

Everton Park State High School

School Review report

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Everton Park State High School** from **9 to 13 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

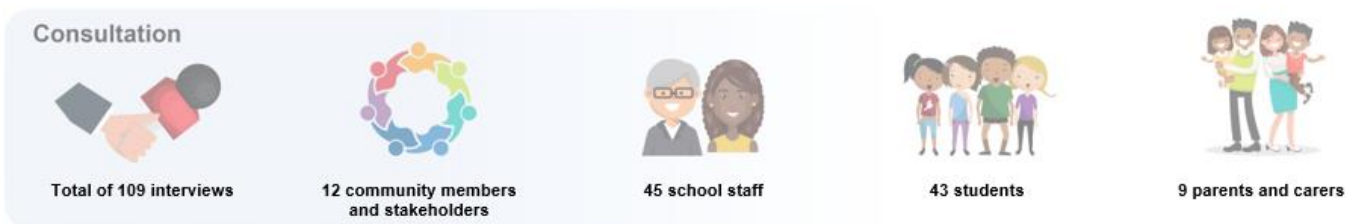
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal reviewer, SRR (review chair)
Alan Smith	Internal reviewer, SRR
Wayne Troyhan	External reviewer

1.3 Contributing stakeholders



1.4 School Context

Indigenous land name:	Meanjin We acknowledge the shared lands of the Jagera* and Turrbal** nation and the Jagera* and Turrbal** people of the Jagera* and Turrbal** language region. *also known as Yagara, Yuggera or Jagara ** also known as Turubul, Turrubul, Turrubal
Education region:	Metropolitan Region
Year levels:	Year 7 to Year 12
Enrolment:	521 students
Indigenous enrolment percentage:	6.5%
Students with disability percentage:	29.9%
Index of Community Socio-Educational Advantage (ICSEA) value:	992

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **6 to 8 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 977 and the school enrolment was 406 with an Indigenous enrolment of 10% and a student with disability enrolment of 10%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop and align a precise unifying vision to drive school improvement. (Domain 1)
- Collaboratively develop and enact systems, policies and procedures that focus on roles, responsibilities and accountabilities of school and program leaders. (Domain 1)
- Build the instructional leadership capability of all school leaders to lead teams, to quality assure programs and processes, to ensure consistency of practice and continuously develop the capability of staff. (Domain 5)
- Develop systemic moderation procedures to strengthen teacher capability to understand and accurately apply the assessment standards and descriptors against the assessment tasks. (Domain 6)
- Strengthen the culture of professional improvement through regular observation, feedback, and coaching and mentoring opportunities for all teachers and leaders. (Domain 8)

2. Executive summary

2.1 Key affirmations

Staff members convey a commitment to success for all students.

The motto of *'Where every student is known'* is apparent across the school with staff proudly expressing that they know their students. They indicate that the smaller number of students enable realisation of this attribute. Caring for students is voiced by many staff as underpinning the ethos of the school, with wellbeing of students a significant component of culture and initiatives currently in the school.

A focus on catering for the widely diverse wellbeing needs of all students is apparent.

The principal, senior school leaders and staff express their commitment to the development of an environment that is supportive of successful learning for all students. Most students speak positively about relationships with their teachers and describe the high level of support they receive. Most students speak with pride regarding their school. The 2022 School Opinion Survey (SOS) indicates that 89.9% of parents, 74.7% of students, and 92.1% of staff agree with the statement that 'This is a good school.'

School leaders speak of deliberate and strategic partnerships with families, local businesses and community organisations.

Strong links with the local business community are established. Leaders are committed to accessing resources and expertise not available in the school to improve student outcomes. Staff and parents speak of the importance of these partnerships for students, with many parents articulating how partnerships have improved in recent years. They commend the improved clarity in communication from the school.

The school has developed an enhanced image in the wider community in recent times.

Parents, members of parliament and community representatives acknowledge the improved physical presence of the school and speak of positive student outcomes. Community members articulate that these factors enhance the image and reputation and have contributed to an increase in enrolment numbers.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Construct and share an improvement agenda that is strategically linked, clear, concise and expressed in terms of measurable student outcomes and high expectations.

Domain 5: An expert teaching team

Develop the instructional leadership skills of all members of the Senior Leadership Team (SLT) to drive school improvement.

Domain 6: Systematic curriculum delivery

Develop a whole-school curriculum, assessment and reporting plan that meets P-12 curriculum, assessment and reporting framework (P-12 CARF) requirements and makes curriculum expectations clear for teachers.

Domain 8: Effective pedagogical practices

Develop a strategic approach to the implementation of High Impact Teaching Strategies (HITS) and other agreed pedagogical practices to build shared understanding and consistent enactment across the school.

Domain 1: An explicit improvement agenda

Quality assure all aspects of the improvement agenda for systematic and successful implementation.