

# Everton Park State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Everton Park State School** from **4 to 6 May 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Leanne Martin	Peer reviewer
Tom Robertson	External reviewer



## 1.2 School context

<b>Location:</b>	Deakin Street, Everton Park	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	550	
<b>Indigenous enrolment percentage:</b>	5 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	21 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1078	
<b>Year principal appointed:</b>	2017	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), pedagogy coach, Business Manager (BM), inclusion teacher, guidance officer, Speech Language Pathologist (SLP), Support Teacher Literacy and Numeracy (STLaN), 28 teachers, 13 teacher aides, three administration assistants, Defence School Mentor (DSM), three cleaners, two grounds officers, 20 parents, 32 students and 12 preservice teachers.

Community and business groups:

- Parents and Citizens' Association (P&C) president, tuckshop convenor, First Australians support committee representative, PotentialPlus Solutions Chief Executive Officer (CEO) and executive coach, Everton Park Childcare and Development Centre director and teacher, and EcoMarines representative.

Partner schools and other educational providers:

- Everton Park State High School principal and Bunyaville Environmental Education Centre principal.

Government and departmental representatives:

- Councillor for McDowall Ward Brisbane City Council, State Member for Everton and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2021
Headline Indicators (October 2020)	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School SharePoint site	School differentiation plan
School pedagogical approaches	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**School improvement agendas are grounded in contemporary research, interrelated and focused on defining ‘quality practice’ at the school.**

The principal’s vision for the school is underpinned by the school’s belief statement, ‘Creating Quality’. This vision is supported by members of the leadership team and school staff and is engendering a culture characterised by the school values documented in the Explicit Improvement Agenda (EIA) of responsibility, respect, care, collaboration, learning and achieving. The principal articulates that the consolidation and deepening of teacher understanding of agreed signature school practices will enhance student learning and wellbeing outcomes, allowing students to access their right *‘to learn in a fun, safe, supportive and engaging environment, empowered with a global, solution focussed mindset so that they are prepared for the future’*.

**Deep professional commitment by school staff members and high levels of professional energy are apparent across the school.**

The leadership team places a high priority on continuously supporting a culture of professional learning across the school and acknowledges the benefits of coaching, mentoring and quality feedback as a key driver in building expert teaching teams. Staff are highly committed to the continuous improvement of their skills and focus on the development of knowledge and skills required to improve student learning. Mutual trust and support amongst teachers and school leaders are clearly apparent. Staff demonstrate a commitment to the continuous improvement of practice.

**The school has developed a range of Quality Assurance (QA) strategies to monitor the implementation of the EIA.**

These strategies include ongoing internal moderation of student work, observation and feedback to teachers on agreed signature school practices, the tracking of student reading data and student performance in English. Targets for reading are established and monitored and indicate year-on-year improvements. Aspirational targets aligned to student achievement levels across the focus areas of the EIA are yet to be developed.

**The school has developed protocols and a systematic plan for the collection of a range of student outcome data.**

The school aims to build the data literacy of staff members to inform the teaching and learning process and to target differentiation for the full range of students in their classrooms. Teachers articulate using a range of formative assessment practices to monitor student progress and inform their teaching practice. Leaders acknowledge an ongoing focus for Professional Development (PD) to further teachers’ capability in this area.





**The setting of student goals occurs in classrooms in line with agreed school practices.**

In-class practices include goal setting and feedback being developed with students through a range of means and strategies to assist them in their learning. Students are able to articulate the feed-up, feedback and feed-forward approach utilised in classrooms. Students speak positively of the encouragement provided by teachers. Teacher capability to apply school strategies for goal setting, including reflecting and tracking impact of goals on student learning improvement, is continuing to develop.

**Adjustments for student learning are identified on individual differentiation planners that are developed collaboratively.**

Individual differentiated learning plans record student learning needs and adjustments for students with identified learning needs, disability or in priority inclusion groups. Some teachers indicate they would like to build their depth of understanding of students with disability and those who have experienced trauma.

**A strong collegial culture of inquiry and innovation is established throughout the school.**

The curriculum expertise of members of the leadership team and key staff is acknowledged as enabling teachers to build a deep understanding of the Australian Curriculum (AC) achievement standards, content descriptions and elaborations. The school is building the capability of staff to lead curriculum development. Classroom teachers have the opportunity to become curriculum leaders and work with members of the leadership team to develop curriculum materials and units. Innovation is encouraged within the school and curriculum leaders and teachers are exploring opportunities to integrate learning areas and incorporate Everton Park Pedagogies (EPPs), Global Goals, The Get Happier Project<sup>1</sup> and Kagan<sup>2</sup> cooperative learning structures within units of work.

**The school leadership team actively seeks ways to enhance student learning and wellbeing by collaborating with a range of significant partners.**

The partnerships aim to enhance student learning and wellbeing as the school builds positive relationships to access support, resources, and services to enhance learning opportunities for students. Students have access to a wide range of opportunities to explore their talents and interests within the curriculum, through lunchtime clubs, leadership opportunities and through the Enrichment Pathway project. Enhancement activities include the opportunity to participate in physical and sporting activities, the Arts, science, Science, Technology, Engineering, Arts and Mathematics (STEAM) and sustainability investigations

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<sup>1</sup> Glasser Australia. (2020). *The get happier project*. <https://glasseraustralia.com.au/resources/member-organisations-and-resources/the-get-happier-project/>

<sup>2</sup> Kagan Australia. (2018). *Kagan cooperative learning*. <https://www.kaganaustralia.com/>



and activities. Further opportunities exist for students to participate in the school-based Waste Warriors program and the external EcoMarines project.





## 2.2 Key improvement strategies

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.

Review school strategies and processes for building teacher data literacy and monitor progress for impact on teacher capability and student improvement.

Further develop the capability of all teachers to apply school strategies for goal setting including reflecting and tracking impact on student learning improvement.

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.