OUR SCHOOL MOTTO:
- Respect
- Integrity
- Care

OUR PURPOSE:
- 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.

EXPLICIT IMPROVEMENT AGENDA: (3C’s)
- Curriculum
- Culture
- Capability

SCHOOL PROFILE:
Tamborine Mountain State High School is an Independent Public School which provides a quality curriculum to approximately 1071 students in a co-educational setting.

Established in 1999, our school comprises a junior school (Year 7, 8 and 9) and a senior school (Year 10, 11 and 12) and is committed to providing a quality education to meet the needs of 21st century students.

Tamborine Mountain SHS delivers the Australian Curriculum in differentiated modes to meet the needs of individual students, including a number of programs of excellence which provide opportunities for student success in academic, cultural and sporting pursuits. We develop caring and supportive relationships with all members of our school community.

The school has committed and professional staff who are dedicated to ensuring students achieve their potential.

Our school values and encourages parent involvement in all aspects of school life. A School Council was established in 2017 to oversee the strategic direction of the school and the Parents and Citizens’ Association is welcoming and provides valuable input into school decision making and provides additional resources critical to our success. Tamborine Mountain State High School is an enrolment managed school.
<table>
<thead>
<tr>
<th>IMPROVEMENT PRIORITY</th>
<th>STRATEGY 3C's</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<tbody>
<tr>
<td>Curriculum</td>
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<tr>
<td>1. Plan and implement the delivery of a whole school curriculum in response to emerging AC and QCAA programs including maximising effectiveness of feedback.</td>
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<td>2. Develop and action a process to build the capacity of all staff to implement the requirements of the AC/QCAA.</td>
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<td>3. 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.</td>
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<td>4. Review and enhance the alignment of school targets to classroom results, ensuring a comprehensive instructional leadership process including coaching, review and feedback.</td>
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<td>1. Develop/review formalised agreements for all agencies that work with students to ensure the clarity of roles, responsibilities and accountabilities.</td>
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<td>2. Continue to promote and communicate positive student achievement and wellbeing outcomes to the wider community.</td>
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<td>Capability</td>
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<td>1. 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.</td>
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<td>2. Continue to build the capacity of HODs and leaders to provide quality instructional leadership aligned to the improvement agenda.</td>
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<td>3. Introduction of T18—T21 workplace initiative.</td>
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<td>4. Review the validity of the current pedagogical framework in terms of its currency and impact on teaching and learning practices with a view to ensuring a consistent, current and effective approach to pedagogy.</td>
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<td>5. Develop an explicit plan to engage and extend high achieving students ensuring identification of best practice, coaching and monitoring.</td>
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Annual Headline Indicator Targets will be specified in the Annual Implementation Plan based on current school and system data.

**Targets (Updated October 2020)**

- Maths/Science/English % A or B (Year 7 - 10) 60%
- 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%
- % UEB
  - 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 50000 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.

- All teachers have developed a deeper understanding of the learning cycle and can articulate their impact on learning within all classes.
- All teachers engage in reflective conversations in their PDPs to sharpen classroom practice.
- There is a strong culture of collaborative learning amongst staff.
- All teachers engage in faculty collaboration in a way that has impact on their students’ learning.
- All teachers have a deeper understanding of how to purposefully engage students in thinking processes and influence effect size.
- All teachers have a deeper understanding of their QCAA role and expectations for subject delivery syllabuses and accreditation modules.