"Language is the visible edge of thinking."

"All progress takes place outside our comfort zone."

– Michael John Bobak

	Student Practices	Teacher Practices
Visible Culture	» I can give examples of how I've chosen to step out of my comfort zone and how I've worked through challenges (Learning Pit). » I strive to do my personal best, develop my learning behaviours and I know that incremental improvements are important. » 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 understand that while it is nice to have the approval of others it is not a measure of my worth. » I am actively engaged in State High and can identify ways in which I contribute to our school culture. I participate in at least one EC activity. » I help others and show kindness at school. » I can identify one adult and one peer, at school, that I could talk to. » I use strategies to keep myself buoyant personally, socially and academically. I know how to achieve composure. I am balancing my life with quality sleep, good exercise and nutrition.	» I create environments high in challenge and high in support so that students feel supported to challenge themselves — personally, socially and academically. I help students achieve PBs and focus on process gains. » I use success and poor performance as an opportunity for learning by focusing on their control of effort, strategy and attitude. » I model that I am a life-long learner. » I construct learning experiences that allow students to work collaboratively with their peers to experience challenge. » I explicitly prepare and use questioning strategies that activate metacognition and interdependent thinking. » I deliberately set up and reinforce positive learning routines. » I calibrate and moderate collaboratively to ensure a guaranteed and viable curriculum for mastery learning by all students. » I actively engage in State High and can identify ways in which I contribute to school culture.
Visible Expertise	» I know how to break down a range of questions and plan how best to respond. I use 'Method in the Question' routinely. » I look for clues to help me identify the cognitions and the thinking processes need to solve problems. » I seek feedback on my thinking from teachers, peers and reflect myself. I make meaning of this feedback and apply it to make my responses precise and rich. » I can explain how I am using metacognition to improve my learning. I can show examples of how I have thought interdependently. » 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 understand and use spaced, retrieval practice effectively myself.	» I deliberately plan opportunities for students to engage in independent and interdependent thinking. » I explicitly teach cognitions (using resources from the QCAA Cognitive Verb Toolkit) so that all students can apply these skills independently. » I actively create a rich feedback culture focusing on thinking and development. » I support students to read widely by suggesting texts and using segments of these texts as stimulus for class discussions. » I use the PAPER framework to help me plan and implement reading for learning lessons. » I engage students in effective learning strategies such as elaboration, spaced and retrieval practice, dual coding, concrete examples and interleaving so they self-regulate their own learning. » 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, observation and feedback, self-review of lesson recordings, progress data) to help me evaluate my impact on student learning and refine my pedagogy. » I increase engagement by pre-testing and customising teaching so that students can learn what they actually need and do so with depth.
Visible Progress	» 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 record my learning and performance goals in Showbie and discuss my progress with my Learning Mentor or core teachers. » I use the learning goals (WALT/WILF/TIB*) to assess my learning each lesson. » I know the characteristics of a high-quality assessment responses and evaluate my own work using the criteria sheet or Instrument specific Mark Guide (ISMG). I can think like a marker. » I submit personal best drafts to ensure best quality feedback and final piece. » I plan my time using the learning and assessment calendar and backward map from the final piece by scheduling achievable chunks of work for my own wellbeing. * WALT: We are learning to / WILF: What I'm looking for / TIB: This is because	» I know how much progress each student is making toward their learning and performance goals. I check their documentation. » I ensure my students make meaning of the learning goals each lesson (WALT/WILF/TIB) so that they can own and assess their progress. » I actively calibrate with my teaching teams to understand the declarative and procedural knowledge, skills, and cognitions, and how these will be assessed to ensure I select the most impactful pedagogies. » I plan opportunities for students to think interdependently, co-construct responses, and evaluate examples against criteria. I allow time for students to apply this learning. » I use effective feedback pedagogy that enable students to operate as detectives in their own learning and move their learning forward.

School Performance Indicators

In all Year Levels
» 45% As, 81% A or B, <3% D or E.
» 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%.
» A or B behaviour is 94% or better and A or B effort is 88% or better.

In Senior
» All students graduate with a meaningful pathway and a QCE or QCIA.
» 100% of Tertiary applicants receive an offer.
» 55% ATAR 90 or better, 14% ATAR 99 or better, 70 students ATAR 99, 3 students 99.95.
» All students participate in at least one extra-curricular activity. Retention rates in all activities are strong.

In Junior
» Positive Gain of 70% from Year 7 to 9 students in reading and numeracy. Positive gain or U2B results are 90%.
» 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 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 students participate in at least one extra-curricular activity.

All Teachers
» All teachers are using Active Learner strategies in class and are purposefully engaging students in thinking processes.
» All teachers engage in reflective conversations in their Developing Professional Plans (DPPs) and Professional Learning (PL) program to sharpen classroom practice.
» All teachers engage in Faculty and PLC collaboration in a way that has impact on their students' learning.
» All teachers have a deep understanding of their QCAA syllabuses and assessment practices.
» All teachers understand and apply spaced and retrieval practices.