



**BRISBANE
STATE
HIGH
SCHOOL**



School Improvement Plan 2018

Over the course of 2018, we will build depth in these practices for students, teachers and leaders:

	Student Practices	Teacher Practices
Visible Expertise	I look for clues to help me identify the thinking (cognitions) needed to solve problems.	I deliberately plan opportunities for students to purposefully engage in thinking skills.
	I improve how I use knowledge meaningfully by seeking feedback on my thinking, making meaning of this feedback and applying it.	I actively create a rich feedback culture that allows students to receive, and act on, feedback on their thinking and skill development.
	I can make appropriate meaning from my reading and apply it to my learning	I plan for and explicitly teach active reading strategies using a wide range of complex tests.
	I can explain and give examples of how reading a wide range of challenging texts has helped me make progress.	I plan opportunities for students to make connections with, and predictions about, the texts they read.
	I use active (metacognitive) comprehension strategies before, during and after reading.	I collaborate with my teaching teams to acquire and integrate/ extend and refine my knowledge of quality assessment and the learning cycle.
Visible Progress	I set learning and performance goals each term.	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 know where I am, where I am going and how to make progress to achieve my learning goals.	I work collaboratively to guarantee high quality outcomes for all my students.
	I use evidence to monitor my progress towards learning and performance goals	I focus on the impact feedback has on student learning and progress.
	I use exemplars and proficiency scales to help me understand how to improve the quality of my work.	I know how much progress each student is making towards their learning and performance goals and success criteria
		I use evidence of my students' learning and progress to inform my teaching.
Visible Culture	When questions are asked/problems are posed I think interdependently	I develop assessment literate students by using exemplars that encourage student collaboration and engagement with task specific criteria.
	I can explain how I am using metacognition to improve my learning	I know what challenge for each student looks like, because I understand my learners and what they do/don't know through data placemats, checking for understanding and pre-testing.
	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 explicitly prepare and use questioning strategies that support checking for understanding, metacognition and interdependent thinking.
	I am actively engaged in BSHS and can identify ways that I contribute to our school culture	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.	



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Leader Practices

- I regularly use frameworks (T-SAW, Kim, Butler, Fullan, Nottingham) to support me to reflect 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 how.
- I deliberately plan opportunities for teachers (and students) to think interdependently, reflect on progress and collaborate meaningfully to strengthen learning.

Our whole school aspirational targets are:

School Performance Indicators

In all Year Levels	<ul style="list-style-type: none"> • 42% As, 80% A or B, <2% D or E • Overall, students show measurable improvement in achievement. • All students set learning & 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. • Student engage in a wide range of reading. • Attendance rates are 96%
In Senior	<ul style="list-style-type: none"> • 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% As and <5% Ds. • 50% OP1-5, 95% OP1-15 and 50 OP1.
In Junior	<ul style="list-style-type: none"> • All Y7/9 students improve on their year 5/7 NAPLAN results by one band or more. • All Y7/9 students improve reading/numeracy raw score from practice tests to NAPLAN results. • 65% or Y7s achieve Band 8 or 9 in NAPLAN numeracy, 62% in Reading, Spelling and Grammar and 45% in Writing. • 58% or Y9s achieve Band 9 or 10 in NAPLAN numeracy, 50% in Reading, Spelling and Grammar and 40% in Writing. • All eligible students reach National Minimum Standard in reading and numeracy or have a plan to do so.
All Teachers	<ul style="list-style-type: none"> • All teachers have developed deeper understanding of the learning cycle and can articulate their impact on learning with all classes. • All teachers engage in reflective conversations in their DPPS and PL program to sharpen classroom practice. • There is a strong culture of collaborative learning amongst staff. • All teachers engage in Faculty and PLC collaboration in a way that has impact on their students' learning. • All teachers have a deeper understanding of how to purposefully engage students in thinking processes.



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There are a number of Strategies that we will implement to drive improvement in the following focus areas:

Focus Areas	Major Strategies
Strategic Plan	<ul style="list-style-type: none"> Immerse the school community in the language and concepts of the three new priority areas.
Teacher Development	<ul style="list-style-type: none"> Capture the school's signature practices in an iTunesU Course Engage all teachers in a reading circle strategy. Engage all teachers in the Strengths Finder process to inform DPPs. Continue preparation for the new QCE system. DOL hubs for new staff. Continue to blend collaborative work of PLCs and faculties.
Curriculum	<ul style="list-style-type: none"> Explore medicine and engineering pathway programs. Continue to embed iPads as a learning tool, especially with Seesaw as a learning portfolio app. Continue to develop extension programs. Continue exchange and overseas programs to develop language and character. Establish new German sister school. Explore Chinese and Spanish options. Ensure that ARC is delivering intended outcomes and is re-shaped to match the new SET planning processes. Document the curriculum plan.
Leadership	<ul style="list-style-type: none"> Continue the LLG program and systematically embed the levels of this program.
Enrolments	<ul style="list-style-type: none"> Continue to advocate for a legislative change to ensure our identity is protected and the administrative burden is reduced.
Funding	<ul style="list-style-type: none"> Advocate for fair per capita funding and the attainment of the minimum level required by federal law. Participate in the Mercer review of Promotional Classified positions. Initiate the annual giving campaign of the Foundation.
Closing the Gap	<ul style="list-style-type: none"> Monitor the progress of the 3 Indigenous students on scholarships.
Extra-curricula	<ul style="list-style-type: none"> Embed the philosophy of the 2016 review in everyday processes. Rollout teamapp to all activities. Develop programs for key activities.
Workforce	<ul style="list-style-type: none"> Ensure that the recommendations of the 2016 Workforce review are implemented.
Community	<ul style="list-style-type: none"> Enact the P&C Strategy. Induct a largely new P&C Executive. Establish State High Day as a signature event.
Facilities	<ul style="list-style-type: none"> Continue the Fursden Road strategy – incremental improvements (bridge) and business case Build the shell of the Innovation Studio Pursue the Neuroscience classroom with QBI and SLRC. Build support for the master plans. Plan for 2020 growth.