



# Strategic Plan

2017 - 2020



# ...our plan Plan

This Strategic Plan has been developed to inform the direction of the school between 2017 and 2020. The School Council, in collaboration with the school community, has reviewed each focus area and created defined and measurable actions. This plan will provide a basis in shaping the school's Annual Operational plans in each focus area.

The Plan will be monitored by the School Council through an annual cycle of reporting for each strategic focus area. It will also be reported on annually to the wider community by the Executive Principal.

In the last Strategic Plan, we identified six strategic priorities to grow a vibrant, learner centred community. There was priority work on Student Achievement, on deepening Teaching Practice, tightening and developing School Curriculum, building Leadership and School Capability through sustained learning programs, enhancing School Community Partnerships as well as some specific local priorities around pastoral care and extra-curricular programs. We identified three enduring areas for improvement: we are all improving performance, we are all visibly learning and we are building positive culture. We had set targets to guide the quantum of improvement we were seeking.

Progress over the past four years has exceeded expectation. Student achievement has reached new levels, with the school featuring at the very top end of Queensland's performance. This headline simply indicates that much has improved to enable students to achieve so well. There is a cultural shift around the importance of healthy learning for everyone - staff and students. This culture is supported by systems and practices that are deliberate and constructed around key concepts that drive our work. We have opened up the learning process, been meticulous about tracking students and built collaborative practices with staff and students. We invested in our staff. This work is sharply focussed and relentless.

In addition, there has been a lot of major change. Year 7s came to high school at a time when we admitted 999 students at once, employed 46 new teachers, built a separate Y7 precinct with 21 classrooms while embarking on a \$60 million building program and completely changing the leadership structure at the school. We have thought long term about our approaches and facilities. We have master planned all sites and conducted major works in 7 of the 10 teaching blocks. We have been strategic with the Foundation, P&C Association and PSA, recognising the importance of active partners in all three groups. We were a lead school in the

Independent Public School program, forming a School Council and setting up processes to select staff and manage much of the school autonomously.

There is much to celebrate in the achievements and collective efforts over this time.

The next four years build on these achievements and ideas and takes them further. We want to embed a central idea in all school activities. This idea is that learning is at the core of everything we do, in every field of activity and with all members of our school community. It is central to our purpose, our ways of operating and our ultimate goal. As a result this learning is visible. Success, then, is about students and staff who seize the day and exceed what they thought were the limits in each domain of learning. They have clearly added value and made substantial gains. This central idea causes us to ask about the purpose of every activity and test our practices against this purpose. This approach is sustained, deep and rich in research.

The idea of Visible Learning is expanded in our three priority areas for this four year period: Visible Progress, Visible Expertise and Visible Culture.

Our community is committed to see students and staff entrusted to it, grow, develop and progress visibly. We seek to have authoritative teaching in our classrooms and activities and an optimal school, one that is high achieving as well as continuing to improve.

Our school has a rich history and significant traditions. This strategic plan is designed to honour the past while embracing the realities of a world of change, as we remain grounded.

We commit to regularly evaluating the success of the Plan's implementation and reaffirm our commitment to these values. Through current and evolving channels of communication, we will regularly update the Brisbane State High community on our pursuit and achievement of each strategy within this Plan.



Wade Haynes  
Executive Principal



David Gillespie  
School Council Chair



# ...our philosophy

## ...our vision

Schooling at State High is a happy and inspiring experience, a time and a place where every young person develops intellectually, personally and socially. Every student experiences rigorous learning, significant personal growth and the spirit that comes from belonging to something bigger than themselves.

Together, teachers, students and parents leverage the strong traditions and history of the school to pursue and create a positive future. Our priorities come from a strong ethical base and deep sense of commitment to others and our society. We understand our place and responsibility as a leading educational community and the flagship of public education in Queensland.

We are committed to working in partnership with our community as the natural place for students to explore their developing leadership and social commitment. At the same time, we look to prepare students to be successful across cultures and countries.

We are committed to personalising learning for each student to ensure that they maximise the opportunities this school provides. We all have a growth mindset. Our approach to teaching and learning is deliberate, backed by research and focussed on unlocking the potential in us all.

## ...our motto

Scientia est Potestas (Knowledge is Power).  
We believe that the pursuit of knowledge equips and enables our students to make a powerful difference in the world.

## ...our purpose

As a learning community, we are committed to developing young people to achieve their potential intellectually, personally and socially.

Intellectually, as...

- life-long, curious learners and
- independent, creative thinkers

Personally, as...

- resilient, balanced individuals and
- confident, principled communicators

Socially, as...

- active, caring citizens and
- enthusiastic, contributing team members

## ...our values

### **Learning: we love knowledge, learning and curiosity**

Brisbane State High School is all about learning. We believe that everyone can learn and improve. Each individual has special qualities, interests and character to be developed. We provide learning experiences in all aspects of life. Young people will experience learning that is rigorous, future-focussed, enterprising and transferable to the range of situations they will encounter. We believe that young people learn best when they have structure as well as space and time to foster creativity – time to think and grow. Our teaching is enriched through excellent relationships between learner and teacher which often inspire us to learn more. Learning should be inspirational, challenging and fun.

### **Excellence: we strive for world class standards and personal bests**

We are committed to personal excellence and expect each person to strive for their best while consistently working hard. We believe in setting high standards and providing quality support to help people reach those standards and experience success. The school provides an extensive range of high quality opportunities and experiences so our students maximise their potential. Excellence for

students and teachers means they take charge of their own learning, are self disciplined, work collaboratively and engage in rigorous feedback to remain at the cutting edge of their studies/profession.

### **Respect: we earn respect for our integrity, humility and altruism**

Each person at State High is expected to act with respect towards others, themselves and to their school. We expect staff, parents, students and supporters to act with a high level of personal integrity, modelling the best standards of personal behaviour. We reflect on our achievements with both pride and humility, seeing our work in a balanced perspective. We seek to help others unselfishly with a view that helping others is reward in itself.

### **Public Education: we celebrate diversity as well as the things that bind us together**

Brisbane State High School proudly upholds the best of public education values; opportunities to excel regardless of personal circumstance. Public education is about universal excellence, access to education, being part of a community and valuing diversity. We believe that partnerships, starting with those in our local community, provide a network of support and bring richness to the school experience. We celebrate our diversity, recognising that we have much to learn from the wide range of experiences of the people in our school community. At the same time, we recognise that there is much that we all have in common and we harness the power of the things that bind us together to benefit others.

## ...at a glance

### history

- › The school opened in 1921 on the corner of Ann and Edward Streets in Brisbane City before relocating to South Brisbane in 1925.

#### Some notable alumni:

- Duncan Armstrong (Olympic Swimmer)
- Ray Barrett (Actor)
- Brett Dean (Composer)
- Sir Bill Hayden (Governor General)
- Ian Healy (Cricketer)
- Sir Leo Hielscher (Qld Under Treasurer)
- Sylvia Jeffreys (Journalist)
- Hayley Lewis (Olympic Swimmer)
- Wally Lewis (Rugby League Footballer)
- Paul Morgan (Broncos Founder)
- William Robinson (Artist)

### culture

- › The feature of our Extra-Curricular Program is the huge volunteer base. This commitment breeds a healthy culture for everyone.
- › In 2017, we had 540 students and 23 ensembles in our Instrumental Music Program and 71 in six dance troupes.

### sport

- › We have 48 activities, with 362 teams and 4665 participants costing \$2.2 million excluding volunteer time.
- › Our teams have won 41 open premierships since 2011.
- › We have been members of GPS and QGSSSA sport since 1925.



### learning

- › We use the Dimensions of Learning framework to guide pedagogy.
- › Collaborative learning is a feature. Our teachers work in Professional Learning Communities.
- › Core concepts guide our thinking for productive learning and development: Growth Mindset, The Learning Pit, High Challenge and High Support.



### academic

- › OP results are on the rise: In 2017, 55% or 239 students achieved an OP 1-5. Over 50% scored an A on the QCS test. 125 students achieved an OP1 or 2, nearly 30%.
- › We had 7% of all OP1 results in the State in 2017 with a state record of 59 students.
- › Between 88% and 65% of students are in the top 3 bands of NAPLAN.
- › Students achieved 43% A results across all subjects and 83% A or B results.



### governance

- › We are an Australasian Schools' Accreditation Agency (ASAA) accredited school.
- › Capita funding from all government sources is \$9771 (2016).
- › Our School Council consists of parents, staff and students and guides our strategic direction.



### student

- › 3190 students from Year 7-12
- › 84% continue study
- › 4% move to full-time work
- › Biggest areas for further study
  - Health 70
  - Law/Humanities 67
  - Business 60
  - Engineering 45
  - Sciences 59



### olympians

- › 37 Olympians in 16 sports and 18 Olympics.
- › If State High had swum as a country, it would have placed 7th in the world at the Olympics.



### cultural background

- › Our students come from 76 countries; 148 from NZ, 103 from India, 93 from China, 87 from Sri Lanka and 68 from Korea.



### staff

- › 197 teachers
- › 63 support staff
- › 260 total staff
- › 3190 students from Year 7-12



### enrolments

- › 23% academic merit, 18% sport merit, 5% culture merit, 53% local entry (2017).
- › We have male and female students. 47%/53% F/M.
- › 28% went to local primary schools.

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proving is good,  
**improving**  
is better.

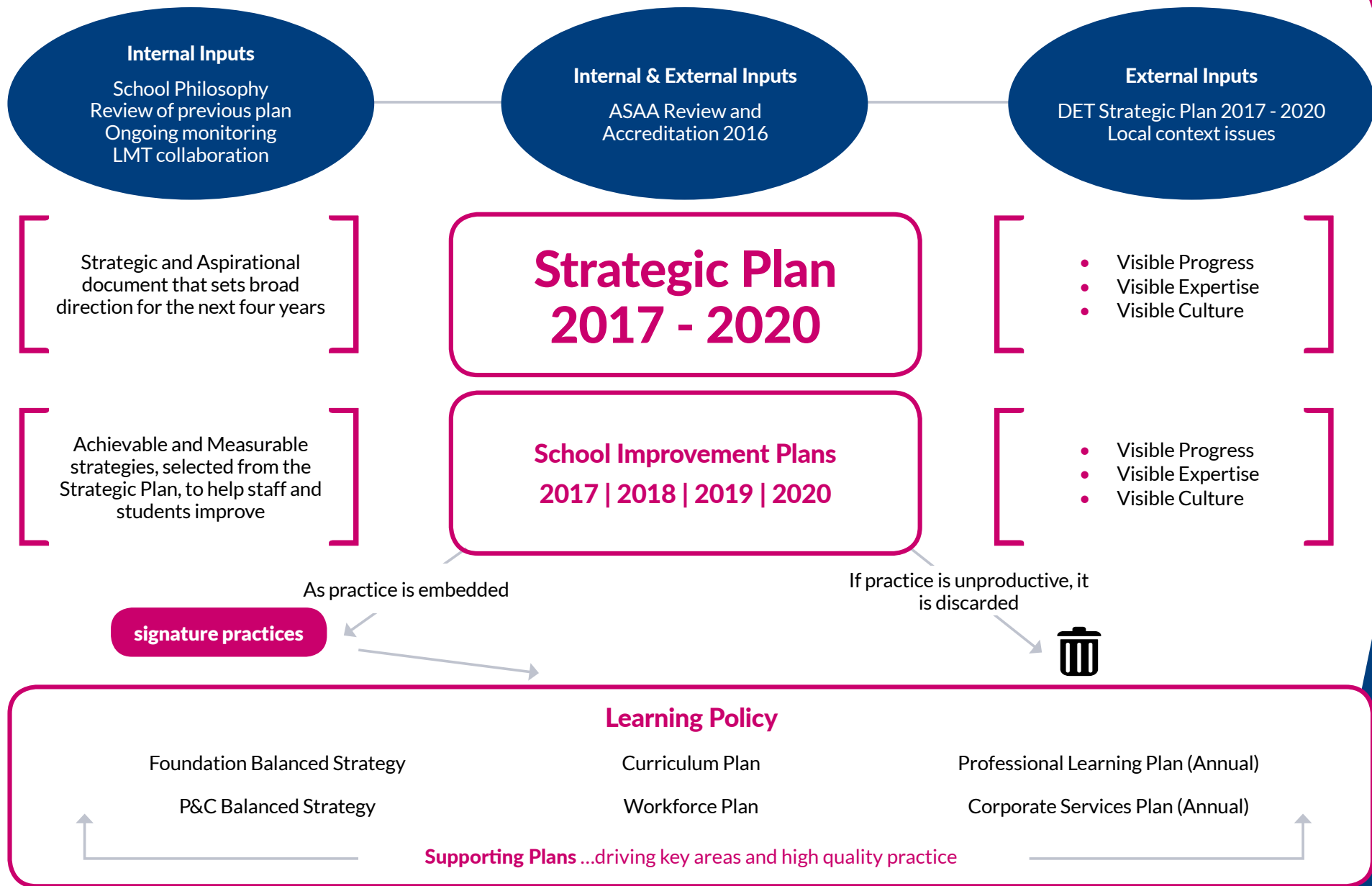
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James Nottingham, Founder  
of Challenging Learning

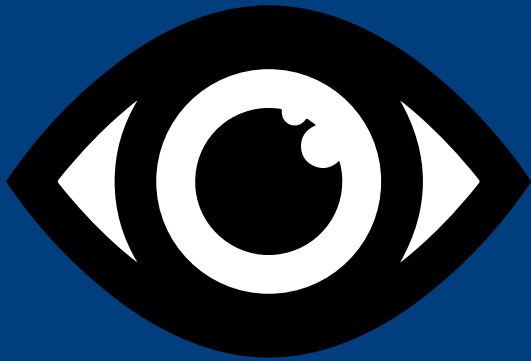


# Our planning

## ...our planning context



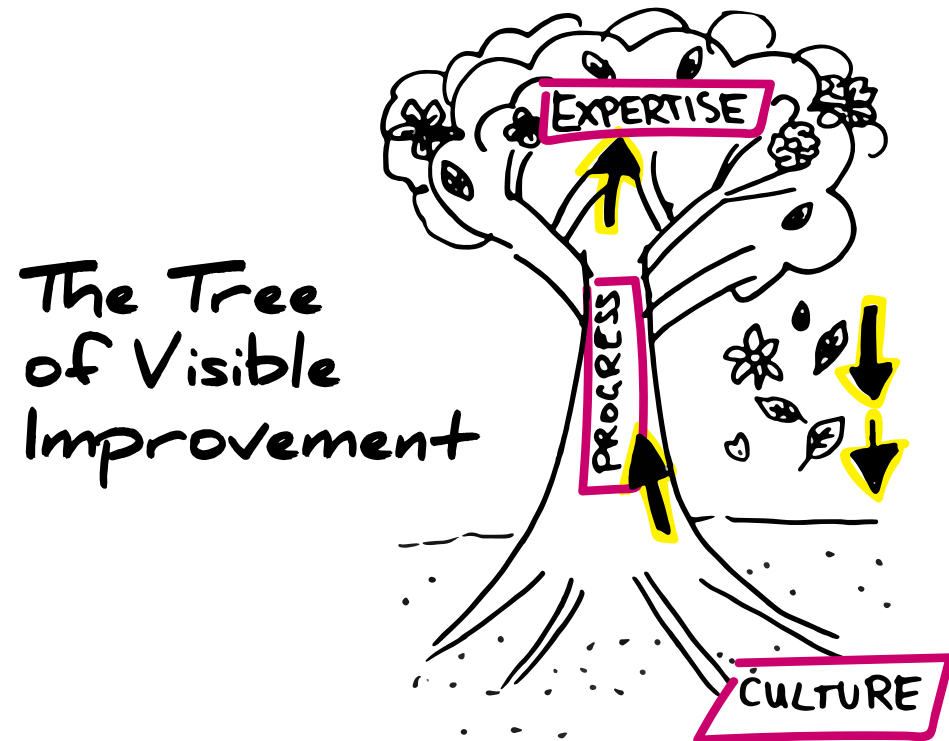
Visible learning  
is when ...



... teachers see learning  
through the eyes of their  
students

...students see themselves  
as their own teacher

# ...visible learning ...the 'why'



We believe that the ultimate goal of learning is for each learner to use their knowledge meaningfully and independently. They must learn enduring skills that enable them to think, create, design and solve. To do this, they need to understand and own the learning process and be self-actualising.

'We want to be a high progress as well as high achievement school.' to 'We want to be a highly progressive as well as a high achieving school.'

# Priorities

## priorities

## Our Purpose

As a learning community, we are committed to developing our young people to achieve their potential intellectually, personally and socially.

## Our Values

Learning | Excellence | Respect | Public Education

VISIBLE PROGRESS	VISIBLE EXPERTISE	VISIBLE CULTURE	OUTCOMES
We are all making at least one year of Progress	We are all becoming Expert in the learning process	We are all building Positive Culture	
<b>1. Students' Learning Growth</b> <ul style="list-style-type: none"> <li>Student Directed Goals</li> <li>Progress and Productive Mistakes</li> <li>Monitoring Student gain</li> </ul> <b>2. Teachers' Professional Growth</b> <ul style="list-style-type: none"> <li>Collaborative Practice</li> <li>Reflective Practice</li> <li>Evidence led teacher development</li> </ul>	<b>1. Students' Skill Mastery</b> <ul style="list-style-type: none"> <li>Reading Mastery</li> <li>Writing Mastery</li> <li>Surface to Deep learning</li> <li>Students understand the learning process</li> </ul> <b>2. Expert Teaching</b> <ul style="list-style-type: none"> <li>Dimensions of Learning pedagogy framework</li> <li>Teachers know their impact and target their teaching</li> <li>Learning Cycle understanding</li> <li>Research enacted in classrooms including neuroscience</li> <li>ICTs anywhere, anytime</li> <li>Signature Practices</li> </ul>	<b>1. Growing our Skills</b> <ul style="list-style-type: none"> <li>Habits of Mind, Growth Mindset and Learning Pit</li> <li>Flourish: Resilience and Character</li> <li>Volunteering and active learning</li> </ul> <b>2. Building Community</b> <ul style="list-style-type: none"> <li>Global Engagement</li> <li>A real sense of Spirit</li> <li>Student/Staff/Parent Voice</li> <li>Pastoral Care</li> </ul>	<p>Academic performance is in the top group of schools in Queensland in OP, ATAR and NAPLAN and meets high internal annual benchmarks.</p> <p>Students 'own' their learning and can articulate how they have improved their work as they make high and measurable progress. This is applied to all school activities.</p> <p>Students apply the targeted skills, cognitions and concepts to classroom and school activities and daily life.</p> <p>Attendance rates, behaviour and effort are very high.</p> <p>All students graduate with a meaningful pathway and a QCE or QCIA and attain high preference tertiary places.</p> <p>Students are highly challenged and well supported. Our programs for high achievers are effective.</p> <p>Our curriculum and pedagogy is cutting edge.</p> <p>All teachers deliberately target teaching to ensure there is impact on every learner.</p> <p>All teachers design and deliver learning for surface to deep learning.</p> <p>All staff seek professional growth through rigorous processes of feedback, collaborative practice and planning.</p> <p>Leadership development and innovation is prominent in the school.</p> <p>There is a strong sense of community and identity for students, staff, parents, alumni and volunteers.</p> <p>Partners in learning are actively engaged.</p>
<b>3. Extra-Curricular Learning Focus</b> <ul style="list-style-type: none"> <li>Sustainable programs focussed on learning</li> <li>Sports Academy investigation</li> </ul>	<b>3. Leadership Learning</b> <ul style="list-style-type: none"> <li>Leadership Learning Program</li> <li>Aspirant Program</li> <li>Student Leadership skilling</li> <li>System Influence</li> </ul>	<b>3. Partners in Learning</b> <ul style="list-style-type: none"> <li>A strong, focussed P&amp;C</li> <li>Supportive, active Foundation</li> <li>Parent Support Groups</li> <li>Primary Cluster relationships</li> <li>Engaging cultural groups</li> </ul>	
<b>4. Challenging the Top</b> <ul style="list-style-type: none"> <li>University Links</li> <li>Extension program expansion – Music and Pathways Hubs</li> <li>Entrepreneur Program</li> <li>Mentor programs</li> </ul>	<b>4. Strong Innovation &amp; Governance</b> <ul style="list-style-type: none"> <li>Innovation Studio</li> <li>QBI Neuroscience Classroom</li> <li>Commercial activity</li> <li>A Knowledgeable Council</li> <li>Clear decision making and policy</li> </ul>	<b>4. Strengthening our Identity</b> <ul style="list-style-type: none"> <li>Enrolment management</li> <li>Enrolment strategy</li> <li>Centenary celebration</li> <li>Facilities development</li> </ul>	
	<b>5. 21st Century Learning &amp; Curriculum</b> <ul style="list-style-type: none"> <li>New QCE introduction</li> <li>Year 10 Senior consolidation</li> <li>Interdisciplinary Learning</li> <li>Targeted skill development</li> </ul>		



# Progress

## ...visible progress



ACTION AREAS	STRATEGIES	SUCCESS INDICATORS
<ul style="list-style-type: none"> <li>Students' Learning Growth</li> </ul>	<ul style="list-style-type: none"> <li>Student directed goals</li> <li>Progress and productive mistakes</li> <li>Monitoring student gain</li> </ul>	<ul style="list-style-type: none"> <li>Students act as their own teachers: set learning and performance goals, know the learning goals and success criteria for their classes, seek and act productively on feedback, refine and improve their work and articulate the gains they have made. They seek out challenge and can describe where they are and how they will progress.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher's Professional Growth</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative practice</li> <li>Reflective practice</li> <li>Evidence led teacher development</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work together to rigorously research their classrooms and use this evidence to improve learning and guarantee high quality outcomes for students.</li> <li>Teachers collaborate with their teaching teams to acquire and integrate/extend and refine knowledge of quality assessment and the learning cycle.</li> <li>Teachers reflect on the evidence of their practice individually to develop a systematic plan to grow professionally.</li> </ul>
<ul style="list-style-type: none"> <li>Extra-Curricular Learning Focus</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable programs focussed on learning</li> <li>Sports academy investigation</li> </ul>	<ul style="list-style-type: none"> <li>All activities are clearly focussed on the learning and development of participants and teams.</li> <li>There are programs of development for each activity and systems to ensure an ongoing supply of accredited coaches.</li> <li>Advocacy for a Sports Academy at Fursden Road has gained traction with a broad section of the community.</li> </ul>
<ul style="list-style-type: none"> <li>Challenging the Top</li> </ul>	<ul style="list-style-type: none"> <li>University links</li> <li>Extension program expansion – music and pathways hubs</li> <li>Entrepreneur program</li> <li>Mentor programs</li> </ul>	<ul style="list-style-type: none"> <li>University links have expanded and are systematised so they are extending the learning and perspectives of a wide range of students.</li> <li>Extension pathways in Medicine, Engineering and a Music Extension Program enable students to extend themselves in areas of interest.</li> <li>Mentoring and development programs have become sustainable and support a significant number of students to develop entrepreneurial skills and, in some cases, start-up new ventures.</li> <li>Alumni and community mentors support over 20% of senior students to deepen career understanding.</li> </ul>

We believe that all learners deserve at least one year's progress for one year's input.

Visible progress is when students and teachers grow interdependently to shape all aspects of their own learning, in all of their school experiences. They understand that progress can involve 'pits' and that they must deliberately set goals and work through rigorous cycles of learning to make these gains.



# ..visible expertise

In a changing world, we need to be agile learners. We believe we all need the expertise to be adaptable, effective and leading contributors to our world.

Visible expertise is about mastering the learning process and 21stC skills. We research and reflect on our own practice and impact, collaboratively. We use current research so our practice is cutting edge. Our classrooms are authoritative because they balance high challenge with high support.

ACTION AREAS	STRATEGIES	SUCCESS INDICATORS
<ul style="list-style-type: none"> <li>Students' Skills Mastery</li> </ul>	<ul style="list-style-type: none"> <li>Reading Mastery</li> <li>Writing Mastery</li> <li>Surface to Deep learning</li> <li>Students master the learning process</li> </ul>	<ul style="list-style-type: none"> <li>Students make appropriate meaning from reading and apply this to their learning, read a wide range of challenging texts and use active comprehension strategies.</li> <li>Students write to effectively communicate their intended meaning and content to their audience and context, eliciting the intended response from the reader.</li> <li>Teachers help students purposely engage in thinking skills and cognitive complexity.</li> <li>Students understand the learning process.</li> </ul>
<ul style="list-style-type: none"> <li>Expert Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Dimensions of learning pedagogy framework</li> <li>Teachers know their impact and target their teaching</li> <li>Learning Cycle understanding</li> <li>Research enacted in classrooms including neuroscience</li> <li>Technology in learning</li> <li>Signature Practices</li> </ul>	<ul style="list-style-type: none"> <li>Teacher use the pedagogy framework to design learning sequences and discuss their craft.</li> <li>Teachers see learning through the eyes of their students and know the impact they are having on students and class groups. They work through the learning cycle with students.</li> <li>Teachers research their own practice and use published research to build their personal practical knowledge.</li> <li>Technology devices enable stronger learning activities.</li> <li>Our signature practices are in a growing iTunesU course.</li> </ul>
<ul style="list-style-type: none"> <li>Leadership Learning</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Learning Program</li> <li>Aspirant Program</li> <li>Student leadership skilling</li> <li>System influence</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students actively engage in leadership development in systems of sustainable and structured opportunities.</li> <li>State High innovates and shares this practice.</li> </ul>
<ul style="list-style-type: none"> <li>Strong Innovation and Governance</li> </ul>	<ul style="list-style-type: none"> <li>Innovation Studio</li> <li>QBI Neuroscience Classroom</li> <li>Commercial activity</li> <li>A Knowledgeable Council</li> <li>Clear decision making and policy</li> </ul>	<ul style="list-style-type: none"> <li>Spaces are created to enable research, create, innovate, design, solve problems and start-up new ventures.</li> <li>School funds are supplemented by sustained facilities use.</li> <li>The Council further develops its skills and understanding in order to provide excellent advice to the Executive Principal.</li> <li>Policies and plans are aligned to clear purpose and are documented.</li> </ul>
<ul style="list-style-type: none"> <li>21stC Learning and Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>New QCE Introduction</li> <li>Year 10 Senior consolidation</li> <li>Interdisciplinary learning</li> <li>Targeted skill development</li> </ul>	<ul style="list-style-type: none"> <li>The new QCE is implemented with enabling pedagogy, assessment literate students and teachers and a seamless path from Year 10-12.</li> <li>A number of interdisciplinary learning experiences are embedded in our programs.</li> <li>21st C skills are explicitly taught and developed.</li> </ul>

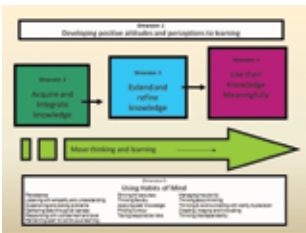
# ...visible culture



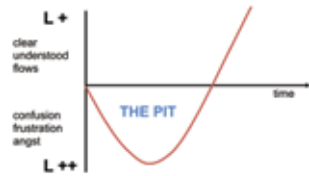
ACTION AREAS	STRATEGIES	SUCCESS INDICATORS
<ul style="list-style-type: none"> <li>• Growing our Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Habits of Mind, Growth Mindset and Learning Pit</li> <li>• Flourish: Resilience and Character</li> <li>• Volunteering and active learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students use these ideas to position themselves positively, step out of their comfort zone and work out what do to when they don't know how to do something.</li> <li>• Our students and staff show grit, altruistic and inclusive behaviours.</li> </ul>
<ul style="list-style-type: none"> <li>• Building Community</li> </ul>	<ul style="list-style-type: none"> <li>• Global Engagement</li> <li>• A real sense of Spirit</li> <li>• Student/Staff/Parent Voice</li> <li>• Pastoral Care</li> </ul>	<ul style="list-style-type: none"> <li>• We continue to use overseas opportunities to build skills, characters and perspective. We have an international relationship for each of our languages.</li> <li>• Students and staff feel a sense of belonging and connection that drives positive community behaviours.</li> <li>• A number of new measures have enabled all groups to feel heard.</li> <li>• Real care for students is obvious in our practices and in ARC.</li> </ul>
<ul style="list-style-type: none"> <li>• Partners in Learning</li> </ul>	<ul style="list-style-type: none"> <li>• A strong, focussed P&amp;C</li> <li>• Supportive, active Foundation</li> <li>• Parent Support Groups</li> <li>• Primary Cluster relationships - City Cluster</li> <li>• Engaging cultural groups - open communication</li> </ul>	<ul style="list-style-type: none"> <li>• A broad range of current and past community members are engaged in activities that connect and support our students and the school.</li> <li>• Signature events and annual activities have been embedded in calendar cycles.</li> <li>• The work of the Foundation, P&amp;C and PSGs are sustained, systematic and producing tangible benefits for the school.</li> <li>• Strong relationships exist with primary schools at principal, teacher and student levels.</li> <li>• Two major cultural groups have been connected more strongly with the school.</li> </ul>
<ul style="list-style-type: none"> <li>• Strengthening our Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment management</li> <li>• Enrolment strategy</li> <li>• Centenary celebration</li> <li>• Facilities development</li> </ul>	<ul style="list-style-type: none"> <li>• Changes to enrolment management have resulted in a manageable, sustainable process that fits with the school's identity.</li> <li>• An enrolment strategy is developed and implemented to build strength in the school.</li> <li>• We have maintained our competitive edge in high school education both in the local area and for selective entry intake.</li> <li>• Centenary celebrations sees a multiplication of connections that will reap benefits to the school over the next decade.</li> <li>• The master plans for South Brisbane and Carina have seen major sections achieved and accommodation for growth and specialist facilities has been provided.</li> </ul>

We believe that building culture requires deliberate strategy. Everyone must invest in and celebrate progress. By making the underlying actions visible, we leverage our strong traditions and enable everyone to contribute to building our future.

Visible culture sees everyone in our school community contribute to and experience rigorous learning, significant personal growth and the spirit that comes from belonging to something bigger than themselves.



### TRANSFORMATIONAL LEARNING - Butler and Edwards



### Leaders of learning



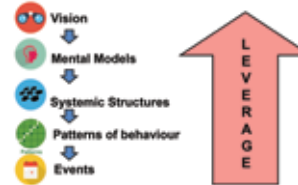
### Learning and Performance Goals

Specific  
Measurable  
Achievable  
Realistic  
Timely

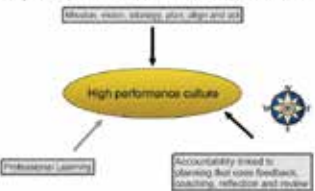


### Key concepts

### Levels of Perspective - Kim

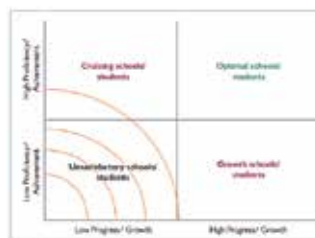


### Key Concepts of a Performance Development Culture?



Skill  
Awareness  
Will

...Time



### ACTION LEARNING - Revans



### The Ladder of Inference



### Scaffolded Feedback

Stop  
Start  
Continue

What should I start, stop, continue...doing

### Flywheel



### The Doom Loop



BRISBANE  
STATE  
HIGH  
SCHOOL

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