2020 School Improvement Plan

Student Practices

Teacher Practices

Visible Expertise

Student Practices

» I know how to break down a range of questions and plan how best to respond.

» I look for clues to help me identify the thinking (cognitions) needed to solve problems.

» I seek feedback on my thinking from teachers, peers and self. I take the time to make meaning of this feedback, apply it and then check for accuracy.

» I communicate with accuracy and precision by taking time to understand audience and purpose.

» I take time to plan my writing, developing and testing ideas, making connections with prior knowledge and showing my thinking visually.

» I actively make meaning from my reading and apply it to my learning.

» I can talk about the texts (books, podcasts, etc.) with which I am engaging and what I have learnt from them.

» I can 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 understand strategies for effective learning/study and can explain how I use them to plan and reinforce my learning at school and at home.

» I actively use technology in my learning and to help me plan and organise my time.

Teacher Practices

» I deliberately plan opportunities for students to engage in independent and interdependent thinking.

» I explicitly teach cognitions (using examples and QCAA flowcharts) and provide feedback to students on their thinking so that they can apply these skills independently.

» I actively create a rich feedback culture that allows students to receive, and act on, feedback on their thinking and development.

» I plan time each week for my students to develop learning/concept maps to make meaning and connect ideas. I encourage them to use visuals to communicate their thinking and to check the accuracy of their information.

» I plan lessons that use writing as a learning tool for students to respond to text, generate and test ideas and discuss and evaluate their own and others' writing.

» I plan opportunities for students to make connections with, and predictions about, the texts they read.

» I support students to read widely by sharing suggested texts and using segments of these texts as stimulus for class discussions.

» I plan for and explicitly teach active reading strategies using a wide range of complex texts.

» I use the PAPER framework to help me plan and implement reading for learning lessons.

» I teach and model effective learning strategies such as elaboration, spaced and retrieval practice.

» I activate prior knowledge and strengthen memory in my lessons by using retrieval strategies such as 'brain dumps' or 'quick quizzes'.

» I thoughtfully select technology to support and enhance learning in my classrooms and in my own work.

» I take time each term to gather a range of evidence (student survey, video and feedback) to help me evaluate my impact on student learning. I take action based on the feedback and reflections.

» I am proactive in seeking opportunities to engage with the QCAA Senior QCE and ACARA and take the time to reflect on the pedagogical implications.

» I engage in dialogue that examines learning impact and student performance so I can implement the most effective instructional practices for my learners.

Visible Progress

Student Practices
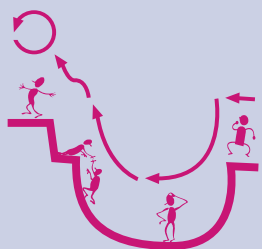
» I can explain how I am assessed in my subjects, using ISMG/criteria sheets and profiles.

» I can show examples of how I monitor and self-assess my learning.

» 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 in each of my subjects and in my extra-curricular activities.

» I take time to evaluate my own work before I submit drafts and assessment so that I can hand in my best effort.

» I take time to make meaning of feedback I am given and use this to improve my work.

» I use the learning goals (WALT/WILF/TIB) to track my learning and reflect on my progress each lesson.

» I use exemplars and proficiency scales to help me understand how to improve the quality of my work.

» I use evidence to monitor my progress towards learning and performance goals. I collate this evidence in Showbie and SeeSaw.

Teacher Practices

» I plan time for students to reflect and make meaning of feedback on formative and summative assessment using Showbie.

» I know how much progress each student is making toward their learning and performance goals and success criteria.

» I collect and use a range of student evidence to inform my planning and pedagogy.

» I actively calibrate with my teaching teams to understand the salient knowledge/skills/cognitions, and how these will be assessed to ensure I select the most impactful pedagogies.

» I consistently provide opportunities for my students to assess their progress, reflect on their learning and plan their next steps.

» I plan regular learning experiences for students to self-assess against learning goals and syllabus/unit objectives.

» I focus on the impact feedback has on student learning and progress.

» I ensure my students visualise/make meaning of the learning goals (WALT/WILF/TIB) so that they can own their learning.

» I conclude my lessons by revising the learning goals (WALT, WILF, TIB) to make learning visible.

» I plan opportunities for students to think interdependently and co-construct responses, taking time to evaluate responses against criteria.

» I plan learning experiences for students to evaluate exemplars/student examples and consider how they can be improved. I allow time for students to apply this learning.

» I use pre-testing and regular checking for understanding to ensure I know what my students are able to apply and understand.

» I plan and implement frequent assessments of understanding to identify learning needs and provide targeted feedback to students.

Visible Culture

Student Practices

» 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 strive to do my personal best and I know that incremental improvements are important.

» I can explain how I am using metacognition to improve my learning. I can show examples of how I have thought interdependently.

» I ask questions of my teachers and peers to help me make meaning. When questions are asked or posed, I think interdependently to help everyone in my class learn more.

» I contribute to building positive thinking and learning culture in my classes and extra-curricular activities.

» I am actively engaged in State High and can identify ways in which I contribute to our school culture.

» I demonstrate State High Spirit by taking time each day to help others and to recognise the positives.

Teacher Practices

» I create environments high in challenge and high in support so that students feel supported to challenge themselves — personally, socially and academically.

» I know what challenge looks like for each student. I help them reach their personal best.

» I construct learning experiences that allow students to work collaboratively with their peers to experience challenge.

» I explicitly prepare and use questioning strategies that support checking for understanding, metacognition and interdependent thinking.

» I deliberately take time to set up and reinforce positive learning routines.

» I plan opportunities for students to self-regulate their learning.

» I demonstrate State High Spirit by taking time each day to help others and to recognise the positives.

» I calibrate and moderate collaboratively to ensure a guaranteed and viable curriculum that ensures mastery learning for all students.

» I actively engage with peers within and beyond State High to build my understanding of the QCAA Senior/ACARA syllabuses and build my assessment capability to ensure that I am able to lead learning confidently.