



**Esperance Anglican Community School
SCHOOL IMPROVEMENT PLAN 2025**

Introduction

As one of the 16 Schools of AngliSchools, 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 2025 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

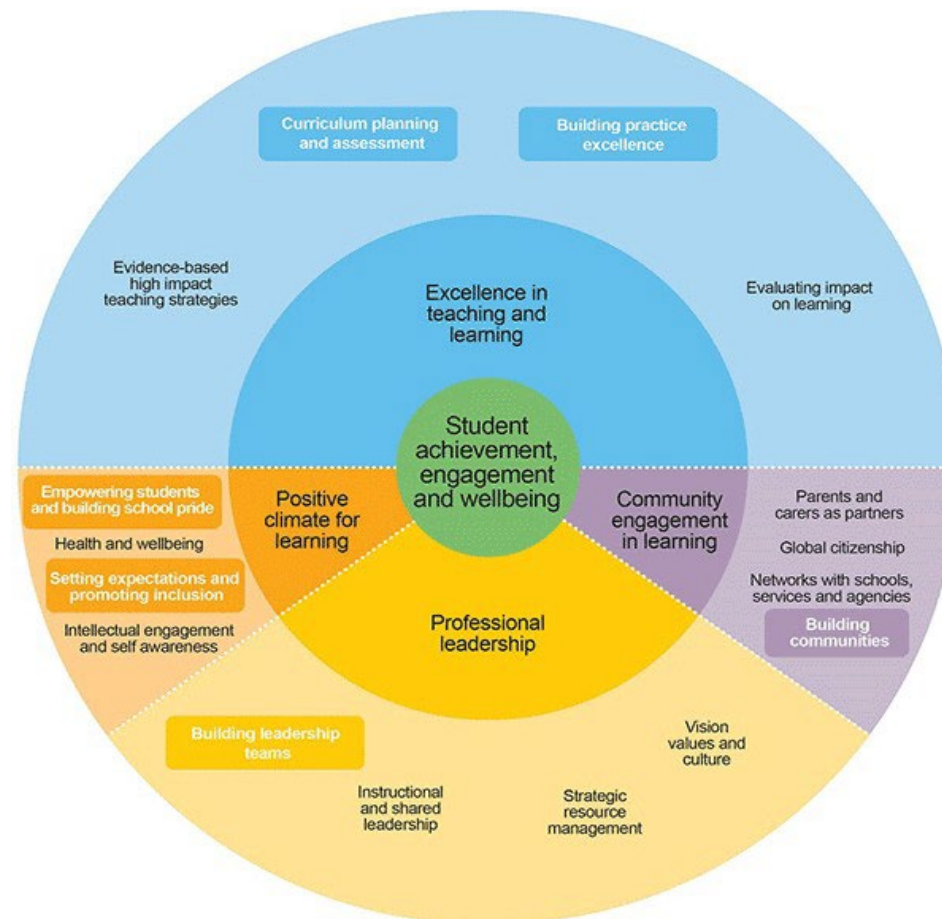


Background Information

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 2024, the domains selected by the School for improvement and consolidation were:

- Domain 2 - Analysis and Discussion of Data
- Domain 5 - An Expert Teaching Team
- Domain 8 - Effective Pedagogical Practices

In 2025, the domains selected by the School for improvement are:

- Domain 5 - An Expert Teaching Team
- Domain 7 – Differentiated Teaching and Learning
- Domain 8 – Effective Pedagogical Practices

2025 Improvement Strategies: Domain 5

An Expert Teaching Team

Key Intention:

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Focus	School Target/s	Strategies	Time Frame	Team Responsible
<p>1 The School has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subject/content, including pre-requisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions.</p>	<p>All teaching staff to be supported to understand and develop strategies to implement the most appropriate and effective pedagogical practices in their classrooms, that support all students in their learning.</p> <p>Planning of learning experiences for all students will be based on the effective collections and analysis of data.</p>	<p>1.1 Professional Development days and the staff meeting schedule will offer insights into a range of effective teaching and planning strategies.</p>	<p>Term 1, 2025</p>	<p>Principal for planning opportunities All Teaching Staff for implementation.</p>

Focus	School Target/s	Strategies	Time Frame	Responsibility
<p>2 The School will expect all teachers to be committed to their continuous growth and improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning.</p>	<p>All teachers will be introduced to a formative appraisal process designed to enhance collaboration and allow for reflection of teaching practices.</p>	<p>2.1 The formative appraisal process will be developed based on AITSL standards and allow a streamlined and purposeful approach to reflection. 2.2 Teachers will engage where appropriate in the Anglischools learning area meetings and engaged in learning journeys as opportunities arise.</p>	<p>Commenced Term 2, 2024 (ongoing rotation over multiple years)</p>	<p>Principal and teaching staff</p>
<p>3 The School will work to continue a culture of collaboration between staff.</p>	<p>The School will dedicate time to allow staff to share experience and unite as a teaching team.</p>	<p>3.1 Focused time set aside in staff meetings and professional development day for formation of team. 3.2 Enhancing the culture of the common staff office, as a hub of teaching and learning discussion and engagement.</p>	<p>Commenced Term 1, 2025 (ongoing)</p>	<p>Principal and teaching staff</p>

2025 Improvement Strategies: Domain 7

Differentiated Teaching and Learning

Key Intention:

The school places a high priority on differentiated teaching and learning to ensure that students are learning successfully. Teaching practices across the school reflect the belief that all students can make excellent progress regardless of their starting points, if they are given appropriate learning opportunities and necessary support. Teachers closely monitor individual student progress and tailor classroom practices to best meet student needs. Targeted interventions are in place for students identified as requiring additional support.

Focus	School Target/s	Strategies	Time Frame	Responsibility
1 To implement a school-wide shared understanding of, and commitment to, differentiated teaching and learning	To have 80% of staff well versed in Differentiated teaching and learning practices.	1.1 The School will develop a shared understanding of differentiation in teaching practices through examination of relevant research.	Term 1, 2025 (ongoing)	Principal and Head of Curriculum
2 Teachers use evidence from a range of assessments to establish where students are in their learning as a starting point for differentiating their teaching.	To have 80% of staff using formative assessment practices to inform their teaching.	2.1 The School will continue to revise its previously implement Assessment for Learning formative assessment processes.	Term 1, 2025 (ongoing)	Principal and Teaching Staff
3 To schedule specific time for staff on professional development days and/or staff meetings to focus on differentiated teaching practices.	At least four sessions of professional development throughout the 2025 academic year will be set aside to assist staff review and implement differentiated teaching practices.	3.1 The School will commit to scheduling time on Professional Development days and/or staff meetings, at which staff will focus on differentiated Teaching practices. 3.2 All teaching staff will complete the AISWA online Differentiation course.	2025 (ongoing)	PD Schedule - Principal

2025 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.

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.	90% 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, 2025 (ongoing) Term 1, 2025 (ongoing)	Principal and key teachers Principal

Focus Areas	School Target/s	Strategies	Time Frame	Responsibility
<p>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.</p>	<p>90% of teaching staff will be implementing effective feedback strategies by Semester 2, 2025.</p>	<p>2.1 All teaching staff will further investigate various methods of feedback and its effect on student performance, specific to their area of expertise.</p> <p>2.2 Teaching staff will provide students (and parents) with effective qualitative feedback, focused on the learning of each individual student.</p>	<p>Term 1 2025 (ongoing)</p> <p>Term 1, 2025 (ongoing)</p>	<p>All Teaching Staff as guided by the Principal</p> <p>All Teaching Staff</p>
<p>3 To investigate the application of suitable pedagogies and structures that support learning opportunities for identified Gifted and Talented students.</p>	<p>The School will develop a plan for the implementation of a seamless whole School (Year 7 – Year 10) Gifted and Talented Program.</p>	<p>3.1 The Principal with the curriculum coordinator will investigate identification strategies and relevant programs and policies for gifted and talented students.</p> <p>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.</p>	<p>Commenced Term 1, 2023 (ongoing)</p> <p>Semester 2, 2025</p>	<p>Principal and Head of Curriculum</p> <p>Principal</p>

MODEL OF SCHOOL PLANNING AND SUPPORT STRUCTURES

