes.</td>
<td>100% staff engagement (Whole year, 2015)</td>
<td>Deputy Principals</td>
<td>Pedagogy Plan Surveys</td>
</tr>
<tr>
<td>Continue to implement a whole school pedagogical assessment and data programme for Years 7-9 (Senior Teacher foc).</td>
<td>100% of teachers participating in professional conversations and feedback processes</td>
<td>Middle Management</td>
<td>Pedagogy Plan Curriculum Plan</td>
</tr>
<tr>
<td>Implement Professional Practice Plan (Stage 2).</td>
<td>Professional learning plans (100% staff completion) (Whole year, 2015)</td>
<td>Middle Management</td>
<td>Professional Development Plans</td>
</tr>
<tr>
<td>School structure/mechanisms ensure opportunities exist for teachers to work together, collaborate and participate in peer coaching. (New timetable structure and PGD roster).</td>
<td>Professional conversation and supervision model (80% staff volunteer engagement)</td>
<td>Middle Management</td>
<td>Playground Duty Roster Surveys</td>
</tr>
<tr>
<td>Continue to expand and develop the new Professional Learning Plan to support school and systemic priorities (Plan specifically supports initiatives of mentoring/coaching).</td>
<td>Restructure timetable and playground roster (Whole year, 2015)</td>
<td>Middle Management</td>
<td>Professional Learning Plans</td>
</tr>
<tr>
<td>All staff clearly skilled in individual student school data analysis – especially NAPLAN to improve pedagogy. Pre and post testing/progress accountability meeting for HOD’s.</td>
<td>Professional learning plans (100% staff completion) (Whole year, 2015)</td>
<td>Middle Management</td>
<td>Professional Learning Plans</td>
</tr>
<tr>
<td>Implement new aspects of Developing Performance Framework across the whole school, specifically development of Individual Development Plans for all staff (new format).</td>
<td>Understanding NAPLAN data and Peer Review/Checkpoint to include analysis, check (distance travelled) (100% of staff can demonstrate three versions of data informing practice)</td>
<td>NAPLAN Committee Focus Groups</td>
<td>NAPLAN Pre and Post tests</td>
</tr>
<tr>
<td>Staff professional development to promote confidence in the accessing, analysis and re-conceptualisation of student performance data to develop the professional capability of staff.</td>
<td>Development of Performance Plan (Whole year, 2015)</td>
<td>Deputy Principals</td>
<td>Developing Performance Plans</td>
</tr>
<tr>
<td></td>
<td>Increase staff capacity (Whole year, 2015)</td>
<td>Deputy Principals</td>
<td>Developing Performance Plans</td>
</tr>
</tbody>
</table>

**Note:** The above table is a simplified representation of the document. For a complete and comprehensive view, refer to the original document.
2015 ANNUAL IMPLEMENTATION PLAN
Tamborine Mountain State High School

OTHER REQUIREMENTS

<table>
<thead>
<tr>
<th>School strategies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Plans are included in the school’s Implementation Plan to facilitate line-of-sight with the school’s strategic plan</td>
<td>• Continue to develop whole school pedagogy plan (Curriculum Plan).</td>
<td>Curriculum Plan exists</td>
<td>Plan complete</td>
<td>Semester 1, 2015</td>
<td>Deputy Principals</td>
<td>Curriculum Plan</td>
</tr>
<tr>
<td></td>
<td>• Implement Responsible Behaviour Plan.</td>
<td>Responsible Behaviour Plan exists</td>
<td>Plan complete</td>
<td>Term 1, 2015</td>
<td>Deputy Principals and Responsible Behaviour Plan Committee</td>
<td>Responsible Behaviour Plan</td>
</tr>
<tr>
<td></td>
<td>• Revise WPHS plan.</td>
<td>WPHS Plan exists</td>
<td>Plan complete</td>
<td>Term 1, 2015</td>
<td>Deputy Principals and Heads of Department</td>
<td>Workplace Health and Safety</td>
</tr>
<tr>
<td></td>
<td>• Continue the work on refining and improving the school’s efforts to improve student attendance across all year levels by revisiting follow up procedures for absent students and promoting the Every Day Counts mantra.</td>
<td>Absence Follow-up Guideline for Tamborine Mountain State High School exist</td>
<td>95% attendance</td>
<td>Term 4, 2015</td>
<td>Deputy Principals and Heads of Department</td>
<td>Absence Data</td>
</tr>
</tbody>
</table>
# 2015 Annual Implementation Plan

**Tamborine Mountain State High School**

## Curriculum

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Actions</th>
<th>Responsible Officer</th>
<th>Resource</th>
<th>2015</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Curriculum</td>
<td>Redesign curriculum programs to align with roll out of the National Curriculum.</td>
<td>Middle Management</td>
<td>Curriculum Plan</td>
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<tr>
<td>Accountability</td>
<td>Conduct once a term curriculum reviews with faculty leaders.</td>
<td>Middle Management</td>
<td>Faculty Reviews</td>
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</tr>
<tr>
<td>Faculty Strategic Plan</td>
<td>Faculty leaders accountable for strategic plans/targets within their areas of responsibility.</td>
<td>Middle Management</td>
<td>Faculty Reviews</td>
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</tr>
<tr>
<td>Alignment (DOL)</td>
<td>Stage Four 'DOL' implementation – implemented into all programs, units and initiatives (4th year of 9 year plan).</td>
<td>Deputy Principal DOL Committee</td>
<td>DOL 9 year plan</td>
<td></td>
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<tr>
<td>OneSchool</td>
<td>Provide direct links to Learning Program, OneSchool Notes and materials through Student Notes use.</td>
<td>Deputy Principal Technology Committee</td>
<td>Portal</td>
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<tr>
<td>Personalised Learning</td>
<td>Develop clear pedagogical unit planning expectations re: differentiation/explicit teaching/feedback.</td>
<td>Middle Management</td>
<td>Unit Plans/Case Managers</td>
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</tr>
<tr>
<td>High Yield Program</td>
<td>Implement Brain Training, Spelling-English, Reading to existing Numeracy and Literacy programs in Years 7, 8 and 9.</td>
<td>Whole Staff</td>
<td>Distance Travelled Data and NAPLAN</td>
<td></td>
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<tr>
<td></td>
<td>Maths skilling program implementation.</td>
<td>Whole Staff</td>
<td>Distance Travelled Data and NAPLAN</td>
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<tr>
<td>Literacy</td>
<td>Implement new Whole School Literacy Plan (2016).</td>
<td>Whole Staff</td>
<td>NAPLAN Pre and Post Tests</td>
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<td>Numeracy</td>
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</table>

## Teaching Practice

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<th>2016</th>
<th>2017</th>
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</thead>
<tbody>
<tr>
<td>Data</td>
<td>Set and communicate explicit targets at key junctures.</td>
<td>Middle Management</td>
<td>Data Plan</td>
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<tr>
<td></td>
<td>Create an annual 'Data Informing Practice Plan'.</td>
<td>Middle Management</td>
<td>Data Plan</td>
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<tr>
<td></td>
<td>Enhance tracking of student groups such as Extension, Special Needs and At Risk students.</td>
<td>Middle Management</td>
<td>One School One Portal</td>
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<tr>
<td></td>
<td>Restructure of timetable and Twilight Sessions to include scheduled data sharing, reflection and mentoring.</td>
<td>Whole Staff</td>
<td>Professional Practice Plan</td>
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</tr>
<tr>
<td>Accountability</td>
<td>Re-development of Line Structure to facilitate fortnightly performance reviews/mentoring.</td>
<td>Middle Management</td>
<td>Heads of Department Professional Development Plan</td>
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</tr>
<tr>
<td>E-Learning</td>
<td>Enhance availability and engagement in on-line learning tools to support student learning.</td>
<td>Deputy Principal Technology Committee</td>
<td>E-Learning Plan</td>
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<tr>
<td></td>
<td>Develop three year strategic plan that aligns the E-Learning vision of Tamborine Mountain State High School.</td>
<td>Deputy Principal Technology Committee</td>
<td>E-Learning Plan</td>
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<td></td>
<td>Provide access to new and innovative technologies to both staff and students.</td>
<td>Deputy Principal Technology Committee</td>
<td>E-Learning Plan</td>
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<td></td>
<td>Enhance the use of digital learning environments to support flexible timetable.</td>
<td>Middle Management</td>
<td>E-Learning Plan</td>
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<td>Moderation</td>
<td>Embed consistent and robust moderation processes throughout Years 7 – 12.</td>
<td>Middle Management</td>
<td>E-Learning Plan</td>
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<td>Accountability</td>
<td>Use technology to communicate assessment requirements and timelines to students and parents/caregivers and use digital diary.</td>
<td>Whole Staff</td>
<td>Assessment Policy</td>
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<td></td>
<td>Increase number of teachers involved in NAPLAN/QCS Marking and Senior Panels.</td>
<td>Whole Staff</td>
<td>School Data</td>
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<tr>
<td>Assessment</td>
<td>Embed language and reference tools and DOL strategies consistently into planning, review and assessment structures.</td>
<td>Whole Staff</td>
<td>Unit Assessment Exemplars</td>
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# 2015 ANNUAL IMPLEMENTATION PLAN

## Tamborine Mountain State High School

### Focus Area

#### School Performance

**EATSIP’s**
- Embed EATSIP’s Action Plan.
  - **Responsible Officer**: Deputy Principal
  - **Resource**: EATSIP’s Action Plan
- **2015**: Commencement
- **2015-2017**: Progress/Review

**Student Recognition Program**
- Develop positive behaviour and achievement recognition through Student Council.
  - **Responsible Officer**: Student Council
  - **Resource**: Student Council

**Vocational Partners**
- Implement new VET structure through Binnacle Partnership.
  - **Responsible Officer**: VET Head of Department
  - **Resource**: SDCS

**Celebration of Achievement**
- Enhance the identification and celebration of student and staff achievement.
  - **Responsible Officer**: Whole School
  - **Resource**: School Data

**Alignment**
- Enhance the alignment and links of standards and expectations Years 7-12.
  - **Responsible Officer**: Whole School
  - **Resource**: School Data

#### Junior Secondary

**Junior Secondary**
- Year 6 Transition – align staffing structures to meet needs of students – cluster initiative.
  - **Responsible Officer**: Junior Secondary Team
  - **Resource**: Flying Start Action Plan
- Develop an explicit welfare program for Year 6 students.
  - **Responsible Officer**: Junior Secondary Team
  - **Resource**: Flying Start Action Plan
- Remodel facilities and learning environments to enhance flexibility and collaboration.
  - **Responsible Officer**: Deputy Principal
  - **Resource**: Flying Start Action Plan
- Develop and communicate a junior secondary philosophy at Tamborine Mountain State School.
  - **Responsible Officer**: Junior Secondary Team
  - **Resource**: Flying Start Action Plan

#### Professional Development

**Professional Development**
- Implement Professional Practice Plan and expand POD trial in Maths/Science.
  - **Responsible Officer**: Whole School
  - **Resource**: Professional Practice Plan
- Embed mentoring and walk through program through sustainable model.
  - **Responsible Officer**: Whole School
  - **Resource**: Professional Practice Plan
- Enhance use of experienced and senior teacher roles in supporting staff development.
  - **Responsible Officer**: Whole School
  - **Resource**: Professional Practice Plan
- Staff actively engaged in Personal Development Plans aligned to individual and school strategic focus.
  - **Responsible Officer**: Whole School
  - **Resource**: Professional Practice Plan
- Implement a Staff Leadership Program that develops leadership depth and empowers teachers to utilise strengths through formalised mentoring.
  - **Responsible Officer**: Whole School
  - **Resource**: Professional Practice Plan

#### Accountability

**Accountability**
- Skill staff in data analysis and use of short, medium and long term data review cycles and pre and post instrument development.
  - **Responsible Officer**: Whole School
  - **Resource**: Professional Practice Plan

#### Microsoft Initiative

**Microsoft Initiative**
- 20% of staff engaged in Microsoft Certification Project.
  - **Responsible Officer**: Volunteer Staff
  - **Resource**: Microsoft Certification

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<td>Snapshots</td>
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</table>
### Students
- 30% OP 1-5
- Greater than 90% OP 1-15
- Mean 600 for Year 9 NAPLAN
- 40 Diplomas/Certificates completed by Year 10 exit
- 30 school based traineeships
- 90% attainment of Queensland Certificate of Education
- 90% students achieving in A-C in all subjects
- Student Opinion Surveys improvement (this is a good school) approaching 100%
- 20% students in Year 7 in U2B Spelling
- 25% students in Year 7 in U2B Numeracy
- 20% students in Year 7 in U2B Writing
- 25% students in Year 7 in U2B Reading
- 23% students in Year 7 in USB Grammar and Punctuation
- 20% students in Year 9 in U2B Spelling
- 25% students in Year 9 in U2B Numeracy
- 20% students in Year 9 in U2B Writing
- 25% students in Year 9 in U2B Reading
- 23% students in Year 9 in USB Grammar and Punctuation
- NAPLAN results reach target of 2011-2016. Relative gains is 35% in higher gains than peers and less than 10% lower gains that peers in all aspects of NAPLAN
- Great Results Guarantee targets achieved.

### Staff
- 90% staff actively engaged in Professional Practice Program
- Staff morale (this is a good school) approaching 100%
- All staff completion Professional Development Plans
- 20% of staff engaged in Microsoft Certification Program
- Mandatory requirements for unit planning exist in 100% units – Differentiation, Literacy, DOL, Numeracy
- Professional Practice Program highly supported by all staff

### Community
- Parent Opinion Survey improvement (this is a good school) approaching 100%