



# Everton Park State School

## Annual Implementation Plan 2022

### School Improvement Priorities 2022

Improvement priority:

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

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

Actions	Targets	Timelines	Responsible Officer/s
<p>School Review: Improvement Strategy: EIA: Provide ongoing professional learning opportunities, explicit feedback and uptake time to support teachers and year level cohorts to implement and build a deep understanding of agreed expected practices outlined in the EIA.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents (Strategic Plan, APR process, twilights, Pedagogy Projects, Everton Park State School Coaching and Feedback Framework, Everton Park State School Mentoring Plan and Best Practice Statements).</li> </ul>	<ul style="list-style-type: none"> <li>100% staff trained in BIT (Choice Theory)</li> <li>50% staff trained in BP (Choice Theory)</li> <li>100% staff trained in Play is the Way.</li> <li>100% staff trained in Days 1&amp;2 Kagan cooperative learning.</li> <li>100% staff observed and given feedback around EPPs and teaching of reading.</li> </ul>	All year.	Principal with DP, HOD-C, PC, SEP teacher, T/L, teachers and teaching assistants.
<p>School Review: Improvement Strategy: EIA: Further refine role and responsibility statements of leadership team members and key staff to include QA mechanisms to review enactment of actions and evaluation of impact on school improvement and student learning and wellbeing.</p> <ul style="list-style-type: none"> <li>See 'QA process' documentation.</li> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> <li>See 'Portfolio Milestones' documents.</li> </ul>	<ul style="list-style-type: none"> <li>A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> <li>Improvement in SOS.</li> <li>Improvement in Student Engagement and Wellbeing survey.</li> <li>100% of leadership team and curriculum leaders developed and actioning milestones around the Strategic Plan and EIA.</li> <li>100% written feedback provided to teachers based on their observations.</li> </ul>	Term 1, 2022.	Principal with DP, HOD-C, PC, SEP teacher, T/L, Team and Curriculum Leaders.
<p>Leadership Team: Improvement strategy: EIA: Further develop capacity and capability of Leadership Team to support and challenge themselves and their teams through coaching, mentoring, professional learning, professional reading and professional reflection.</p> <ul style="list-style-type: none"> <li>See 'Portfolio Milestones' documents.</li> <li>See 'Leadership values' document.</li> </ul>	<ul style="list-style-type: none"> <li>100% of leadership applying underpinning principles of Choice Theory, Reality Therapy and Lead Management.</li> <li>100% APR completion.</li> <li>100% milestones achieved.</li> <li>Improvement in SOS.</li> </ul>	All year.	Principal with DP, HOD-C, PC, SEP teacher and BM.

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

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
<p>School Review: Improvement Strategy: ETT: Explore opportunities to grow, showcase and celebrate the LIC, both within and external to the school as an exemplar of quality practice for building staff capability across all career stages, highlighting the innovative approach of the school to curriculum, teaching and learning.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> <li>See 'Learning and Innovation Centre overview' document.</li> </ul>	<ul style="list-style-type: none"> <li>A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> <li>Maintain SOS (100%).</li> <li>100% of teachers offering to host participants in their classrooms as part of professional learning experiences.</li> </ul>	All year.	HOD-C with P, DP, PC, SEP teacher, T/L, teachers, teaching assistants.
<p>Leadership Team: Improvement strategy: EPP: Enhance teachers' repertoires of practice to identify and utilise the high-yield teaching strategies that will most effectively facilitate deep learning and engage and challenge students (using the 'Toolkit for teaching and learning').</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> </ul>	<ul style="list-style-type: none"> <li>A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> <li>100% of teachers and teaching assistants receiving written feedback for their observations.</li> </ul>	All year.	Principal with DP, HOD-C, PC, SEP teacher, T/L, teachers, teaching assistants.
<p>Leadership Team: Improvement strategy: ETT: Further strengthen the implementation of Pedagogy Projects for all teachers as a way of further personalising learning around their chosen agenda focus and learning needs.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> </ul>	<ul style="list-style-type: none"> <li>100% completion of APRs.</li> <li>100% of teachers implementing their Pedagogy Project to improve their practice.</li> <li>100% teachers refining their mentoring offerings after implementing their Pedagogy Project.</li> <li>100% staff engaging with the 'Everton Park State School Mentoring Plan.'</li> </ul>	All year; sharing in Term 4, Week 10.	Principal with DP, HOD-C, PC, SEP teacher, T/L, teachers.
<p>Leadership Team: Improvement strategy: ETT: Further strengthen the collegial culture by providing formal and consistent opportunities for staff members to plan, share, celebrate and learn from each other's practices.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in SOS.</li> <li>100% written feedback provided to teachers following observation.</li> <li>100% of teachers engaging in mentoring and the coaching/feedback cycle to refine classroom practice and improve student outcomes.</li> <li>100% staff engaging with the 'Everton Park State School Mentoring Plan' and 'Everton Park Coaching and Feedback Framework.'</li> </ul>	All year.	HOD-C with P, DP, PC, SEP teacher, T/L, teachers.
<p>Leadership Team: Improvement strategy: ETT: Provide opportunities for all teachers to be involved in regular, instructional coaching and mentoring</p>	<ul style="list-style-type: none"> <li>100% staff engaging with the 'Everton Park State School Mentoring Plan' and 'Everton</li> </ul>	All year.	Principal with DP, HOD-C, PC, SEP teacher, T/L, teachers.

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

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
processes, including observation and feedback utilising a 'Lead Management' approach. • See 'Everton Park State School Professional Learning Plan' and guiding documents.	Park State School Feedback and Coaching Framework'. • 100% staff using Reality Therapy (magic questions) during coaching and mentoring conversations.		
School Review: Improvement strategy: DTL: Provide professional learning opportunities for staff to develop their understanding of identified priority inclusion groups and to enhance their capability to meet student learning and wellbeing needs within the classroom. • See 'Everton Park State School Professional Learning Plan' and guiding documents.	• 100% of staff engage with Inclusion Teacher through one of the following processes - ISP meetings, ICP meetings, NCCD, case management to reflect on priority inclusion groups and reasonable adjustments in place.	All year.	SEP teacher with P, DP, PC, T/L, teachers.

**Improvement Priority:**

Explicit improvement agenda – Analysis and discussion of data - 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.**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
School Review: Improvement Strategy: ADD: Explore opportunities to extend and deepen school formative assessment practices and case management cycles to support teachers to provide quality differentiation for all students. • See 'Case Management' documentation. • See 'Three levels of planning' documents. • See 'Formative Assessment best practice strategies' documents.	• A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas. • 100% of teachers are able to articulate and demonstrate the formative assessment/differentiation cycle practices and how they positively impact student learning and outcomes.	All year.	PC with P, DP, HOD-C, SEP teacher, teachers.
School Review: Improvement Strategy: DTL: Further develop the capability of all teachers to apply school strategies for goal setting including reflecting and tracking impact on student learning improvement. • See Quality and 'SE-SIR' process and examples. • See 'Personalised goal setting process' document. • See 'EPPs' and 'Blooms Buddies'.	• 100% staff involved in setting and reflecting on goals and ways to support children using SE-SIR. • 100% students knowing and achieving their learning goals (based on success criteria). • 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'.	All year – goal letters sent to parents/ caregivers in Week 4 of each term.	PC with P, DP, HOD-C, SEP teacher, teachers.

**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.**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
	<ul style="list-style-type: none"> <li>100% of students able to articulate the task verb (Blooms Buddy) required for the task.</li> </ul>		
<p>School Review: Improvement Strategy: SCD: Progressively replicate the collaborative planning process for English across other learning areas of the AC.</p> <ul style="list-style-type: none"> <li>See 'Three levels of planning' documents.</li> </ul>	<ul style="list-style-type: none"> <li>A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> <li>100% teachers engaging in moderation using Australian Curriculum Work Samples.</li> <li>Maintain and improve SOS.</li> </ul>	All year.	HOD-C with P, DP, PC, SEP teacher, teachers, teaching assistants.
<p>School Review: Improvement Strategy: EPP: Provide further opportunity for teachers to consolidate and embed the agreed pedagogies and their application in a classroom setting, using Best Practice statements as QA.</p> <ul style="list-style-type: none"> <li>See 'Framework for Quality'.</li> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> </ul>	<ul style="list-style-type: none"> <li>A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> <li>100% teachers using 'Familiarise' and 'Reflect' in their lessons.</li> <li>100% of students able to articulate the task verb (Blooms Buddy) required for the task.</li> <li>100% of teachers participate in termly formal observations and feedback/coaching conversations based on agreed signature pedagogies (AAP, 5Es, GRR-TAL)</li> </ul>	All year.	HOD-C with P, DP, PC, SEP teacher, teachers.
<p>Leadership Team: Improvement strategy: DTL: Build teacher capability in differentiation to ensure a shared understanding.</p> <ul style="list-style-type: none"> <li>See 'STEP Way of Working and referral' process.</li> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> <li>See 'Everton Park State School ICP policy'.</li> <li>See 'Individual Differentiation Planner'.</li> </ul>	<ul style="list-style-type: none"> <li>100% of all students in NCCD collection have an individual differentiation planner completed/reviewed and uploaded to OneSchool.</li> <li>100% of staff engage with Inclusion Teacher and STEP as part of ICP process, ISP process, Case Management, STEP Referrals, and/or NCCD collection.</li> </ul>	All year.	SEP teacher with P, DP, HOD-C, PC, teachers.



## Improvement Priority:

Explicit improvement agenda – A culture that promotes learning – Effective pedagogical practices:

Strategy Three: 'How we teach as a staff': Creating an authorising environment for quality: Learning and Wellbeing: Collaborative Learning – Choice Theory using The Get Happier Project and Kagan Cooperative Learning.			
Actions	Targets	Timelines	Responsible Officer/s
<p>School Review: Improvement Strategy: CPL: Utilise school-established PD strategies to deepen staff understanding of The Get Happier Project and its alignment with the AC, school beliefs and values.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> <li>See 'Everton Park State School Staff Handbook'.</li> </ul>	<ul style="list-style-type: none"> <li>100% staff trained in BIT.</li> <li>50% staff trained in BP.</li> <li>100% staff trained in Kagan Days 1&amp;2.</li> <li>100% staff trained in Play is the Way.</li> </ul>	All year.	Principal with DP, HOD-C, PC, SEP teacher, T/L, teachers, teaching assistants.
<p>School Review: Improvement strategy: EPP: Develop approaches towards the consideration and alignment of the school's agreed pedagogies in curriculum planning (e.g., quality, formative assessment including 'SE-SIR', 'Kagan cooperative learning' and 'The Get Happier Project').</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> <li>See 'Everton Park State School Staff Handbook'.</li> </ul>	<ul style="list-style-type: none"> <li>100% of tier 2 and tier 3 planning to include potential alignment of agreed pedagogies to teaching and learning cycles.</li> <li>Alignment with Australian Curriculum: Health and Physical Education and Personal and Social Capabilities.</li> <li>100% of teachers using Kagan structures that meet PIES criteria.</li> <li>100% students able to articulate structures that support their learning.</li> </ul>	All year.	PC with P, DP, HOD-C, SEP teacher, T/L, teachers, teaching assistants.
<p>Leadership Team: Improvement strategy: CPL: Further develop staff understanding of and support the implementation of the six conditions of quality in all aspects of school life.</p> <ul style="list-style-type: none"> <li>See 'Framework for Quality'.</li> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> </ul>	<ul style="list-style-type: none"> <li>A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> <li>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).</li> <li>Improvement in SOS.</li> </ul>	All year.	PC with P, DP, HOD-C, SEP teacher, T/L, teachers, teaching assistants.
<p>Leadership Team: Improvement strategy: CPL: Safe and fair workplaces – maintain strong focus on Health, Safety and Wellbeing.</p> <ul style="list-style-type: none"> <li>See 'Health, Safety and Wellbeing' agenda and minutes.</li> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> </ul>	<ul style="list-style-type: none"> <li>100% HSW issues addressed.</li> <li>ASA tool completed in Term 2.</li> <li>Maintain SOS.</li> </ul>	All year.	Principal with BM, HSW committee (IB, GN, SH, DP, KP)

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

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
<p>Leadership Team: Improvement strategy: CPL: Collaboratively build on the emerging development of a combined 'Staff and Student Wellbeing Team' to ensure a school-wide commitment to student and staff wellbeing based around internal control.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> </ul>	<ul style="list-style-type: none"> <li>100% staff in committee understanding of their role.</li> <li>Improvement in Student Engagement and Wellbeing survey.</li> <li>Improvement in SOS.</li> </ul>	All year.	DP with staff on Wellbeing team.
<p>Leadership Team: Improvement strategy: CPL: Implement a consistent approach to the management of behaviour, including monitoring student disciplinary absences using the 'Student Code of Conduct', Essential Skills for Classroom Management, 'Staff and Student Wellbeing Framework' and 'Care Profile'.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> </ul>	<ul style="list-style-type: none"> <li>95% of students C or above for behaviour.</li> <li>Semester 2 to meet/exceed Semester 1.</li> <li>100% children understanding of self-management vs co-management through 'Care Profile.'</li> <li>Reduction in SDAs from 2021.</li> <li>Improvement in SOS.</li> <li>Improvement in Student Engagement and Wellbeing survey.</li> <li>.</li> </ul>	All year.	DP with P, HOD-C, PC, SEP teacher, T/L, teachers, teaching assistants.
<p>Leadership Team: Improvement strategy: CPL: Consolidate and embed the collaborative learning practices including 'The Get Happier Project' and 'Kagan cooperative learning' across the school and monitor its impact on student wellbeing and learning engagement.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> </ul>	<ul style="list-style-type: none"> <li>100% of staff use Kagan Cooperative Learning and The Get Happier Project as an embedded part of their teaching practice.</li> <li>100% of students able to use the language associated with The Get Happier Project and practice using it for their personal wellbeing.</li> <li>100% of students report that they know and understand their classmates well and that they feel supported by the 7 KCL keys and that the Kagan CL structures assist them with their learning.</li> </ul>	All year.	PC with P, DP, HOD-C, SEP teacher, T/L, teachers, teaching assistants.
<p>Leadership Team: Improvement strategy: CPL: Provide ongoing professional learning – 'Kagan cooperative learning', ESCM (including Classroom Profiling), 'Play is the Way', 'Choice Theory, Reality Therapy and Lead Management' practices.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> </ul>	<ul style="list-style-type: none"> <li>100% staff observed and given feedback around EPPs, teaching of Guided Reading and Kagan cooperative learning.</li> <li>100% staff trained in BIT (Choice Theory)</li> <li>50% staff trained in BP (Choice Theory)</li> <li>100% staff trained in Play is the Way.</li> <li>100% staff trained in Days 1&amp;2 Kagan cooperative learning.</li> <li>Improvement in SOS.</li> </ul>	All year.	PC with P, DP, HOD-C, SEP teacher, T/L, teachers, teaching assistants.

## Improvement Priority:

Explicit improvement agenda – Analysis and discussion of data – A culture that promotes learning – Targeted use of resources – Systematic curriculum delivery:

**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
<p>School Review: Improvement Strategy: EIA: Develop aspirational targets aligned to student achievement levels across the focus areas of the EIA to monitor the impact of school initiatives in improving student learning and wellbeing outcomes.</p> <ul style="list-style-type: none"> <li>• See 'Three levels of planning' documents.</li> <li>• See 'Moderation Processes' documents.</li> <li>• See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> <li>• See 'Portfolio Milestones' document.</li> </ul>	<ul style="list-style-type: none"> <li>• A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> <li>• Improvement in SOS.</li> <li>• Improvement in Student Engagement and Wellbeing survey.</li> </ul>	Term1, review during year.	Principal with DP, HOD-C, PC, SEP teacher and teachers.
<p>School Review: Improvement Strategy: ADD: Review school strategies and processes for building teacher data literacy and monitor progress for impact on teacher capability and student improvement.</p> <ul style="list-style-type: none"> <li>• See 'Everton Park State School Data plan'.</li> <li>• See 'English (including reading) outcomes data'.</li> <li>• See 'Everton Park State School Moderation' Processes' documents.</li> </ul>	<ul style="list-style-type: none"> <li>• A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> <li>•</li> </ul>	All year.	DP with P, HOD-C, PC, SEP teacher.
<p>Leadership Team: Improvement strategy: ADD: Collaboratively review the school data plan to closely align with the EIA and teaching and learning strategies and initiatives.</p> <ul style="list-style-type: none"> <li>• See 'Everton Park State School Data plan'.</li> <li>• See 'English (including reading) outcomes data'.</li> </ul>	<ul style="list-style-type: none"> <li>• A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> <li>• Improvement in SOS.</li> <li>• Improvement in Student Engagement and Wellbeing survey.</li> </ul>	As per '2022 Data Plan'.	DP with P, HOD-C, PC, SEP teacher and teachers.
<p>Leadership Team: Improvement strategy: SCD: Further strengthen the focus on reducing variability of A-E data through the teaching and learning cycle, using Moderation as a co-verification through QA processes.</p> <ul style="list-style-type: none"> <li>• See 'English (including reading) outcomes data'.</li> <li>• See 'Everton Park State School Moderation' Processes' documents.</li> </ul>	<ul style="list-style-type: none"> <li>• A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> </ul>	As per '2022 staff meeting agenda'.	HOD-C with P, DP, PC, SEP teacher and teachers.
<p>Leadership Team: Improvement strategy: CPL: Develop capacity of all staff in the development and implementation of high yield teaching and learning strategies through Kagan cooperative learning using PIES as the QA process.</p>	<ul style="list-style-type: none"> <li>• A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> </ul>	All year.	PC with P, DP, HOD-C, SEP teacher and teachers.

**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
<ul style="list-style-type: none"> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> </ul>	Semester 2 - all subjects and learning areas. <ul style="list-style-type: none"> <li>100% of staff actively implement PIES as their QA process when using KCL to improve student outcomes.</li> </ul>		
Leadership Team: Improvement strategy: ADD: Strengthen the alignment of the support timetable based on data to inform needs across the school. <ul style="list-style-type: none"> <li>See 'STEP Way of Working and referral' process.</li> <li>See 'Everton Park State School Master timetable'.</li> </ul>	<ul style="list-style-type: none"> <li>A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> </ul>	Each term.	SEP teacher with P, DP, HOD-C, PC, and teachers.

**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
School Review: Improvement Strategy: SCD: Explore opportunities to work with schools on similar curriculum journeys or a critical friend to share and quality assure curriculum development and innovation. <ul style="list-style-type: none"> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> </ul>	<ul style="list-style-type: none"> <li>Find a critical friend/school on a similar journey.</li> </ul>	All year.	P with DP, HOD-C, PC, SEP teacher, teachers.
School Review: Improvement Strategy: TUR: Collaboratively develop a whole-of-school plan for the future use of digital devices and digital pedagogies across the school. <ul style="list-style-type: none"> <li>See 'Portfolio Milestones'.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in SOS.</li> <li>Requirements of P-12 CARF met.</li> <li>100% of teachers capable of delivery of Australian Curriculum: Technologies.</li> </ul>	All year.	T/L with P, DP, HOD-C, PC, SEP teacher, teachers.
School Review: Improvement Strategy: SCD: Further formalise the process for moderating student ICPs and for students represented in school priority groups including Aboriginal and Torres Strait Islander students, students with disability and EAL/D students. <ul style="list-style-type: none"> <li>See 'English (including reading) outcomes data'.</li> <li>See 'Everton Park State School Moderation Processes' documents.</li> <li>See 'Everton Park State School Case Management' documentation.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students working on an ICP in English have work presented at moderation.</li> <li>100% of year level teams present a student/s from school priority groups – Aboriginal and Torres Strait Islander students, students with a disability and EAL/D students.</li> </ul>	All year.	SEP teacher with P, DP, HOD-C, PC, teachers.
Leadership Team: Improvement strategy: SCD: Enhance capacity of all teachers in the development, implementation and monitoring of Individual Curriculum Plans (ICPs) for identified students, including assistive technology.	<ul style="list-style-type: none"> <li>A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and</li> </ul>	All year.	SEP teacher with P, DP, HOD-C, PC, teachers.



<ul style="list-style-type: none"> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> <li>See 'STEP Way of Working and referral' process.</li> <li>See 'Everton Park State School Framework Wellbeing for Students and Staff'.</li> <li>See 'Everton Park State School ICP policy'.</li> <li>See 'Everton Park State School Individual Differentiation Planner'.</li> </ul>	<p>Semester 2 - all subjects and learning areas.</p> <ul style="list-style-type: none"> <li>100% of Achievement Standard Tracking document completed semesterly.</li> </ul>		
<p>Leadership Team: Improvement strategy: SCD: Develop capacity of all teachers in the development and implementation of high yield teaching and learning strategies in reading and writing (teaching metacognitive thinking, reading and spelling strategies and the writing process).</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Professional Learning Plan' and guiding documents.</li> <li>See 'Everton Park State School Induction' documents.</li> <li>See 'Career Development meeting schedule'.</li> </ul>	<ul style="list-style-type: none"> <li>A-E data improvement: A-C: 92% - Semester 1 and Semester 2 - all subjects and learning areas. A-B: 58% - Semester 1 and Semester 2 - all subjects and learning areas.</li> </ul>	All year.	PC with P, DP, HOD-C, SEP teacher, T/L, teachers, teaching assistants.

### Improvement Priority:

### Explicit improvement agenda – School community partnerships:

Strategy Six: 'How we collaborate with our community'			
Actions	Targets	Timelines	Responsible Officer/s
<p>School Review: Improvement Strategy: SCP: Enhance the partnerships between local early childhood providers and families in the local area prior to the commencement of school to reduce children's vulnerabilities and support parents as first teachers.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Playgroup Action Plan'.</li> </ul>	<ul style="list-style-type: none"> <li>Playgroup established in 2022.</li> </ul>	All year.	HOD-C with teachers.
<p>Leadership Team: Improvement strategy: SCP: Investigate and develop partnerships between families and the local community prior to the commencement of school to reduce children's vulnerabilities and support parents and caregivers as first teachers.</p> <ul style="list-style-type: none"> <li>See 'Everton Park State School Transition process'.</li> </ul>	<ul style="list-style-type: none"> <li>100% enrolment interviews.</li> <li>100% of local feeder early childhood providers contacted/visited to support the transition of future prep students.</li> <li>100% completion of prep transition surveys completed for future prep enrolments.</li> <li>100% completion of enrolment interviews for future prep students.</li> </ul>	All year.	HOD-C with teacher responsible for ECEC partnership (NP).
<p>Leadership Team: Improvement strategy: SCP: Strengthen community engagement by providing formal and informal opportunities for families to showcase, share and celebrate student learning and achievement.</p> <ul style="list-style-type: none"> <li>See 'Celebrations of learning overview'.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in SOS.</li> <li>100% parents and caregivers invited to attend termly showcase events for year levels.</li> <li>100% parents and caregivers invited to attend other school-based events (e.g., Under 8s days, sports days etc).</li> </ul>	All year.	HOD-C with P, DP, PC, SEP teacher, T/L, teachers.

School Review: Improvement Strategy: SCP: Investigate avenues and establish processes to monitor and review current partnerships to ensure their relevance, sustainability and impacts on student learning outcomes. • See 'Everton Park State School Professional Learning Plan' and guiding documents.	<ul style="list-style-type: none"> <li>• 100% alignment with school goals before engaging partnerships.</li> </ul>	All year.	Principal with DP, HOD-C, PC, SEP teacher, T/L, teachers.
Leadership Team: Improvement strategy: SCP: Continue to collaboratively foster, implement and embed the community expectation of sustainability across the school. • See 'Everton Park State School Sustainability Framework' document.	<ul style="list-style-type: none"> <li>• Improvement in SOS.</li> <li>• Waste management processes in school improved.</li> </ul>	All year.	DP with teacher responsible for sustainability (DH) and P&C.
Leadership Team: Improvement strategy: SCP: Continue to work with the P&C to develop and improve the grounds and facilities. • See P&C agendas and minutes.	<ul style="list-style-type: none"> <li>• Development of plan to align with the Strategic Plan timelines (2022-2025).</li> </ul>	All year.	P, BM with P&C.

**Endorsement**

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



Principal



P and C



Assistant Regional Director