

Investing for Success

Under this agreement for 2019

Everton Park State High School will receive

\$134,235*

This funding will be used to continue our work outlined in the Strategic Plan 2017-2020 and to focus on the 2019 Explicit Improvement Agenda (EIA).

Strategic Plan – The Everton Park SHS strategic plan 2017 – 2020 lists three strategic improvement priorities:

- Priority 1:** Maximise student achievement and improvement through a focus on Literacy and Numeracy, A-C results, QCE attainment, attendance and transition of students into future training and/or learning in education sectors and/or work life.
- Priority 2:** Develop a balanced whole school approach to reading comprehension
- Priority 3:** Align community perception with school staff, parents and student experience of the quality learning offered.

In 2019, our Explicit Improvement Agenda is to maximise student achievement. We will maximise every students' achievement by:

1. *Aligning curriculum, assessment and reporting*
2. *Employing aligned and targeted pedagogical practices in all classrooms*
3. *Building a school culture that is organised, aligned and aware.*

<p>EIA 1 <i>Aligning curriculum, assessment and reporting</i></p>	<ul style="list-style-type: none"> • A whole school culture in which all stakeholders engage in the moderation of units and assessment. • 80% of students achieving A-C results across the school • Reports that present a meaningful evaluation of students' progress
<p>EIA 2 <i>Employing aligned and targeted pedagogical practices in all classrooms</i></p>	<ul style="list-style-type: none"> • 100% students engaged and achieving • 100% teachers using Gradual Release of Responsibility • 100% teachers developing Critical and Creative Thinking and 21st Century skills within their students • 100% teachers understand and include differentiation
<p>EIA 3 <i>Building a school culture that is organised, aligned and aware.</i></p>	<p>A whole school culture in which all stakeholders have a clear understanding of our key statements:</p> <ul style="list-style-type: none"> • <i>Creating Bright Futures</i> • <i>Where every student is known</i> • <i>Engaged students; Enthusiastic staff; High expectations for all</i> • <i>Dynamic, Contemporary, Futures oriented</i> • <i>Be Responsible, Be Respectful, Be your Best</i>



Our initiatives include

<p>Strategy 1</p> <ul style="list-style-type: none"> ○ Whole School Curriculum Plan ○ Professional learning communities ○ Subject based ○ Class based 	<ul style="list-style-type: none"> • Complete the Whole School Curriculum Plan to ensure an aligned curriculum, pedagogy, assessment and reporting approach to engaging students and improving student learning outcomes across the school. • Revisit the school pedagogical framework and embed it as the shared language of teaching and learning • Develop teacher capability with respect to designing curriculum-aligned monitoring tasks for short-term data cycles • Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice <ul style="list-style-type: none"> • Fisher, D. & Frey, N.(2008). Better learning through structured teaching. Moorabbin, Vic, Hawker Brownlow Education. • DuFour, R. (2004). "What is a professional learning community?" Educational Leadership 61(8): 6-11. • Hopkins, D., Craig, W. & Knight, O. (2015). Curiosity and Powerful Learning. Colorado, McRel. • Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. California, Corwin Press.
<p>Strategy 2</p> <p>Monitoring and Feedback to:</p> <ul style="list-style-type: none"> ○ Analyse student responses ○ Identify gaps in student learning ○ Select and agree upon strategies for improvement 	<ul style="list-style-type: none"> • Improve the engagement and access to curriculum for all students through a whole school approach to inclusion and differentiation. • Develop an interdisciplinary Monitoring and Feedback approach to support students in lower, middle and upper two bands <ul style="list-style-type: none"> • Fullan, M. & Sharratt, L. (2012) Putting Faces on the Data: What Great Leaders Do!, Corwin, California, USA. • Institute of Educational Sciences (IES) 2016, Teaching Secondary Students to Write Effectively – Educator’s Practice Guide (online). • Fisher, D., et al. (2016). Text complexity: Stretching readers with texts and tasks. Thousand Oaks, California, Corwin.
<p>Strategy 3</p> <ul style="list-style-type: none"> ○ New QCE implementation ○ Student wellbeing 	<ul style="list-style-type: none"> • Develop processes to support New QCE implementation, aligning curriculum and assessment in Junior secondary – a line of sight between JS and the New QCE • Employ a Youth Support coordinator to work with students to increase attendance and engagement in learning.




Our school will improve student outcomes by

Actions	Costs
<ul style="list-style-type: none"> • Establish a professional learning community of school leaders and teachers to share and evaluate strategies and their impact • Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning • Providing TRS to enable PLCs of teachers/leaders to engage in collaborative data inquiry (case management), action learning, classroom visits and professional conversations • Allocating TRS to support year level moderation and cross-year moderation working groups, once in Term 2 and Term 4 or in Twilight sessions. 	<p>\$15,000 (resources) \$1,345</p>
<ul style="list-style-type: none"> • Continuing the EPSHS Homework Club to support students by: <ul style="list-style-type: none"> ○ Funding retired teachers to assist students after school on Mondays, Wednesdays & Thursdays ○ Providing afternoon tea for participating students 	<p>\$15,000</p>
<ul style="list-style-type: none"> • Improving Indigenous and non indigenous students' literacy and numeracy , A-C results, engagement and attendance • Employing of an Indigenous Education worker (20 hours / week) • Employing a teacher aide to work with students and teachers to improve student engagement (15 hours a week) • Employing a teacher aide to support students with complex case needs to engage in school activities (15 hours a week) 	<p>\$78,000 Incl \$27,634 \$25,000 \$25,000</p>
<ul style="list-style-type: none"> • Employ a Youth Support coordinator 2 days/week to support student wellbeing, resilience and motivation 	<p>\$6,500</p>
<ul style="list-style-type: none"> • Providing support for all teachers to complete the Whole School Curriculum Plan in providing detail for the Junior Secondary and New QCE curriculum including aligned pedagogical practices, assessment and reporting practices. 	<p>\$18,390</p>
<ul style="list-style-type: none"> • Total cost 	<p>\$134,235</p>



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