



2024 SCHOOL IMPROVEMENT PLAN

SCHOOL PERFORMANCE INDICATORS

All Year levels

- » Overall, students show measurable improvement in achievement.
- » All students use processes to lead their own learning, including learning goals, profiles, reflection, and feedback processing.
- » Students engage in a wide range of reading.
- » Attendance rates are above 95%.
- » Engagement in extracurricular and outside of hours activities is strong.
- » Student Relationship mapping and SOS data show students have positive relationships within the school community.

Senior

- » Year 10 48% As, 82% A or B, <3% D or E.
- » A or B behaviour is 94% or better and A or B effort is 88% or better.
- » All students graduate with a meaningful pathway and a QCE or QCIA.
- » 100% of tertiary applicants receive an offer.
- » 55% ATAR 90 or better, 15% ATAR 99 or better.
- » Median ATAR of 93 or above

Junior

- » Positive gain of 90% from Year 7 to 9 students in reading and numeracy raw scores.
- » Exceeding percentages in Year 9 - 51% Reading, 45% in Numeracy, 55% Writing and 50% Grammar & Punctuation
- » Year 7 - 60% A, 99% A-C
- » Year 8 - 55% A, 98% A-C
- » Year 9 - 62% A, 99% A-C
- » All Junior 95% A-B for Effort and Behaviour
- » All eligible students reach National Minimum Standard in Reading, Grammar Punctuation and Numeracy or have a plan to do so.
- » Students in Needs Attention at Year 7 and 9 have an individual Personal best plan.

All Teachers

- » Using Active Learner strategies in class and are purposefully engaging students in thinking processes.
- » Engage in reflective conversations in their Developing Professional Plans (DPPs) and Professional Learning (PL) program to sharpen classroom practice.
- » Engage in Faculty and PLC collaboration in a way that has impact on their students' learning.
- » Have a deep understanding of their QCAA syllabuses and assessment practices.
- » All teachers understand and apply the six Learning Scientists strategies.
- » Contribute to positive school culture.

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.
- » I invest in developing capacity in others.
- » I am precise in my communication, starting with clear purpose.

	STUDENT	TEACHER
Visible Progress 	<ul style="list-style-type: none"> » I monitor and reflect on my progress toward learning and performance goals in Showbie. I discuss my reflections and progress with my teachers and Learning Mentor. » I understand the characteristics of high-quality responses and evaluate my own work to improve. I can think like a marker. » I strive to do my personal best (PB), focusing on controlling my effort, strategy, and attitude. I use the Effort and Behaviour Matrix to reflect on my progress. » I actively engage in my classes by asking questions and work collaboratively with my peers and teacher. » When questions are asked or posed, I think interdependently, helping everyone in my class learn. » I submit personal best drafts on time by backward mapping using the school and assessment calendars. » I use the Calendar application and create reminders to plan my time. » I check my progress toward my learning goals and use checking for understanding (CFU)/retrieval activities to help me plan my next steps for learning. 	<ul style="list-style-type: none"> » I use Showbie profiles to help my students monitor their progress toward learning and performance PB goals. » I use effective feedback pedagogy that enables students to recognise characteristics of high-quality responses and think like a marker. I allow time for students to apply this learning to improve. » I take time to celebrate student success. » I use the Effort and Behaviour Matrix to help students reflect each term. » I focus on supporting students to develop strategies that allow them to take control of effort, strategy, and attitude. » I plan opportunities for students to think interdependently. I explicitly teach these skills. » I construct learning experiences that allow students to work collaboratively and experience challenge. » I explicitly prepare and use questioning strategies that activate metacognition and interdependent thinking. » I help students backward map by providing check points and opportunities for feedback. » I proactively engage with students and families to support and celebrate student progress (no surprises policy). » I ensure my students make meaning of the learning goals each lesson and plan checking for understanding strategies to so that they can own and assess their progress.
Visible Expertise 	<ul style="list-style-type: none"> » I look for clues to help me identify the cognitions and the thinking processes needed to solve problems. » I use 'Method in the Question' to be clear about the task requirements. » I plan my writing: I develop and test ideas, make connections with prior knowledge, and represent my thinking visually. » I can talk about the texts (books, podcasts, etc.) that I am engaging with and what I have learnt from them. » I use active (metacognitive) comprehension strategies before, during, and after reading and apply them to my learning. » I take time to refine the clarity and precision of my written work. » I engage in self and peer feedback, before seeking feedback from my teacher. » I use the six Learning Scientist strategies to purposefully improve my study habits, identify gaps in my knowledge, and move information into long term memory. » I use digital workflows to support my learning and organisation. 	<ul style="list-style-type: none"> » I explicitly teach cognitions and Method in the Question so that all students can apply these skills independently. » I deliberately plan lessons using a range of text types to encourage students to read widely. » I engage with the Science of Reading to support my students. » I deliberately plan activities to support students to write with clarity and precision. » I actively create a feedback culture focusing on thinking and development. » I explicitly teach and model elaboration, spaced and retrieval practice, dual coding, concrete examples, and interleaving when planning lessons and homework tasks. » I deliberately select technology and approved apps to support and enhance learning in my classrooms and in my own work. » I evaluate my impact on student learning and refine my pedagogy taking time each term to gather evidence (student voice, observation and feedback, self-review of lesson recordings, progress data). » I actively calibrate with my teaching teams to align best practice in QLearn and our classrooms. » I use pre and post-testing to help me plan for differentiation.
Visible Culture 	<ul style="list-style-type: none"> » I can give examples of how I have chosen to step out of my comfort zone and how I have worked through challenges (Learning Pit). » I communicate with respect and show kindness to others. » I take time each day to practice gratitude. » I wear the correct uniform with pride. » I maximise my learning by having my phone away and using focus on my iPad. » I arrive at school on time ready to learn. I follow the entry and exit routines. » I am actively engaged in State High and can identify ways in which I contribute to positive school culture. » I look for ways to build connection with the school community by getting involved. 	<ul style="list-style-type: none"> » I create environments high in challenge and high in support. I maintain high expectations for all learners. » I lead an inclusive classroom/staff climate (Dimensions 1&5) modelling kindness and respect. » I take time each day to practice self care. » I deliberately set up and reinforce positive entry and exit learning routines. I follow the late to class procedures. » I take time every lesson to monitor uniforms, check phones are away, and iPads are set up for learning. » I build connections and a sense of belonging in my classroom and staff teams. » I actively contribute to whole school culture, looking for opportunities to connect outside of my teaching teams. » I take a shared-responsibility approach to culture-building at State High. » I actively participate in calibration, moderation, and benchmarking to ensure a guaranteed and viable curriculum, and mastery learning for all students.