Tamborine Mountain State High School
Strategic Plan 2013 – 2017: 4 D’s

**Improvement Agenda (4 D’s)**

- DOL (Dimensions of Learning). Develop and implement whole school teacher and learning pedagogical model. Build consistent practices using technology.
- Differentiation. Develop clear process for recording evidence of differentiated practice in teacher planning and improving student outcomes for all students. Maximise personalised learning.
- 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.

**Our Strategic Goals**

**Academic Excellence and Enrichment**
- Tamborine Mountain State High School aims to be a successful and dynamic learning centre offering a modern, challenging broad education for the 21st Century.

**Student Welfare**
- Tamborine Mountain State High School aims to know, respect and nurture all students through inspiring, supporting and celebrating.

**Professional Learning and Renewal**
- Tamborine Mountain State High School aims to be a professionally stimulating and rewarding environment committed to innovation, to high quality professional development, to constant interchange of ideas and investment in staff who seek to always enhance the quality of student learning experiences.

**Our Purpose**

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.

**To achieve this aim we will seek to:**

1.1 Continually refresh on curriculum to ensure that students have rigorous, balanced and progressive options for study that prepare them for further education, life and careers in a rapidly changing world.
1.2 Establish whole-school standards for teaching and learning that are student-centred and that encourage active and deep learning in both independent and collaborative forms both within and beyond the classroom (Dimensions of Learning and Habits of Mind).
1.3 Institute whole-school approaches to formative assessment, performance tracking and reporting to give students, parents/caregivers and teachers regular feedback and to inform individual targets, enrichment and improvement strategies.
1.4 Enhance our provision of enrichment and learning support to ensure that students are assisted and extended and to ensure that teachers are supported in catering for the distinct learning needs of each student.

**To achieve this aim we will seek to:**

2.1 Consolidate our whole-school approaches to student welfare to ensure that all students experience a sense of belonging and feel secure in being known and valued as individuals by their teachers, Year Co-ordinators, Heads of Department, Administration and fellow students.
2.2 Make student leadership a defining feature of Tamborine Mountain State High School, creating opportunities for students to develop confidence and skills in roles of responsibility and through peer mentoring/mediating service projects, student council and leadership training activities.
2.3 Enhance the role of the Student Support team along with Special Needs Learning Support teams to ensure that all students have access to support that helps them learn and to become mature happy and confident.
2.4 Develop an on-going program of opportunities for engagement between families and our school to foster greater collaboration and understanding of issues affecting the wellbeing of our students.
2.5 Instil a positive disciplinary ethos and code of conduct that encourages constructive, respectful, healthy and mindful behaviour at all times within and beyond our school, including implementation of Discipline Audit recommendations.

**To achieve this aim we will seek to:**

3.1 Implement an efficient annual reflective performance cycle that assists teachers and supports staff in evaluating and enhancing their professional practice in the context of personal, department and school goals.
3.2 Institute a diverse program of Professional Practice Development that supports whole-school priorities for teaching, assessment and learning and that allows teachers to focus on personal priorities, interests and needs.
3.3 Introduce innovations in curriculum and learning technology that promote the continual renewal of ideas, skills and perspectives and that provide opportunities for professional training and interaction with others both within and beyond our school.
3.4 Generate opportunities for delegated leadership and responsibilities for initiatives that staff support career development.
3.5 Continually update our staff recruitment, induction and retention practices to ensure that both new and experienced teachers are valued, supported and attracted to our school.