2025 ELIZABETH COLLEGE SCHOOL IMPROVEMENT PLAN

The School Improvement Planning Guide provides instructions for completing the School Improvement Plan, including how to use the template. Please read this guide carefully. For more information about the Improvement Planning process visit the Our Approach to School Improvement Intranet Hub.

Scan and Assess	Priorities and Targets	Key Actions	Monitoring
Scan DECYP Strategic Plan 2024-2030 Our Approach to School Improvement (OATSI) - Tight Expectations School Improvement Tool 2024 Annual Review External School Review Recommendations (2024) TASC Attainment Profile (TCE/ TCEA/ VET/ ATAR/ Everyday Standards) Retention Data Attendance Data Teaching and Learning Survey Data Safeguarding Risk Management Plan Student Wellbeing and Engagement Survey 2025 Reading Fluency Screening- Yr 11 **Assess** External School Review (ESR) 2024 Recommendations 1. Refine, clarify, and align the improvement agenda to enable and empower effective collaborative teams. 2. Cultivate an expert teaching team through collective professional learning and collaborative inquiries to identify and continuously refine pedagogical practices by: ➢ Enhancing leaders' capability to lead and guide this work.	**Priority 1 Wellbeing for Learning/ Promoting a Culture of Learning** **Focus Area/s: Attendance, Safeguarding, Learning Practices** **SIT: Domain 3** **DECYP Strategic** Plan: Known, Well, Safe, Learning **OATSI:** Learning: Student Engagement and Attendance, Wellbeing for Learning **ESR:** Recommendation 2 **Theory of Action:** *If students' wellbeing is at the centre of all that we do, this should lead to increased attendance, attainment and engagement, resulting in improved life outcomes.* **Target 1-** By the end of 2025, schoolwide attendance data will be maintained or improved from 2024 data (71.6% MSP). **Target 2-** By the end of 2025, Connections Group (CG) attendance will improve toward the whole college attendance rate. 2024 66.8% CG Attendance 2024 71.6% Overall Attendance	• Develop and implement EC Attendance Policy and Procedure Guidelines that align with the MTSS Framework • Ensure clarity around the role of the Attendance and Engagement Team (AaET) and the Connections Teacher around tracking and monitoring attendance for their group • Community APs and Connections Teachers follow the Tier 1 process • Conduct professional learning and "knowing our students" sessions each term as indicated in the Professional Learning Plan • Regular and ongoing communications with family and students by: EC communications, Assistant Principals, Connections Teachers and Classroom Teachers, around the importance of attendance and our processes, including positive feedback for improved or ongoing high attendance. • Communication Strategy to increase messages on Attendance and learning practices • Community APs to support and follow up with CG Teachers that processes are being undertaken • Utilise the Attendance Policy and Attendance Guidelines to implement Tier 2 and 3 supports as aligned with the MTSS Framework • SL to monitor staffing changes in conjunction with reports issued from Office of Safeguarding and ensure inductions and module completion occurs in a timely way • SL to support Professional Support Staff to ensure safeguarding processes for visitor/ volunteer/ contractors are complied with • SLT and staff to ensure excursion proposals meet safeguarding requirements for external providers via excursion application process • Principal and Safeguarding Lead (SL) to conduct reviews and updates each term of the Safeguarding Risk Management Plan including input from leadership, staff, School Association and students • Restructure of 'Homegroup' to 'Connections' Program with new groups, leaders and designated Year 11 and 12 communities. Explicit and structured Connections Program for each year level • AP PLaC and Community Leaders support CG Teachers to ensure the Connections Program is implemented with fidelity • Curriculum Leaders support relief teaching staff to use the Connections Program and accessing resources to ensure consistency • Seek student voice around the program • Professional learning on Learning Practices each Term • Connections Program has a focus on develop Learning Practices • Engage with parents through EC Forums/Information Evenings. Inviting current and transitioning high school parents and students to attend (SS staff, AP)	• Senior Leadership Team (SLT) SIP audit Term 2/3/4 Week 4. • Leadership Team (ASTs) SIP audit Terms 2/3/4 Week 5 • Weekly attendance tracking by AaET • AaET Weekly attendance tracking monitors CG attendance • Connections Teachers monitor attendance of Connections Group each week • Principal and Safeguarding Lead to monitor completion of Safeguarding Professional Learning modules by due date and prior to commencement of new staff • Principal and SL to review Safeguarding Risk Management Plan each term in Week 6 • SLT will monitor CG in Term 2/3/4 Week 4 – Observation • Communities Leader and APs to monitoring percentage completion of the My Learning Goals Term 1 Week 7 • Attendance at Parent Forum/Information Sessions (AP Retention and Attainment) • Attendance at tutorial sessions taken weekly (Leader of ECAAD) • Tutorial numbers recorded each term by Leader of ECAAD • SLT and staff analyse of 2025 SWaE Survey data as per Data Plan

Tasmanian Government

➢ **Developing data literacy.** ➢ Implementing an evidence-based observation and feedback framework, including peer observation, mentoring, and coaching. ➢ Monitoring and evaluating the effectiveness and impact of agreed evidence informed practices through **analysis of student data.** 3. Co-construct with staff and the community a clear vision and beliefs in wellbeing, teaching and learning to drive or enhance a positive learning culture**.** **Attendance Data** EC's attendance rate declined from 72.8 in 2023, to 71.6 in 2024. Which aligns with a smaller decline in the College Sector Rate. Connections Group declined by 2.2% from 2023 to 2024. With Connection Group attendance being 4.8% lower than the college average in 2024. **Student Wellbeing Survey- Learning Practices** Learning Practices (Personal learning styles, organisational skills and capacity to complete schoolwork) has declined by 5% since 2023, to 2024. While the College sector rate improved by 1%. **Attainment Data** **Senior Secondary Attainment Profile Elizabeth College:**	**Target 3-** By the end of 2025, we will reduce student LOW Learning Practices by 2%. (2024 SWaES with 34% low). *Learning practices include beliefs about personal learning styles, organisational skills and capacity to complete schoolwork.*	• Curriculum Teams analyse results from the TaL survey, specifically student responses to Questions 8, 12, 13, 19, 20, 21, 22, 23, 24, 25, 26, 28, 31 (learning practices) to use with PLT, Peer Observation or PDP as data to monitor and measure impact • Staff review of the 2025 SWaE Survey in Term 4 • Subject Teachers will integrate specific Learning Practices in their classroom

	Priority 2: Building a Collaborative and Expert Teaching Team
	
	Focus Area/s: Attainment, Collaborative Inquiry, Reading, Feedback Culture
	
	Building a Collaborative and Expert Teaching Team with a focus on attainment, collaborative inquiry, reading and feedback culture
	
	SIT: Domain 5
	
	DECYP Strategic Plan: Known, Learning
	
	OATSI: Teaching: Assessment
	
	ESR: Recommendations 1 & 2
	
	Theory of Action: *By continuing to build a collaborative and expert teaching team where a feedback culture is fostered, we will see improvements in teacher practice and students' confidence in reading and TCE/A achievement.*
	
	Target 1-
	
	By the end of 2025, increase the % of Yr 11 students with a Preliminary Achievement TASC result or above from 2024 data.
		• Facilitate Flexible Learning as a TCE support/intervention
		• Undertake comprehensive TCE Projections process in Terms 1 and 2
		• Plan, promote and deliver TCE Community Forum in Term 1
		• Oversee course changes ensuring that TCE/A attainment is a priority
		• Communication Strategy to highlight the importance of all students achieving a PA award or better in all subjects to support TCE attainment – Assembly, letters to parents
		• + Program to support TCE attainment in first week of TASC Exams
		• Assistant Principals and Curriculum Leaders ensure course standards and requirements including moderation processes are met
		• AaET to use the physical Data Wall for students at risk due to attendance issues, potential TCEA applicants, Australian School-based Apprenticeship (ASbA) students and document Tier 2 and 3 supports
		• Professional Learning Sessions to 'know our students' each Term as per Professional Learning Plan. Flag concerns with SLT around students at risk of not attaining, including Everyday Standards, PA or better, and/or Complexity Points
		• Classroom Teachers offer educational adjustments to support all students to meet minimum work/assessment requirements for their course, supported through Student Services
		• If not meeting the PA requirements:
		  » Communicate early in the year with parent/carer of students
		  » On Progress Report, 'Interview Required' is requested for Discussions of Learning
		  » Initiate a course or level change
		• Providing a common and shared structure for PLT meetings
		• PLTs all have a literacy focus
		• Instructional Specialist (IS) and APs coach/support PLT leaders to lead PLTs using evidence-based literacy strategies with a focus on either: Read, Discuss or Vocabulary
		• Key staff attending Literacy Spaced Learning: Word Recognition, Fluency and Comprehension, to build professional capacity.
		• Instructional Specialist to lead a Fluency Pilot to inform Tier 1 protocols and supports for 2025: using Reading Progress to assess student oral reading fluency (ORF)
		• Develop EC literacy strategic plan with a MTSS approach to literacy
		• Communication of Teaching and Learning (TaL) Survey in Term 1 and 3 to ensure all teaching staff complete
			• Monitor TCE Projections Report, Term 1 and Term 2 (AP Retention and Attainment)
			• SARIS data extract and analysis after reporting periods (March/May/August) (AP - Systems and Data, Curriculum Leaders, teachers)
			• Monitor + Program attendance and submission of work based on invitations sent in Week 4 of Term 4 (AP Retention and Attainment)
			• CLs conduct markbook, scope and sequence and assessment task checks each term, post reports.
			• AP PLaC will ensure all staff complete a PLT scaling against the Collaborative Inquiry Tool in Term 1 Week 9/10 and again in Term 3 Week 9/10 (leaders will complete a retrospective)
			• P, AP PLaC and IS will monitor staff completion of Qualiteach modules throughout the year
			• AP PLaC and AST Operations and Data monitor the number of surveys completed in Week 6/7 by students and teachers in Term 1 and 3
			• Fluency Pilot data collected throughout used to monitor effectiveness of the program, completed Term 3 week 10 by IS

	2022	2023	**2024**
Year 12	410	367	
TCE %	75	75	
TCEA %	2	9	
ATAR %	38	39	

Everyday Adult Literacy Standard Attainment

% Yr 12 Students Attained Literacy Standard	2022	2023	2024
	88	92	

TASC Ratings Data 2024

When comparing Year 11 final ratings to Overall College ratings there is a common pattern from Limited Achievement to Exceptional Achievement. Noting that Limited Achievement amounts to 10% of Year 11 and Overall College ratings. This is a significant barrier to students achieving their TCE through points.

Peer Observation Data

100% of Leadership (Teachers) engaged with the Pilot Peer Observation Process

Target 2 –

By the end of 2025, staff will increase proficiency in their practice around disciplinary literacy, use of data and collaborative inquiry as measured against the Collaborative Inquiry Tool from Professional Learning Team (PLT) Fluency based Sprint 1 to Sprint 2.

Target 3-

By the end of 2025, all PLT leaders will have run the peer observation process with at least 50% of their team to foster a feedback culture.

- As part of the PLT Sprint, analysis of TaL Survey focusing on Reading based responses Students Questions: 16,18, and Teachers Questions: 16,18
- Analysis of TaL Survey data in Leadership and Curriculum Teams
- Teachers to adjust their teaching practice based on TaL Survey
- Support provided to teams and staff based on the TaL Survey analysis
- Complete the 10 Qualiteach Reading Modules in 2025 to underpin PLT Sprints
- Teaching staff actively participate in a PLT by working interdependently, implementing strategies through their professional practice and using data to assess the impact
- Teachers involved in the Fluency Pilot will develop proficiency in all four fluency reading strategies: cloze, echo, choral and repeated reading.
- All leadership and teaching staff will have a PDP goal aligned to literacy
- Enabling conditions created through established PLT teams, allocation of CT meeting time and clear protocols
- Professional learning conducted with all staff on the peer observation process
- At the end of a Peer Observation Process, the coach completes a submission in the Elizabeth College Peer Observation Log
- Leaders will provide the option of being observed first in instances where this would be supportive

- Teachers and Coaches will actively participate in the peer observation process, participate in the 3 stages as aligned in the Peer Observation Guide and Tool

- Term 2 Week 1 SLT monitor PDPs to ensure all leadership and teaching staff have a PDP goal aligned to literacy
- Compile a list of PLT members wishing to engage in the Peer Observation protocol in 2025 – CL Term 1
- SLT monitor the progress of 50% of PLTs completion of the Peer Observation Process through the Elizabeth College Peer Observation Log

Signed by Principal		Signed by Improvement Consultant	
Name of Principal	Shane Fuller	Name of Improvement Consultant	Alanna Green
Date	19/3/25	Date	19/3/25