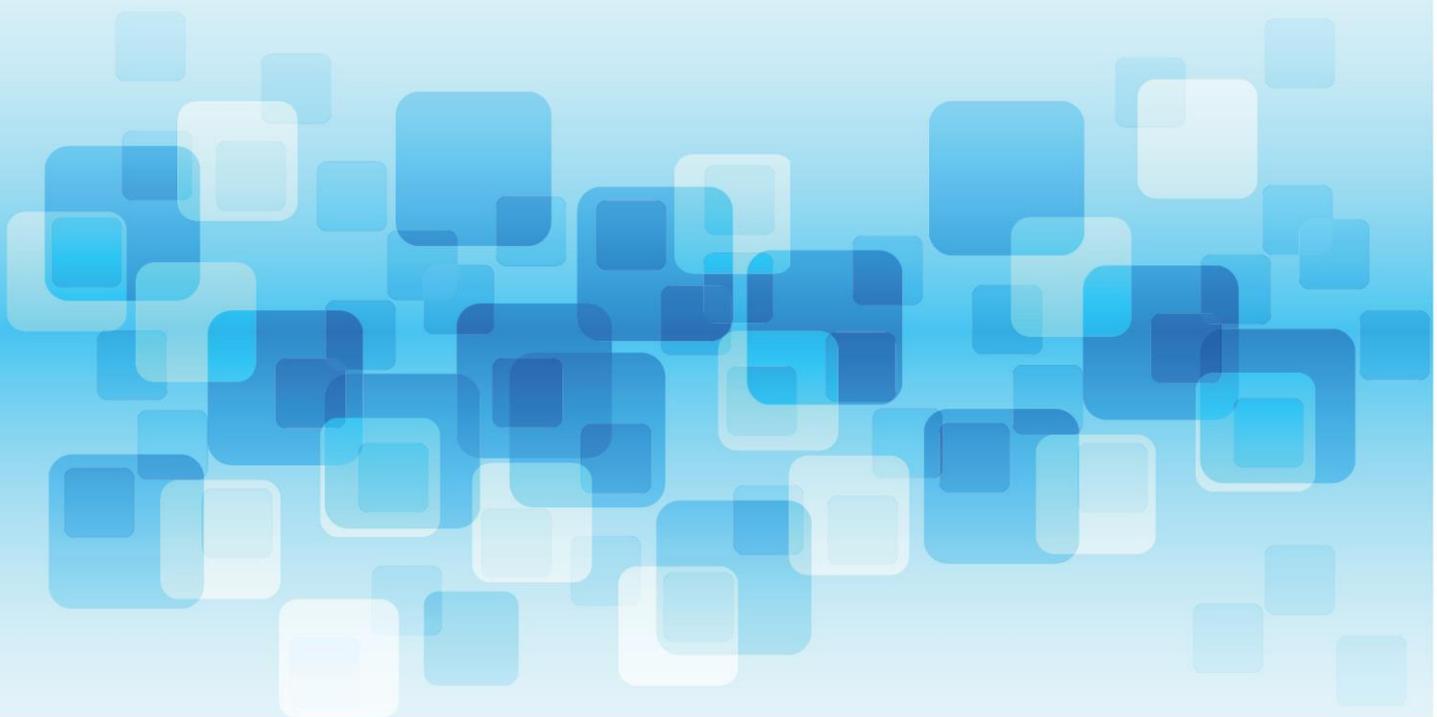




School Improvement Unit Report

Everton Park State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Everton Park State High School from 2 to 4 March 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	668 Stafford Road, Everton Park
Education region:	Metropolitan Region
The school opened in:	1961
Year levels:	Years 7 to 12
Current school enrolment:	240
Indigenous enrolments:	11.6 per cent
Students with disability enrolments:	10.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	950
Year principal appointed:	2007
Number of teachers:	29
Nearby schools:	Mitchelton State High School, Craigslea State High School
Significant community partnerships:	Stafford Meals on Wheels, Gaythorne Returned and Services League of Australia (RSL), Moonah Park Retirement Village, Hills Chamber of Commerce, Everton Park Business Club, Primary Schools alliance, QLD Academies Partnership, HELP Training Institute, Higher Visibility, Enoggera Lions Club, Mitchelton Rotary Club, Herbert Smith Freehills Lawyers, Young Women's Christian Association (YWCA) - Shine Program, Brisbane Irish Rugby Club
Unique school programs:	Year 7 and Year 8 Science, Technology, Engineering, Arts and Mathematics (STEAM) Program, Science Technology Engineering and Mathematics (STEM), Industry Pathways Program, Homework Club, community expeditions to Vietnam



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and deputy principal
 - Three Heads of Department (HODs)
 - Head of Special Education Services (HOSES)
 - Master teacher
 - 18 teachers and eight support staff
 - Business Services Manager (BSM), three administration officers and three facilities officers
 - Canteen convenor
 - Six student leaders and 35 other students
 - Parents and Citizens' Association (P&C) president and 11 other parents and/or community members
 - Principal of partner school
 - Local State member
 - Guidance officer
 - Chaplain, youth support coordinator, Indigenous teacher aide

1.4 Review team

Denise Kostowski	Internal reviewer, SIU (review chair)
Ken Green	Internal reviewer, SIU
Tom Robertson	External reviewer



2. Executive summary

2.1 Key findings

- Everton Park State High school actively seeks ways to enhance student learning and wellbeing through the development of strong school and community partnerships.

The school has established a wide range of beneficial partnerships to support learning outcomes and to enhance the footprint of the school in the local area. By partnering with parents and families, other education and training institutions, local businesses and community organisations, they offer support services or resources not available within the school context.

- The school improvement agenda is sharp and narrow with three priorities identified in 2016.

One of the 2016 priorities has a specific whole-school target that can be articulated by staff members. Specific and measurable targets, aligned to priorities to measure success and devolve accountability of achievement through all levels of the school, are yet to be developed. There are currently no formal Faculty Improvement Plans where departments have set faculty goals.

- There is evidence that staff are willing to engage in data conversations and to use the analysis of data in framing curriculum and learning experiences.

Staff members acknowledge that there is a need to enhance their capacity to effectively use data. A clearly documented plan to build staff skills in the analysis, interpretation and use of classroom data is not yet developed and the school currently relies on systemic data to inform curriculum and learning experiences.

- School leaders have prioritised the development of complete and current unit planning documents based on an approved curriculum.

A whole-school approach for curriculum design and delivery is being led by a Head of Department (HOD) with a view to engaging all HODs in developing a documented whole school approach for curriculum design and delivery. This process will develop a whole-school curriculum plan.

- School staff indicate a commitment to continuous improvement.

School planning documents indicate that teachers are to engage in a structured professional development process to write an Annual Performance Development Plan (APDP). This process has not yet commenced in 2016 and many staff report that this was not completed fully in 2015. The previous process was not clearly aligned to the school's explicit improvement agenda. There is currently no formal performance development process in place for non-teaching staff.



- The school leaders are committed to the consistent implementation of a whole-school pedagogical framework.

The adoption of the Fisher and Frey¹ model is a significant development in this process. The school is yet to develop a complete framework to ensure a comprehensive and systematic approach to provide clarity around expected classroom procedures, practices and strategies – for teaching, differentiating, monitoring, assessing and moderating.

- Students, staff and parents speak highly of the school and its positive school tone and there is evidence of a strong sense of belonging.

Staff, students and parents say they are very happy with the school but all agree that the community perception of the school is not aligned with school, staff and parent experience. There is a general belief that to increase enrolments there is a need to share with the community the quality learning offered at the school and the opportunities it provides to ensure '*bright futures*' for students

¹ Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. ASCD.



2.2 Key improvement strategies

- Develop staff capacity in the collection, analysis and interpretation of both short term and long term data to inform teacher planning, to reflect on the effectiveness of individual practice, and to better address the learning needs of individual students.
- Develop a whole-school curriculum plan to make clear what and when teachers should teach and students should learn across the six years of schooling, integrating a whole-school focus on the development of cross curricular skills and attributes.
- Develop specific targets to support the improvement agenda with clear baseline data to enable the school to measure achievement and communicate the agenda to the wider community.
- Develop and implement a comprehensive research-based pedagogical framework that provides clarity around expected classroom procedures, practices and strategies – for teaching, differentiating, monitoring, assessing and moderating.
- Embed the State Schooling approved Annual Teacher Performance Review Process referencing the Australian Institute of Teachers and School Leaders (AITSL) Professional Standards.
- Investigate opportunities to market to the wider community the quality programs and positive learning culture that exists at Everton Park State High School to improve the public perception of the school.