



# 2024 SCHOOL IMPROVEMENT PLAN

## SCHOOL PERFORMANCE INDICATORS

### All Year levels

- » Overall, students show measurable improvement in achievement.
- » All students use processes to lead their own learning, including learning goals, profiles, reflection, and feedback processing.
- » Students engage in a wide range of reading.
- » Attendance rates are above 95%.
- » Engagement in extracurricular and outside of hours activities is strong.
- » Student Relationship mapping and SOS data show students have positive relationships within the school community.

### Senior

- » Year 10 48% As, 82% A or B, <3% D or E.
- » A or B behaviour is 94% or better and A or B effort is 88% or better.
- » All students graduate with a meaningful pathway and a QCE or QCIA.
- » 100% of tertiary applicants receive an offer.
- » 55% ATAR 90 or better, 15% ATAR 99 or better.
- » Median ATAR of 93 or above

### Junior

- » Positive gain of 90% from Year 7 to 9 students in reading and numeracy raw scores.
- » Exceeding percentages in Year 9 - 51% Reading, 45% in Numeracy, 55% Writing and 50% Grammar & Punctuation
- » Year 7 - 60% A, 99% A-C
- » Year 8 - 55% A, 98% A-C
- » Year 9 - 62% A, 99% A-C
- » All Junior 95% A-B for Effort and Behaviour
- » All eligible students reach National Minimum Standard in Reading, Grammar Punctuation and Numeracy or have a plan to do so.
- » Students in Needs Attention at Year 7 and 9 have an individual Personal best plan.

### All Teachers

- » Using Active Learner strategies in class and are purposefully engaging students in thinking processes.
- » Engage in reflective conversations in their Developing Professional Plans (DPPs) and Professional Learning (PL) program to sharpen classroom practice.
- » Engage in Faculty and PLC collaboration in a way that has impact on their students' learning.
- » Have a deep understanding of their QCAA syllabuses and assessment practices.
- » All teachers understand and apply the six Learning Scientists strategies.
- » Contribute to positive school culture.

## LEADER PRACTICES

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| <ul style="list-style-type: none"> <li>» I regularly use frameworks (T-SAW, Kim, Butler, Fullan, Nottingham) to reflect on and refine my leadership.</li> <li>» I reflect on my leadership behaviours and their impact on organisational culture and student/staff learning.</li> <li>» I deliberately design structures and processes that build collective teacher efficacy with a focus on expertise and learning.</li> <li>» I regularly take time to gather a range of evidence to help me evaluate my impact and inform my ways of working.</li> </ul> | <ul style="list-style-type: none"> <li>» I talk explicitly with students, teachers and leaders about what progress and expertise looks like in practice.</li> <li>» I am strategic about creating high challenge, high support environments.</li> <li>» I deliberately select language that builds alignment and a deep understanding of the why and the how.</li> <li>» I deliberately plan opportunities for teachers (and students) to think interdependently, reflect on progress and collaborate meaningfully to strengthen learning.</li> <li>» I invest in developing capacity in others.</li> <li>» I am precise in my communication, starting with clear purpose.</li> </ul> |
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	STUDENT	TEACHER
<b>Visible Progress</b> 	<ul style="list-style-type: none"> <li>» I monitor and reflect on my progress toward learning and performance goals in Showbie. I discuss my reflections and progress with my teachers and Learning Mentor.</li> <li>» I understand the characteristics of high-quality responses and evaluate my own work to improve. I can think like a marker.</li> <li>» I strive to do my personal best (PB), focusing on controlling my effort, strategy, and attitude. I use the Effort and Behaviour Matrix to reflect on my progress.</li> <li>» I actively engage in my classes by asking questions and work collaboratively with my peers and teacher.</li> <li>» When questions are asked or posed, I think interdependently, helping everyone in my class learn.</li> <li>» I submit personal best drafts on time by backward mapping using the school and assessment calendars.</li> <li>» I use the Calendar application and create reminders to plan my time.</li> <li>» I check my progress toward my learning goals and use checking for understanding (CFU)/retrieval activities to help me plan my next steps for learning.</li> </ul>	<ul style="list-style-type: none"> <li>» I use Showbie profiles to help my students monitor their progress toward learning and performance PB goals.</li> <li>» I use effective feedback pedagogy that enables students to recognise characteristics of high-quality responses and think like a marker. I allow time for students to apply this learning to improve.</li> <li>» I take time to celebrate student success.</li> <li>» I use the Effort and Behaviour Matrix to help students reflect each term.</li> <li>» I focus on supporting students to develop strategies that allow them to take control of effort, strategy, and attitude.</li> <li>» I plan opportunities for students to think interdependently. I explicitly teach these skills.</li> <li>» I construct learning experiences that allow students to work collaboratively and experience challenge.</li> <li>» I explicitly prepare and use questioning strategies that activate metacognition and interdependent thinking.</li> <li>» I help students backward map by providing check points and opportunities for feedback.</li> <li>» I proactively engage with students and families to support and celebrate student progress (no surprises policy).</li> <li>» I ensure my students make meaning of the learning goals each lesson and plan checking for understanding strategies to so that they can own and assess their progress.</li> </ul>
<b>Visible Expertise</b> 	<ul style="list-style-type: none"> <li>» I look for clues to help me identify the cognitions and the thinking processes needed to solve problems.</li> <li>» I use 'Method in the Question' to be clear about the task requirements.</li> <li>» I plan my writing: I develop and test ideas, make connections with prior knowledge, and represent my thinking visually.</li> <li>» I can talk about the texts (books, podcasts, etc.) that I am engaging with and what I have learnt from them.</li> <li>» I use active (metacognitive) comprehension strategies before, during, and after reading and apply them to my learning.</li> <li>» I take time to refine the clarity and precision of my written work.</li> <li>» I engage in self and peer feedback, before seeking feedback from my teacher.</li> <li>» I use the six Learning Scientist strategies to purposefully improve my study habits, identify gaps in my knowledge, and move information into long term memory.</li> <li>» I use digital workflows to support my learning and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>» I explicitly teach cognitions and Method in the Question so that all students can apply these skills independently.</li> <li>» I deliberately plan lessons using a range of text types to encourage students to read widely.</li> <li>» I engage with the Science of Reading to support my students.</li> <li>» I deliberately plan activities to support students to write with clarity and precision.</li> <li>» I actively create a feedback culture focusing on thinking and development.</li> <li>» I explicitly teach and model elaboration, spaced and retrieval practice, dual coding, concrete examples, and interleaving when planning lessons and homework tasks.</li> <li>» I deliberately select technology and approved apps to support and enhance learning in my classrooms and in my own work.</li> <li>» I evaluate my impact on student learning and refine my pedagogy taking time each term to gather evidence (student voice, observation and feedback, self-review of lesson recordings, progress data).</li> <li>» I actively calibrate with my teaching teams to align best practice in QLearn and our classrooms.</li> <li>» I use pre and post-testing to help me plan for differentiation.</li> </ul>
<b>Visible Culture</b> 	<ul style="list-style-type: none"> <li>» I can give examples of how I have chosen to step out of my comfort zone and how I have worked through challenges (Learning Pit).</li> <li>» I communicate with respect and show kindness to others.</li> <li>» I take time each day to practice gratitude.</li> <li>» I wear the correct uniform with pride.</li> <li>» I maximise my learning by having my phone away and using focus on my iPad.</li> <li>» I arrive at school on time ready to learn. I follow the entry and exit routines.</li> <li>» I am actively engaged in State High and can identify ways in which I contribute to positive school culture.</li> <li>» I look for ways to build connection with the school community by getting involved.</li> </ul>	<ul style="list-style-type: none"> <li>» I create environments high in challenge and high in support. I maintain high expectations for all learners.</li> <li>» I lead an inclusive classroom/staff climate (Dimensions 1&amp;5) modelling kindness and respect.</li> <li>» I take time each day to practice self care.</li> <li>» I deliberately set up and reinforce positive entry and exit learning routines. I follow the late to class procedures.</li> <li>» I take time every lesson to monitor uniforms, check phones are away, and iPads are set up for learning.</li> <li>» I build connections and a sense of belonging in my classroom and staff teams.</li> <li>» I actively contribute to whole school culture, looking for opportunities to connect outside of my teaching teams.</li> <li>» I take a shared-responsibility approach to culture-building at State High.</li> <li>» I actively participate in calibration, moderation, and benchmarking to ensure a guaranteed and viable curriculum, and mastery learning for all students.</li> </ul>