

Tamborine Mountain State High School



Curriculum Plan 2021 Draft

CONTEXT

School Information and Data

Total enrolments:	1102	
Year levels:	7 – 12	
Student information:	32 Indigenous students	(2.91%)
	49 students with disabilities	(5%)
Staff information:	75.2 teaching staff	
	40 non-teaching staff	

Systemic Priorities

Increasingly, in a world where knowledge itself is constantly growing and evolving, our students need to develop a set of knowledge, skills, behaviours or general capabilities that apply across learning area contents and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

- QCAA Implementation (Year 12)
- Literacy and Numeracy Achievement
- P-12 Framework.

School-based Priorities 2020

- Culture
- Curriculum
- Capability

Targets

Specific targets have been set –

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Sources for Gathering Information and Data

Refer to Tamborine Mountain State High School Data Plan.

Systemic

- School Opinion Survey
- National Assessment Plan - Literacy and Numeracy
- School Profile
- Headline Indicators.

School-based

- Dashboard

- PAT Testing
- A-E Reporting
- U2B Movement
- Mini NAPLAN test data
- Pre and post class testing
- QCE Data
- Destination Data.

Purpose

Students at Tamborine Mountain State High School will be active and reflective members of the community, with the skills and desire to be lifelong learners.

To achieve our purpose, our school will be 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.

Tamborine Mountain State High School offers students the opportunity to succeed academically. The school is a growing modern high school with high expectations for all students and staff.

A strong culture of learning is evident across the school. We have high expectations of our students in behaviour, effort and academic progress. We take pride in our physical environment with beautiful grounds and well maintained and equipped classrooms.

Quality Teaching

Hattie identifies learning as a complex process. Clear classroom expectations for both teachers and students need to be established, sustained and enhanced -

- Classroom environment is structured for positive learning outcomes
- Positive attitudinal dispositions by students towards learning encouraged
- Demonstrated evidence of the prior cognitive abilities of each student (pre and post testing)
- Clear and challenging goals established by the teacher for the sequence of instruction
- Supportive diagnostic feedback provided by the teacher
- Timely feedback by the teacher on student learning achievements from a sequence of instruction.

We are committed to the continuous learning and development of teachers to improve student outcomes and maximize student learning to support all students to succeed. As such, we continue to ensure that teachers have a wide repertoire of effective teaching practices surrounding the following –

- Knowing students and how they learn
- Knowing the subject content and how to teach it
- Planning for and implementing effective teaching and learning
- Creating and maintaining supportive and safe learning
- Assessing and providing feedback
- Reporting on student learning
- Engaging in professional learning

- Engaging with professional colleagues, parents/caregivers and local community.

Strategies

- Data driven differentiation
- Regular teacher feedback through line management and classroom observations
- Regular feedback both formally and informally to students
- Provision of focused professional development (feedback, differentiation and pedagogical improvement)
- NAPLAN intervention
- Monitoring of alignment of teaching, learning and assessment (HOD)
- Utilization of specialist teachers
- Primary trained teachers working with secondary trained teachers.

CURRICULUM

Tamborine Mountain State High School follows the Australian Curriculum in Junior Secondary in English, Mathematics, Science, HASS.

Our unit plans include:

Years 7 - 9

Expectations

- Pre-assessment at unit beginning
- Differentiation – specific students and strategies listed
- Literacy and numeracy skills explicitly taught
- Use of 5 E's in lesson/unit
- Criteria explicitly taught that will be used to assess student work
- Teacher self-reflection and/or peer reflection
- Moderation of assessment and unit learnings
- Scaffolding, annotated samples and revision sheets provided
- Formative assessment/activities/ tasks to be used to determine effectiveness
- HITS strategies
- Interrogate/use data to determine individual strengths and weaknesses to inform teaching
- Review distance travelled

Evidence

- Semester Planner (OneSchool)
- Teaching and Learning Sequence
- Differentiation
- Resources
- Assessment Overview
- General capabilities identified
- 5E embedding identified
- Cross Curriculum Priorities

Years 10 – 12

Expectations

- As per QCAA
- Kendall and Marzano/ Pedagogy
- Cognitive Verb explicit teaching
- Moderation

Evidence

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Curriculum in Action

- Teaching and learning opportunities are informed by student performance data to support the continuous improvement of student achievement.
- Differentiated and scaffolded teaching strategies enable students to achieve the learning specified for their year level. Differentiation Action Plans are developed where necessary.
- Curriculum provision to students with diverse learning needs including those with disabilities takes into account their individual needs and identified learning pathways.
- Individual Curriculum Plans are developed for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas.
- A school homework policy in consultation with the school community.
- Pedagogical Framework is based on the 5 E's Pedagogy (Tamborine Mountain SHS developed) with a strong focus on developing questioning, teaching strategies and learning opportunities for higher order thinking and emotional intelligence through the Habits of Mind.
- Units of work are underpinned by General Capabilities and Cross Curricular priorities. Term planners detail lesson content per term. Each Faculty's handbook specifies the storage procedures for unit overviews and planners. OneSchool unit plan format is utilized where available. QCARF formats are used for those subjects.
- Course planners for each subject are forwarded to parents each semester.

Cross-Curricular Curriculum

- An EATSIPs (Embedding Aboriginal and Torres Strait Perspectives) Committee is actively involving students, teachers and community.
- Australia's Engagement with Asia is evident through Japanese Studies and sister school "Urawa Nishi" agreements.
- Sustainability is particularly evident in some Science and Humanities/Geography units.

Student Well-being

The Support Staff and Student Support Leaders (SSL) are committed to ensuring students have a safe and supportive school, productive learning and develop good relationships. They support students across the range of well-being issues that confront adolescent learners.

The student support team work together to -

- Ensure the health and well-being of students
- Support students to have happy and productive lives
- Establish networks of support personnel to provide appropriate levels of support for the individual needs of students

Available specialist support exists -

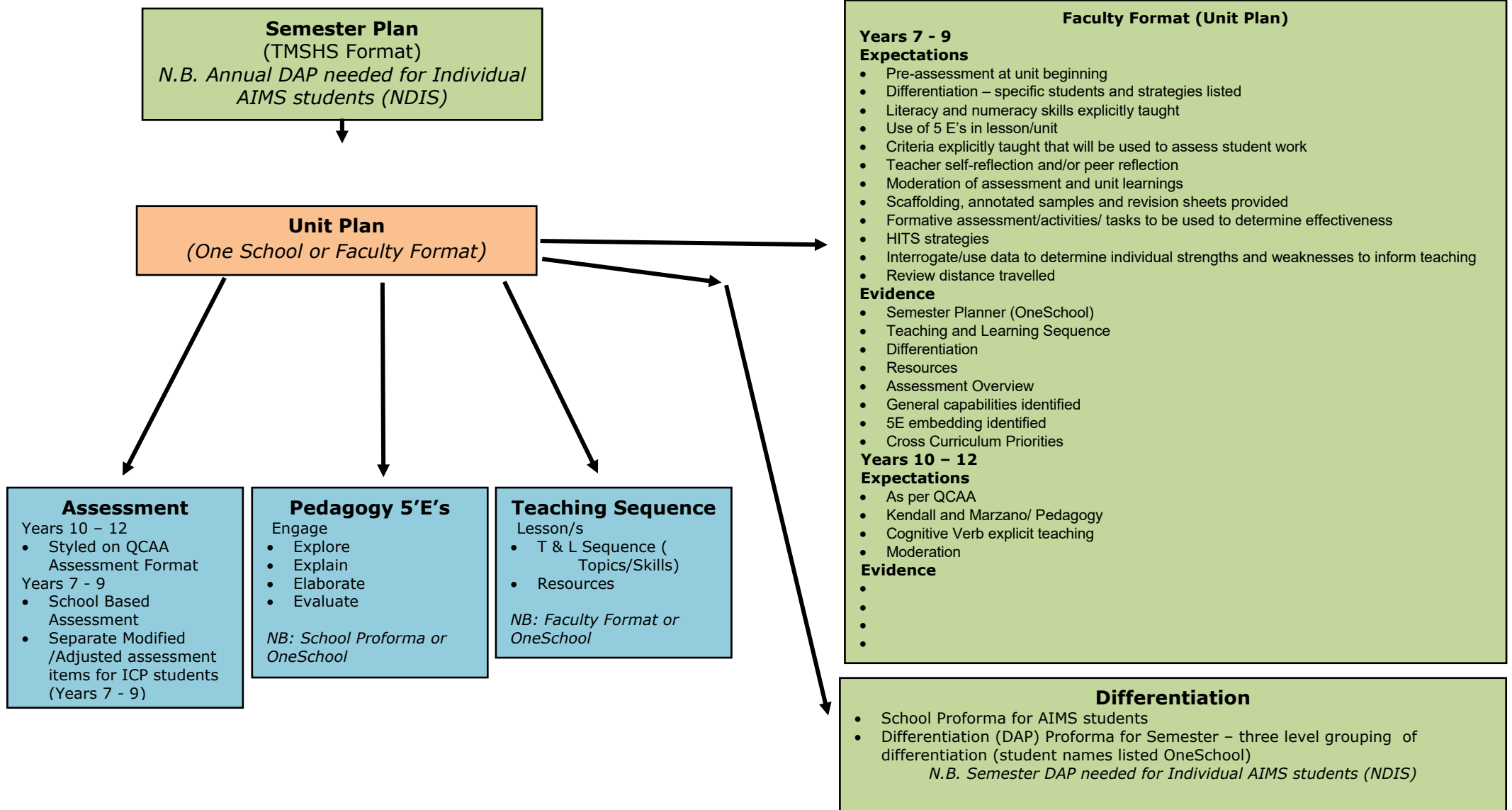
- Guidance Officers
- School Nurse
- Psychologist
- Youth Support Officer
- Chaplain
- Industry Liaison Officer
- Student Support Leaders
- Social Workers

Individual support typically includes -

- Acknowledging and understanding issue
- Mediation (if required)
- Facilitated problem solving
- Goal setting
- Behaviour strategies including building confidence and self-esteem
- Monitoring

Students may refer themselves for assistance or a referral may be made by a staff member or parent/caregiver.

YEARS 7 – 9 CURRICULUM PLANNING



Pedagogical Model (5 E's) (Tamborine Mountain SHS developed)

The Pedagogical Model describes what effective teachers do in their classrooms to engage students in intellectually challenging work. It provides an overview of the learning cycle and breaks it down into five domains or phases of instruction: Engage, Explore, Explain, Elaborate and Evaluate.

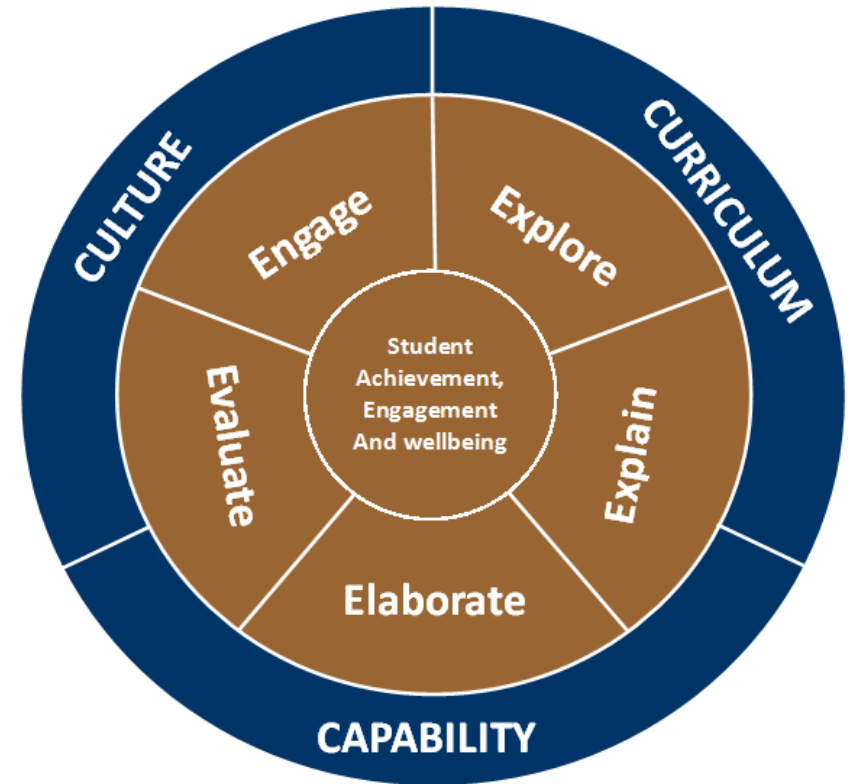
The Pedagogical Model domains are elements of one complete model of teaching rather than separate, self-contained components. In some lessons, teachers and students will move through all five domains. In other lessons, teachers will naturally switch between domains in response to student needs and learning program requirements. The Tamborine Mountain State High School Pedagogical Model respects this kind of flexibility – it is not designed as a template for linear or prescriptive lesson plans.

The Pedagogical Model is....

- ✓ focused on teacher practice as the main contributor to improved student learning outcomes
- ✓ improvement-focused to assist teachers with their professional learning, including designing their PDP goals
- ✓ adaptive and can be modified to fit specific school and subject contexts
- ✓ flexible, so teachers can move in and out of different domains, depending on the context
- ✓ evolving

The Pedagogical Model is not....

- ✗ a recipe for solving all issues related to learning
- ✗ a tool for evaluating teacher performance
- ✗ a prescriptive model
- ✗ a linear model
- ✗ A static model



At Tamborine Mountain State High School, our focus is on high impact improvement strategies and initiatives and to drive those initiatives through evidence-based decisions about teaching and student learning.

Tamborine Mountain State High School Teaching and Learning Module

A **Vision of Learning** helps create a unified set of values and beliefs to drive a high performance learning culture.

Vision for Learning

All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the skills and disposition for learning.

Pedagogical Model

The **Pedagogical Model** describes what effective teaching looks like in the classroom and helps teachers apply the Domains.

Engage

Explore

Explain

Elaborate

Evaluate

High Impact Teaching Strategies

The **High Impact Teaching Strategies (HITS)** are ten instructional practices that reliably increase student learning wherever they are applied



Curriculum	Pedagogy	Assessment
defines what students should learn, and the associated progression or continuum of learning	describes how students will be taught and supported to learn	describes student progression in learning

'With a united and coherent emphasis on curriculum... instruction, and assessment, pedagogical synergy is created.'

Queensland Curriculum Assessment and Reporting Framework (QCARF)

Essential Learnings identify what should be taught and what is important for students to have opportunities to know and be able to do. They describe the ways of working, and knowledge and understanding that students need for ongoing learning, social and personal competence and participation in a democratic society.

Tamborine Mountain State High School is implementing the Queensland Curriculum for Years 7 – 9.

Whole School Curriculum Overview



JUNIOR SECONDARY									
LEVEL	ENG	MAT	SCI	HASS/LI TERACY	SPORT/PDD	OLA The Arts	OLA Technologies	Assembly/Form /Pastoral Care	TOTAL
						Learning Areas studied across 2 years			
Year 7	4	4	4	3	Emotional Intelligence x 1 for six months Reading Program embedded in Literacy/History Sport x 1 Numeracy x 1 for 12 months	Semester Rotation: 4 lessons x 2 subjects per semester students encouraged to do a minimum: - 4 lessons x The Arts: one semester 4 lessons x Technologies: one semester		1	220
Year 8	4	4	4	3	Reading Program embedded in Literacy/History Sport x 1 Numeracy x 1 for 12 months	Exception: Japanese/HPE – students to study in place of one OLA		1	20
Year 9	4	4	3	3		4 lessons x 2 subjects = 8 embedded Certificate or 4 lessons x 3 subjects no embedded VET Student selection made from subjects on offer across the Learning Areas – subjects are full year Areas + school based traineeships/apprenticeships/TAFE /VET Certificate II and III offerings		1	20
SENIOR SECONDARY									
Year 10	4	4	4	Part of elective offerings		4 lessons x 3 subjects = 12 Selection made from subjects on offer across the all Learning		1	20
Compressed Curriculum (Years 11/12)									
Year A	Year 11 English Years 11/12 Maths Years 11/12 Elective 1					4 lessons x English (Year 11) 8 lessons x Maths (Years 11/12) 8 lessons x Elective 1 (Years 11/12)			
Year B	Year 12 English Years 11/12 Elective 2 Years 11/12 Elective 3					4 lessons x English (Year 12) 8 lessons x Elective 2 (Years 11/12) 8 lessons x Elective 3 (Years 11/12)			

Junior Secondary

Tamborine Mountain State High School Junior Secondary (Years 7 – 9) focuses on age-appropriate education in a supportive, safe environment.

A strong emphasis on student welfare is evident.

Social relationships are built early in Year 7 when students participate in a variety of team building activities and games (Runaway Bay Sports Centre/Camp).

Parent/Caregiver connection to their student's learning is encouraged through –

- Events – Badge Ceremony, Academic Awards, Sports Carnivals
- Volunteers – canteen
- Information sessions
- School tour
- Facebook
- Course Planners
- Parent/Teacher Interviews
- P&C meetings
- Internal reviews
- Interschool sport
- International study tours
- Guest speakers
- Chaplaincy Committee

Whole School Curriculum Plan - Vertical Alignment

[English and English Foundation](#)

[Mathematics](#)

[Science](#)

[Global Studies](#)

[The Arts](#)

Senior Curriculum (QCAA – Compressed Curriculum)

Students in Years 10, 11 and 12 are considered senior secondary students at Tamborine Mountain State High School. This important phase of learning prepares students for their beyond school futures.

Every Year 10 student completes a Senior Education and Training Plan with opportunities to review in Years 11 and 12.

Students in Year 10 participate in the development of individual SET Plans. These plans indicate student pathways through their senior phase of learning. Parents/caregivers, students, Guidance Officer and Administration support students in the development and updating of their plans.

All students in Year 10 complete a Senior Education and Training Plan (SETP). The SETP process encourages students to reflect on their current achievement, their future goals and career options. This links them to sustainable and rewarding pathways beyond school.

Year 10 is organized as a transition year where students have the opportunity to trial subject content, processes and assessment methods before committing to Years 11 and 12 subjects.

Authority and Authority Registered subjects are administered by the Queensland Curriculum and Assessment Authority (QCAA).

Day Line Structure

2021

(Year 11)

English Year 1
Maths Year 1
Maths Year 2
Elective 1 E.g. Physics Year 1
Elective 1 E.g. Physics Year 2

2022

(Years 11 & 12)

English Year 2
Elective 2 E.g. ITS Year 1
Elective 2 E.g. ITS Year 2
Elective 3 E.g. Modern History Year 1
Elective 3 E.g. Modern History Year 2

- Compressed curriculum means number of external exams faced by students at one time reduced:-
 - Full 5-subject load could have meant five external exams counting for 50% of their overall result, with each exam reflecting 40% of the Year 11 curriculum.
 - Less exams and less length of time to remember content over.
- No need for exam blocks in terms hence no lost curriculum time.

General subjects (Subjects which contribute to ATAR eligibility)

Ancient History	Legal Studies
Biological Science	Maths Methods
Chemistry	Maths General
Dance	Modern History
Design	Music
Drama	Physical Education
English	Physics
Film, Television and New Media	Psychology
Food and Nutrition	Specialist Maths
Japanese	Visual Art

Applied or Essential subjects and certificates

Certificate IV in Crime & Justice	Industrial Graphics Skills
Diploma of Business	Industrial Technology Skills
Early Childhood Studies	Media Arts in Practice
Essential English	Sport and Recreation
Essential Maths	Visual Arts in Practice
Hospitality Practices	

Students in the senior years have a programme of learning that meets the requirements of the Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA).

Queensland Certificate of Education (QCE)

The learning outcome for all students is a QCE or QCIA for a small number of students in our Special Education Program.

QCE eligibility is monitored carefully through Years 11 and 12.

Distance Education

- French
- German
- Geography
- Japanese

Griffith University Based Subjects

- GriffBio
- GriffChem
- GriffEng
- GriffPhys

Diploma

- Diploma of Business
- Diploma of Social Media

Vocational Education and Training (VET)

- Certificate III in Aviation
- Certificate III Business
- Certificate II in Engineering
- Certificate III in Fitness
- Certificate II in Health Services Assistance
- Certificate III in Health Services Assistance
- Certificate II Sport and Recreation

School Based Apprenticeships and Traineeship Programs

Students have the opportunity to begin their future career while completing their senior schooling through the School-Based Apprenticeship and Traineeship (SAT) program.

Tamborine Mountain State High School supports this program by assisting students balance their school commitments with work and training time.

Apprenticeship	Traineeship
<ul style="list-style-type: none"> • Certificate III in Cabinet Making • Certificate III in Carpentry • Certificate III in Commercial Cookery • Certificate III in Hairdressing • Certificate III in Heavy Comm Vehicle Mechanical Tech • Certificate III in Landscape Construction • Certificate III in Marine Mechanics • Certificate III in Mobile Plant Technology • Certificate III in Plumbing 	<ul style="list-style-type: none"> • Certificate III in Business • Certificate III in Business Admin • Certificate III in Hospitality • Certificate III in Retail Ops • Certificate III in Tourism

External Provider's Certificates

Axiom	<ul style="list-style-type: none"> • Certificate II in Engineering • Certificate II in Health Services Assistance • Certificate III in Health Services Assistance
Binnacle	<ul style="list-style-type: none"> • Certificate II in Sport and Recreation and Business • Certificate III in Fitness
Prestige	<ul style="list-style-type: none"> • Diploma of Business
Red Mako	<ul style="list-style-type: none"> • Diploma in Social Media
UAV Training Australia	<ul style="list-style-type: none"> • Certificate III in Aviation

ASSESSMENT

Assessment is an integral part of the teaching and learning process. A variety of techniques and instruments aim to provide information that assists teachers and students.

Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students' confidence in their ability to learn.

Assessment instruments are designed to act as a tool for gathering information about student achievement. Assessment items involve students applying and using relevant knowledge and skills to create a product or a response to a problem or issue. These assessment instruments need to be aligned with syllabus general objectives and requirements.

Students are aware when summative assessment is undertaken and the bases on which judgements are made.

Parents/Caregivers are advised when the student fails to make sufficient progress or submit material to enable judgements to be made.

Purposes	Types	Techniques/Instruments
To collect evidence on which to base judgements about student learning	Formative – to assist students to improve	Questioning, consultation, extended conversation
To gather information systematically and from a range of assessment types	Diagnostic – to assist teachers to identify specific strategies to intervene effectively	Drafts, Outline, Plans Oral/multimedia presentations
To develop in students an ability to critically analyse their own work	Summative – to determine a standard of performance	Guided/unseen tasks/projects/exams
To enable teachers to have confidence in their judgements of student work	Moderated – to validate judgements made by teachers	Written presentations based on an appropriate genre Performances/practical tasks Completed product/device

Students may also be required to participate in diagnostic tests in order to gather data about capabilities and learning outcomes. This data is used best to inform teaching practice and differentiation in classes.

This testing may happen on a national scale such as NAPLAN or it may be in class or individually based.

Each assessment instrument at Tamborine Mountain State High School will:

- Use the assessment item requirements to ensure a consistent indicators and structure across all faculties.
- Give clear and explicit instructions for the task.
- Provide appropriate scaffolding for the task and modify the task where needed for students with learning difficulties and/or special needs.
- Specify conditions, context, unit title, genre, audience, background and dates for draft checking and final submission.
- Specify dimensions/criteria and standards.
- Specify digital skills, literacy and numeracy indicators.

Pre-tests will be undertaken for the purpose of identifying specific areas that need to be targeted in preparation for the completion of the assessment items. Students are given every opportunity to achieve successful outcomes when completing the assessment tasks through:

- Semester outlines of due dates/course planners published for each student.
- Explicit teaching to prepare students for the demands of the assessment items.
- Appropriate scaffolding.
- Explicit feedback to identify how improvements can be made.

Student achievement data is analysed to identify areas for improvement for individual students or group of students. This information is used to develop a Differentiation Action Plan (DAP).

The Assessment Policy provides a consistent approach across the school and all procedures regarding assessment.

Moderation

Internal moderation practices are important to ensure consistency and comparability in standards across a year level cohort within subject areas, across the whole subject area and across curriculum areas within the school.

Faculties moderate at least once a term either using whole folios of student work and/or focusing on specific assessment items. Heads of Department will determine the specific focus of the activity and the timing.

Teachers examine the match between the student's ability to address the task criteria and the standards frameworks for specific levels of achievement. Feedback is provided to specific teachers in terms of agreement/disagreement with the standards achieved and awarded.

The suitability of assessment items and modifications needed for future use of these assessment items is also discussed at moderation meetings. The discussion should involve an analysis of achievement data associated with the relevant assessment item.

Feedback

The purpose of viewing student drafts is to provide them with feedback so that improvements can be made to the response. Drafting is a consultation process and students can ask for verbal feedback at any time. Drafting feedback should focus on the student reflecting on strategies they might use to improve their work. The instrument specific standards should be used to help students identify the areas they need to review in terms of how well students have met the criteria.

Instruments	Years 7, 8, 9 and 10	Year 11	Year 12
Written	<ul style="list-style-type: none"> • Teacher consultation • Maximum of two drafts 	<ul style="list-style-type: none"> • Teacher consultation • Maximum of two drafts 	<ul style="list-style-type: none"> • Teacher consultation • One draft submitted
Spoken	<ul style="list-style-type: none"> • Teacher consultation • Maximum of two drafts • Feedback provided at rehearsal 	<ul style="list-style-type: none"> • Teacher consultation • Maximum of two drafts • Feedback provided at rehearsal 	<ul style="list-style-type: none"> • Teacher consultation • One draft submitted • Feedback provided at rehearsal

Students in all grades are permitted to seek consultation on their work as many times as required.

Types of Feedback

- Verbal feedback in a general and/or specific context in relation to specific assessment items.
- Written feedback on drafts, final copies of written tasks or in response to performance tasks (i.e. individual orals, plays).
- Feedback can be given individually to students in a formalised conference type format or in an informal manner.
- Whole class feedback in response to assessment tasks is important in the teaching/ learning process so that common weaknesses can be addressed and general advice given to assist with the overall improvement. Exemplary samples of work should be shared with the class to provide appropriate models of VHA, HA responses.
- Progress feedback – It is important that students in all year levels be given appropriate feedback about their progress and rank ordering with a view to addressing what needs to be focussed on in order to improve their ranking. These discussions should occur individually with students.

Reporting

Reporting to parents/caregivers will be based on a representative sample of student work. It acknowledges the achievement (A-E) of the student as well as provide information on work ethic and behavior. Reporting occurs once per term.

Parent/Teacher Interviews occur on the last day of term. (Terms 1-3). Feedback on student work and work habits is provided in greater depth and supported by evidence. Parents/Caregivers unable to attend are contacted by phone or email.

In the Junior School parents/caregivers also receive reports on student performance in NAPLAN. These results are provided by the QCAA.

Modes of Reporting

- Written reports (print or electronic)
- Student-teacher conferences
- Parent interviews

Reporting Frequency

Term 1 (Week 10)	Students/Parents/Caregivers	Interim Report
Term 2 (Week 4)	Students/Parents/Caregivers	Parent Interviews
Term 2 (Week 10)	Students/Parents/Caregivers	End Semester Report
Term 3 (Week 5)	Students/Parents/Caregivers	Parent Interviews
Term 3 (Week 10)	Students/Parents/Caregivers	Progress Report
Term 4 (Week 8)	Students/Parents/Caregivers	End Semester Report

The critical junctures outlined above are complimented with ongoing student conferences and celebrations of learning throughout the year.

General Capabilities

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behavior, personal and social competence and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability). Continua of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling. These have been embedded where relevant and appropriate in each learning area and are featured in units of work.

General Capabilities

The Australian Curriculum's General Capabilities and Cross-Curricular Priorities are addressed through our pedagogical framework – Dimensions of Learning.

The General Capabilities are incorporated into junior school units.

Key		LIT Literacy NUM Numeracy ICT ICT capability CCT Critical and creative thinking EB Ethical behaviour PSC Personal and social capability IU Intercultural understanding Aboriginal and Torres Strait Islander histories and cultures AA Asia and Australia's engagement with Asia Sustainability																																							
		Term 1							Term 2							Term 3							Term 4																		
English	7	✓	✓	✓	✓	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓						
	8	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	X	X	✓				
	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	✓			
Mathematics	7	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	X	✓	X	X	X	✓	✓	✓	✓	X	✓	X	X	X	
	8	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	X	✓	✓	X	X	X	✓	✓	✓	✓	X	✓	X	X	X	✓	✓	✓	✓	✓	X	✓	X	X	X	
	9	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	X	X	X	X
Science	7	✓	✓	X	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	
	8	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓
	9	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	X	✓	X	X	X	✓	✓	X	✓	X	✓	X	X	X	✓	
Humanities	7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	9	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Arts	7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X
	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Technologies	7	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	8	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓	X	X	X	✓	
	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓

Whole School Intervention Approach

- Uses NAPLAN and state standards as well as school-based expectations in determining the need for intervention
- Uses classroom-based assessment tools in targeting areas for intervention
- Provides support to teachers in making intervention decisions
- Co-ordinates all school literacy and numeracy resources in a collaborative approach to intervention
- Uses student achievement data to measure the effectiveness of intervention

Regular conferences with parents/caregivers, teachers, Heads of Department and Administration ensure equitable education for students with learning difficulties.

Intervention practices –

- Identification of students
- Selection of method and level of adjustment required
- Collaboratively planned units and resources
- Monitoring
- Review and re-consultation

Differentiation

- Teaching practices reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities
- Teachers work at understanding where students are up to in their learning, including their current knowledge, skills, learning difficulties and misunderstandings, to identify starting points for teaching
- Teachers work to ensure that all students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests and motivations
- Teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making
- Teachers assist students to monitor their own learning
- Tailored, early and sustained interventions are in place for students identified as requiring additional support.

Differentiated teaching practices are strongly supported by:

- unit planning that describes goals for differentiation
- collaborative planning and sharing of resources by teachers
- modelling and reflection on classroom teaching practice
- effective data collection and analysis, including OneSchool Dashboard
- re-grouping students, either in short-term class groups or longer-term rearrangement of classes.

Developing a Culture of Support

1. Knowing our students requiring improved mental health

- Ensure awareness of student choices/behaviour that might indicate wellbeing compromise.
- Encourage student to voice and respond appropriately
- Collate data for students with potential mental health and wellbeing issues
- Share data with our Student Support Team

2. Identification and Response

- Confirm behaviours that may be an indication of developing mental well being issues
- Discuss behaviours that may provide warning signs
- Refer to relevant stakeholders, Administration team, Student Support Team
- Interactions with parents/caregivers

3. Responsive Provisions for Students

- Negotiate provisions to support learning
- Review delivery modes for students with mental health issues
 - Part-time attendance with teacher email support
 - Investigate School of Distance Education replacement subjects
- Differentiate for these students e.g. Special Provisions Policy; Selective Updating Policy

4. Responsive and Supportive Staff

- Educate staff regarding DET policies re: mental health and wellbeing
- Provide professional development teaching students with mental conditions
- Provide insights into what the student's experience – e.g. anxiety, depression, self-harming, trans-gendering, trauma
- Build communication skills and respect for students with mental health conditions
- Educate staff regarding the various conditions and their symptoms
- Promote website e.g. Mind Matters

5. Responsive and Supportive Families

- Provide access information e.g. websites, professional support etc
- Provide information regarding access to on-going educational programmes
- Liaise with the case manager to monitor student's progress

6. Mental Health and Wellbeing Advocate Role

- Instigate the necessary conversations to support students
- Advocate for students with staff
- Review policies and procedures to assist children with mental health issues

- Support Guidance Officer, Nurse and Chaplain in working with children and families
- Advocate for families
- Advocate the student voice in the implementation of the support plan

<http://deta.qld.gov.au/initiatives/learningandwellbeing/>

<http://ppr.det.qld.gov.au/education/learning/Pages/Supporting-Students'-Mental-Health-and-Wellbeing.aspx>

Learning Support

Tamborine Mountain State High School is committed to an education program that recognizes student needs. Students are provided with appropriate intervention that enables them to reach maximum learning.

Personalised Learning

Personalised Learning teachers design individualized programs based on particular student needs and these are documented in support plans. These programs occur in mainstream classes wherever possible and are usually supported by a teacher aide. Classroom teachers are supported by specific advice to enable them to differentiate their curriculum and pedagogy.

Students with a verified disability will undertake a modified program of study in order to access subject curriculum at their level. Modified programs can range from slight changes in content and the provision of scaffolded support to significant and alternate activities.

The responsibility to differentiate learning experiences rests with the classroom teacher.

Individual Curriculum Plans

Students who are performing significantly (2 or more year levels) below their cohort level will undertake an Individual Curriculum Plan (ICP).

The Individual Curriculum Plan is developed collaboratively with consultation between parents/caregivers, teachers and students.

The process involves –

- Identification of student's curriculum context from higher or lower year levels
- Identification of specific content descriptors to be taught.
- Provision of reasonable adjustments and differentiation to meet the student's learning needs.
- Assessment against relevant achievement standards.
- Reporting against achievement standard for year level curriculum accessed.

*Incoming Students - Year 7 on ICP "N" report for Term 1, ICP subject***

Term 1, Week 4.
Semester 1 (Check)

Term 2, Week 10
Semester 1 (Review & Plan)
Consultation

Term 4, Week 9
Semester 2 (Review & Plan)
Consultation

Explanation:

- Pre – Existing ICP remains active with following guidelines/action:
 1. Full Year Level > Moved to next Year Level Curriculum.
 2. Partial Year Level (If student is not verified ID on AIMS/) > moved to FYL
 3. If student recorded at one year below peer level on ICP in primary (grade 6) – then student will be reported at peer (Year) Level for Semester 1 A – E, with focussed teaching. Parent notified. Student reviewed for ICP Semester 2.
 4. PL staff notify parents of: >"N" reporting (roll over) of identified students. Yr 7 only >**OR focussed intervention period (peer level assessment) review of student working close to year level.

- Reviewed ICP level to remain in place (Term 4 of previous year) with the following action:
 1. PL HOD email class teachers to check for any flagged ICP levels and students.
 2. By week 4, class teacher to:
 - > enter CT name as 'class reporting teacher' on ICP on One-School. Year level is aligned to teaching planner /student assessment.

Class teacher to check partial curriculum plans (ID students only) on ICP and amend only if applicable - If any issues see HOD.

- Each teacher with a child on ICP (Year 7-10) scheduled for One-One session with HOD to track & review child learning & curriculum progress.
 1. Work sample/evidence provided: Class teacher to provide (keep) evidence and work samples e.g. pre-post-tests/aptitude tests, summative assessment.
 2. ICP/peer level curriculum achievement tracked & reviewed for Semester 2 and new ICP plan created if needed. *Student may move to a different level or be removed from ICP.*

- Each teacher with student on ICP (Year 7-10) tracks & reviews achievement. They complete a plan for following Semester (next year). guidelines/action:
 1. Term 4, Wk 2 PL HOD to email ICP staff to check on current ICP levels for following year.
 2. Students on FYL moved to next identified FYL for the current year. Strategies entered (drop down box).
 3. Student on partial year level curriculum (PYL) stay at current PYL OR move to next identified year level (based on previous Semester's evidence).
 4. Class teacher to:
 - > check and amend if applicable PYL - selected Achievement Standards being assessed, Learning Expectations, and Strategies.

PL team/HOSES:

- > Advised Year 7 Parents of process.

CT and HOD:

- > Commence alignment & planning

PL Team – SEP Case Managers:

- > Seek endorsement from parent/caregivers (Commence beginning of Term 1). Principal Approved.

- > CT tracks evidence of learning in provided folders.
- > CT writes Semester 2 Plan (for current Year). Align assessment.
- > Parent – Teacher meeting per Calendar or as arranged.

- > CT tracks evidence of learning in provided folders.
- > CT/HOD writes Semester 1, Plan (for following Year).
- > Parent – Teacher meeting per Calendar or as arranged.

Extension

Tamborine Mountain State High School is committed to providing a learning framework that supports high quality teaching and learning practices and encourages students to engage and to be successful.

- Identify suitable candidates
- Develop differentiated curriculum
- Adjust timetable to access accelerated program – if relevant
- Network with external providers – Binnacle; Griffith University; Swinburne University and Gold Coast TAFE.

Targets, Standards and Benchmarks

- Assessment data is collated each semester and presented to Heads of Department. This data is used by Administration members and Faculties to set targets for achievement. Case management of every child with a D result is undertaken after each reporting cycle.
- Criteria and standards are key components of all assessment instruments and these should be written in clear language that enables students to produce quality work matching the expected outcomes for the assessment instrument.
- The school reviews state data from NAPLAN, QCAA, Like Schools and from Regional Schools to assist the improvement agenda and meet expected benchmarks.