

Annual Improvement Plan 2023



BRISBANE STATE HIGH SCHOOL

Over the course of 2023, we continue to focus on visible learning. We will build depth in three priorities: Visible Progress, Visible Expertise and Visible Culture by focussing on practices for students, teachers and leaders:

These student, teacher and leader practices are outlined in the School's Improvement Plan.

There are a number of Strategies that we will implement to drive improvement in the following focus areas:

| Focus Areas | Major Strategies |
|------------------------------------|--|
| Strengths Based Wellbeing | <p>Strengthen Culture and Behaviour Strategy starting with internal student services processes and school-wide routines.</p> <p>Continue parent engagement sessions focussing on holistic student development and targeting current student needs.</p> <p>Implement the updated Y10/11 Volunteering Program.</p> <p>Add a mental health service with a Psychologist and additional provisional Psychologists.</p> <p>Continue relationship mapping process to ensure every student in connected to an adult and a student. Use this to foster a wider range of connection.</p> |
| Connection & Belonging | <p>Write Alumni Student Mentor Strategy that systematically supports a wide range of students.</p> <p>Teach Staff the 'Climbing Wall' approach and reinforce 'no triangles' to grow staff and student culture.</p> <p>Expand Medicus and Young Innovators to Engeniator (aspiring engineers) and Scientia (aspiring educators). Host Law breakfast to engage mentors.</p> <p>Restart overseas travel for language development, service and sporting opportunities.</p> <p>Activate the Innovation Studio so it is extensively used by students and it fosters innovative teaching and learning.</p> <p>Write Reconciliation Action Plan and enact first steps in the relationship domain.</p> <p>Write Student Leadership Strategy to expand opportunities and strengthen leadership learning.</p> <p>Strengthen routines and relationships to support the enhancement of a healthy culture that enables positive growth and connection.</p> |
| Learning in Extra-Curricular (E-C) | <p>Write the E-C Strategy to capture the developmental role of E-C and systematise this work and make it sustainable.</p> <p>Pursue Olympic opportunities and advocate for the sports academy at Fursden Road.</p> <p>Engage all students in an E-C activity.</p> <p>Develop systems to monitor progress in E-C.</p> |
| Strengthening our Identity | <p>Refresh School Philosophy with a collaborative process that builds greater ownership and understanding.</p> <p>Write Alumni Engagement Strategy to systematically and sustainably harness the expertise of our alumni and to build a community of support.</p> <p>Write Enrolment Attraction & Retention Strategy, advocate for change of policy, prosecute argument for sustainable change that enhances our identity.</p> <p>Continue to enact master facilities plan development – netball courts and cricket nets, gymnasium, music bowl and plaza.</p> <p>Expand our recycling and environmental programs to work towards net zero. Link with South Bank.</p> <p>Document further 'whys' to build staff understanding of our ways of working.</p> |
| Students' Learning Growth | <p>Finalise refreshed Learning Policy to capture our developed thinking and new system processes.</p> <p><i>See Student Practices in SIP.</i></p> |
| Teachers' Learning Growth | <p>Document Signature Practices and continue to embed in practice in a way that gives us a dynamic resource.</p> <p>Develop co-teaching practices.</p> <p>Engage all teachers in one of the internal PL options.</p> <p>Engage all staff in PL about future trends and lead behaviours.</p> <p>Continue the deepening of practice in QLearn, using this implementation to strength pedagogy.</p> <p>Further develop functionality of school-wide markbook database to enhance analytics and support related systems, e.g. awards.</p> <p>Enact staff attraction and retention strategies.</p> <p><i>See Teacher Practices in SIP.</i></p> |
| Supporting Work | <p>Strategic Operations Succession Planning to capture corporate knowledge and consider system improvements.</p> <p>Refresh School Data Plan.</p> |

Annual Improvement Plan 2023



| School Improvement Plan | Student Practices | Teacher Practices |
|---------------------------------|---|---|
| <p>Visible Progress</p> | <ul style="list-style-type: none"> 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 know the characteristics of high-quality assessment responses and evaluate my own work. I can think like a marker. I submit personal best drafts. 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. | <ul style="list-style-type: none"> 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 <i>declarative and procedural</i> knowledge, skills, and cognitions, and how these will be assessed to ensure I select the most impactful pedagogies. We integrate this thinking in our team's QLearn courses. 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 enables students to operate as detectives in their own learning and move their learning forward. <p>* WALT: We are learning to / WILF: What I'm looking for / TIB: This is because</p> |
| <p>Visible Expertise</p> | <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' routinely to be clear about the task requirements. 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 plan my writing: I develop and test ideas, make connections with prior knowledge and represent my thinking visually. I write with clarity and precision, carefully selecting vocabulary to construct cohesive sentences and paragraphs. 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 the 6 learning strategies (Sumeracki) effectively myself. | <ul style="list-style-type: none"> I explicitly teach cognitions (using resources from the QCAA Cognitive Verb Toolkit) so that all students can apply these skills independently. 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 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 seek out evidence to maximise student results when I am marking. 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. |
| <p>Visible Culture</p> | <ul style="list-style-type: none"> 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 am actively engaged in State High and can identify ways in which I <i>contribute to our school culture</i>. I participate in at least one E-C activity. I help others and show kindness at school. 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 wear my uniform with pride and my behaviour always reflects the values of the Blue-Red-Blue. | <ul style="list-style-type: none"> 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 opportunities to help students respond productively by focusing on their control of effort, strategy and attitude. 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 work in teams that take collective responsibility for cohort performance and devise and implement improvement strategies. 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. I actively contribute to whole school culture, taking appropriate responsibility for behaviours I see. I use climbing wall conversations and 'no triangles' to improve our culture. I use strategies to keep myself buoyant. I know how to achieve composure. |

Annual Improvement Plan 2023



BRISBANE STATE HIGH SCHOOL

Our aspirational targets are:

| School Performance Indicators | | Data Sources |
|-------------------------------|--|---|
| All Year Levels | <ul style="list-style-type: none"> 48% As, 82% 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. | Report Cards/QTAC GPA data Mentor feedback/CWWAE Reading survey IDAttend Report Data |
| Senior | <ul style="list-style-type: none"> 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, 80 students ATAR 99, 5 students 99.95. All students participate in at least one extra-curricular activity. Retention rates in all activities are strong. | Destination Data QTAC/Uni Data QTAC data OneSchool |
| Junior | <ul style="list-style-type: none"> 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, 60% in Reading, Spelling and Grammar and 50% in Writing. 60% of Year 9s achieve Band 9 or 10 in NAPLAN Numeracy, 55% in Reading, Spelling and Grammar and 40% in Writing. All eligible students reach National Minimum Standard in Reading and Numeracy or have a plan to do so. Percentage mean difference from National is above 12. All students participate in at least one extra-curricular activity. | NAPLAN Data OneSchool |
| All Teachers | <ul style="list-style-type: none"> 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. | Traffic Lights Line Managers & PL Report PLC leader feedback Traffic Lights Traffic Lights |

Endorsement

This Plan was developed in consultation with the School Community and meets system requirements and school needs.


Wade Haynes
 Executive Principal


Nancy Cole
 School Council Chair

21 February 2023