



OUR APPROACH TO SCHOOL IMPROVEMENT

2023 ELIZABETH COLLEGE SCHOOL IMPROVEMENT PLAN



Scan and Assess	Priorities and Targets	Key Actions	Monitoring																																															
<p>Scan</p> <p>External School Review 2021</p> <p>Recommendation 1: Co-construct and implement a teaching and learning framework which identifies the evidence-based strategies used at Elizabeth College to maximise student learning.</p> <p>Recommendation 2: Establish effective staff collaborative inquiry processes to support continuous improvements in teaching and learning across the college.</p> <p>Recommendation 3: Respond to student need through the allocation of resources to support the learning needs of all students. This can be enhanced by providing further opportunities to collect and respond to student voice.</p> <p>NSIT Audit 2022</p> <p>Rating Domain 1, 2, 5, 6, 7, 8 as 'High', Domain 3, and 4 as 'Medium-High' and Domain 9 as 'Medium'</p> <p>Regional Partnerships</p> <p>Priority 1: Transition, Priority 2: Curriculum Provision and Priority 3: Attainment</p> <p>Data Wise Attainment Inquiry</p> <p>Senior Secondary Attainment Profile Elizabeth College:</p> <table border="1" data-bbox="192 1241 813 1482"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Year 12's</td> <td>450</td> <td>420</td> <td>417</td> <td>413</td> <td>339</td> <td>410</td> </tr> <tr> <td>TCE</td> <td>75%</td> <td>73%</td> <td>69%</td> <td>75%</td> <td>73%</td> <td>75%</td> </tr> <tr> <td>TCEA</td> <td></td> <td></td> <td></td> <td>0%</td> <td>0%</td> <td>2%</td> </tr> <tr> <td>ATAR</td> <td>41%</td> <td>38%</td> <td>41%</td> <td>38%</td> <td>37%</td> <td>33%</td> </tr> </tbody> </table> <p>Wellbeing Survey</p> <table border="1" data-bbox="192 1539 813 1623"> <thead> <tr> <th>Participation</th> <th>2019</th> <th>2020T1</th> <th>2020T3</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Elizabeth College</td> <td>60%</td> <td>39%</td> <td>52%</td> <td>59%</td> <td>50%</td> </tr> </tbody> </table>		2017	2018	2019	2020	2021	2022	Year 12's	450	420	417	413	339	410	TCE	75%	73%	69%	75%	73%	75%	TCEA				0%	0%	2%	ATAR	41%	38%	41%	38%	37%	33%	Participation	2019	2020T1	2020T3	2021	2022	Elizabeth College	60%	39%	52%	59%	50%	<p>Priority I</p> <p>Wellbeing for Learning</p> <p>DECYP Strategic Plan: Wellbeing for Learning, Access Participation and Engagement</p> <p>NSIT Domain: 3 Culture that Promotes Learning, 7 Differentiated Learning</p> <p>AITSL Standards: 1 Know Students and How They Learn, 4 Create and Maintain Supportive and Safe Learning Environments</p> <hr/> <p>Target 1</p> <p>Maintain or improve Student Wellbeing and Engagement Survey data:</p> <ul style="list-style-type: none"> Participation rate in the survey (52% in 2022) Important adults at school (93% in 2022) Connectedness to adults at school (92% in 2022) Safe at school (85% in 2022) Emotional engagement with teachers (89% in 2022) <hr/> <p>Target 2</p> <p>Retention student data improves</p> <ul style="list-style-type: none"> When comparing Census 1 to Census 2 	<p>Staff Professional Learning</p> <ul style="list-style-type: none"> By the end of Term 1, all teaching staff and teacher assistants will have completed the TIP online modules- improving classroom environments, differentiated learning Sharing of best practice in classrooms to support students with various needs/TIP The Student Services team will be undertaking an inquiry as part of their PLT. Teacher use of data: <ul style="list-style-type: none"> data wall inquiry teacher extracting key data – literacy/numeracy/attendance for each class to identify needs and differentiate learning attendance <p>General Support for Students</p> <ul style="list-style-type: none"> Improved transition of students to College <ul style="list-style-type: none"> cross school roles HCHS/EC continued development of transition programs/opportunities including Taster Day, Connect, Connect Plus, HCHS <ul style="list-style-type: none"> transition meetings All students to complete a Learning Plan in consultation with their Home Group Teacher to set goals, identify supports and monitor progress. Shared with students, teachers and home Home Group - two sessions a week to double the opportunity for Home Group Teachers to check and monitor student progress and wellbeing Weekly attendance and student services meetings to identify students at risk and implement strategies to support Breakfast club every day to build connections Upgrades to social/community spaces- F Block and FTC deck to create belonging Tutorial sessions formalised through dedicated time slots and advertised to community Whole school events to promote belonging/community/student voice <p>Specialised Support for Students</p> <ul style="list-style-type: none"> Increased support for FL students- dedicated time for teacher support Increased number of Support Teachers to three Promote and identify students early for TCEA Increased resources to support RA applications (school psychologists) 	<p>Term 4 Behaviour Management Strategy and Trauma Informed Practice Staff Survey</p> <p>TIP Checklist doc developed for self-audit</p> <p>Student Wellbeing and Engagement survey</p> <p>Classroom Environments Visits – look like trauma informed classrooms?</p> <p>Student Voice Data to unpack classroom experiences</p> <p>Student Services referral data</p> <p>Transition programs Action Plan tracking and survey feedback</p> <p>Learning Plans developed Collegewide</p> <p>Homegroup attendance data and survey in Term 4</p> <p>Breakfast Club attendance data</p> <p>Tutorial program participation data – attendance taken at all tutorials in Week 8 of each Term.</p> <p>Flexible Learning (FL) unit completion data</p> <p>Reasonable Adjustments applications (number and approvals) data</p>
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Learning - Cognitive engagement

2022 T3	39%	48%	13%
School 2021 T3	25%	55%	19%
School 2020 T3	31%	54%	15%
School 2020 T1	35%	50%	15%

Love and safe - School climate

2022 T3	39%	48%	13%
School 2021 T3	39%	48%	13%
School 2020 T3	42%	48%	10%
School 2020 T1	44%	44%	12%

Learning - Emotional engagement with teachers

2022 T3	72%	28%	0%
School 2021 T3	78%	22%	0%
School 2020 T3	77%	23%	0%
School 2020 T1	79%	21%	0%

Positive sense of culture and identity - School belonging

2022 T3	35%	48%	17%
School 2021 T3	36%	43%	21%
School 2020 T3	32%	45%	23%
School 2020 T1	32%	45%	23%

School climate 2022 T3

High Wellbeing	39%
Medium Wellbeing	48%
Low Wellbeing	13%

Course Changes
Total: 845

- Yr 11: 451
- Yr 12: 394
- Main reasons: 123 Subject too difficult/ 119 Initiated by teacher/ 100 personal problems/ 95 change of career path/ 77 TCE requirement

Student/Teacher Pedagogical Survey

2022 Survey had 48 teachers respond out of 70. For Collaborative Planning 7 teachers said they didn't collaborate with colleagues in their Learning Area on Professional Learning and 12 (25%) responded neutral to this. 7 teachers didn't moderate assessment within their Learning Area and 5 teachers responded neutrally to this. 7 teachers also said that they don't use consistent assessment tasks for common subjects.

Attendance Data:

	Term 1	Term 2	Term 3	Term 4	Annual
2022	73.9%	70.3%	70.2%	66.0%	71.1%
2021	81.0%	75.6%	75.5%	72.5%	76.7%
2020	70.7%	84.4%	78.7%	74.8%	77.7%
2019	83.2%	80.3%	77.9%	74.7%	79.9%

Retention Data:

	2022 Census 1	Census 2	2023 Census 1
Students- Yr 11 2022	468	422	374
% from 2022 Census 1		90%	80%
% from 2022 Census 2			89%

Priority 2

Building an Expert Teaching Team

DECYP Strategic Plan: Access, Participation and Engagement.

NSIT Domain: 5 An Expert Teaching Team

AITSL Standards:

2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning

Target 1

100% of teachers commence implementation of the elements of the HCPS Teaching and Learning Framework

Target 2

Maintain or improve on 2022 Attainment Data where 75% of students achieved a TCE, 2% achieved a TCEA, 38% achieved an ATAR, and reducing the 35% of students who didn't achieve any of these.

Teaching and Learning Framework

Leaders will:

- Conduct Teaching and Learning Framework PL with staff in Term 1
- Ensure that T&LF posters re visible in all classrooms
- Revise annual pedagogical surveys (renamed Teaching and Learning Surveys) with feedback from staff to collect data/evidence on elements of TaLF by end of Term 1 (Quality Teaching Coach and Principal)
- Oversee the Teaching and Learning Surveys used to collect data in Term 1 and Term 3
- Conduct Elizabeth College & HCPS combined PL to unpack the Teaching Learning Framework (TaLF) with focus on Curriculum Teams in Week 8 of Term 1
- Unpack TaLF with teams in Curriculum Planning meetings and PLTs (where relevant) through Terms 2 and 3 (Curriculum Leaders)
- Coach CLs to use the TaLF with their teams (QTC)
- Use the TaLF as a basis of supportive/coaching conversations, inquiries, individual PDPs with team members (PDP Coaches)
- Facilitate Learning Walk induction for English, HASS, EAL/ Languages and new teachers in Term 1 (Principal)
- Develop and establish feedback framework with Leadership team (e.g. classroom visits, etc.) (Senior Leadership Team)

Attainment

Staff will:

- Attend HCPS Data workshops to 'know our students' in Terms 1, 2 and 3
- Engage with the data wall (via PLTs) to monitor student progress. AP 9-12 Retention and Attainment to share strategically with leadership and PLTs in Terms 1, 2 and 3

Teaching and Learning Surveys (teaching staff and student voice Terms 1 and 3)

Feedback from QTC on unpacking of TaLF in Curriculum Teams

Shared information about TaLF in HCPS shared PL

Feedback from CL via classroom visits

PDP goals show alignment with and use of language of TaLF

CL accessing QTC coaching monitored via QTC

Learning Walks adopt the lens of the TaLF

Students identified as 'at risk' supported to achieve TCE/TCEA or defined career pathway / outcomes monitored, recorded

Recorded identification of 'at-risk' leading to early intervention, action and adjustment based on data.

Data walls used to facilitate student tracking



<p>Assess</p> <p>Priority 1: Wellbeing for Learning</p> <p>This priority is based on the results of the <i>Student Wellbeing and Engagement Survey 2022</i> as well as the DECYP System Goal of Wellbeing for Learning. This priority recognises the important relationship between students' wellbeing and their capacity to learn, which includes the critical role learning plays in students' lifelong health and wellbeing.</p> <p>Priority 2: An Expert Teaching Team</p> <p>This priority is based on the External School Review Recommendation One which highlighted the need for a Common Instructional Model. It also aligns with the Regional Partnership Priority 2: Curriculum Provision with a focus on developing a PLC with the use of the shared TaLF.</p> <p>Senior Secondary Attainment Profile data shows that 35% of students do not achieve a TCE, TCEA or ATAR. This figure includes students who have taken other meaningful pathways such as apprenticeships and traineeships, TasTAFE, as well as students who moved interstate or overseas, or were not able to complete due to health issues.</p> <p>Priority 3: Collaboration through Inquiry</p> <p>This priority is based on the External School Review Recommendation Two which specifies establishing effective staff collaborative inquiry. In Elizabeth Colleges 2022 Teacher Pedagogical Survey 15% of teachers didn't feel they collaborated, moderated, or used common assessment tasks. Developing the foundation of a PLC through prioritising collaborative inquiry will improve students' wellbeing and the College's teaching and learning. This is needed to positively impact TCE, TCEA and ATAR. In 2022 258 students (75%) achieving a TCE, 10 students (2%) achieving a TCEA and 135 students (33%) achieved an ATAR. With 142 students (35%) completed Year 12/13 without a TCE, TCEA or ATAR.</p>	<p>Priority 3</p> <p>Collaboration through Inquiry</p> <p>Fostering collaboration through Professional Learning Communities and Inquiry</p> <p>DECYP Strategic Plan: Access, Participation and Engagement</p> <p>NSIT Domain: 2 Analysis and Discussion of Data, 5 Expert Teaching Team, 8 Effective Pedagogical Practices</p> <p>AITSL Standards: 1 Know Students and How They Learn, 3 Plan for and Implement Effective Teaching and Learning, 6 Engage in Professional Learning</p> <hr/> <p>Target 1</p> <p>The Collaborative Inquiry Tool used shows growth for at least 9/12 Professional Learning Teams by at least 1 level. (Audit conducted in the Week 7 each Term)</p> <hr/> <p>Target 2</p> <p>Each PLT inquiry shows growth in the data they use to inform their inquiry leading to improved student attainment outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> PLT Coaches (SLT and QTC) will work with PLT's as a coach/mentor to ensure consistency and support the implementation. develop protocols, processes and templates - documented and shared create the enabling condition to support such as: regular meeting times, identified teams, ways of working and support structures such as: coaching PLT Coaches meet with CL of PLT for a data check in Term 2 Wk 3 and Term 4 Wk3 <p>Professional Learning Teams will:</p> <ul style="list-style-type: none"> have agreed upon norms and decision-making processes that were developed collaboratively and are known by all members of the PLT. use the meeting agenda template to document their PLT minutes and inquiry. develop inquiries that are linked to the SIP/ TaLF. use data, research, evidence, and student voice feedback to inform their inquiry. share progress of their inquiries with the whole school – creating opportunities for learning from each other. share evidence of improved student learning and teaching practice celebrate successes <p>All Staff will:</p> <ul style="list-style-type: none"> conduct and participate in professional learning (PLC, TaLF, Data Literacy) actively participate in one PLT a fortnight, and implement the PLT actions in their classroom adapt teaching strategies and resources based on inquiry findings, data and student needs seek specific and timely feedback from students around inquiry actions. 	<p>Staff attendance at Professional Learning opportunities including schedules PLT meeting times</p> <p>PLT Inquiries have used the agenda template and documented meeting minutes, which includes the data used, implementation and outcomes of their inquiry</p> <p>By the end of Term 1 all PLTs have documented their PLT norms.</p> <p>SLT knows each PLTs inquiry focus</p> <p>Term 4 NSIT Audit Domain 8 improves</p> <p>Staff engagement with data, data wall, T&L surveys, and student voice feedback.</p> <p>Leadership Team will complete Collaborative Inquiry Tool to identify current knowledge, skills, confidence each Term in Leadership Team meetings in Week 7</p> <p>PLT Coach completes Collaborative Inquiry Tool for each PLT once each Term by Week 9, collects evidence on attendance/commitment to PLT meetings, and provides feedback around inquiries and progress.</p> <p>Ongoing discussion in PLTs/ PDP coaching conversations around teachers acting and adjusting if the data indicates they should be based on student need</p> <p>Phase 1 Report Results compared to Phase 2 Reports</p>
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<p>Signed by Principal/CFLC Leader _____</p> <p>Name of Principal/CFLC Leader _____</p> <p>Date _____</p>	<p>Signed by School Improvement Leader _____</p> <p>Name of School Improvement Leader _____</p> <p>Date _____</p>
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