



Tamborine Mountain State High School Annual Implementation Plan 2021



Curriculum			
Actions	Targets	Timelines	Responsible Officer
<ul style="list-style-type: none"> Develop and implement 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. Review ATAR results and develop action plans in each Faculty for improvement. Implement VR resourcing in classrooms to enhance and transform classrooms and implement Stage 2 of Digital Curriculum Plan. Develop and implement 5 E's TMSHS Pedagogy for Years 7 – 10 Investigate and develop a Sustainability (Curriculum) Implementation Plan. Develop whole school action plan regarding cognitive verbs and writing structure Years 7 – 9. 	<ul style="list-style-type: none"> Full introduction of new timetable model and Senior Compressed Curriculum Plan developed and actioned Roll out Plan/ Coaching Full Year 7 – 9 implementation Plan developed Plan developed 	<ul style="list-style-type: none"> Term 1 - 2 Term 1 – 2 Term 1 – 2 Term 1 – 3 Term 1 – 3 Term 2 	<ul style="list-style-type: none"> Middle Management Heads of Department Middle Management Heads of Department Environmental Team Middle Management
Culture			
Actions	Targets	Timelines	Responsible Officer
<ul style="list-style-type: none"> Continue to promote and communicate positive student achievement and wellbeing outcomes to the wider community. Expand implementation Raise Program. Review and implement new Awards/acknowledgement of student success processes e.g. Awards Night. Review and expand Student Wellbeing Hub/SSL Structure. 	<ul style="list-style-type: none"> SOS feedback > 85% on indicators 100% Improvement in engagement and achievement Survey students and parents/ caregivers and 80% New structure commitment 	<ul style="list-style-type: none"> Term 1 – 4 Term 1 – 3 Term 4 Term 1 – 2 	<ul style="list-style-type: none"> Student Support Leaders/Heads of Department/ Administration Welfare Team Administration/Heads of Department Student Support Leaders Administration
Capability			
Actions	Targets	Timelines	Responsible Officer
<ul style="list-style-type: none"> Continue to build the capacity of HODs and leaders to provide quality instructional leadership aligned to the improvement agenda through Action Research Project leadership/engagement. Develop a plan to guide Information and Communication Technology (ICT) resourcing for the next four years and the effective use of digital devices in classrooms to enhance and transform learning including staff PD needs/support and commence implementation. Develop an explicit plan to engage and extend high achieving students ensuring identification of best practice, coaching and monitoring. Review of T18—T22 workplace initiative. Expand Certificate/Diploma courses offerings through staff skilling. Implement "knowing by seeing" coaching trial. 	<ul style="list-style-type: none"> 100% HOD engagement Plan developed and actioned Plan developed Successful implementation and review Successful implementation and review Successful implementation of knowing by seeing" 	<ul style="list-style-type: none"> Term 2 Term 2 Term 4 Term 1 – 2 Term 1 - 4 Term 1 – 4 	<ul style="list-style-type: none"> Heads of Department Deputy Principal – Technology HOD Inclusive Practices Administration Administration Heads of Department Administration
Teachers Practices		Leader Practices	
<ul style="list-style-type: none"> I deliberately plan opportunities for students to purposefully engage in thinking skills. I actively create a rich feedback culture that allows students to receive and act on feedback on their thinking and skill development. I plan for and explicitly teach active reading strategies using a wide range of complex texts. I plan opportunities for students to make connections with, and predication about, the texts they read. I regularly take time to gather a range of evidence (student survey, video and feedback) to help me evaluate my impact on student learning. I focus on the impact feedback has on student learning and progress. I know how much progress each student is making towards their learning and performance goals and success criteria. I use evidence of my students' learning and progress to inform my teaching. I develop assessment literate students by using annotated samples that encourage student collaboration and engagement with task specific criteria. I know what challenge 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. I explicitly prepare and use questioning strategies that support checking for understanding, metacognition and interdependent thinking. I construct learning experiences that allow students to work collaboratively with their peers and to overcome challenges. I create environments high in challenge and support, so that students feel supported to challenge themselves – personally, socially and academically. 		<ul style="list-style-type: none"> I reflect on my leadership behaviours and their impact on organisational culture and student/staff learning. I deliberately design structures and processes that build collective teacher efficacy with a focus on expertise and learning. I regularly take time to gather a range of evidence to help me evaluate my impact and inform my ways of working. I talk explicitly with students, teachers and leaders about what progress and expertise looks like in practice. I am strategic about creating highly challenging, highly supportive environments. I deliberately select language that builds alignment with cognitive verbs (Senior). I deliberately plan opportunities for teachers (and students) to think interdependently, reflect on progress and collaborate meaningfully to strengthen learning. 	

Whole School Targets

Headline Indicator Targets

- Maths/Science/English % A or B (Year 7 – 10) → 65%
- Maths/Science/English % C (Year 7 – 10) → 95%
- % NMS (proportion of students at or above)
- Reading/Numeracy (Year 7) → 95%
- Reading/Numeracy (Year 9) → 95%
- % U2B
- Reading/Numeracy (Year 7) → 30%
- Reading/Numeracy (Year 9) → 30%
- % ATAR (75 – 99.9) → 80%
- % QCE, VET or QCIA (awarded at least one) → 100%
- % QCE or QCIA → 90%
- % Cert II+ → 90%
- % Non-ATAR (75 – 99.9) Cert III+ → 90%
- Enrolment trend → 4%
- Attendance rate → 90%
- Attendance < 85% → 10%
- Short suspensions per 1000 per term → 50%
- Exclusions per 1000 per term → 5%
- Cancellations per 1000 per term → 0%
- Satisfaction by staff (SOS) → 95%
- Satisfaction by Parents (SOS) → 95%
- Satisfaction by Students (SOS) → 95%
- Post school destinations (proportion in Education, training, employment) → 80%
- NB. Indigenous targets identical to school targets as per above.

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements. Sharp and narrow improvement agenda focused on actions with proven significant impact on "effect size" of student learning.



Tracey Brose
Principal



Scott Dippel
School Council President

Russell Simpson
Assistant Regional Director

