

TAMBORINE MOUNTAIN COLLEGE STRATEGIC PLAN 2012 – 2016

Our Mission:

to provide and maintain a student-centred, safe, learning environment that promotes “Victory and Valour” as part of our ongoing tradition of student success.

Our Values

Tamborine Mountain College is an independent, non-denominational, co-educational college in the Gold Coast hinterland. Each year level is restricted to two classes only, bearing the College’s motto “Victory & Valour”, thereby students belong to either 8Vic or 8Val Form and so on through to Year 12. Our College boasts an academic core with the majority of students going onto university, however we do cater for individual needs, offering traineeships and apprenticeships as part of the Yr 10 career set plan. We value tradition and students are groomed in good manners and politeness in a family-like atmosphere.

- Excellence in learning and teaching
- Social justice and equity
- Lifelong learning that empowers individuals and groups and enriches society
- Participation and consultation
- Responsiveness to diversity and changing needs
- Effectiveness and efficiency
- Accountability
- Respect for the attitudes, culture and beliefs of the College
- Provision of a caring environment characterised by self-respect, self-discipline and consideration for others.

National Goals for Schooling

Tamborine Mountain College has a commitment to the Melbourne Declaration on Educational Goals for Young Australians. Tamborine Mountain College supports these goals, which encompass the College’s philosophy and aims. The College values the central role of education in building a democratic, equitable and just society— a society that is prosperous, cohesive and culturally diverse, and that values Australia’s Indigenous cultures as a key part of the nation’s history, present and future. As a nation Australia values the central role of education in building a democratic, equitable and just society— a society that is prosperous, cohesive and culturally diverse, and that values Australia’s Indigenous cultures as a key part of the nation’s history, present and future.

Our commitment to improving educational outcomes for all young Australians is central to the nation’s social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

Goal 1: Australian schooling promotes equity and excellence to:

- provide all students with access to high-quality schooling that is free from

discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location

- ensure that schools build on local cultural knowledge and experience of Indigenous students as a foundation for learning, and work in partnership with local communities on all aspects of the schooling process, including to promote high expectations for the learning outcomes of Indigenous students
- ensure that the learning outcomes of Indigenous students improve to match those of other students
- ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes
- reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness
- ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity
- encourage parents, carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes
- promote a culture of excellence in all schools, by supporting them to provide challenging, and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents
- promote personalised learning that aims to fulfil the diverse capabilities of each young Australian.

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Successful learners:

- develop their capacity to learn and play an active role in their own learning
- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- are able to plan activities independently, collaborate, work in teams and communicate ideas
- are able to make sense of their world and think about how things have become the way they are
- are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives
- are motivated to reach their full potential.

Confident and creative individuals:

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- have a sense of optimism about their lives and the future
- are enterprising, show initiative and use their creative abilities
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- have the confidence and capability to pursue university or post-secondary

- vocational qualifications leading to rewarding and productive employment
- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as family, community and workforce members
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.

Active and informed citizens:

- act with moral and ethical integrity
- appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture
- understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
- are committed to national values of democracy, equity and justice, and participate in Australia's civic life
- are able to relate to and communicate across cultures, especially the cultures and countries of Asia
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens.

A Commitment to Action. This commitment will be supported by action through:

1. developing stronger partnerships that engage young Australians, parents, carers, families, other education and training providers, business and the broader community to support students' progress through schooling, and to provide them with rich learning, personal development and citizenship opportunities.
2. supporting quality teaching and school leadership to attract, develop, support and retain a high-quality teaching and school leadership workforce in Australian schools.
3. enhancing middle years development through providing programs that are responsive to students' developmental and learning needs in the middle years, and which are challenging, engaging and rewarding.
4. supporting senior years of schooling and youth transitions to support the senior years of schooling and the provision of high-quality pathways to facilitate effective transitions between further study, training and employment.
5. promoting world-class curriculum and assessment designed to develop successful learners, confident and creative individuals and active and informed citizens. The learning areas will be incorporated into the curriculum with breadth, balance and depth of learning appropriate to students' phases of development. These learning areas include English, Maths, Sciences, Humanities and Social Sciences, the Arts, Languages, Health and Physical Education, and Information and Communication Technology. Assessment of student progress will be rigorous and comprehensive. It needs to reflect the curriculum, and draw on a combination of the professional judgement of teachers and testing, including national testing that focuses on:
 - assessment for learning—enabling teachers to use information about student progress to inform their teaching
 - assessment as learning—enabling students to reflect on and monitor their own progress to inform their future learning goals
 - assessment of learning—assisting teachers to use evidence of student learning to assess student achievement against goals and standards.
6. improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds to 'close the

gap' got young indigenous Australians, provide targeted support to disadvantaged students, and to focus on school improvement in low socioeconomic communities.

7. strengthening accountability and transparency through rich data on the performance of students to improve student outcomes.

With commitment and hard work—from children and young people and their parents, carers and families, from schools, teachers, communities, business and all Australian governments—all young Australians will be provided with the opportunity to reach their full potential.

The National Safe Schools Framework

Tamborine Mountain College:

1. affirms the right of all school community members to feel safe at school
2. promotes care, respect and cooperation and values diversity
3. implements policies, programmes and processes to nurture a safe and supportive school environment
4. recognizes that quality leadership is an essential element that underpins the creation of a safe and supportive school environment
5. develops and implements policies and programmes through processes that engage the whole community
6. ensures that the roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
7. recognises the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment
8. has a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships
9. focuses on policies that are proactive and orientated towards prevention and intervention
10. regularly monitors and evaluates policies and programmes so that evidence-based practice supports decisions and improvements
11. takes action to protect children from all forms of abuse and neglect – Tamborine Mountain College Child Protection Handbook is available for your information.

Our Priorities

1) Quality Education and Training

- Delivering opportunities for all students to reach potential
- Continuing to develop curriculum to ensure that it is relevant to the needs of all students
- Ensuring and improving the range of vocational education and training pathways at the College
- Supporting and encouraging professional development for teachers to ensure quality offering and delivery of learning at the College
- Implementing literacy, numeracy and inclusive educational strategies to improve learning outcomes for all students

2) Co-curricular and Extra-curricular Opportunities

- Encouraging and maintaining student participation in physical activity through Independent Sporting Association in the three major carnivals – Swimming, Cross-Country and Athletics
- Continuing and improving inter-school sporting opportunities with like-minded schools in competitive matches, - HIA – Hinterland Independent Association – with Hills and Kooralbyn schools eg touch football, netball, golf, soccer etc.
- Encouraging greater student participation in creative and intellectual activities – enriching and increasing performance opportunities such as theatre and productions in community involvement and events.
- Encourage and improve Music offering of instrumental tuition.
- Enriching and encouraging debating and public speaking to improve confidence and communication abilities of students

3) Physical Resources and Development

The College has undertaken a five-year vision framework, which is being developed through survey and community consultation:

2012	-	Stage 2 Masterplan Library and classrooms
Proposed		introduce Yr 7 in 2015 and ensure classrooms, staffing and resources as required.

Introduce Australian Curriculum according to Government guidelines and schedules.

Continue to improve and update information and communication technologies

expand wireless technologies to provide greater mobility and flexibility

support and encourage professional development in ICT

4) Pastoral Care

- Developing a network of pastoral care at Form Teacher level, aided by Principal counseling
- Continuing and enhancing the annual Senior School Camp, which aims to bond and strengthen relationships and develop leadership skills.