2019 School Improvement Plan

School Performance Indicators

In all Year Levels

- 43% As, 82% A or B, <1.5% D or E.
- Overall, students show measurable improvement in achievement.
- All students set learning and performance goals, monitor progress towards these goals and use evidence to set new goals quarterly.
- Students apply the targeted Habits of Mind to classroom and school activities.
- Students use the concepts of Growth Mindset and Learning Pit productively.
- Students engage in a wide range of reading.
- Attendance rates are 95%.
- >96% A or B for behaviour and >92% A or B for effort.

In Senior

- All students graduate with a meaningful pathway and a QCE or QCIA.
- All QCS subject means reach agreed targets.
- All students improve QCS results over Y11/12.
- 100% of Tertiary applicants receive an offer.
- QCS results: 50% A, 80% A or B and <5% D.
- 50% OP1-5, 95% OP1-15 and 50 OP1.

In Junior

- All Y7/9 students improve on their Year 5/7 NAPLAN results by one band or more.
- All Y7/9 students improve on their Reading/Numeracy raw score from practice tests to NAPLAN results.
- 67% of Y7s achieve Band 8 or 9 in NAPLAN Numeracy, 65% in Reading, Spelling and Grammar and 45% in Writing.
- 58% of Y9s achieve Band 9 or 10 in NAPLAN Numeracy, 50% in Reading, Spelling and Grammar and 40% in Writing.
- All eligible students reach the National Minimum Standard in Reading and Numeracy or have a plan to do so.

All Teachers:

- Have developed a deeper understanding of the learning cycle and can articulate their impact on learning with all classes.
- Engage in reflective conversations in their DPPs and PL program to sharpen classroom practice.
- There is a strong culture of collaborative learning amongst staff.
- Engage in Faculty and PLC collaboration in ways that have impact on their students' learning.
- Have a deeper understanding of how to purposefully engage students in thinking processes.
- Have a deeper understanding of their QCAA syllabuses and accreditation modules.

Student Practices

Teacher Practices

Visible Expertise

Student Practices

- I know how to break down a range of questions and plan how best to respond.
- I look for clues to help me identify the thinking (cognitions) needed to solve problems.
- I improve how I use knowledge meaningfully by seeking feedback on my thinking, making meaning of this feedback and applying it.
- I can make appropriate meaning from my reading and apply it to my learning.
- I can explain and give examples of how reading a wide range of challenging texts has helped me make progress.
- I use active (metacognitive) comprehension strategies before, during and after reading.
- I can talk about and explain how I am using high-impact learning/ study strategies.

Teacher Practices

- I deliberately plan opportunities for students to purposefully engage in thinking skills.
- I actively create a rich feedback culture that allows students to receive, and act on, feedback on their thinking and skill development.
- I plan for and explicitly teach active reading strategies using a wide range of complex texts.
- I plan opportunities for students to make connections with, and predictions about, the texts they read.
- I am proactive in seeking opportunities to engage with the Senior Phase syllabus and take the time to reflect on the pedagogical implications.
- I regularly take time to gather a range of evidence (student survey, video and feedback) to help me evaluate my impact on student learning.
- I work collaboratively to ensure a guaranteed and viable curriculum that ensures mastery learning for all students.
- I teach and use high-impact learning/study techniques such as active retrieval and spaced practice.

Visible Progress

Student Practices

- I can explain how I am assessed in my subjects.
- I can show examples of how I monitor and self-assess my learning.
- I set learning and performance goals each term.
- I know where I am, where I am going and how to make progress to achieve my learning goals.
- I use evidence to monitor my progress towards learning and performance goals.
- I use exemplars and proficiency scales to help me understand how to improve the quality of my work.

Teacher Practices

- I focus on the impact feedback has on student learning and progress.
- I know how much progress each student is making toward their learning and performance goals and success criteria.
- I use evidence of my students' learning and progress to inform my teaching.
- I actively collaborate with my teaching teams to quality assure each assessment prior to beginning our units.
- I provide opportunities for my students to assess their progress and reflect on their thinking regularly in each unit/learning cycle.
- I plan regular learning experiences for students to self-assess against learning goals and syllabus/unit objectives.
- I use pre-testing and regular checking for understanding and exit strategies to ensure I know what my students are able to apply and understand.
- I ensure my students visualise/make meaning of the learning goals (WALT/WILF/ TIB) so that they can own their learning.
- I conclude my lessons by revising the learning goals (WALT, WILF, TIB) to make learning visible.

Visible Culture

Student Practices

- I strive to do my best and I know that incremental improvements are important in all school activities.
- I contribute to building positive thinking and learning culture in my classes and extra-curricular activities.
- I ask questions of my teachers and peers to help me make meaning.
- When questions are asked or posed, I think interdependently to help everyone in my class learn more.
- I can explain how I am using metacognition to improve my learning.
- I can show examples of how I have thought interdependently.
- I can give examples of how I've chosen to step out of my comfort zone and how I've worked through these challenges (Learning Pit).
- I am actively engaged in State High and can identify ways in which I contribute to our school culture.

Teacher Practices

- I explicitly prepare and use questioning strategies that support checking for understanding, metacognition and interdependent thinking.
- I construct learning experiences that allow students to work collaboratively with their peers to overcome challenges.
- I plan opportunities for students to self-regulate their learning.
- I create environments high in challenge and high in support so that students feel supported to challenge themselves — personally, socially and academically.
- I know what challenge looks like for each student. I help them reach their personal best.

Leader Practices

- I regularly use frameworks (T-SAW, Kim, Butler, Fullan, Nottingham) to reflect on and refine my leadership.
- I reflect on my leadership behaviours and their impact on organisational culture and student/staff learning.
- I deliberately design structures and processes that build collective teacher efficacy with a focus on expertise and learning.
- I regularly take time to gather a range of evidence to help me evaluate my impact and inform my ways of working.

- I talk explicitly with students, teachers and leaders about what progress and expertise looks like in practice.
- I am strategic about creating high challenge, high support environments.
- I deliberately select language that builds alignment and a deep understanding of the why and the how.
- I deliberately plan opportunities for teachers (and students) to think interdependently, reflect on progress and collaborate meaningfully to strengthen learning.