Brisbane State High School
2018 School Improvement Plan

School Performance Indicators

In all Year Levels

- 42% As, 80% A or B, <2% D or E.
- >96% of As and Bs for Behaviour.
- >91% of As and Bs for Effort.
- 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.

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% As and <5% Ds.
- 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.
- 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 the National Minimum Standard in Reading and Numeracy or have a plan to do so.

All Teachers

- All teachers have developed a deeper understanding of the learning cycle and can articulate their impact on learning within 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.
- All teachers have a deeper understanding of their QCAA syllabuses and accreditation modules.

Student 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.

Visible Progress
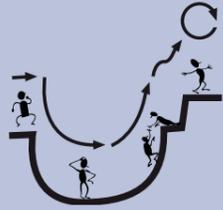
- I set learning and performance goals each term.
- I know where I am, where I am going and how to make progress to achieve my learning goals.
- I use evidence to monitor my progress towards learning and performance goals.
- I use exemplars and proficiency scales to help me understand how to improve the quality of my work.

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.

Teacher Practices

Visible Expertise

- 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 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

- 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 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 highly challenging, highly supportive 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.