

Tamborine Mountain State High School



Curriculum Plan 2017

Tamborine Mountain State High School

Curriculum, Assessment and Reporting Plan

Years 7 – 12

School Information and Data

Total enrolments:	931	
Year levels:	7 – 12	
Student information:	21 Indigenous students	(2%)
	49 students with disabilities	(5%)
Staff information:	75.2 teaching staff	
	40 non-teaching staff	

Systemic Priorities

Increasingly, in a world where knowledge itself is constantly growing and evolving, our students need to develop a set of knowledge, skills, behaviours or general capabilities that apply across learning area contents and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

- National Curriculum Implementation
- Literacy and Numeracy Achievement
- P-12 Framework.

School-based Priorities 2017

- Focused feedback and its direct correlation to effect size
- Dimensions of Learning
- Differentiation (inclusive learning)
- Digital
- Data.

Targets

Specific targets have been set –

- Each faculty develops feedback research action plan
- 8 Action Research Projects completed resulting in clear Futures Action Plan
- 93% Student Attendance Rate
- School Opinion Survey – Parents, Students and Staff 95% satisfaction rating
- QCE – 95% attainment
- NAPLAN relative gains in all areas – >25% than state
- A – C Levels of Achievement – 90%.

Sources for Gathering Information and Data

Refer to Tamborine Mountain State High School Data Plan.

Systemic

- School Opinion Survey
- National Assessment Plan - Literacy and Numeracy
- School Profile
- Headline Indicators.

School-based

- Dashboard
- PAT Testing
- A-E Reporting
- U2B Movement
- Mini NAPLAN test data
- Pre and post class testing
- QCS Data
- QCE Data
- Destination Data.

Purpose

Students at Tamborine Mountain State High School will be active and reflective members of the community, with the skills and desire to be lifelong learners.

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.

Tamborine Mountain State High School offers students the opportunity to succeed academically. The school is a growing modern high school with high expectations for all students and staff.

A strong culture of learning is evident across the school. We have high expectations of our students in behaviour, effort and academic progress. We take pride in our physical environment with beautiful grounds and well maintained and equipped classrooms.

Quality Teaching

Hattie identifies learning as a complex process. Clear classroom expectations for both teachers and students need to be established, sustained and enhanced -

- Classroom environment is structured for positive learning outcomes
- Positive attitudinal dispositions by students towards learning encouraged
- Demonstrated evidence of the prior cognitive abilities of each student (pre and post testing)
- Clear and challenging goals established by the teacher for the sequence of instruction
- Supportive diagnostic feedback provided by the teacher

- Timely feedback by the teacher on student learning achievements from a sequence of instruction.

We are committed to the continuous learning and development of teachers to improve student outcomes and maximize student learning to support all students to succeed. As such, we continue to ensure that teachers have a wide repertoire of effective teaching practices surrounding the following –

- Knowing students and how they learn
- Knowing the subject content and how to teach it
- Planning for and implementing effective teaching and learning
- Creating and maintaining supportive and safe learning
- Assessing and providing feedback
- Reporting on student learning
- Engaging in professional learning
- Engaging with professional colleagues, parents/caregivers and local community.

Strategies

- Data driven differentiation
- Regular teacher feedback through line management and classroom observations
- Regular feedback both formally and informally to students
- Provision of focused professional development (feedback, differentiation and pedagogical improvement)
- NAPLAN intervention
- Monitoring of alignment of teaching, learning and assessment (HOD)
- Utilization of specialist teachers
- Primary trained teachers working with secondary trained teachers.

The Curriculum

Tamborine Mountain State High School follows the Australian Curriculum in Junior Secondary in English, Mathematics, Science, History and Geography.

Our unit plans include:

- clear and specific statement of content and task/s
- details of time allocations
- literacy strategies
- numeracy strategies
- General Capabilities:
 - Literacy
 - Numeracy
 - ICT Capability
 - Critical and Creative Thinking
 - Ethical Behaviour
 - Personal and Social Capability
 - Intercultural Understanding
 - Aboriginal and Torres Strait Islander Histories and Culture

- Asia and Australia's engagement with Asia
- Sustainability.
- Dimensions of Learning:
 1. Positive attitudes and perceptions about learning
 2. The acquisition and integration of knowledge
 3. The extension and refinement of knowledge
 4. The meaningful use of knowledge
 5. Habits of Mind.
- marking criteria
- weighting or function in the assessment program (if applicable)
- differentiation strategies

Curriculum in Action

- Teaching and learning opportunities are informed by student performance data to support the continuous improvement of student achievement.
- Differentiated and scaffolded teaching strategies enable students to achieve the learning specified for their year level. Differentiation Action Plans are developed where necessary
- Curriculum provision to students with diverse learning needs including those with disabilities takes into account their individual needs and identified learning pathways.
- Individual Curriculum Plans are developed for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas
- A school homework policy in consultation with the school community.
- Pedagogical Framework is based on the Dimensions of Learning (DOL) with a strong focus on developing questioning, teaching strategies and learning opportunities for higher order thinking and emotional intelligence through the Habits of Mind.
- Units of work are underpinned by explicit Literacy, Numeracy and ICT indicators and the General Capabilities. Term planners detail lesson content per term. Each Faculty's handbook specifies the storage procedures for unit overviews and planners. OneSchool unit plan format is utilized where available. QCARF formats are used for those subjects.
- Course planners for each subject are forwarded to parents each semester.

Cross-Curricular Curriculum

- An EATSIPs (Embedding Aboriginal and Torres Strait Perspectives) Committee is actively involving students, teachers and community.
- Australia's Engagement with Asia is evident through Japanese Studies and sister school "Urawa Nishi" agreements.
- Sustainability is particularly evident in some Science and Humanities/Geography units.

Student Well-being

The Support Staff and Student Support Leaders (SSL) are committed to ensuring students have a safe and supportive school, productive learning and develop good relationships. They support students across the range of well-being issues that confront adolescent learners.

The student support team work together to -

- Ensure the health and well-being of students
- Support students to have happy and productive lives
- Establish networks of support personnel to provide appropriate levels of support for the individual needs of students

Available specialist support exists -

- Guidance Officers
- School Nurse
- Psychologist
- Youth Support Officer
- Chaplain
- Industry Liaison Officer
- Student Support Leaders

Individual support typically includes -

- Acknowledging and understanding issue
- Mediation (if required)
- Facilitated problem solving
- Goal setting
- Behaviour strategies including building confidence and self-esteem
- Monitoring

Students may refer themselves for assistance or a referral may be made by a staff member or parent/caregiver.

Dimensions of Learning

A common, consistent and evidence-based approach to teaching and learning is vital to ensuring that the learning outcomes for all students are maximized.

Good pedagogy has always been the driving force behind all aspects of student learning. The decision to adopt the Dimensions of Learning framework was based on the belief that it was informed by current research into the way the brain learns, retains and uses new knowledge. Dimensions of Learning is a comprehensive framework that uses what researchers and theorists know about learning to define the learning process. Its premise is that five types of thinking – called the five dimensions of learning are essential to successful learning.

The Dimensions Framework helps teachers to:

- Maintain a focus on learning
- Study the learning process

- Plan curriculum, instruction and assessment that take into account the five critical aspects of learning.

The Five Dimensions of Learning essential to successful learning are –

Dimension 1: Attitudes and Perceptions

These affect the student's ability to learn.

A learner needs to -

- be in a safe, caring and well-organised environment
- have a positive attitude towards learning
- enjoy the learning process and class interactions

Dimensions 2: Acquire and Integrate Knowledge

To acquire and integrate new knowledge (declarative knowledge) learners need to –

- build on what they already know
- be able to organize information
- find strategies to make new knowledge part of long term memory.

To learn new skills and processes (procedure knowledge) students need to -

- learn a model (set of steps)
- shape the skill or process so that it is effective for them
- internalize the new practice so they can perform it easily

Dimensions 3: Extend and Refine Knowledge

Once new knowledge has been acquired and integrated, students need to develop in-depth understandings by extending and refining their knowledge.

This is done through deeper consideration of the knowledge by –

- analysis that involves application of more complex reasoning processes (higher order Thinking); or
- transforming the knowledge into another form; for example metaphoric expression through visual arts – theatre/drama or poetry

Dimensions 4: Use Knowledge Meaningfully

Learners will more effectively internalize knowledge when they are able to use it to perform a meaningful task.

This may be –

- something in real life that uses the new skills; or
- a life-like opportunity so that students can practice their new knowledge and skills in a safe environment.

Dimension 5: Habits of Mind

The habits of mind that support effective learning are -.

- Persistence
- Managing impulsivity
- Listening with empathy and understanding

- Thinking flexibility
- Thinking about your thinking: Metacognition
- Striving for accuracy
- Applying past knowledge
- Questioning and posing problems
- Thinking and communicating with clarity and precision
- Gathering data through all senses
- Creating, imaging and innovating
- Responding with wonderment and awe
- Taking responsible risks
- Find humour
- Thinking interdependently
- Remaining open to continuous learning.

Implicit in the Dimensions of Learning model are five basic assumptions –

1. Instruction must reflect the best of what we know about how learning occurs.
2. Learning involves a complex system of interactive processes that include various types of thinking – represented by the five dimensions.
3. Curriculum programs should include the explicit teaching of attitudes, perceptions and mental habits that facilitate learning.
4. A comprehensive approach to instruction includes both teacher directed and student directed instruction.
5. Assessment should focus on students' use of knowledge and complex reasoning processes rather than on their recall of information.

The Relationship between the Five Dimensions of Learning

A student's attitudes and perceptions (Dimension 1) and productive habits of mind (Dimension 5) are the foundations for acquiring, integrating, extending and refining and applying knowledge (Dimensions 2, 3, 4). Effective teachers continually move between many of the dimensions during lessons and other classroom interactions. The dimensions are interrelated and interconnected and should not be considered alone.

Our school has developed a range of processes to support the enactment of our pedagogical model, particularly in relation to curriculum planning and to feedback and coaching. Dimensions of Learning provides staff with a common language which ensures that curriculum planning and the use of student data is aligned to our pedagogical model. There is an expectation that clear and explicit learning goals are established and that relevant student data is used to differentiate learning in order to support all students in achieving these goals.

Tamborine Mountain State High School has also developed a school-wide approach to lesson observations, feedback and evaluation to foster an open, supportive and professional culture of reflection and continuous improvement.

Feedback is provided using a coaching model that is focused on supporting the continued refinement and growth of teacher expertise.

Our pedagogical model provides our school community with a clear and united way to

continue working together to build the professional capital of our teachers and improve the learning experiences and outcomes to our students.

Curriculum to the Classroom

C2C resources are accessed as a resource to support teachers in the delivery of the curriculum. The resources are adjusted according to student needs.

Queensland Curriculum Assessment and Reporting Framework (QCARF)

Essential Learnings identify what should be taught and what is important for students to have opportunities to know and be able to do. They describe the ways of working, and knowledge and understanding that students need for ongoing learning, social and personal competence and participation in a democratic society.

Tamborine Mountain State High School is implementing the Queensland Curriculum for Years 7 – 9.

- Technology
- Health and Physical Education
- Business
- Arts

Senior Education and Training Plans (SETP)

Every Year 10 student completes a Senior Education and Training Plan with opportunities to review in Years 11 and 12.

Students in Year 10 participate in the development of individual SET Plans. These plans indicate student pathways through their senior phase of learning. Parents/caregivers, students, Guidance Officer and Administration support students in the development and updating of their plans.

All students in Year 10 complete a Senior Education and Training Plan (SETP). The SETP process encourages students to reflect on their current achievement, their future goals and career options. This links them to sustainable and rewarding pathways beyond school.

Year 10

Year 10 is organized as a transition year where students have the opportunity to trial subject content, processes and assessment methods before committing to Years 11 and 12 subjects.

Whole School Curriculum Overview



JUNIOR SECONDARY									
LEVEL	ENG	MAT	SCI	HUM/LIT	SPORT/PDD	OLA The Arts	OLA Technologies	Assembly/Form /Pastoral Care	TOTAL
						Learning Areas studied across 2 years			
Year 7	5	5	3	3	1 ICT Semester 1 Sport Semester 2	Semester Rotation: 4 lessons x 2 subjects per semester students encouraged to do a minimum: - 4 lessons x The Arts: one semester 4 lessons x Technologies: one semester		1	220
Year 8	5	5	3	3		Exception: Japanese/HPE – students to study in place of one OLA		1	20
Year 9	5	5	3	3		4 lessons x 2 subjects = 8 Student selection made from subjects on offer across the Learning Areas – subjects are full y ear		1	20
SENIOR SECONDARY									
Year 10	4	4	4	Part of elective offerings		4 lessons x 3 subjects = 12 Selection made from subjects on offer across the all Learning Areas + school based traineeships/apprenticeships/TAFE/VET Certificate III offerings		1	20
Year 11	4	4				4 lessons x 3 subjects = 12 Selection made from subjects on offer across the all Learning Areas + school based traineeships/apprenticeships/TAFE/VET Certificate III offerings		1	20
Year 12	4	4				NB: Students undertake program of QCS, faculty days, excursions etc on study days – Senior Learning Program		1	20

Junior Secondary

Tamborine Mountain State High School Junior Secondary (Years 7 – 9) focuses on age-appropriate education in a supportive, safe environment.

A strong emphasis on student welfare is evident.

Social relationships are built early in Year 7 when students participate in a variety of team building activities and games (Runaway Bay Sports Centre).

Parent/Caregiver connection to their student's learning is encouraged through –

- Events – Badge Ceremony, Academic Awards, Sports Carnivals
- Volunteers – canteen
- Information sessions
- School tour
- Facebook
- Course Planners
- Parent/Teacher Interviews
- P&C meetings
- Internal reviews
- Interschool sport
- International study tours
- Guest speakers
- Chaplaincy Committee

Whole School Curriculum Plan - Vertical Alignment

[English and English Foundation](#)

[Mathematics](#)

[Science](#)

[Global Studies](#)

[The Arts](#)

Senior Curriculum

Students in Years 10, 11 and 12 are considered senior secondary students at Tamborine Mountain State High School. This important phase of learning prepares students for their beyond school futures.

Authority and Authority Registered subjects are administered by the Queensland Curriculum and Assessment Authority (QCAA).

Authority subjects - (Subjects which contribute to OP eligibility)	
Ancient History	Japanese
Art	Legal Studies
Biological Science	Mathematics A
Business Management	Mathematics B
Chemistry	Mathematics C
Dance	Modern History
Drama	Music
English	Physical Education
Film, Television and New Media	Physics
Geography	Senior Graphics
Home Economics	Technology Studies
Information Processing and Technology	
Authority-registered subjects and certificates	
Certificate III in Business (BSB30115)	Industrial Graphics Studies (IGS)
Diploma in Business	Industrial Technology Studies (ITS)
Certificate III in Sport and Recreation (SIS30513)	Media Arts in Practice
Hospitality	Prevocational Mathematics (PVM)
Early Childhood Practices	Visual Arts in Practice
English Communication	

Students in the senior years have a programme of learning that meets the requirements of the Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA).

Queensland Certificate of Education (QCE)

The learning outcome for all students is a QCE or QCIA for a small number of students in our Special Education Program.

QCE eligibility is monitored carefully through Years 11 and 12.

Distance Education

- French
- German
- Geography
- Japanese

Griffith University Based Subjects

- GriffBio
- GriffBus

Diploma

- Diploma of Business

Vocational Education and Training (VET)

- Cert III Sport and Recreation
- Cert III Business

School Based Apprenticeships and Traineeship Programs

Students have the opportunity to begin their future career while completing their senior schooling through the School-Based Apprenticeship and Traineeship (SAT) program.

Tamborine Mountain State High School supports this program by assisting students balance their school commitments with work and training time.

Apprenticeship	Traineeship
<ul style="list-style-type: none">• Cert III in Cabinet Making• Cert III in Carpentry• Cert III in Commercial Cookery• Cert III in Hairdressing Cert III in Heavy Comm Vehicle Mechanical Tech• Cert III in Landscape Construction• Cert III in Marine Mechanics• Cert III in Mobile Plant Technology• Cert III in Plumbing	<ul style="list-style-type: none">• Cert III in Business• Cert III in Business Admin• Cert III in Hospitality• Cert III in Retail Ops• Cert III in Tourism

External Provider's Certificates

Axiom	<ul style="list-style-type: none">• Certificate III in Active Volunteering• Certificate III in Business• Certificate I in Construction• Certificate II in Hospitality and Tourism• Certificate III in Sport and Recreation• Certificate II in Health Support Services
Binnacle	<ul style="list-style-type: none">• Sport and Recreation and Business
Prestige	<ul style="list-style-type: none">• Diploma in Business

Assessment

Assessment is an integral part of the teaching and learning process. A variety of techniques and instruments aim to provide information that assists teachers and students.

Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students' confidence in their ability to learn.

Assessment instruments are designed to act as a tool for gathering information about student achievement. Assessment items involve students applying and using relevant knowledge and skills to create a product or a response to a problem or issue. These assessment instruments need to be aligned with syllabus general objectives and requirements.

Students are aware when summative assessment is undertaken and the bases on which judgements are made.

Parents/Caregivers are advised when the student fails to make sufficient progress or submit material to enable judgements to be made.

Purposes	Types	Techniques/Instruments
To collect evidence on which to base judgements about student learning	Formative – to assist students to improve	Questioning, consultation, extended conversation
To gather information systematically and from a range of assessment types	Diagnostic – to assist teachers to identify specific strategies to intervene effectively	Drafts, Outline, Plans Oral/multimedia presentations
To develop in students an ability to critically analyse their own work	Summative – to determine a standard of performance	Guided/unseen tasks/projects/exams
To enable teachers to have confidence in their judgements of student work	Moderated – to validate judgements made by teachers	Written presentations based on an appropriate genre Performances/practical tasks Completed product/device

Students may also be required to participate in diagnostic tests in order to gather data about capabilities and learning outcomes. This data is used best to inform teaching practice and differentiation in classes.

This testing may happen on a national scale such as NAPLAN or it may be in class or individually based.

Each assessment instrument at Tamborine Mountain State High School will:

- Use the assessment item requirements to ensure a consistent indicators and structure across all faculties.
- Give clear and explicit instructions for the task.
- Provide appropriate scaffolding for the task and modify the task where needed for students with learning difficulties and/or special needs.
- Specify conditions, context, unit title, genre, audience, background and dates for draft checking and final submission.
- Specify dimensions/criteria and standards.
- Specify digital skills, literacy and numeracy indicators.

Pre-tests will be undertaken for the purpose of identifying specific areas that need to be targeted in preparation for the completion of the assessment items. Students are given every opportunity to achieve successful outcomes when completing the assessment tasks through:

- Semester outlines of due dates/course planners published for each student.
- Explicit teaching to prepare students for the demands of the assessment items.
- Appropriate scaffolding.
- Explicit feedback to identify how improvements can be made.

Student achievement data is analysed to identify areas for improvement for individual students or group of students. This information is used to develop a Differentiation Action Plan (DAP).

The Assessment Policy provides a consistent approach across the school and all procedures regarding assessment.

Moderation

Internal moderation practices are important to ensure consistency and comparability in standards across a year level cohort within subject areas, across the whole subject area and across curriculum areas within the school.

Faculties moderate at least once a term either using whole folios of student work and/or focusing on specific assessment items. Heads of Department will determine the specific focus of the activity and the timing.

Teachers examine the match between the student's ability to address the task criteria and the standards frameworks for specific levels of achievement. Feedback is provided to specific teachers in terms of agreement/disagreement with the standards achieved and awarded.

The suitability of assessment items and modifications needed for future use of these assessment items is also discussed at moderation meetings. The discussion should involve an analysis of achievement data associated with the relevant assessment item.

Feedback

Drafting Guidelines

Instruments	Years 7, 8, 9 and 10	Year 11	Year 12
Written	<ul style="list-style-type: none">• Teacher consultation• Maximum of two drafts	<ul style="list-style-type: none">• Teacher consultation• Maximum of two drafts	<ul style="list-style-type: none">• Teacher consultation• One draft submitted
Spoken	<ul style="list-style-type: none">• Teacher consultation• Maximum of two drafts• Feedback provided at rehearsal	<ul style="list-style-type: none">• Teacher consultation• Maximum of two drafts• Feedback provided at rehearsal	<ul style="list-style-type: none">• Teacher consultation• One draft submitted• Feedback provided at rehearsal

Students in all grades are permitted to seek consultation on their work as many times as required.

Purpose of Feedback

The purpose of viewing student drafts is to provide them with feedback so that improvements can be made to the response. Drafting is a consultation process and students can ask for verbal feedback at any time. Drafting feedback should focus on the student reflecting on strategies they might use to improve their work. The instrument specific standards should be used to help students identify the areas they need to review in terms of how well students have met the criteria.

Students

- Work on their role as writer/speaker and show more awareness of the audience.
- Rearrange the sequence and structure to prioritise points.
- Conduct more research and/or substantiate points with referencing.

- Correct textual errors and indicate that the draft requires more careful editing (it is not expected nor advised that all textual errors are corrected, particularly in the senior years where students are expected to have increasing independence).
- Include more detail to ensure that word length and purpose requirements are met.

Types of Feedback

- Verbal feedback in a general and/or specific context in relation to specific assessment items.
- Written feedback on drafts, final copies of written tasks or in response to performance tasks (i.e. individual orals, plays).
- Feedback can be given individually to students in a formalised conference type format or in an informal manner.
- Whole class feedback in response to assessment tasks is important in the teaching/learning process so that common weaknesses can be addressed and general advice given to assist with the overall improvement. Exemplary samples of work should be shared with the class to provide appropriate models of VHA, HA responses.
- Progress feedback – It is important that students in all year levels are given appropriate feedback about their progress and rank ordering with a view to addressing what needs to be focussed on in order to improve their ranking. These discussions should occur individually with students.

Reporting

Reporting to parents/caregivers will be based on a representative sample of student work. It acknowledges the achievement (A-E) of the student as well as provide information on work ethic and behavior. Reporting occurs once per term.

Parent/Teacher Interviews occur on the last day of term. (Terms 1-3). Feedback on student work and work habits is provided in greater depth and supported by evidence. Parents/Caregivers unable to attend are contacted by phone or email.

In the Junior School parents/caregivers also receive reports on student performance in NAPLAN. These results are provided by the QCAA.

Modes of Reporting

- Written reports (print or electronic)
- Student-teacher conferences
- Parent interviews

Reporting Frequency

Term 1 (Week 9)	Students/Parents/Caregivers	Interim Report
Term 1 (Week 10)	Students/Parents/Caregivers	Parent Interviews
Term 2 (Week 9)	Students/Parents/Caregivers	End Semester Report
Term 2 (Week 10)	Students/Parents/Caregivers	Parent Interviews
Term 3 (Week 9)	Students/Parents/Caregivers	Progress Report
Term 3 (Week 10)	Students/Parents/Caregivers	Parent Interviews
Term 4 (Week 9)	Students/Parents/Caregivers	End Semester Report

The critical junctures outlined above are complimented with ongoing student conferences and celebrations of learning throughout the year.















































General Capabilities

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behavior, personal and social competence and intercultural understanding) and three cross- curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability). Continua of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling. These have been embedded where relevant and appropriate in each learning area and are featured in units of work.

General Capabilities

The Australian Curriculum's General Capabilities and Cross-Curricular Priorities are addressed through our pedagogical framework – Dimensions of Learning.

The General Capabilities are incorporated into junior school units.

Key	LIT  Literacy NUM  Numeracy ICT  ICT capability CCT  Critical and creative thinking EB  Ethical behaviour PSC  Personal and social capability																																								
	IU  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures AA  Asia and Australia's engagement with Asia  Sustainability																																								
	Term 1										Term 2										Term 3										Term 4										
																																									
English	7	✓	✓	✓	✓	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓				
	8	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	X	X	✓			
	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	✓			
Mathematics	7	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	X	✓	X	X	X	
	8	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	X	✓	✓	X	X	X	✓	✓	✓	✓	X	✓	X	X	X	✓	✓	✓	✓	X	✓	X	X	X	X	
	9	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	X	X	X
Science	7	✓	✓	X	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	✓	
	8	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	✓	
	9	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	X	✓	X	✓	X	X	✓	
Humanities	7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	9	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Arts	7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓
	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓
Technologies	7	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	8	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	X	X	X	✓	
	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓

Whole School Intervention Approach

- Uses NAPLAN and state standards as well as school-based expectations in determining the need for intervention
- Uses classroom-based assessment tools in targeting areas for intervention
- Provides support to teachers in making intervention decisions
- Co-ordinates all school literacy and numeracy resources in a collaborative approach to intervention
- Uses student achievement data to measure the effectiveness of intervention

Regular conferences with parents/caregivers, teachers, Heads of Department and Administration ensure equitable education for students with learning difficulties.

Intervention practices –

- Identification of students
- Selection of method and level of adjustment required
- Collaboratively planned units and resources
- Monitoring
- Review and re-consultation

Differentiation

- Teaching practices reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities
- Teachers work at understanding where students are up to in their learning, including their current knowledge, skills, learning difficulties and misunderstandings, to identify starting points for teaching
- Teachers work to ensure that all students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests and motivations
- Teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making
- Teachers assist students to monitor their own learning
- Tailored, early and sustained interventions are in place for students identified as requiring additional support.

Differentiated teaching practices are strongly supported by:

- unit planning that describes goals for differentiation
- collaborative planning and sharing of resources by teachers
- modelling and reflection on classroom teaching practice
- effective data collection and analysis, including OneSchool Dashboard
- re-grouping students, either in short-term class groups or longer-term rearrangement of classes.

Developing a Culture of Support

1. Knowing our students requiring improved mental health

- Ensure awareness of student choices/behaviour that might indicate wellbeing compromise.
- Encourage student to voice and respond appropriately
- Collate data for students with potential mental health and wellbeing issues
- Share data with our Student Support Team

2. Identification and Response

- Confirm behaviours that may be an indication of developing mental well being issues
- Discuss behaviours that may provide warning signs
- Refer to relevant stakeholders, Administration team, Student Support Team
- Interactions with parents/caregivers

3. Responsive Provisions for Students

- Negotiate provisions to support learning
- Review delivery modes for students with mental health issues
 - Part-time attendance with teacher email support
 - Investigate School of Distance Education replacement subjects
- Differentiate for these students e.g. Special Provisions Policy; Selective Updating Policy

4. Responsive and Supportive Staff

- Educate staff regarding DET policies re: mental health and wellbeing
- Provide professional development teaching students with mental conditions
- Provide insights into what the student's experience – e.g. anxiety, depression, self-harming, trans-gendering, trauma
- Build communication skills and respect for students with mental health conditions
- Educate staff regarding the various conditions and their symptoms
- Promote website e.g. Mind Matters

5. Responsive and Supportive Families

- Provide access information e.g. websites, professional support etc
- Provide information regarding access to on-going educational programmes
- Liaise with the case manager to monitor student's progress

6. Mental Health and Wellbeing Advocate Role

- Instigate the necessary conversations to support students
- Advocate for students with staff
- Review policies and procedures to assist children with mental health issues
- Support Guidance Officer, Nurse and Chaplain in working with children and families

- Advocate for families
- Advocate the student voice in the implementation of the support plan

<http://deta.qld.gov.au/initiatives/learningandwellbeing/>

<http://ppr.det.qld.gov.au/education/learning/Pages/Supporting-Students'-Mental-Health-and-Wellbeing.aspx>

Learning Support

Tamborine Mountain State High School is committed to an education program that recognizes student needs. Students are provided with appropriate intervention that enables them to reach maximum learning.

Special Education

Special Needs teachers design individualized programs based on particular student needs and these are documented in support plans. These programs occur in mainstream classes wherever possible and are usually supported by a teacher aide. Classroom teachers are supported by specific advice to enable them to differentiate their curriculum and pedagogy.

Students with a verified disability will undertake a modified program of study in order to access subject curriculum at their level. Modified programs can range from slight changes in content and the provision of scaffolded support to significant and alternate activities.

The responsibility to differentiate learning experiences rests with the classroom teacher.

Individual Curriculum Plans

Students who are performing significantly (2 or more year levels) below their cohort level will undertake an Individual Curriculum Plan (ICP).

The Individual Curriculum Plan is developed collaboratively with consultation between parents/caregivers, teachers and students.

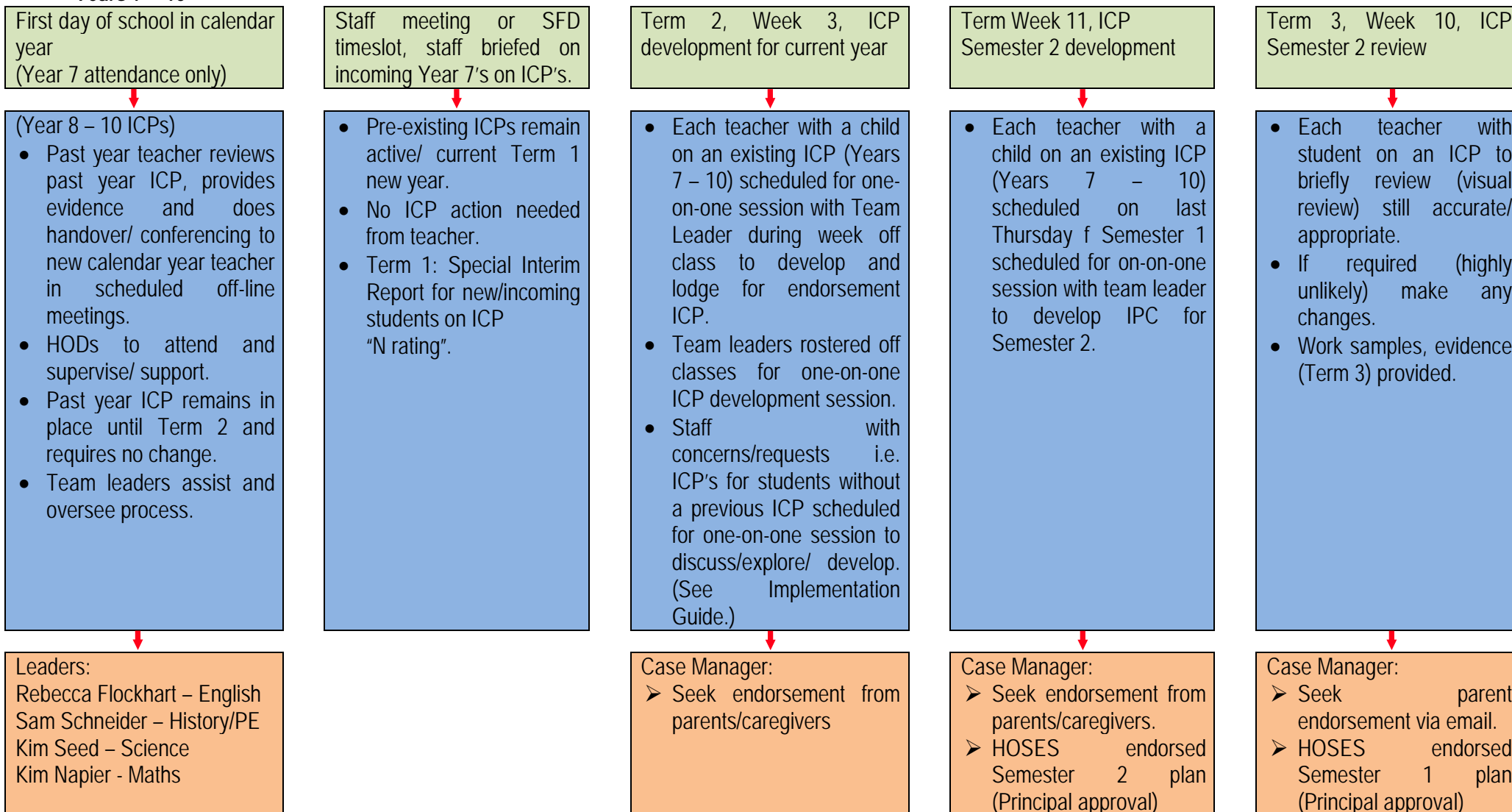
The process involves –

- Identification of student's curriculum context from higher or lower year levels
- Identification of specific content descriptors to be taught.
- Provision of reasonable adjustments and differentiation to meet the student's learning needs.
- Assessment against relevant achievement standards.
- Reporting against achievement standard for year level curriculum accessed.

Yearly ICP Process

(ICP apply to English, Science, Maths, History, Physical Education)

Years 7 – 10



Where to find student/class ICP's:

1. Oneschool > Class Dashboard > (Enter your class) > ICP notes (right hand side in blue)
2. Oneschool > Reports (Tab) > Curriculum > **Individual Curriculum Plan-School Summary** > Search Criteria (ALL + Draft & Endorsed) + "Include Future Students" (If needing Year 6 enrolments)

Extension

Tamborine Mountain State High School is committed to providing a learning framework that supports high quality teaching and learning practices and encourages students to engage and to be successful.

- Identify suitable candidates
- Develop differentiated curriculum
- Adjust timetable to access accelerated program – if relevant
- Network with external providers – Binnacle; Griffith University; Swinburne University and Gold Coast TAFE.

Targets, Standards and Benchmarks

- Assessment data is collated each semester and presented to Heads of Department. This data is used by Administration members and Faculties to set targets for achievement. Case management of every child with a D result is undertaken after each reporting cycle.
- Criteria and standards are key components of all assessment instruments and these should be written in clear language that enables students to produce quality work matching the expected outcomes for the assessment instrument.
- The school reviews state data from NAPLAN, QCAA, Like Schools and from Regional Schools to assist the improvement agenda and meet expected benchmarks.