TAMBORINE MOUNTAIN STATE HIGH SCHOOL – ANNUAL IMPROVEMENT PLAN
EQUITY AND EXCELLENCE
2023

Department of Education

A progressive, high performing school, realising the potential of every student.

Acknowledgement of Country

Tamborine Mountain State High School acknowledges the Yugambeh people who are the traditional custodians of this land.

We would like to pay our respects to their elders both past, present, and future and all Aboriginal peoples whichever Aboriginal nation they may come from.

Our focus

Educational achievement

Knowing each student's learning progression is essential to making sure they are on track for positive educational outcomes.

Setting clear expectations for every student in every classroom supports them to achieve. This means we:

- have a common goal that every student achieves at least one year of learning growth each year.
- have clear expectations for staff and help them to differentiate support so every student realises their potential.

Wellbeing and engagement

Being healthy, confident and resilient is a foundation for engaging in learning.

With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:

- know each student and understand what works best for them.
- recognise the importance of engagement and wellbeing for staff and students in achieving learning outcomes.

Culture and inclusion

The diversity of our staff, students and community is our greatest strength.

By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every classroom. This means we:

- embrace diversity by creating welcoming, inclusive and accessible educational settings.
- value our student, community and stakeholder voice in our approach to teaching and learning.

Explicit Improvement Agenda

Curriculum

Improving Educational Achievement by supporting implementation and review of innovative research-based pedagogical practices and increased rigor in feeder school links/transitions.

Actions include:

1. Effectively implement consistent whole school quality assurance and student monitoring/tracking processes for curriculum planning, assessment all aligned to AC and QCAA. (*)
2. Persist in cultivating an innovative school culture focused on continual improvement that is open and responsive to research-based strategies, anecdotal information and data analysis.
3. Develop an ongoing review process to map and support the school-developed pedagogical model (5E's). (*)
4. Effectively implement a monitoring and goal setting tool for student targets to drive student motivation, ownership, accountability and improvement. (*)
5. Continue to implement a focus on writing in Year 7 cohort, with U2B focus - through Writing Program, inclusive collegial engagement with feeder schools and purposeful differentiation to targeted gaps (individual). (*)

Capability

Implement effective practices to support and prioritise engagement and wellbeing for staff and students.

Actions include:

1. Review compressed curriculum and school day structure to ensure learning time is maximised and staff work-life balance is prioritised.
2. Review flexible work-life balance arrangements (T23 Work Initiative).
3. Build staff capability to focus on quality inclusivity and differentiated teaching practices through 'Knowing by Seeing' coaching model – expansion to include primary school in coaching model. (*)
4. Expand/negotiate improved third-party agreements and engagement of students in Certificates/Diplomas → introduction of Advanced Diploma in Leadership and Management.
5. Build capability and differentiated teaching practice using AI (Artificial Intelligence and ChatGPT) for both staff and students, and how it can individualise learning outcomes for individual students. (*)

Culture

Empowering maximised learning engagement through clear expectations; differentiated pedagogical practices and targeted support.

Actions include:

1. Continue and expand Year 7 - 8 cohort Social and Emotional Intelligence to improve engagement and wellbeing through targeted EI program. (*)
2. Embed – 'On the Same Page' accountabilities through regular reviews of engagement, behaviour and triangulate academic data to support targeted intervention – reflected in Data Plan. (*)
3. Review, expand and monitor impact and effectiveness of S-Hub on behaviour, wellbeing and engagement data. (*)
4. Develop and implement action plan based on Engagement/Wellbeing review survey feedback for staff and students. (*)
5. Build capacity re: inclusion via whole school PD, use of PLPs and ISPs for tracing NCCD interventions/support. (*)

(*) I4S Strategies

RESPECT   **INTEGRITY**   **CARE**

TAMBORINE MOUNTAIN STATE HIGH SCHOOL – ANNUAL IMPROVEMENT PLAN 2023

Equity and Excellence in action

Department of Education

Our school priorities

Student Practices

- I focus on being proactive.
- I work to be responsible in all environments.
- I begin with the end in mind. I plan ahead and set goals.
- I think Win Win.
- I understand what I need to do to improve and use feedback to monitor and self-regulate my learning.
- I have a repertoire of learning strategies and can select strategies appropriate for the learning goals.
- I reflect on their learning processes, self-assess and acknowledge the impact of effort on achievement.
- I use self-regulation and proactively take control of, and responsibility for, my own learning.
- I actively engage with the learning goals to plan my own learning.
- I consolidate my learning through opportunities that engage and re-engage them with new content over a period of time.
- I move with confidence from using worked examples to independent practice.
- I understand the learning goals and success criteria.
- I understand the lesson routine and confidently negotiate the sequence of steps/activities.
- I understand the protocols for working collaboratively.
- I accept individual responsibility for participating and contributing to group tasks.

Teacher Practices

- 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 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 that 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.

Leader Practices

- 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 understanding and using cognitive verbs (Senior).
- I deliberately plan opportunities for teachers (and students) to think interdependently, reflect on progress and collaborate meaningfully to strengthen learning.

Education Achievement

Wellbeing and engagement

Culture and inclusion

- Underpinned by curriculum, teaching and learning -

Our Targets

- 95% of students achieving a C or above in English, Science and Mathematics (Year 7 – 10).
- 60% of students achieving an A or B in English, Science or Mathematics (Year 7 – 10)
- 100% of students awarded a QCE.
- 100% of students credited with a Certificate II or better qualification.
- 95% of students meeting NMS in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy (Year 7 and Year 9).

- Improvement in students achieving in U2B in all categories (Year 7 and Year 9)

	Year 7	Year 9
Reading	30%	20%
Writing	20%	25%
Spelling	30%	20%
Grammar and Punctuation	30%	30%
Numeracy	30%	25%

- 85% attendance rate for all students.
- 95% staff satisfaction on SOS.
- 95% student satisfaction on SOS.
- 95% parent satisfaction on SOS.
- Clear supportive positive transition and feeder schools support process from to Tamborine Mountain SHS.

- Year 7 and 8 Wednesday used as extended teaching blocks to support extended learning time for students.
- 80% of line days used as learning opportunities – exams, tutorials, excursions, extended teaching blocks.
- Less than 60 short suspensions.
- Less than 10 exclusions.
- 0 cancellations.
- 80% return on post-school destinations.
- Full review of Tamborine Mountain SHS program of utilising Saturday Community Service instead of SDA's.
- 100% of local feeder school Year 6 → 7 enrolment retention

Realising the potential of every Aboriginal and Torres Strait Islander student

Embedded in our school priorities are outcomes for every Aboriginal and Torres Strait Islander student.

Valuing First Nations cultures and voice in our approach to engagement and learning is essential.

Connections to culture enrich the learning of every student and strengthens all of our work.

Working together, we can realise the potential of every student