

2020 School Improvement Plan

School Performance Indicators

In all Year Levels

- » 44% As, 83% A or B, <1.5% D or E.
- » Overall, students show measurable improvement in achievement.
- » All students set learning and performance goals, monitor progress and use evidence to set new goals at appropriate assessment junctures.
- » Students apply the targeted Habits of Mind and productive Mindset to classroom and extra-curricular activities.
- » Students engage in a wide range of reading.
- » Attendance rates are above 95%.
- » A or B behaviour is 95% or better and A or B effort is 90% or better.

In Senior

- » All students graduate with a meaningful pathway and a QCE or QCIA.
- » 100% of Tertiary applicants receive an offer.
- » 50% ATAR 90 or better, 80% ATAR 65 or better, 50 students ATAR 99, 3 students 99.95.

In Junior

- » All Year 7/9 students improve on their Year 5/7 NAPLAN results by one band or more.
- » 70% of Year 7s achieve Band 8 or 9 in NAPLAN Numeracy, 65% in Reading, Spelling and Grammar and 45% in Writing.
- » 60% of Year 9s achieve Band 9 or 10 in NAPLAN Numeracy, 55% in Reading, Spelling and Grammar and 35% in Writing.
- » All eligible students reach the National Minimum Standard in Reading and Numeracy or have a plan to do so.
- » Percentage mean difference from Nation is above 14 for Year 7 and 12 for Year 9.

All Teachers

- » All teachers have developed deeper understanding of the learning cycle and can articulate their impact on learning with 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 deep understanding of their QCAA syllabuses and assessment practices.
- » All teachers understand and apply spaced and retrieval practices.

Student Practices

Visible Expertise



- » 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.

Visible Progress



- » 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.

Visible Culture



- » 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 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.

- » 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.

- » 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.

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.