TAMBORINE MOUNTAIN

Queensland Government

Tamborine Mountain State High School
2026 ANNUAL IMPLEMENTATION PLAN

School priority 1

Continue to develop units and assessment items across all 7-10 KLA to ensure alignment to Australian Curriculum v9.

Monitoring

Green –on track. Yellow – underway. Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Link to school improvement strategy:

Domain 6: Leading Systematic Curriculum Implementation

Strengthen collaborative curriculum planning, moderation and review processes, with clear roles and responsibilities for leaders, to ensure curriculum, teaching, learning, assessment and reporting align.

Strategy/ies

- Use QCAA influenced, school-wide templates to document unit plans, teaching sequences and assessment across all KLAs, saved on Sharepoint.
- Develop quality-assured curriculum documentation to be enacted in 2027.

Actions: including Responsible role(s)

- Collaborative curriculum planning sessions for teachers coordinated and led by Junior Secondary HOD.
- Curriculum and assessment professional development coordinated and led by Junior Secondary HOD in collaboration with Teaching and Learning HOD and EFI.
- SharePoint Curriculum Library to house all completed documentation developed by Teaching and Learning HOD.
- Enact "working together to implement AC v9" roles and responsibilities.
- Investing in building knowledge of and with all teachers and leaders in the Australian Curriculum.

Resources

- Teacher release for planning and professional learning where appropriate.
- SharePoint Curriculum
- School-wide Unit Planning Template
- School-wide Assessment Template
- AITSL Standards for Teachers
- Curriculum Gateway

End of Year Success Criteria

Measures

Performance:

- All 7-10 KLAs have Australian Curriculum v9 aligned unit plans, assessment items and marking guides stored on SharePoint.
- Three levels of planning completed and stored on SharePoint
- Teachers are confident to deliver new units in 2027
- Teachers are confident in developing curriculum and designing assessment items
- HODs are confident to lead, and quality assure the development of curriculum and assessment for their faculties.
- School data will continue reflect above actual and relative LOA performance

Behaviour

Teachers can/will: collaboratively develop curriculum and design assessment items aligned to v9

Leadership team can/will: lead their teachers and quality assure curriculum and assessment and alignment to v9 Australian Curriculum

Admin team can/will: lead their HODs and have line of sight to curriculum and assessment for the subjects they line manage and ensure that teachers have time and resources to deliver on the agreed outcomes.

Artefacts

- Whole school curriculum plan
- Year level band plans
- Unit plans with teaching sequence
- Assessment items and marking guides

School priority 2

Identify and develop processes that cultivate a sense of belonging for students in the classroom and staff wellbeing.

Monitoring

Green –on track. Yellow – underway. Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Link to school improvement strategy:

Domain 3: Promoting a Culture of Learning

- *Develop a multi-tiered approach to supporting student behaviour, with staff capability developed in evidence-informed support practices, to empower staff in establishing and maintaining a positive environment for learning*
- *Collaboratively develop a staff wellbeing framework to ensure all staff are aware of and feel confident in accessing available wellbeing support.*

Strategy/ies

- Investigate and develop MTSS to support teachers in student behaviour, engagement and wellbeing
- Collaboratively develop signature strategies from the ESCM for consistent implementation at tier 1 classroom level that focus on creating a sense of belonging
- Implementation of The Resilience Project across years 7-10
- Collaborate to plan a staff wellbeing framework

Actions: including Responsible role(s)

- Strengthen knowledge and understanding of OneSchool data entry practices and processes.
- Through collaborative inquiry approach, teams will quality assure school-wise practices for behaviour response and intervention.
- Collaboratively develop agreed-upon ESCM signature practices that cultivate a sense of belonging in the classroom for implementation and professional learning across the school led by Deputy Principal and HOD Teaching and Learning.
- Develop staff understanding and confidence in delivering the Resilience Project through professional learning and resource development led by HOD Engagement and Wellbeing.
- Investigate and collaborate to plan the development of a staff wellbeing framework

Resources

- TRS for release to cover staff for targeted professional learning.
- TRS for release for teachers to visit other schools to observe best practice.
- Resilience Project resources and program
- Staff and student wellbeing framework
- SORD

End of Year Success Criteria

Measures

Performance:

- Improve SOS "I like being at school" by 10% from 2025 63%
- Reduction in WEBH Team referrals by 10% from 1024 in 2026
- Improved SOS "I feel staff morale is positive" by 10% from 2025 57.3%
- Improved SOS "The wellbeing of employees is a priority for this school" by 10% from 2025 69.1%
- Accuracy of behaviour insights data aligned to agreed school practices

Behaviour

Students can/will: enjoy being at school and feel a sense of belonging

Teachers can/will: use ESCM and TRP to create a safe and supportive learning environment. Teachers will enter behaviour entries into OneSchool.

WEBH Team can/will: WEBH Team will Research and investigate by seeking professional learning opportunities for teachers and leaders to identify best practice for our context to develop a MTSS framework for student behaviour, engagement and wellbeing led by Deputy Principal and HODs Engagement and Wellbeing.

Teacher aides can/will: support teachers in the use of ESCM and TRP to create safe and supportive learning environments.

Leadership team can/will: support teachers to ensure safe supportive learning environments for the school community. Analyse data to identify patterns in behaviour to implement response and intervention. .

Artefacts

- ESCM-aligned signature practices
- Staff wellbeing framework
- Behaviour Insights Dashboard to share with staff

Reduction of red tape in day-to-day work, planning and processes include: Removal of preliminary marking across the junior school. Time provided for teachers to write curriculum.
Removal of paper-based HOD referral system, replaced by direct teacher input to behaviour records on OneSchool to reduce multiple handling of information.

Supporting red tape reduction in Queensland state schools

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

Principal **P&C/School Council** **School Supervisor** 27.02.2026