



Everton Park State School

Annual Implementation Plan 2021



School Improvement Priorities 2021

Improvement priority:

Explicit improvement agenda – A culture that promotes learning – Targeted use of resources – An expert teaching team – Effective pedagogical practices:

Strategy One: 'How we learn as a staff': Quality teaching through coaching, mentoring, professional learning, reading and reflection.

Actions	Targets	Timelines	Responsible Officer/s
Further develop capacity and capability of Leadership Team to support and challenge themselves and their teams through coaching, mentoring, professional learning, professional reading ('Walking the Talk') and professional reflection.	<ul style="list-style-type: none"> 100% participation of leadership team. 	All year.	P, DP, HOD-C, PC, SEP Teacher.
Provide opportunities for all teachers to be involved in regular, timetabled instructional coaching and mentoring processes, including observation and feedback utilising a 'Lead Management' approach.	<ul style="list-style-type: none"> 100% of teachers and teaching assistants. 	All year.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers, Teaching Assistants.
Develop teachers' repertoires of practice to identify the high-yield teaching strategies that will most effectively facilitate deep learning and engage and challenge students (using the 'Toolkit for teaching and learning').	<ul style="list-style-type: none"> 100% of teachers. 	All year.	P, DP, HOD-C, PC, SEP Teacher, Teachers.
Strengthen the collegial culture by providing formal and consistent opportunities for staff members to plan, share, celebrate and learn from each other's practices.	<ul style="list-style-type: none"> 100% of teachers and teaching assistants. 	All year.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers, Teaching Assistants.
Implement QA processes to ensure the intended curriculum is enacted in all classrooms (through coaching, observation and feedback in and out of the classroom).	<ul style="list-style-type: none"> 100% of teachers and teaching assistants receiving written feedback for their observations. 	All year.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers, Teaching Assistants.
Continue to implement Pedagogy Projects for all teachers as a way of further personalising learning around their chosen agenda focus and learning needs (utilising 'Strengths Finder 2.0' as a way of personalising learning).	<ul style="list-style-type: none"> 100% of teachers and teaching assistants. 	All year; sharing in T4W9.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers, Teaching Assistants.

Improvement Priority:

Explicit improvement agenda – An expert teaching team – Systematic curriculum delivery – Differentiated teaching and learning – Effective pedagogical practices:

Strategy Two: 'How we teach as a staff': Refine and embed the whole school approach to the explicit teaching of curriculum (English (reading and writing), Mathematics, Science and Technologies) using formative assessment.			
Actions	Targets	Timelines	Responsible Officer/s
Develop capacity of all teachers in the development and implementation of high yield teaching and learning strategies (formative assessment, metacognitive thinking, collaborative learning and reading strategies).	<ul style="list-style-type: none"> 100% staff involved. 100% students able to articulate how quality work (formative assessment practices) and structures (Kagan) assist them in learning. 100% students able to use 'thinking stems'. 100% of students able to articulate the task verb (Blooms Buddy) required for the task. 	All year – staff meetings, twilights and professional learning days.	P, DP, HOD-C, PC, SEP Teacher, Teachers.
Continue to utilise the 'Everton Park Pedagogies' (EPPs) as a way of explicitly teaching across the school. GRR-TAL to be used to meet reading targets.	<ul style="list-style-type: none"> 100% staff involved. 100% students to meet/exceed regional reading targets for PROBE and PM. 	All year.	P, DP, HOD-C, PC, SEP Teacher, Teachers.
Provide formal feedback on the delivery of EPPs using agreed best practice statements.	<ul style="list-style-type: none"> 100% of staff involved using feedback (supervisory and collegial coaching) and APR to personalise staff professional learning around EPPs. 	All year.	P, DP, HOD-C, PC, SEP Teacher, Teachers, Teaching Assistants.
Continue to develop teacher repertoire around formative assessment practices ('Familiarise' and 'Reflect' stages of EPPs) using 'quality criteria and "se-sir"'. Teachers collaboratively identifying and displaying success criteria of assessment tasks in English (feed-up) using 'Blooms Buddies quality criteria' in the 'Familiarise' stage of the EPPs.	<ul style="list-style-type: none"> 100% teachers using 'Familiarise' and 'Reflect' in their lessons. 	All year.	P, DP, HOD-C, PC, SEP Teacher, Teachers.
Continue to utilise individual learning goals with students. Develop a consistent whole-school process for providing timely and effective feedback to students regarding their individual learning goals to build ownership of, and responsibility for their learning using the 'se-sir' process.	<ul style="list-style-type: none"> 100% students knowing and achieving their learning goals (based on success criteria). 	All year – goal letters sent to parents/caregivers in W4 of each term.	P, DP, HOD-C, PC, SEP Teacher, Teachers.
Continue to provide feedback to students around quality criteria (feedback to feed-forward) using the 'Reflect' stage of the EPPs.	<ul style="list-style-type: none"> Positive gains A-E English, Mathematics and Science data to meet/exceed targets (see I4S for percentages) Zero 'N's on Semester 1 and 2 reports, unless attendance is a significant factor. 	All year.	Teachers.
Continue to focus on reducing variability of A-E data through the teaching and learning cycle, using Moderation as a co-verification through QA processes in Week 2 (mid-point check-in) and QA process for Portfolio Moderation (using work samples of the Australian Curriculum).	<ul style="list-style-type: none"> 100% participation. 100% participation. 100% participation. 	All year. W2 – T1-4. W8T2 and W8T4.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers.
Collaboratively develop units and teaching sequences within the curriculum to engage and provide challenge to the range of students (through the selection of appropriate EPP for the task).	<ul style="list-style-type: none"> 100% participation during planning. 100% teachers able to differentiate within the year level. 	All year.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers.



Improvement Priority:

Explicit improvement agenda – A culture that promotes learning – Targeted use of resources –

An expert teaching team – Differentiated teaching and learning – Effective pedagogical practices:

Strategy Three: 'How we teach as a staff': Creating an authorising environment for quality:
Learning and Wellbeing: Collaborative Learning – The Get Happier Project and Kagan Cooperative Learning.

Actions	Targets	Timelines	Responsible Officer/s
Provide ongoing professional learning – Kagan Cooperative Learning, ESCM (including Classroom Profiling), Play is the Way, Choice Theory, Reality Therapy and Lead Management practices.	<ul style="list-style-type: none"> 100% participation. 	All year.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers, Teaching Assistants.
Strengthen understanding of 'The Get Happier Project' to ensure the whole-school approach to effectively managing student behaviour through the 'Staff and Student Wellbeing Framework' are embedded across the school and are known and supported by the school community.	<ul style="list-style-type: none"> 100% participation. Alignment with Australian Curriculum: Health and Physical Education and Personal and Social Capabilities. 100% students reported on collaborative learning. 	All year. Semesterly. Semesterly.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers, Teaching Assistants.
Develop capacity of all teachers in the development and implementation of high yield teaching and learning strategies through Kagan cooperative learning using PIES as the QA process.	<ul style="list-style-type: none"> 100% students able to articulate structures that support their learning. 	All year.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers, Teaching Assistants.
Collaboratively develop units and teaching sequences within the curriculum to engage and provide challenge to the range of students ('Kagan cooperative learning' and 'The Get Happier Project').	<ul style="list-style-type: none"> 100% participation during planning. 100% teachers utilising 'The Get Happier Project' to support the way teaching and learning occurs in the classroom (i.e., creating needs satisfying teaching and learning). 100% of teachers using Kagan structures that meet PIES criteria. 	All year.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers.
Conduct regular meetings to enact the Student Code of Conduct in line with 2021 Departmental Guidelines.	<ul style="list-style-type: none"> 100% participation. 	Term 1.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers, Teaching Assistants.
Implement a consistent approach to the management of student behaviour, including monitoring student disciplinary absences (SDAs) using Essential Skills for Classroom Management (ESCM) and 'The Staff and Student Wellbeing Framework' and the Everton Park State School 'Care Profile'.	<ul style="list-style-type: none"> 95% of students C or above for behaviour (Years 1-6). Semester 2 to meet/exceed Semester 1. 100% children understanding of self-management vs co-management through 'Care Profile.' 	All year.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers, Teaching Assistants.
Further develop Tier 2 support for students in the playground through lunch time offerings that support social and emotional wellbeing (i.e., Play is the Way)	<ul style="list-style-type: none"> 100% staff trained in 'Play is the Way'. 100% student needs being met through Support Team Everton Park (STEP) referral process. 	Term 1. All year.	P, DP, HOD-C, PC, SEP Teacher, T/L, Teachers, Teaching Assistants.



Improvement Priority:

Explicit improvement agenda – Analysis and discussion of data – Targeted use of resources – Differentiated teaching and learning:

Strategy Four: 'How we check our teaching is having an impact': Using data literacy practices to inform the teaching of reading and writing.			
Actions	Targets	Timelines	Responsible Officer/s
Refine the school-wide data collection schedule to closely align with the EIA and the actual teaching and learning experiences in the classroom.	<ul style="list-style-type: none"> 100% staff familiar with 2021 Data Plan. 	Term 1.	P, DP, HOD-C, PC, SEP Teacher and Teachers.
Continue to align the support timetable based on data to inform needs across the school.	<ul style="list-style-type: none"> 100% student needs addressed. 	All year.	P, DP, HOD-C, PC, SEP Teacher.
Provide differentiated professional learning in data literacy to strengthen teacher skills.	<ul style="list-style-type: none"> 100% participation. 	As per '2021 staff meeting agenda')	P, DP, HOD-C, PC, SEP Teacher and Teachers.
Continue to analyse running records and other data sources (A-E, PAT and NAPLAN) to inform teaching and learning.	<ul style="list-style-type: none"> 100% participation. 	As per '2021 Data Plan'.	P, DP, HOD-C, PC, SEP Teacher and Teachers.
Continue using Case Management as a 'cycle of inquiry' to identify and provide support for students in literacy (QA process in Case Management – Review stage.)	<ul style="list-style-type: none"> 100% teachers identifying and providing support on a needs basis. 	Terms 2 and 3.	P, DP, HOD-C, PC, SEP Teacher and Teachers.
Develop capacity of all teachers in the development and implementation and monitoring of Individual Curriculum Plans (ICPs) for identified students.	<ul style="list-style-type: none"> 100% participation by teachers with students on an ICP. 100% of Achievement Standard Tracking document completed semesterly. 	Each semester.	P, DP, HOD-C, PC, SEP Teacher and Teachers.
Continue to track cohort data through the Literacy Continuum.	<ul style="list-style-type: none"> 100% participation (Years P-4 in 2021). 	Semesterly; entered into O/S yearly).	P, DP, HOD-C, PC, SEP Teacher and Teachers P-4.

Improvement Priority:

Explicit improvement agenda – Targeted use of resources – An expert teaching team – Systematic curriculum delivery – Effective pedagogical practices:

Strategy Five: 'What we teach our children': Australian Curriculum: English (reading and writing), Mathematics, Science and Technologies.			
Actions	Targets	Timelines	Responsible Officer/s
Develop capacity of all teachers in the development and implementation of high yield teaching and learning strategies in reading and writing (teaching of metacognitive thinking, reading and spelling strategies and the writing process, including a focus on purpose and audience) using 'First Steps in Reading and Writing'.	<ul style="list-style-type: none"> All staff. 	All year.	P, DP, HOD-C, PC, SEP Teacher, Teachers.
Continue to develop a whole school framework for the teaching of English, Mathematics, Science and Technologies including 3 levels of planning.	<ul style="list-style-type: none"> All staff. Requirements of P-12 CARF met. 	All year.	P, DP, HOD-C, PC, SEP Teacher, Teachers.
Embed Australian Curriculum: Mathematics, Science and Technologies using coaching, mentoring, professional learning, professional reading ('Visible Learning for Mathematics') and professional reflection (Journal).	<ul style="list-style-type: none"> 100% of teachers capable of delivery of Australian Curriculum: Mathematics, Science and Technologies. 	All year.	P, DP, HOD-C, PC, SEP Teacher, Teachers.
Align resources to support English, Mathematics, Science and Technologies.	<ul style="list-style-type: none"> As per purchase and asset replacement plan. 	All year.	P, BM, HOD-C, T/L.

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



P and C / School Council



Assistant Regional Director