




# TAMBORINE MOUNTAIN STATE HIGH SCHOOL

## 2023 - 2026 SCHOOL STRATEGIC PLAN



| School Profile   |             |   |             |             | Vision and Values  |  |  |  |  |
|--|-------------|---|-------------|-------------|--|--|--|--|--|
| <p>Tamborine Mountain State High School is an Independent Public School which provides a quality curriculum to approximately 1000 students in a co-educational setting.</p> <p>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.</p> <p>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.</p> <p>The school has committed and professional staff who are dedicated to ensuring students achieve their potential.</p> <p>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.</p> |             |   |             |             | <p>Respect, Integrity and Care. (RIC)</p> <ul style="list-style-type: none"> <li>A focus on literacy/numeracy as the basis for all learning.</li> <li>Learning which is relevant, challenging and responsive to individual and group needs</li> <li>Productive partnerships throughout the school community.</li> <li>Staff who are committed to excellence in teaching and learning.</li> <li>A supportive and disciplined environment in which all students can learn.</li> </ul> <div style="text-align: right;">  </div>  |  |  |  |  |
| School Review Key Improvement Strategies   |             |   |             |             | School Priorities  |  |  |  |  |
| <ul style="list-style-type: none"> <li>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.</li> <li>Develop an ongoing review process to map and support the implementation of all aspects of the school-developed pedagogy model.</li> <li>Develop proactive, differentiated strategies or programs to coach identified students in regards to expected and respectful behaviours. Investigate opportunities to extend high achieving students in junior secondary across the curriculum.</li> <li>Develop strategies for teachers to work with students to monitor their own learning through a school-wide goal setting process.</li> </ul>   |             |   |             |             | <ul style="list-style-type: none"> <li>Curriculum</li> <li>Capability</li> <li>Culture</li> </ul>  |  |  |  |  |
| Curriculum   |             | Strategies  |             |             | Measurable/Desired Outcomes  |  |  |  |  |
| <p>Improving educational achievement by supporting implementation and review of innovative research-based pedagogical practices and increased rigor in feeder school links/transitions.</p>  |             | <ol style="list-style-type: none"> <li>1. Continue to plan and implement the delivery of a whole school curriculum in response to emerging AC and QCAA programs including maximising effectiveness of feedback.</li> <li>2. Continue to build the capacity of all staff to implement the requirements of the AC/QCAA.</li> <li>3. Persist in implementing 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.</li> <li>4. 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.</li> <li>5. Develop an ongoing review process to map and support the implementation of all aspects of the school-developed pedagogical model.</li> </ol> |             |             | <ul style="list-style-type: none"> <li>95% of students achieving a C or above in English, Science and Mathematics (Year 7 – 10).</li> <li>60% of students achieving an A or B in English, Science or Mathematics (Year 7 – 10)</li> <li>100% of students awarded a QCE.</li> <li>100% of students credited with a Certificate II or better qualification.</li> <li>95% of students meeting NMS in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy (Year 7 and Year 9).</li> <li>Improvement in students achieving in U2B by 5% in all categories (Year 7 and Year 9) - maintaining inter-assessment agreement</li> <li>Year 7 and 8 Wednesday used as extended teaching blocks to support extended learning time for students.</li> <li>80% of line days used as learning opportunities – exams, tutorials, excursions, extended teaching blocks.</li> <li>80% return on post-school destinations.</li> </ul> |  |  |  |  |
| <b>Phase</b>   | <b>2023</b> | <b>2024</b>   | <b>2025</b> | <b>2026</b> |  |  |  |  |  |
| <i>D- Developing, I-Implementing, E-Embedding, R-Reviewing</i>   | I           | I   | E           | R           |  |  |  |  |  |
| Culture  |             | Strategies  |             |             | Measurable/Desired Outcomes  |  |  |  |  |
| <p>Implement effective practices to support and prioritise engagement, respectful behaviours and wellbeing for staff and students.</p>   |             | <ol style="list-style-type: none"> <li>1. Investigate opportunities to extend high achieving students in junior secondary across the curriculum.</li> <li>2. Develop strategies for teachers to work with students to monitor their own learning through a school-wide goal setting process.</li> </ol>   |             |             | <ul style="list-style-type: none"> <li>85% attendance rate for all students.</li> <li>95% staff satisfaction on SOS.</li> <li>95% student satisfaction on SOS.</li> <li>95% parent satisfaction on SOS.</li> <li>Clear supportive positive transition and feeder schools support process from to Tamborine Mountain SHS and St Bernard/Tamborine Mountain State School/ Canungra State School.</li> </ul>  |  |  |  |  |
| <b>Phase</b>   | <b>2023</b> | <b>2024</b>   | <b>2025</b> | <b>2026</b> |  |  |  |  |  |
| <i>D- Developing, I-Implementing, E-Embedding, R-Reviewing</i>   | D           | I   | I           | E           |  |  |  |  |  |
| Capability   |             | Strategies  |             |             | Measurable/Desired Outcomes  |  |  |  |  |
| <p>Empowering maximised learning engagement through clear expectations; differentiated pedagogical practices and targeted support and use of data to ensure no student “falls through the cracks”.</p>   |             | <ol style="list-style-type: none"> <li>1. Develop proactive, differentiated strategies or programs to coach identified students with regard to expected and respectful behaviours.</li> </ol>   |             |             | <ul style="list-style-type: none"> <li>Administer SDA as a last resort in response to student behaviour</li> <li>Less than 60 short suspensions.</li> <li>Less than 10 exclusions.</li> <li>0 cancellations.</li> <li>Full review of Tamborine Mountain SHS program of utilising Saturday Community Service instead of SDA's.</li> <li>100% of local feeder school Year 6 → 7 enrolment retention</li> </ul>   |  |  |  |  |
| <b>Phase</b>   | <b>2023</b> | <b>2024</b>   | <b>2025</b> | <b>2026</b> |  |  |  |  |  |
| <i>D- Developing, I-Implementing, E-Embedding, R-Reviewing</i>   |             | D   | I           | E           |  |  |  |  |  |

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

  
**Tracey Brose**  
 Principal

  
**Nikki Robson**  
 School Council

  
**Bronwyn Johnstone**  
 School Supervisor