



# TAMBORINE MOUNTAIN STATE HIGH SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



Curriculum					Long Term Measurable/Desired Outcomes					AIP Measurable/Desired Outcomes				
Improving educational achievement by supporting implementation and review of innovative research-based pedagogical practices and increased rigor in feeder school links/transitions.					<b>Student Practices:</b> <ul style="list-style-type: none"> <li>I consolidate my learning through opportunities that engage and re-engage them with new content over a period of time.</li> <li>I move with confidence from using worked examples to independent practice.</li> <li>I understand the lesson routine and confidently negotiate the sequence of steps/activities.</li> <li>I understand protocols for working collaboratively,</li> <li>I accept individual responsibility for participating and contributing to group tasks</li> </ul> <b>Teacher Practices:</b> <ul style="list-style-type: none"> <li>I deliberately plan opportunities for students to purposefully engage in thinking skills.</li> <li>I develop assessment literate students by using annotated samples that encourage collaboration and engagement with task specific criteria.</li> <li>I explicitly prepare and use questioning strategies that support checking for understanding, metacognition and independent thinking.</li> <li>I construct learning experiences that allow students to work collaboratively with their peers and to overcome challenges.</li> </ul> <b>Leader Practices:</b> <ul style="list-style-type: none"> <li>I reflect on my leadership behaviours and their impact on organisational culture and staff/student learning.</li> <li>I deliberately design structures and processes that build collective teacher efficacy with a focus on expertise and learning.</li> <li>I talk explicitly with students, teacher and leaders about what progress and expertise looks like in practice.</li> <li>I am strategic about creating highly challenging, highly supportive environments.</li> <li>I deliberately select language that builds alignment with understanding and using cognitive verbs (Senior)</li> </ul>					<ul style="list-style-type: none"> <li>95% of students achieving a C or above in English, Science and Mathematics (Year 7 – 10).</li> <li>60% of students achieving an A or B in English, Science or Mathematics (Year 7 – 10)</li> <li>100% of students awarded a QCE.</li> <li>100% of students credited with a Certificate II or better qualification.</li> <li>95% of students meeting NMS in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy (Year 7 and Year 9).</li> <li>Improvement in students achieving "exceeding proficiency" by 5% across all categories in Year 7.</li> <li>Year 7 and 8 Wednesday used as extended teaching blocks to support extended learning time for students.</li> <li>80% of line days used as learning opportunities – exams, tutorials, excursions, extended teaching blocks.</li> <li>80% return on post-school destinations.</li> </ul>				
<b>Strategy</b>														
<ul style="list-style-type: none"> <li>Continue to plan and implement the delivery of a whole school curriculum in response to emerging AC and QCAA programs including maximising effectiveness of feedback and quality assurance of program delivery. (Use of AC App)</li> <li>Persist in cultivating an innovative school culture focused on continual improvement that is open and responsive to research-based strategies, anecdotal information and data analysis. (Cycle of Inquiry)</li> <li>Persist in implementing consistent whole school Quality Assurance protocols to ensure that curriculum planning and assessment are aligned with the AC or appropriate Queensland Curriculum and Assessment Authority (QCAA) curriculum documents. (Collegial Engagement)</li> </ul>														
<b>Monitoring</b> <span style="color: green;">■</span> On track <span style="color: yellow;">■</span> Underway <span style="color: magenta;">■</span> Yet to commence														
Term 1	Term 2	Term 3	Term 4											
<b>Actions</b>					<b>Responsible officer(s)</b>					<b>Resources</b>				
Clear presence of data and communications explicit improvement agendas and targets with staff and students. Action "On the Same Page" plan – <a href="#">Curriculum Development</a>					Deputy Principal (Jackie Anderson) Deputy Principal (Graeme Locastro) MMM (Professional Learning Team)					<ul style="list-style-type: none"> <li>School Budget</li> <li>School Data Plan</li> </ul>				
Culture					Long Term Measurable/Desired Outcomes					AIP Measurable/Desired Outcomes				
Implement effective practices to support and prioritise engagement and wellbeing for staff and students.					<b>Student Practices:</b> <ul style="list-style-type: none"> <li>I focus on being proactive.</li> <li>I work to be responsible in all environments.</li> <li>I think Win Win.</li> <li>I use self-regulation and proactively take control of, and responsibility for, my own learning.</li> <li>I am using wellbeing strategies to monitor my mood and feelings on a regular basis.</li> <li>I am providing sensible feedback to my teacher and admin to support my positive engagement with school/</li> <li>I use my school diary as a tool to support my success at school.</li> </ul> <b>Teacher Practices:</b> <ul style="list-style-type: none"> <li>I create environments high in challenge and support, so that students feel supported to challenge themselves – personally, socially and academically.</li> <li>I provide students with opportunities to provide feedback around lesson and teaching strategies.</li> <li>I respond to students' feedback in a professional, constructive what with a view to increase student engagement with school and curriculum content.</li> <li>I actively work to develop rapport with students in my class and understand that positive relationships and clear communication build a successful learning environment.</li> </ul> <b>Leader Practices:</b> <ul style="list-style-type: none"> <li>I develop a feedback framework for staff to evaluate their own practice and the impact it has on students engagement.</li> <li>I consistently streamline processes that are designed to support students' wellbeing.</li> <li>I use data to inform where to target additional strategies in the school.</li> </ul>					<ul style="list-style-type: none"> <li>85% attendance rate for all students.</li> <li>95% staff satisfaction on SOS.</li> <li>95% student satisfaction on SOS.</li> <li>95% parent satisfaction on SOS.</li> <li>Clear supportive, positive transition with feeder schools to support the transition process to Tamborine Mountain SHS.</li> <li>Less than 60 short suspensions.</li> <li>Less than 10 exclusions.</li> <li>0 cancellations.</li> <li>Full review of Tamborine Mountain SHS program of utilising Saturday Community Service instead of SDA's.</li> <li>100% of local feeder school Year 6 → 7 enrolment retention</li> </ul>				
<b>Strategy</b>														
<ul style="list-style-type: none"> <li>Develop proactive, differentiated strategies or programs to coach identified students with regard to expected and respectful behaviours. (Wellbeing Engagement Diary, Intervention Programs and Respect matters)</li> <li>Recognise the importance of engagement and wellbeing for staff and students in achieving learning outcomes. (Analysing Change Idea Data Process)</li> <li>Action "On the Same Page" plan – <a href="#">Student Engagement and Wellbeing</a></li> </ul>														
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<b>Actions</b>					<b>Responsible officer(s)</b>					<b>Resources</b>				
Explicit teaching of respect and responsibility to students to address issues of fairness, anti-bullying, gender diversity, sexual harassment and consent or other cultural concerns utilising respectful relationship resources. <ul style="list-style-type: none"> <li>Behaviour in the community</li> <li>Being safe</li> <li>Being responsible for own learning with a focus on resilience</li> <li>Taking responsibility for own choice, own learning etc</li> </ul> Promoting a consistent focus on the explicit behaviour required for success within curriculum and pedagogical planning; and Supporting teachers to explicitly and consistently teach expected behaviour in a curriculum context.					Deputy Principal (Mandy Johnstone) Student Support Leaders and Wellbeing Team Principal (Tracey Brose) MMM (Professional Learning Team)					<ul style="list-style-type: none"> <li>School Budget</li> <li>School Data Plan</li> </ul>				
Capability					Long Term Measurable/Desired Outcomes					AIP Measurable/Desired Outcomes				
Empowering maximised learning engagement through clear expectations; differentiated pedagogical practices, and targeted support and use of data to ensure no student "falls through the cracks".					<b>Student Practices:</b> <ul style="list-style-type: none"> <li>I begin with the end in mind. I plan ahead and set goals.</li> <li>I understand what I need to do to improve and use feedback to monitor and self-regulate my learning.</li> <li>I have a repertoire of learning strategies and can select strategies appropriate for the learning goals.</li> <li>I reflect on their learning processes, self-assess and acknowledge the impact of effort on achievement.</li> <li>I actively engage with the learning goals to plan my own learning.</li> </ul> <b>Teacher Practices:</b> <ul style="list-style-type: none"> <li>I actively create a rich feedback culture that allows students to receive and act on feedback on their thinking and skill development.</li> <li>I regularly take time to gather a range of evidence (student survey, video and feedback) to help me evaluate my impact on student learning.</li> <li>I focus on the impact that feedback has on student learning and progress.</li> <li>I know how much progress each student is making towards their learning and performance goals and success criteria.</li> <li>I use evidence of my students' learning and progress to inform my teaching.</li> <li>I know what challenges for each student looks like because I understand my learners. Through checking for understanding and pre-testing, I can recognise what my students do/do not know.</li> </ul> <b>Leader Practices:</b> <ul style="list-style-type: none"> <li>I regularly take time to gather a range of evidence to help me evaluate my impact and inform my ways of working.</li> <li>I deliberately plan opportunities for teachers (and students) to think independently, reflect on progress and collaborate meaningfully to strengthen learning.</li> </ul>					<ul style="list-style-type: none"> <li>95% of students achieving a C or above in English, Science and Mathematics (Year 7 – 10).</li> <li>60% of students achieving an A or B in English, Science or Mathematics (Year 7 – 10)</li> <li>100% of students awarded a QCE.</li> <li>100% of students credited with a Certificate II or better qualification.</li> <li>95% of students meeting NMS in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy (Year 7 and Year 9).</li> <li>Improvement in students exceeding proficiency in U2B by 5% in all categories (Year 7)</li> <li>Year 7 and 8 Wednesday used as extended teaching blocks to support extended learning time for students.</li> <li>80% of line days used as learning opportunities – exams, tutorials, excursions, extended teaching blocks.</li> <li>80% return on post-school destinations.</li> </ul>				
<b>Strategy</b>														
<ul style="list-style-type: none"> <li>Develop strategies for teachers to work with students to monitor their own learning through a school-wide goal setting process. (Simon Sinek's Golden Circle)</li> <li>Know each student and understand what works best for them. (Data Inquiry Cycle)</li> </ul>														
<b>Monitoring</b> <span style="color: green;">■</span> On track <span style="color: yellow;">■</span> Underway <span style="color: magenta;">■</span> Yet to commence														
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<b>Actions</b>					<b>Responsible officer(s)</b>					<b>Resources</b>				
Action "On the Same Page" plan - <a href="#">Differentiated Student Learning</a> Action "On the Same Page" plan - <a href="#">Student Performance Management</a> Action "On the Same Page" plan - <a href="#">Curriculum Quality Assurance</a> Action "On the Same Page" plan - <a href="#">Data Driving Improvement Strategies</a>					Principal (Tracey Brose) Deputy Principal (Mandy Johnstone) Deputy Principal (Graeme Locastro) MMM (Professional Learning Team) Student Support Leaders and Wellbeing Team					<ul style="list-style-type: none"> <li>School Budget</li> <li>School Data Plan</li> </ul>				

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

Tracey Brose  
Principal

Nikki Robson  
School Council

Bronwyn Johnstone  
School Supervisor