



EVERTON PARK STATE HIGH SCHOOL ANNUAL IMPLEMENTATION PLAN 2023

DATA LITERACY				
GOAL	ACTIONS	TIMELINE	SUCCESS INDICATORS	
Know our Learners – Develop clear data informed practices for all students.	Develop a clear School Data Plan and build staff capability in collecting, discussing, analysing, and utilising in our classroom practice	Term 2 Ongoing	Whole school strategy documented Regular data conversations occurring in LM meetings and Faculty meetings	
	Develop a clear school wide process for case management of all students with targeted interventions	Term 2	Reduce % of students with less than 85% attendance by 5%	
	Enhance a school wide approach to student self-monitoring, goal setting, and tracking of progress and achievement	Ongoing	Reduce number of students with an SDA by 5%	
			100% QCE/QCIA attainment A – C academic achievement across school > 85% A – B academic achievement across school > 45% Increase in student SOS "My teachers provide me with useful feedback about my school work" to > 85%	
WHOLE OF COMMUNITY ENGAGEMENT				
GOAL	ACTIONS	TIMELINE	SUCCESS INDICATORS	
Provide a curriculum and pedagogy which is engaging for our learners.	Review Year 7-12 subject offerings, time allocations and develop whole school CAPP	2023	CAPP implemented and used throughout the school	
	Implement alignment to P-12 CARF – deepen understanding of alignment (three levels of planning) and embed practices with staff consistently across the whole school	2023	Curriculum and assessment aligned and sequenced appropriately with consistent processes across all faculties	
	Review curriculum areas of Yr 7-10 (Australian Curriculum V9), and Year 11 & 12 subjects (including offerings) to incorporate authentic life experiences, careers and pathways	2023 Term 2 & 3	Staff understanding of V9 Australian Curriculum Increase subject opportunities for Yr11/12 aligned to future careers and pathways	
	Implement whole school moderation plan enacted consistently in all subject areas	Term 4	Whole school strategy documented and embedded	
	Develop and embed a whole school pedagogical practice (High Impact Teaching Strategies) and consistent way of working in classrooms	Term 3	Feedback from collegial engagement indicates Structuring Lessons and High Impact Teaching Strategies have been embedded in teacher practice	
	Increase student use of laptops, and improve ICT pedagogy within the classroom	Ongoing	30% increase in students bringing devices to school from Term 1 to Term 4 Student SOS response "I am interested in my school work" > 75%	
	Develop a transition plan for students from primary school, to senior school, and for pathways beyond school	Term 3	Increase in student retention from 7-12 > 90% of Yr 12 Graduates engaging in education, training or employment	
	Develop further partnerships with external RTOs and universities to offer courses	Ongoing	Increase in meaningful partnerships within the community and beyond	
	Review our career education, and senior education information to students/parents in 7-9	Term 2	Student SOS "My school gives me opportunities to do interesting things" > 80%	
	Enhance capability of our leaders, teaching and non-teaching staff. Supported through collaborative and proactive development of school process and procedures focusing on engagement, behaviour management and wellbeing.	Build capability for leadership team, through leadership PD, to support staff in their development	Ongoing	Increase in 'Staff Development' measures in SOS in all sections
		Review induction process for staff commencing at the school (both start of year and during the year)	Term 2	Develop and enact staff induction process
		Build Professional Development in areas of need, aligned to APR and Collegial Engagement	Term 1	Increase in 'Staff Development' measures in SOS in all sections
Further develop clear communication strategies to provide student updates, and information about key priorities and school processes	Develop clear processes in relation to staff and student wellbeing, through embedded Wellbeing Framework	Term 2	Whole school strategy aligned to DoE Wellbeing Framework Increase in Staff SOS "The wellbeing of employees is a priority at this school" to > 85% Increase SOS student target of "I like being at my school" to > 70% SOS data for "Student Behaviour is well managed at this school" - staff > 70%, student > 60%	
		Term 1	Increase in Staff SOS "This school keeps me well informed about things that are important to my work" to > 90% PBL data for survey responses relating to training all improve by 10%	

PRINCIPAL SIGNATURE & DATE: _____ 28/3/23

ASSISTANT REGIONAL DIRECTOR SIGNATURE & DATE: _____ 28/3/23