



2021/2022 ELIZABETH COLLEGE STRATEGIC IMPROVEMENT PLAN

Scan and Assess	Priorities and Targets	Key Actions	Monitoring and Review																		
<p>Scan:</p> <ul style="list-style-type: none"> - Student Wellbeing Survey - Staff Surveys - Student Surveys - Class Attrition Data - Attendance Data - Senior Secondary Attainment Profile - Student Reports - NSIT Staff Audit 2015 and 2019 - Anecdotal evidence from students and parents/guardian - Anecdotal Evidence from Staff <p>Assess:</p> <p>Attainment Profile:</p> <ul style="list-style-type: none"> - TCE achieved has been hovering between 75%-69% - ATAR Mean between 75-78 over the last five years <p>Engagement Staff Survey- 32 group responses using DoE Student Engagement Guide.</p> <ul style="list-style-type: none"> - Explicit Improvement Agenda- 75% (evolving/ middle) - Analysis and Discussion of Data- 64.5% (embedding/ high) - A Culture that Promotes Learning- <ol style="list-style-type: none"> 1. 53.1% (embedding/ high) 2. 51.6% (embedding/ high) 3. 48.3% (evolving/ high) - Targeted use of School Resources- 48.3% (evolving/ middle) - Expert Teaching Team- <ol style="list-style-type: none"> 1. 64.3% (embedding/ high) 2. 64% (evolving/ middle), 3. 59.1% (evolving/ middle) - Differentiated Learning/ Effective Pedagogical Practice- 54.5% (evolving/ middle) - Community Partnerships- 1. 45.5% (emerging/ low), 2. 52.4% (evolving/ middle), 3. 57.1 (embedding/ high) <p>Class Attrition Data 2020 July-Oct:</p> <ul style="list-style-type: none"> - 103 classes saw a decline in size - 40.87% - 14 classes increased - 5.55% - 124 classes saw no change to size - 49.21% <p>Retention Data</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Elizabeth College Year 11 Census 1 to Year 12 Census 2</td> <td>74.7%</td> <td>76.4%</td> <td>79.7%</td> <td>78.6%</td> <td>75.8%</td> </tr> <tr> <td>State Year 11 Census 1 to Year 12 Census 2</td> <td>70.1%</td> <td>70.6%</td> <td>73.4%</td> <td>73.5%</td> <td>73.4%</td> </tr> </tbody> </table> <p>TCE data for past 4 years fluctuates between 70 and 75% 93% of students attending at end of year get a PA or better. Attendance data for past 4 years has sat between 79 – 81% (approx. 2% above the sector average)</p>		2015	2016	2017	2018	2019	Elizabeth College Year 11 Census 1 to Year 12 Census 2	74.7%	76.4%	79.7%	78.6%	75.8%	State Year 11 Census 1 to Year 12 Census 2	70.1%	70.6%	73.4%	73.5%	73.4%	<p>PRIORITY</p> <p>Engagement</p> <hr/> <p>DoE Plan: Access, Participation and Engagement</p> <p>Everyone is participating and engaged in learning and able to pursue life opportunities</p> <p>NSIT Domain 3: A Culture that promotes Learning</p> <hr/> <p>TARGETS</p> <ul style="list-style-type: none"> • Attendance is, on average above 85% by end 2021 • Number of subject course changes from one LA to a different LA declines by end of 2022 • 95% getting PA or better by end of 2021 • Student Wellbeing Survey results that relate to engagement are above the college average for high wellbeing by end of 2022 • Number of classes with declining numbers reduced to 20% by 2022 • 75% of students attaining a TCE or TCEA • Obtain Mean 79 ATAR by end 2022 • All measures of engagement from the Student Wellbeing Survey are above the combined college's average by end 2022 • Cognitive Engagement up to 35% in 2021 • 80% of student at Yr 11 Census 1 are at Yr 12 Census 2 by the end of 2022 	<p>Professional Learning</p> <ul style="list-style-type: none"> • Whole staff PL unpacking what engagement is, what it looks like and audit of EC using the DoE Engagement Guide • Workshop conducted with whole staff around cognitive/ emotional and behavioural engagement • Leadership Team to undertake PL around engagement and being involved in leading working parties around cognitive/ emotional and behavioural engagement • PL focus on pedagogical practice and wellbeing • LA Plans supporting the SIP • Engage in coaching conversations with teachers where there is a high attrition rate and provide support where necessary <p>Curriculum</p> <ul style="list-style-type: none"> • Review subject selection data, careers data and student voice to match subject offerings across HCPS • Inquiry into course counselling and subject explanation to students. Trial in HAAS. Taster Day, Subject Expo and closer collaboration with teachers in feeder high schools • Continue “Connected and On Track” focus in Homegroup • Provide PL and support so General Enrolment Counsellors feel confident when enrolling students <p>Student Support</p> <ul style="list-style-type: none"> • SS and staff to support students with additional learning needs and develop IPLPs as required • Working with feeder High Schools during transition and sharing of information to provide support • Attendance and Engagement Team to identify and support those in danger of disengaging through the use of data as well as anecdotal information <p>TCE</p> <ul style="list-style-type: none"> • Analyse 2020 TCE data re points, ticks to inform actions to support students achieve TCE <p>Teachers</p> <ul style="list-style-type: none"> • All staff have a PDP goal linked to Engagement • Attend PL and be supported to apply learnings in their classrooms • HG teacher to attend PL that will allow them to have a clear understanding of all college offerings, not just their subjects • To have open discussion with line managers around class attrition • Homegroup teachers and classroom teachers to identify and support students who are potentially disengaged and link to Student Services and Attendance and Engagement Team who will also work with feeder high schools and BOT team 	<p>Monitoring</p> <p>PDP Conversations annually with line manager</p> <p>Learning Walks trialed by HPE and Science LAs</p> <p>Student Voice through surveys and SLG, ongoing</p> <p>LA Meetings every three weeks</p> <p>Leadership Meetings weekly</p> <p>Attendance monitored weekly by leadership team and HG teachers</p> <p>TCE tracking to look at student shortfalls at point of course changes or indication of not passing a subject.</p> <p>Teachers asked to monitor all their students and discuss with LAM if they believe a student will not get a PA or better, or in case of course attracting Ticks if not going to get SA or better</p> <p>Review</p> <p>Student Wellbeing data</p> <p>Homegroup scope and sequence</p> <p>Review Attendance data</p> <p>Review student referrals and workload of SS team</p> <p>Review number of course changes processed</p> <p>Review TCE/ TASC/ Attrition data</p> <p>Census Data</p>
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<p>Student Wellbeing Survey:</p> <ul style="list-style-type: none"> - 77% say emotional engagement with teacher is high EC above college average - 19% say engagement flow is high (most rate median) EC 3% below college average - 31% say cognitive engagement is high (most rate median) EC 11% below college average - 75% student feel safe at School - 32% student school belonging <p>Resilience 53(Medium) 10 (High) 37 (Low) Students with High levels of Sadness Students 33% Girls 13% Boys Year 12 (31/20) southern colleges 35% Girls 30% Boys Year 11 (32/17) southern colleges Students with Low Satisfaction with life 36% Girls 29% Boys Year 12 (29/21) southern colleges 39% Girls 32% Boys Year 11 (30/21) southern colleges Students with Low Optimism 29% Girls 16% Boys Year 12 (28/19) southern colleges 31% Girls 26% Boys Year 11 (30/22) southern colleges</p> <p>Continuing increase in number of safety plans for students Continuing increase in Special Exam Provisions Applications Continuing increase in referrals to Student Services Team</p>	<p>PRIORITY</p> <p>Student Wellbeing</p> <hr/> <p>DoE Plan: Wellbeing</p> <p>Learners are safe, feel supported and are able to flourish, so they can engage in learning</p> <p>NSIT Domain 3: A Culture that promotes Learning</p> <p>TARGETS</p> <p>From Student Wellbeing Survey</p> <p>By the end of 2021:</p> <ul style="list-style-type: none"> ➤ Data around Resilience will have improved ➤ The difference in data for boys and girls will reduce on measures of Sadness, Low Satisfaction with life and Low Optimism ➤ The difference in data between year 11 and 12s will reduce on measures of Sadness, Low Satisfaction with life and Low Optimism ➤ School belonging at or above college average by 2022 ➤ 85% students feel safe at school by end 2021 <p>➤ Targets set by Student Wellbeing Group have been achieved</p>	<p>Students</p> <ul style="list-style-type: none"> • Student Wellbeing Group established (within Student Leadership Group) <ul style="list-style-type: none"> ✓ To set targets and identify strategies around wellbeing. ✓ Provide student voice to Leadership ✓ Play a role in coordinating the Wellbeing Day <p>Actions to Support Students</p> <ul style="list-style-type: none"> • Establish Manager of Wellbeing – supporting student and teachers • Broaden Focus on resilience to include kindness, respect, self-compassion and being connected in Homegroup • Focus on dimensions of health - social, emotional, and physical wellbeing including sleep, nutrition, relationships: personal, family and college as well as fitness and recreational activity <ul style="list-style-type: none"> ✓ Increase breakfast program to 3 days per week, with fruit to be available every day in key locations. ✓ Overall focus in Homegroup scope and sequence around health dimensions. ✓ Targeted social media messages around healthy eating, sleep, sexual health, harm minimisation, mental health, stress management. College wide displays focussing on wellbeing topics ✓ Designated gym for girls one lunchtime per week ✓ Peaceful Kids Program facilitated by school nurse – focus on stress management - targeted to identified individuals. • Build profile and awareness of Student Services amongst students <ul style="list-style-type: none"> ✓ SS to be buddied up to Homegroup Clusters and visit ✓ Identify students needing additional support or at risk ✓ Develop safety plans for students at risk ✓ Inform and support teachers re students with safety plans or additional needs and employ TAs to support teachers and students in classes as needed ✓ PL to support staff in supporting students ✓ Use SS staff in social media ✓ Refer students to outside agencies and support as required • Focus on belonging and building sense of community including for isolated students or minority groups <ul style="list-style-type: none"> ✓ HG Activity Day, Harmony Day, Wellbeing Day and End Term Activities, recognition morning teas ✓ Assemblies ✓ Conduct lunchtime gatherings or enrichment groups to support ✓ SS staff actively engage with students feeling isolated and disconnected ✓ Maintain and support robust Enrichment Program <p>Teachers</p> <ul style="list-style-type: none"> • Attend PL • Support students in HG, Classes and Enrichment • Work closely with SS to support students • Refer students to SS • Liaise with parents where additional support is required 	<p>Monitoring</p> <p>AP SS, SS number and type of referrals</p> <p>Individual students</p> <p>SS Team weekly meetings to discuss individual student needs</p> <p>Senior Leadership weekly meetings to discuss individual students</p> <p>SLG regular meetings and review of targets set and achievements of Student Wellbeing Group</p> <p>Review</p> <p>Student Wellbeing Data</p> <p>Student Wellbeing Group end of year report.</p>



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final year results and TASC analysis.</p>	<p>Regular meetings between the 3 schools</p> <ul style="list-style-type: none"> Principals Learning Area Managers Teachers <p>Project on CIM between the 3 schools, supported by PLI</p> <p>PL with all year 11 and 12 teachers, targeting teachers new to teaching years 11 and 12.</p> <p>PL across campuses to establish common understanding of learning progression in subject areas</p> <p>Invite teachers into classes across 3 campuses.</p>	<p>Time Frames to be met</p> <p><u>Review</u></p> <p>Internal/external TASC results</p> <p>Survey staff as to who wants to teach across campuses/Grade levels</p>
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Year 11 Students	171	189	182	160	162		81%	83%	81%	76%	81%		1.4																																																																																																																																																																																																																																																																																				
Year 12 Students	153	174	165	142	146		62%	62%	61%	58%	56%		-2.0																																																																																																																																																																																																																																																																																				
Achieved the TCE	117	131	124	108	101		33%	38%	33%	31%	36%		1.8																																																																																																																																																																																																																																																																																				
Achieved an ATAR	63	81	67	58	64		32%	25%	31%	32%	22%		-5.0																																																																																																																																																																																																																																																																																				
Attained a VET Certificate	61	52	62	59	40																																																																																																																																																																																																																																																																																												
Key Indicators	Numbers					Percentage of Year 12 school students aged 15-19 who...																																																																																																																																																																																																																																																																																											
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019																																																																																																																																																																																																																																																																																							
Year 12 students aged 15-19	376	401	450	420	417																																																																																																																																																																																																																																																																																												
Achieved TCE	265	302	337	306	289	70%	75%	75%	73%	69%																																																																																																																																																																																																																																																																																							
Achieved an ATAR	150	170	184	159	170	40%	42%	41%	38%	41%																																																																																																																																																																																																																																																																																							

Abbreviations

BOT – Back On Track Team

CIM – Common Instructional Model

HCPS – Hobart City Partner Schools (Elizabeth College, New Town High School, Ogilvie High School)

HITS- High Impact Teaching Strategies

LA- Learning Areas

LAM – Learning Area Manager

NSIT – National School Improvement Tool

PL – Professional Learning

PLC- Professional Learning Communities

SS- Student Services

TCE – Tasmanian Certificate of Education

