

Our Strategic Plan

2021 – 2024





“All progress
takes place
outside the
comfort zone.”

Michael John Bobak

Our Thinking

The 2020 school review clearly showed that we are not the same school we were four years ago. From a great position in 2017, our commitment was to improve, to make progress and show the gain achieved. As a result, many areas of the school have seen practice embedded and deepened.

The biggest changes to senior schooling, in over 30 years, caused us to sharply focus on our purpose as a school, the desired qualities of the graduates and, at the same time, attain best ever results.

The 2021 Centenary year gives us a great base on which to launch into actively engaging our wider community in the futures of our young people while recognising the unique identity of the school and its place in the history of Brisbane.

In this plan we are committing to the same priorities: visible progress, visible expertise and visible culture and are looking to deepen our practice yet again while building momentum around these priorities.

*The core intention of this Strategic Plan is to build momentum on embedding **progress** as the norm in all areas of school life.*

Our Visible Learning

Why Visible Learning?

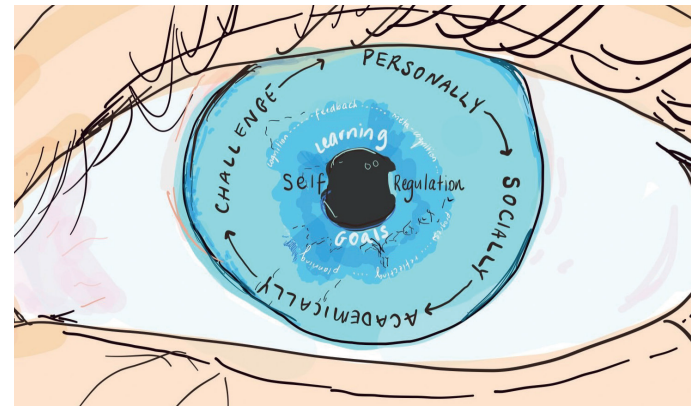
We believe that the ultimate goal of learning, in every activity in the school, is for each learner to use their knowledge meaningfully and independently.

Also, students must learn enduring skills that enable them to think, create, design and solve.

To do this, they need to understand the learning requirements and process and become self-actualising.

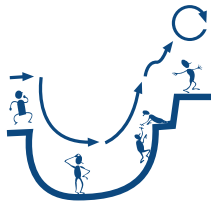
Teachers and coaches support this by making the learning transparent and deliberately engaging and skilling students in the process.

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



*Visible learning occurs when **teachers** see learning through the eyes of their **students** and students see themselves as their own teacher.*

Our Priorities



Why Visible Progress?

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.

We understand that progress involves challenge, move through 'pits' and that students must set goals and work through rigorous cycles of learning to make these gains.



Why 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 21st Century 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.



Why Visible Culture?

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.

Our Outcomes

Outcome: Strong engagement and effort in school.

Source: Attendance rates, behaviour and effort ratings, spirit of State High

Outcome: There is a strong and growing sense of community as we engage more parents, alumni, volunteers and locally.

Source: Participation numbers

Outcome: Students are brave, curious and creative.

Source: Student Survey

Outcome: Students think beyond themselves and have perspective about their world. They value their school's diversity and culture.

Source: Student Survey

Outcome: Every student is engaged in an EC or service activity. Students try new things.

Source: Participation numbers

Outcome: Every student can identify an adult and a peer they can talk meaningfully to and, when they're not okay, tell them.

Source: Student Survey

Outcome: Students and staff articulate a common language and understanding of well-being and apply it. Parents educated about well-being.

Source: Checking what we are expecting

Our Strategies

Strengths Based Well-being

- » Align student services practices to sharply focus on strengths-based well-being
- » Systematically support stronger mental health
- » Use participation and belonging to grow well-being
- » Deepen understanding and application of Habits of Mind, Growth Mindset, Challenge, Buoyancy, Motivation & Engagement Wheel, Grit, People of Substance
- » Enrich opportunities for Service

Connection & Belonging

- » Build a real sense of spirit, inclusion, kindness and giving back
- » Activate student, staff, parent voice productively
- » Enculturate 'Climbing Wall' conversations
- » Strengthen work experience, volunteering, entrepreneur program and university links with strategic partnerships
- » Continue global experiences, innovating as needed
- » Enact meaningful reconciliation approaches
- » Develop the capacity of student leaders and peer supporters systematically and strategically

Learning in Extra-Curricular

- » Lift participation and capability in extra-curricular activities
- » Grow all-rounder participation
- » Systematize practices to sustain learning focus in EC and maximise personal growth
- » Advocate for a Sports Academy

Our Priorities

OUR GROW
Visible Learning for ever



Outcome: There is a mindset of innovation, growth and future thinking in our school.

Outcome: Academic performance is in the top 5 schools in Queensland.

Source: ATAR, Y12 results, NAPLAN and internal annual benchmarks

Outcome: Students apply the targeted skills, cognitions and concepts to classroom and school activities and daily life.

Source: Student Survey

Outcome: Students 'own' their learning and can articulate how they have improved their work as they make high and measurable progress and become increasingly independent.

Source: Student Survey

Strengthening our Identity

- » Celebrate and connect community, using the Centenary year as a catalyst
- » Revisit and refine School Philosophy (2022)
- » Pursue an Enrolment management strategy that maintains our identity
- » Build next stages of Facilities Master Plans
- » Publish 'The Why' of key practices to help staff implement with understanding

Students' Learning Growth

- » Enact strategies for active learners and thinkers
- » Activate and monitor processes for owning learning and increasing independence of all learners
- » Develop expertise in Reading, Writing and Numeracy
- » Target deeper development of skills/cognitions
- » Focus on Personal Bests inclusively
- » Ensure high support and high challenge for everyone
- » Introduce Futures Focused Extension Programs
- » Ensure rigorous academic management
- » Offer life skills programs

Teachers' Learning Growth

- » Skill teachers so they know their impact and can articulate it
- » Use research/evidence to strengthen classroom pedagogy
- » Ensure signature practices embedded in practice
- » Develop co-teaching practices
- » Develop staff leadership capability

Outcome: All staff seek professional growth through rigorous processes of feedback, collaborative practice and planning.

Source: Teacher Traffic Lights, Mid-Year Reviews, Participation numbers

Outcome: All students graduate with a meaningful pathway and qualification.

Source: QCE/QCIA attainment, high preference tertiary places, destination data

Outcome: New data systems for academic and extra-curricular management developed.

Outcome: All teachers deliberately target teaching to ensure there is impact on every learner.

Source: Teacher Traffic Lights

Outcome: All teachers design and deliver learning for surface to deep learning, activating learners and thinkers.

Source: Teacher Traffic Lights

WITH RINGS
every student in every activity

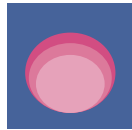


Our Priorities

Our Strategies

Our Outcomes

Our Signature Practices



Dimensions of Learning



Retrieval Practice



Learning Goals & Success Criteria



Example/Non-Example



Learning & Performance Goals



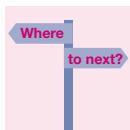
Digital Pedagogy



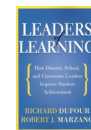
PAPER Reading Comprehension



Marzano Vocabulary



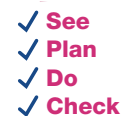
Feedback



Teacher Collaborative Practice



Method in the Question

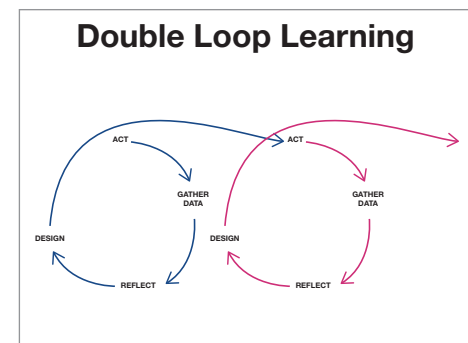
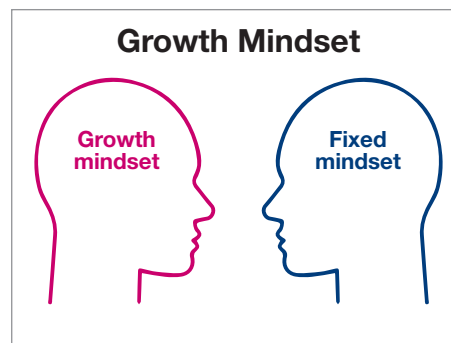
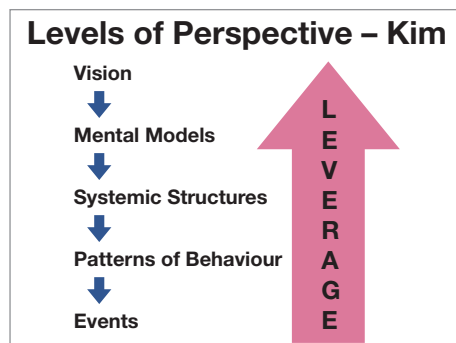
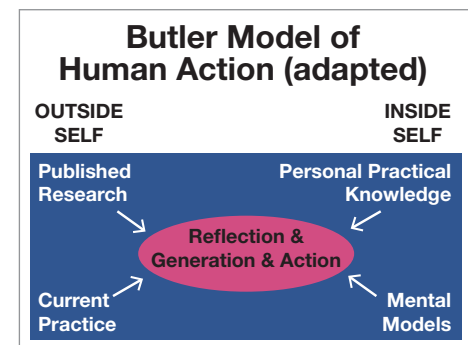
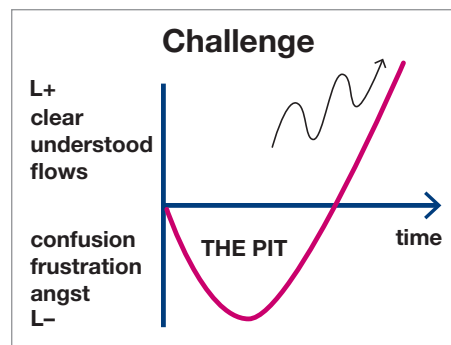
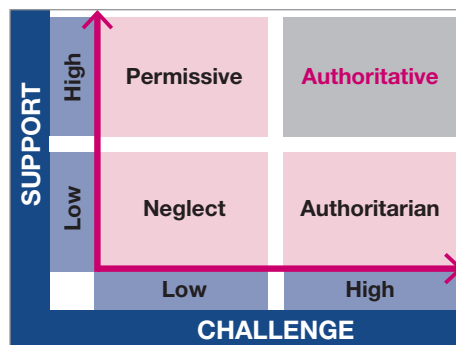
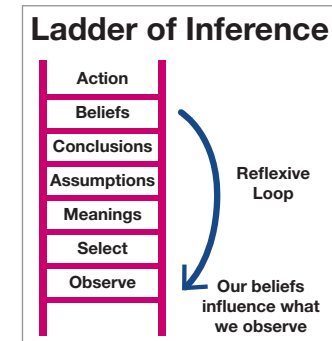
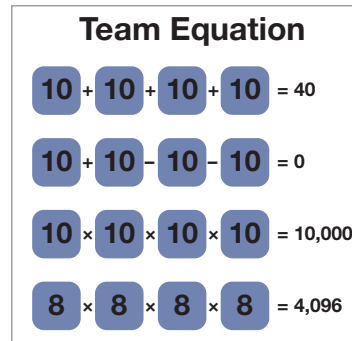
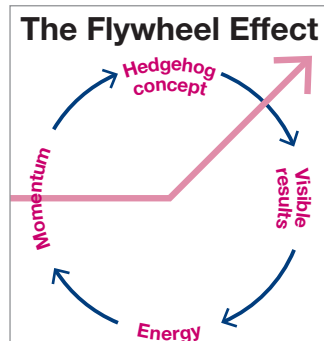


Polya's Problem Solving

When we adopt new practices, we want these to become part of teachers' repertoire, engrained in practice and enacted to enable visible learning.

These are our signature practices.

Our Thinking Models



Models of leadership and learning give us a common language and platform for understanding and growth.

Our Identity

1921 was the year State High was established in the Brisbane CBD before moving to South Brisbane in 1925.

100 years of leading education celebrated in 2021.

3452 students enrolled in our school from Year 7 – 12 in 2021.

48% of students are female. We are proudly coeducational.

77 countries of origin for our students. We are proudly diverse and multicultural.

122 suburbs have students who attend State High. We draw from across Brisbane and the South East corner. Students come from 132 schools.

32% of our current students attended a local primary school.

59% students enrolled from catchment, a growing percentage. We are a local school. Of 41% selected, the split is 20% academic, 16% sport and 5% culture.

205 teachers and 63 support staff work hard with our students each day.

9 QCE award winners for distinguished achievers out of 35 awards in Queensland in 2020.

86 students achieved straight As in Year 12, 2020. The nearest school was 46.

49% of final Year 12 results were As in 2020.

92.5 was our median ATAR. 16% achieved a 99 or better. 59% achieved 90 or better.

84% of graduates continue formal study after school at universities from Harvard to Cambridge to Melbourne and UQ.

48 extra-curricular activities round out learning. 362 teams and 4,665 participants are managed by volunteers, costing \$2.2 million annually.

607 musicians play in 23 Instrumental Music ensembles.

49 Legends of State High are role models across broad fields of achievement – politics, art, business, sport, science, public service, law ...

39 Olympians have participated in 16 disciplines and 19 Olympic Games.

Our Identity

We talked to a lot of people in our 2020 review. They said:

“It’s the community and the warmth and it is something that you still feel a part of when you leave.”
Past Student

“My perception was that it is a sport school and all they want is sport people to win sport competitions. Having a son at State High, the focus is more than that. It is about supporting him academically.”
Parent

“There are so many opportunities that it doesn’t matter who you are or where you come from, you are always able to get involved at State High which is one of the great things!”
Past Student

“Some people think that our results are from selective entry enrolment — they don’t realise that we grow kids here.”
Parent

“It is a misconception that we are wealthy as well as have resources, because our campus is so big. People don’t realise how much gets done on the smell of an oily rag and they don’t realise how much is volunteer.”
Parent

“Inclusivity is an important message. It is a more diverse school than anyone would expect. That diversity and how we differentiate what we do, that is a very important 21st Century message that we welcome.”
Staff Member

Our Moreton Bay Fig on Cordelia Street.



We are timeless

Our students today and tomorrow:

“Students today are a values-driven generation. As they think about their future career, the most important considerations are that they have purpose and meaning in their work and that their work aligns with their core values.”

“As the world of work changes, it is the inherent qualities of curiosity, adaptability and initiative that will future-proof the students of today.”

Mark McCrindle
Social Researcher

Our Philosophy

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.

Excellence We strive for world-class standards and personal bests.

Respect We earn respect for our integrity, humility and altruism.

Public Education We celebrate diversity as well as the things that bind us together.

In 2022, it will be 10 years since we endorsed this philosophy. We are committed to revisiting this statement with our community then.

Our Motto: Scientia est Potestas

We believe that the pursuit of knowledge equips and enables our students to make a powerful difference in the world.