Esperance Anglican Community School
SCHOOL IMPROVEMENT PLAN 2023

Introduction

As one of the 15 Schools of the Anglican Schools Commission (ASC), Esperance Anglican Community School (EACS) has developed a reputation for high academic achievement, a nurturing pastoral care system, a long-established Anglican tradition and a wide diversity of co-curricular activities. This demonstrates our endeavour to provide the best all-round education for our students by fully supporting them in their intellectual, emotional, psychological, physical, social and spiritual development.

Our aspiration is for EACS students to be architects of their lives; looking beyond the ordinary to achieve the extraordinary, in making a difference to the world in which they live. In encouraging our students to achieve their potential, we place a major emphasis on the creation of a dynamic teaching and learning environment, both within and outside the classroom.

The 2023 plan highlights the further consolidation of current pedagogical strategies focussing on the implementation of formative assessment and feedback, as well as the introduction of a whole school data analysis focus that will add value to the quality of the teaching and learning environment at our School.

I would like to acknowledge all staff for their commitment to self-reflection and improvement, which in turn ensures an enhanced delivery of curriculum to all students attending EACS.

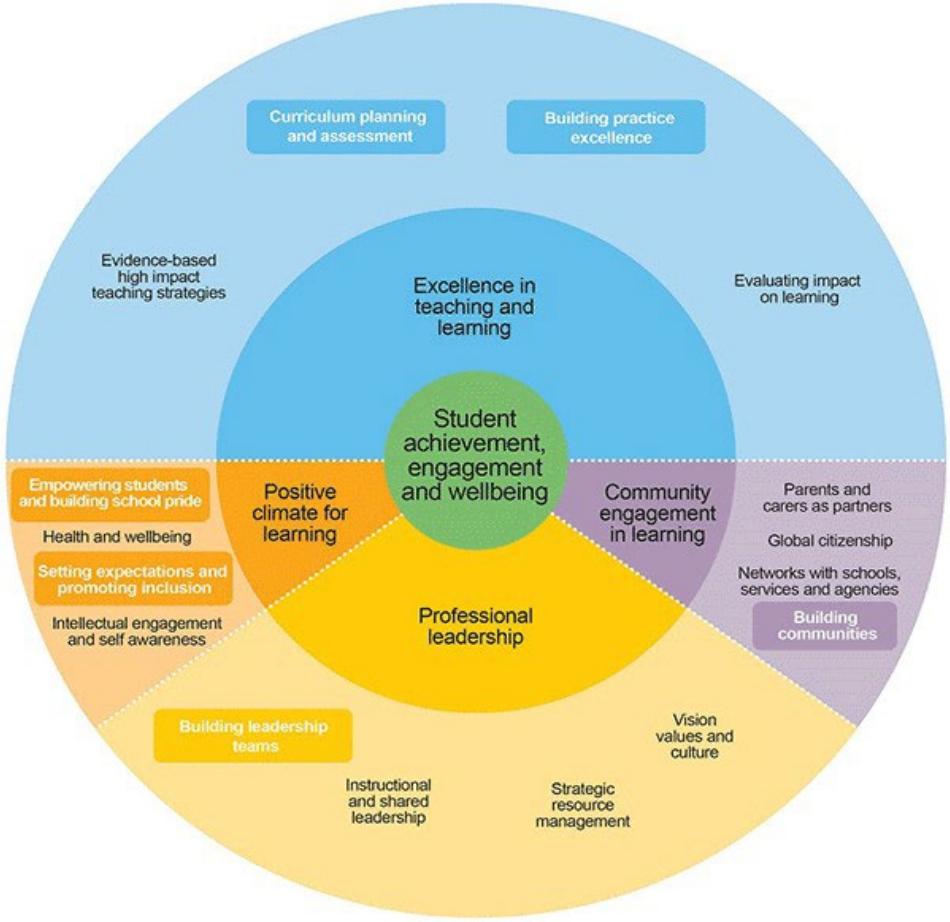
Jordan Smith
Principal

Background Information

Rapidly improving schools, and schools that produce unusually good outcomes given their student intakes and circumstances, tend to have a number of features in common.

- Schools know what they want to see improve and they know how they will monitor success.
- The staff of the school work together as a team,
- Efforts are made to identify and understand the learning needs of students.
- The school builds relationships with parents and others.

Along with the above statement, the below infographic highlights the elements of an effective school context, of which is to be reflected at Esperance Anglican Community School. (Victorian Education Department - https://www.education.vic.gov.au/)



School Improvement Planning Process

The Esperance Anglican Community School, School Improvement Plan is aligned with the **National School Improvement Tool (NSIT)** as developed by the **Australian Council for Educational Research (ACER)**. The School Improvement Plan articulates the key change strategies that we expect to drive improvement each year, across the selected domains as listed in the NSIT, in order to achieve our goal to develop high achieving, motivated and engaged students.

The School plans to focus on a selection of the nine domains on a rotational basis, with the intention to review all nine domains in a planned cycle. The nine domains as listed in the NSIT are:

- Domain 1 - An Explicit Improvement Agenda
- Domain 2 – Analysis and Discussion of Data
- Domain 3 – A Culture that Promotes Learning
- Domain 4 – Targeted use of School Resources
- Domain 5 – An Expert Teaching Team
- Domain 6 – Systematic Curriculum Delivery
- Domain 7 – Differentiated Teaching and Learning
- Domain 8 – Effective Pedagogical Practices
- Domain 9 – School-Community Partnerships

In 2020 and 2021, the Domains selected by the School for improvement were:

- Domain 1 - An Explicit Improvement Agenda
- Domain 8 - Effective Pedagogical Practices

In 2022, it was decided that Domain 8 will remain a focus area of the School, with the addition of Domain 2 and Domain 3 as further areas of focus for whole school improvement.

In 2023, the domains selected by the School for improvement and consolidation are:

- Domain 2 - Analysis and Discussion of Data
- Domain 3 - A Culture that Promotes Learning
- Domain 8 - Effective Pedagogical Practices

2023 Improvement Strategies: Domain 2

Analysis and Discussion of Data

Key Intention:
A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Identified Areas for Improvement:
Areas for improvement include analysis of social and emotional data, implementing a coordinated approach to the collection, analysis and discussion of data, as well as utilising third party professional development, experience and software to enable a more coordinated approach to the collection, analysis and discussion of data at the School.

Focus	School Target/s	Strategies	Time Frame	Responsibility
1 To implement the systematic collation of a variety of data on student outcomes including academic, pastoral, wellbeing, attendance and behavioural data.	To collect and collate relevant academic and non-academic data that will be used effectively by 60% of staff. The use of this data will be focused on planning for the enhancement of student achievement, engagement, and wellbeing.	1.1 The School will implement the collation of academic data on the Best Performance Ed-Companion platform including, but not limited to: • NAPLAN Data, • PAT Maths Assessments, • Pat Reading Assessments and • other School based Academic Data. 1.2 The School will collect and collate non-academic data including but not limited to: • The Social and Emotional Wellbeing Survey (Years 7 – 12) • Attendance Data Support Services data (NCCD and other such qualitative data)	Commenced Term 2, 2022 (ongoing throughout 2023) Term 2 2023 (ongoing)	Associate Principal and Teaching Staff Associate Principal and Teaching Staff
2 To further develop the professional knowledge, understanding and leadership of the School's Executive and teaching staff in the analysis and discussion on a variety of student outcomes.	Train 3 key teaching staff, other than members of the Executive to model, train and support teaching staff in their use of the relevant academic and non-academic data.	2.1 The School will invest in training opportunities for staff in the analysis and discussion of data through Best Performance, to enable a 'Train the Trainer' approach to be implemented in 2023/2024.	2023 (ongoing)	Principal and Teaching Staff Best Performance Training Staff

Focus	School Target/s	Strategies	Time Frame	Responsibility
3 To schedule specific time for staff on professional development days and/or staff meetings to analyse and discuss the effective use of student data.	At least four sessions of professional development throughout the 2023 academic year will be set aside to assist staff to analyse and discuss the effective use of student data.	3.1 The School will commit to scheduling time on Professional Development days and/or staff meetings, at which staff will be assisted to analyse, discuss and use student data in order to identify areas of improvement and plan for improvement.	2023 (ongoing)	PD Schedule - Principal Analysis and Planning - All Teaching Staff

2022 Improvement Strategies: Domain 3

A Culture that Promotes Learning

Key Intention:
The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders, and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Identified Areas for Improvement:
Areas for improvement include developing a clear expectation and understanding of the pedagogical approach and behaviour management strategies and practices that will occur across the School. Further development areas include the development of the cultural competence of all teaching staff and further consolidation and enhancement of a strong collegial culture, focussing on an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. Strengthen the opportunities available for parents to partner with the School in the education of their children.

Focus	School Target/s	Strategies	Time Frame	Team Responsible
1 Students and staff will have a clear understanding of the School's high behavioural expectations, and the expectation that all students commit to personal excellence in all aspects of their education.	An increase in the direct communication and working relationship between teachers and parents, that is focused on developing students on-task behaviour in their classes.	1.1 All Teaching staff will highlight the high standards of behaviour and expectations of engagement and commitment of all students in all classes. This includes negotiating individual class expectations, rules and consequences with their students.	Term 1, 2023	All Teaching Staff
		1.2 All staff will be presented with the Staff Code of Conduct document, for their reference, new staff for signing.	Term 1, 2023	All Teaching Staff and Students Administration Staff – Distribution
		1.3 The Principal will develop a Parents' Code of Conduct and a Student code of conduct, outlining the standards of conduct expected, including maintaining a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour as well as communications protocols for all parents.	Term 2, 2023 (Ongoing for new staff, students and parents)	Principal

Focus	School Target/s	Strategies	Time Frame	Responsibility
2 To develop opportunities for staff to support their colleagues with constructive critique and advice, through a formative appraisal process.	To trial a formative appraisal process with selected staff in 2023 with a view to implement a comprehensive program for 2024.	2.1 The School will investigate formative appraisal processes for teaching staf in 2023 to support and enhance their pedagogical practice.	2023 (ongoing)	Principal
3 To develop creative and innovative approaches to strengthen the opportunities for parents to partner with the School in the education of their children.	The School will investigate and develop 3 – 5 new initiatives to enhance the opportunities for parents to partner with the School, focused on the education of their children.	3.1 Parent Sundowners with strategic focus implemented each term. 3.2 The School will seek the advice of the Parents, students and staff regards creative and innovative ways to engage parents in the education of their children at EACS. 3.3 The School will investigate Parent survey templates to survey parents and seek their feedback.	Term 1, 2023 Term 1- 4, 2023 Term 4, 2023	Principal Principal Principal

2022 Improvement Strategies: Domain 8

Effective Pedagogical Practices

Key Intention: The school community recognises that highly effective teaching is the key to improving student learning throughout the school. The Executive, Directors and HOD/TICS take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective formative assessment teaching methods and strategies to maximise student learning and engagement.

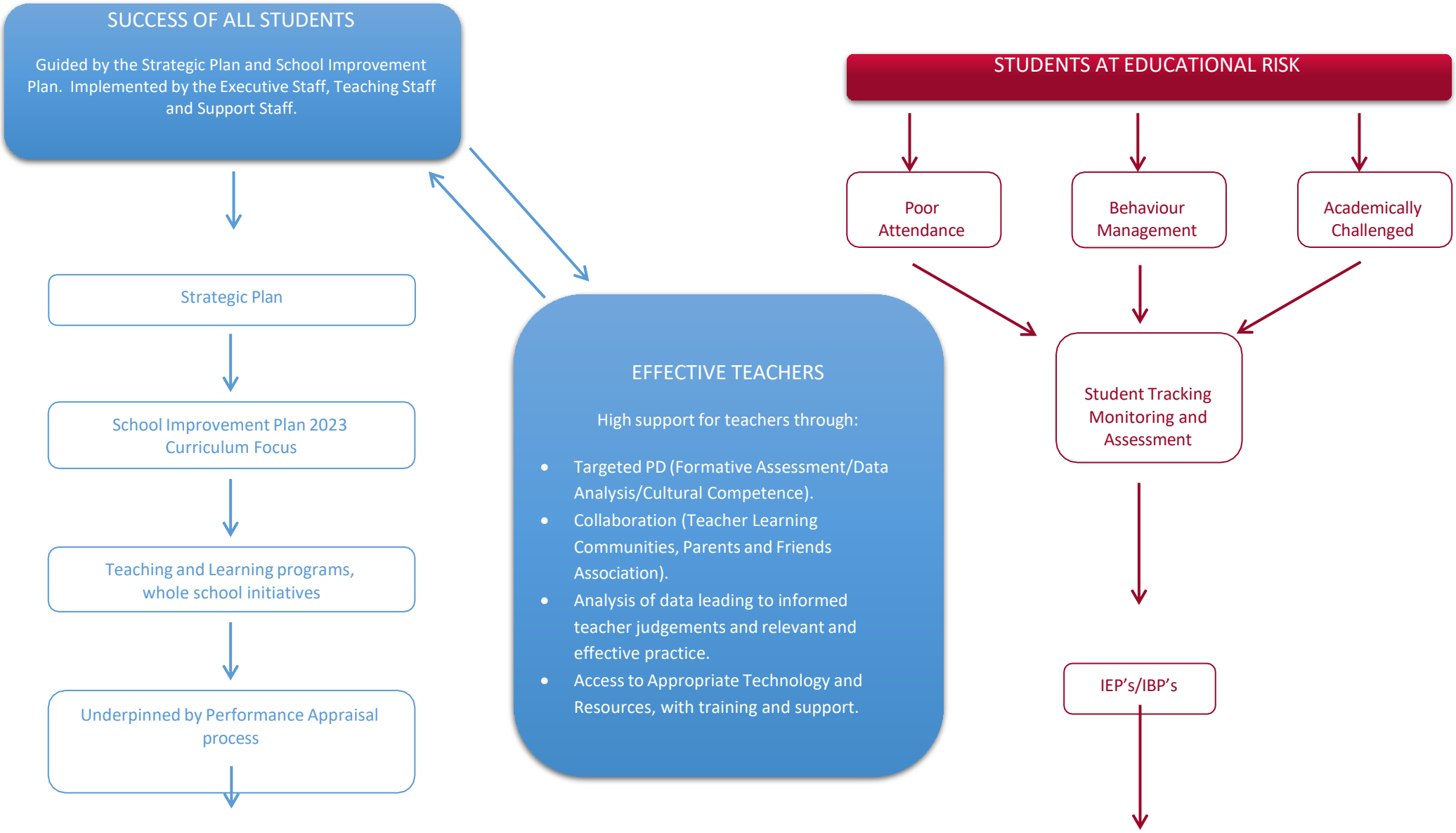
Identified Areas for Improvement:
Areas for improvement identified by the school community are to ensure the maintenance of the Pedagogical Practices Committee and the Teacher Learning Communities. It was noted that the focus on pedagogy through these mediums enhances the pedagogical practices occurring in classes, however it was also determined that the relevant strategies should be more highly focused on in whole of school and sub-school phase level meetings. Further ongoing focus on explicit teaching strategies, providing timely feedback to students, and individualising the needs for every student will enhance teaching and learning outcomes for students, as well as ensure support and guidance in the delivery of an effective model for staff.

Focus Areas	School Target/s	Strategies	Time Frame	Responsibility
1 To further develop and consolidate the staff's understanding and practical implementation of formative assessment strategies and techniques in the classroom.	80% of teaching staff will be implementing effective formative assessment strategies.	1.1 Regular review of the implementation of pedagogy in the classroom by Principal and key teachers. 1.2 Reinforce the 'Whole School Pedagogical Expectations and Focus' with all staff.	Term 1, 2023 (ongoing) Term 1, 2023 (ongoing)	Principal and Ley teachers Principal

Focus Areas	School Target/s	Strategies	Time Frame	Responsibility

2 To ensure that feedback provided to students is purposeful and qualitative; and used as a means of self-reflection to guide the improvement of students.	80% of teaching staff will be implementing effective feedback strategies by Semester 2, 2023.	2.1 All teaching staff will further investigate various methods of feedback and its effect on student performance, specific to their area of expertise. 2.2 Teaching staff will provide students (and parents) with effective qualitative feedback, focussed on the learning of each individual student.	Term 1 2023 (ongoing) Term 1, 2023 (ongoing)	All Teaching Staff as guided by the Pricnipal All Teaching Staff
3 To investigate the application of suitable pedagogies and structures that support learning opportunities for identified Gifted and Talented students.	The School will develop a plan for the implementation of a seamless whole School (Year 7 – Year 10) Gifted and Talented Program.	3.1 The Principal with the curriculum coordinator will investigate identification strategies and relevant programs and policies for gifted and talented students. 3.2 Investigation into a variety of timetabling structures i.e. curriculum acceleration, curriculum compaction, will be implemented for identified individual students, in order to support the ongoing development of the Gifted and Talented pedagogies and program for Year 7 – Year 10 students.	Term 1, 2023 (ongoing) Term 4, 2023	Principal and Curriculum Coordinator Executive Team

MODEL OF SCHOOL PLANNING AND SUPPORT STRUCTURES



Linking whole school pedagogical focus to classroom planning and teacher development. Which in turn leads to higher levels of engagement and outcomes for all students.