Brisbane State High School
2018 School Improvement Plan

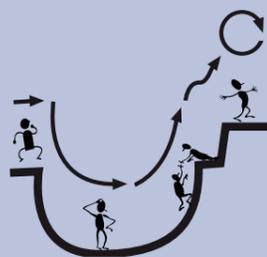|	Student Practices	Teacher Practices
Visible Expertise	• I look for clues to help me identify the thinking (cognitions) needed to solve problems. • I improve how I use knowledge meaningfully by seeking feedback on my thinking, making meaning of this feedback and applying it. • I can make appropriate 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 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 collaborate with my teaching teams to acquire, integrate, extend and refine my knowledge of quality assessment and the learning cycle. • 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 guarantee high quality outcomes for all my students.
Visible Progress	• 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.	• I focus on the impact feedback has on student learning and progress. • 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. • I develop assessment literate students by using exemplars that encourage student collaboration and engagement with task specific criteria. • I know what challenge for each student looks like because I understand my learners. Through data placemats, checking for understanding and pre-testing, I can recognise what my students do/ don't know.
Visible Culture	• When questions are asked or posed, I think interdependently. • I can explain how I am using metacognition to improve my learning. • 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.	• 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 and 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.

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 talk explicitly with students, teachers and leaders about what progress and expertise looks like in practice.
- I deliberately select language that builds alignment and a deep understanding of the why and the how.
- I regularly take time to gather a range of evidence to help me evaluate my impact and inform my ways of working.
- I deliberately design structures and processes that build collective teacher efficacy with a focus on expertise and learning.
- I am strategic about creating highly challenging, highly supportive environments.
- I deliberately plan opportunities for teachers (and students) to think interdependently, reflect on progress and collaborate meaningfully to strengthen learning.