



Tamborine Mountain State School

Strategic Plan 2022 - 2025

School Profile

Tamborine Mountain is a safe, happy and friendly independent public school focussed on developing creative learners. "Strive for the Highest" has been the school motto for over 100 years, and inspires learners to aim high for their endeavours. In partnership with parents and our wider school community, Tamborine Mountain State School strives to provide students with access to a high quality, technology rich education that equips them with knowledge, skills and attributes necessary for their future. Our school community is committed to valuing each student as an individual. The curriculum at Tamborine Mountain is student centred and the school boasts an 'excellent' reputation for offering quality educational programs that cater to all students' learning needs. Tamborine Mountain State School has wonderful facilities which include a purpose built science laboratory where students can work with materials and specialised equipment to produce projects which demonstrate their knowledge and understanding in Science. The school also boasts a STEM Lab which caters for robotics and coding. Tamborine Mountain State School's professional community is built around high performing teams and this is our vehicle for driving school improvement. We pride ourselves in providing a safe and supportive environment and achieve this by setting high expectations and high standards. We are known for our excellence in our Dance, Choral Music and Instrumental Music Programs. Our P&C hosts "The Markets on the Mountain" on the last Sunday of every month. We invite you to come and experience our diverse and unique community.

Vision

School Mission:

Every child will learn and flourish

School Vision:

Creating sustainable communities of learners for the future

School Motto:

Strive for the Highest

Values

A **values-based education** can strengthen students' self-esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgement and social responsibility. We also recognise that parents expect schools to help students understand and develop personal and social responsibilities.

The set of values we will be reinforcing are:

- **Care and compassion**
- **Doing your best**
- **Fair go**
- **Freedom**
- **Honesty and trustworthiness**
- **Integrity**
- **Respect**
- **Responsibility**
- **Understanding, tolerance and inclusion**





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Improvement Priorities

Implement new pedagogical framework - High Impact Teaching Strategies (HITS) to focus on high-yield T&L practices aligned to content, context and curriculum delivery including pedagogies related to the teaching of technology within and across all learning areas.

Success indicators				
1. Clear line of sight from the intended to curriculum - delivery - assessment and reporting.				
2. Staff develop a deep knowledge and understanding of HITS				
3. Staff utilising HITS to improve pedagogies related to the use of assistive technologies and devices across the school to improve staff skillset and maximise student engagement.				
4. Staff implementing HITS to maximise student learning outcomes for high potential and high performing students (Upper 3 Bands - U3B).				
Strategies	2022	2023	2024	2025
See Action Plan updated annually or as required - HITS PD, implementation, review and feedback roadmap for success	✓	✓	✓	✓

To implement a whole school program to improve Reading, Writing & Spelling proficiency for all students.

Success indicators				
1. Targets updated in Annual Implementation Plan				
Strategies	2022	2023	2024	2025
*See Action Plan updated annually or as required				
*Reading - Science of Reading Framework. Early Years Oral Language Program, Heggerty - Phonemic Awareness Program	✓	✓	✓	✓
*Writing - 6+1 Traits, Writers' Toolbox -12 Ways to Write a Sentence (consistent meta-language)				
*Spelling- SSP, WTW, HFW				
*CAFE				

Strengthen the ongoing facilitation of leadership opportunities for all leaders across the school, including aspiring leaders, to develop and enhance their instructional leadership skills to promote the school's improvement agenda.

Success indicators				
1. Deep distributed leadership across the school to support an Explicit Instruction model to support teacher capability and improve student learning outcomes, as well as utilising a range of differentiation strategies through co-teaching and coaching opportunities.				
Strategies	2022	2023	2024	2025
See Action Plan updated annually or as required	✓	✓	✓	✓





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Improvement Priorities

Deepen support processes, opportunities and stakeholder connections to strengthen support for students experiencing trauma, mental health issues and social emotional requirements.

Success indicators				
1. A whole school approach is collaboratively developed and implemented to embed a safe and inclusive learning culture and environments that underpins student welfare & wellbeing.				
2. Students will flourish in their education journey, build resilience against adversity, develop protective factors from mental ill-health and feel confident to use evidence-based personalised skills and strategies to self-seek help for early intervention.				
Strategies	2022	2023	2024	2025
See Action Plan updated annually or as required	✓	✓		





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School Improvements

Improvement Name	Description
An explicit improvement agenda	Review organisational roles and responsibilities to sharpen alignment of priorities, leadership accountabilities and target responsibilities for key staff to drive school improvement.
Analysis and discussion of data	<p>Deepen the culture of self-reflection through data that enables staff to engage in rigorous discussions of student achievement to inform teaching and learning episodes, in conjunction with informing differentiated teaching practices.</p> <p>Enact the school-wide practice of using an assessment data protocol as a review mechanism to collect data that informs next steps.</p>
A culture that promotes learning	Regularly review and monitor PBL processes to ensure the current focus on proactive and positive strategies is consistent and ongoing.
Targeted use of school resources	Sustain the deployment of infrastructure, hardware and software requirements that support the preferred digital technologies futures embedded within curriculum and pedagogy.
An expert teaching team	Strengthen the rigour of the APDP process to ensure closer alignment of personal learning and development, school priorities, and the school's professional learning plan.
Systematic curriculum delivery	<p>Enhance moderation practices to facilitate teacher understanding of the AC demands to support validity of judgement and consistency.</p> <p>Enact agreed school processes to systematically support and quality assure the intended curriculum is enacted.</p> <p>Review school documentation and its alignment to the revised P-12 CARF, that supports quality assuring systemic requirements align to school expectation.</p>
Differentiated teaching and learning	Enact a cyclic review process of school-wide inclusive practices to support alignment and relevance with legislative and system requirements.
Effective pedagogical practices	Implement a systematic approach to quality assure that the agreed whole-school, expected practices are consistently implemented in all classrooms.
School-community partnerships	<p>Strengthen linkages with existing partners, in conjunction with investigating and sourcing new partnerships, that support the identification of enhanced student wellbeing and learning opportunities.</p> <p>Embed arrangements with cluster and similar journey schools that support collegial networking, sharing, capability development, reflection and celebration.</p>





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Endorsement

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

Principal

P and C / School Council