

EVERTON PARK STATE HIGH SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

| | | | | |
|---|--|--------|--------|--------|
| School priority 1: Enhance Curriculum with a data focus | Monitoring | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 |
| | <small>Green – on track, Yellow – underway, Amber – yet to commence, Struck-out at the end of each term after mid-year commences. Struck-out at the end of each term after mid-year.</small> | | | |
| | <small>Based on progress.</small> | | | |
| | <small>Based on progress.</small> | | | |

Strategies:
 Deepen professional knowledge around curriculum with a data literacy focus.

Develop and embed a culture where all teachers and SLT (Senior Leadership Team) use consistent data to inform teaching and learning that is responsive to the needs of all stake holders.

Explicitly teach staff and students to use data to inform teaching and learning through goal setting.

Actions:
 Finalise CARP (Curriculum, Assessment and Reporting Plan) and implement strategies to maintain currency and optimise staff understanding and engagement

Build staff capability in four stages of moderation
 Clarify and embed expectations for differentiation in both planning and implementation

Review Data Plan and establish clear regime for effective engagement, measurement and communication of student learning growth

Enhance teacher data literacy to better understand our learners, develop positive relationships and to collaboratively reflect on performance data to inform planning

For individual learners with student goal setting

Develop, communicate and implement clear QA processes through identified stakeholders

Align PLC (Professional Learning Communities) focus to data analysis and QA requirements aligned to curriculum and pedagogy

Enhance communication and celebration of learning and performance growth and high expectations

| | | | | |
|--|---|--------|--------|--------|
| School priority 2: Enhance our school wide pedagogical processes | Monitoring | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 |
| | <small>Green – on track, Yellow – underway, Amber – yet to commence, Struck-out at the end of each term after mid-year.</small> | | | |
| | <small>Based on progress.</small> | | | |
| | <small>Based on progress.</small> | | | |

Strategies:
 Develop and implement induction, engagement and instructional leadership processes to build capacity of staff at different career junctures.

Strengthen capabilities of staff to ensure a shared understanding and enactment of evidence based pedagogical strategies through regular development, collegial engagement and feedback.

Long term measurable/desired outcomes:
 SLT collaboratively develops and implements a whole school CARP which includes the four stages of moderation.

SLT reviews reporting data at each juncture to ensure strategies employed in the AIP / FIP are being implemented with fidelity.

There is a systematic and collaborative process for SLT and staff to access a range of student achievement, engagement and retention data to analyse individual and priority groups, progress, patterns and trends. This data is used to inform and plan for improvement in teaching, learning and pedagogy to meet the diverse learning needs of all students in each learning area/subject.

Priority Groups:

- First Nations
- Out of Home Care
- SWD / NCCD
- Gifted and Talented

Include priority support measures (as outlined in the education strategy) and other data sets, targeted/desired behaviours (student/teacher/leadership) or artefacts aligned to each strategy.

Responsible officer(s):
 Deputy Principal (Curriculum)
 HODs

Long term measurable/desired outcomes:
 SLT instructional leadership demonstrates improvement in actions, accountability and performance leading to drive school improvement including improved outcomes for students (academic, effort, behaviour).

Staff develop and refine pedagogy skills to improve teaching evident through profiling data.

Achievement improves across the school by 10%

Attendance reduces students with less than 85% attendance by 10%

SOS

- Increase in student SOS response
 - o I am interested in my school work" by 10%
 - o My teacher motivates me to learn by 5%
 - o My school gives me opportunities to do interesting things by 5%
- Increase in 'Staff Development' measures for staff in SOS in all sections by >10%
- Increase in 'Teaching and learning' in all areas by >10%

Responsible officer(s):
 Deputy Principal (Pedagogy)
 HODs
 HITs Coordinator

AIP measurable/desired outcomes:
 SLT agree to implement whole school moderation plan through a staged implementation in Junior Secondary.

Clearly articulated formal CARP that is documented, reviewed and actioned for each faculty

100% of staff involved in PD associated with analysing data and developing class placements to inform teaching and learning strategies.

100% of faculties collaborating in analysing subject data to review and develop curriculum and pedagogical practices

- 100% of Year 12s achieving QCE
- 30% of Year 12s ATAR
- 100% VET completion internal and external
- >85% of students achieving A-C
- >48% of students achieving A/B

Gap between first nations students decreased by 5% for A-C

Resources:

- SORD
- Tracked
- COMPASS

All HODs are required to have access to SORD
 Tracked Access for HODs and HOYS

AIP measurable/desired outcomes:

HITs – all teachers using LI and SC in all classes

Expectations and signage consistent in all classrooms.

All new and beginning teachers experience induction program

All aspirants have an opportunity to engage in aspirant program

100% of staff involved in ADP process with alignment to collegial framework and AIP

All curriculum areas planning for and using eBooks, QLearn.

A 30% increase in laptop usage in classrooms.

Data:

Academic data improves for A-C

- Whole school by 5%
- First Nations by 10%
- SWD by 10%

SDA data reduces for

- Whole school by 5%
- First Nations by 10%
- SWD by 10%

SOS:

- Partnerships, Culture, Teaching and Learning –up by >10% for all respondents
- Staff Development –up by 10%

Resources:

Whole school Approach to Pedagogy Framework



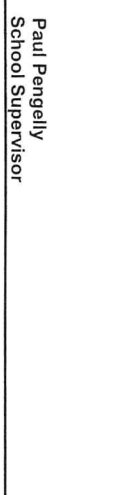
Tracked data – goal setting

Literacy and Numeracy Plan

Collegial Engagement Framework

Induction Policy

Professional Development Program

| | | | | | | | |
|--|--|---|--|--------|--------|--|---|
| <p>School priority 3: <i>Enhance Staff and Student Wellbeing and Student Engagement</i></p> | <p>Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Status based on progress.</small></p> <table border="1"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table> | Term 1 | Term 2 | Term 3 | Term 4 | <p>Long term measurable/desired outcomes:</p> <p>E&E Wellbeing and Engagement- create safe and positive environments to strengthen health and wellbeing. Support student wellbeing and engagement to foster safe and healthy learning environments Staff and students demonstrate improved connection and belonging measures. Attendance increases as a result. Student- I like being at my school >75% Staff- I enjoy working at this school >85% I feel staff morale is positive at this school >75%</p> | <p>AIP measurable/desired outcomes:</p> <p>SOS Data</p> <ul style="list-style-type: none"> - I enjoy working at this school – up by >5% - Staff are well supported at this school – up by >20% - I feel that staff morale is positive at this school – up by >20% - The wellbeing of employees is a priority for this school – up by >20% <p>Attendance</p> <ul style="list-style-type: none"> - Attendance over 90% (Whole school) - Students < 85% attendance <30% |
| Term 1 | Term 2 | Term 3 | Term 4 | | | | |
| <p>Actions: Strengthen and extend PBL systems and influence across the school</p> <p>Develop and embed a wellbeing framework for students and staff Extend engagement of the staff Wellbeing committee and encourage comprehensive faculty representation Enhance rigour and opportunities for student leadership and voice Align CAT (Class Analysis Tool) implementation to refine processes for student goal setting informed by clear understanding of the next steps for learning growth Increase student engagement in school by improved attendance through recognition and promotion to school community.</p> | | <p>Responsible officer(s): Deputy Principal (Wellbeing and Engagement) PBL Coordinator</p> | <p>Resources: PBI Budget TBA Staff PD / teacher release. Student Forum organisation and resources.</p> | | | | |
| <p>Approvals</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> | | | | | | | |
| <p>Rick O'Connor Principal</p>  | | <p>Gavin Whitlock School Council Chair</p>  | <p>Paul Pengelly School Supervisor</p>  | | | | |