

ELIZABETH COLLEGE 2024 SCHOOL IMPROVEMENT PLAN

Scan and Assess	Priorities and Targets	Key Actions	Monitoring																																																																		
<p>Scan</p> <p>DECYP Strategic Plan Every young person is known, safe, well and learning</p> <p>OATSI “Schools Will” Expectations 2024 Priorities: Reading, Attendance, Attainment and Safeguarding</p> <p>Student Wellbeing and Engagement Survey Note: 2023 participation rate saw an increase of approx. 20%</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>Loved/ Safe/ Valued</th> <th>2022</th> <th>2023</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Important adults at school</td> <td>61%</td> <td style="color: green;">65%</td> <td>65%</td> </tr> <tr> <td>Connectedness to adults at school</td> <td>92%</td> <td style="color: green;">93%</td> <td>89%</td> </tr> <tr> <td>School Climate</td> <td>87%</td> <td style="color: red;">82%</td> <td>69%</td> </tr> <tr> <td>Safe at School</td> <td>95%</td> <td style="color: red;">92%</td> <td>83%</td> </tr> <tr> <td>Absence of Physical Bullying</td> <td>98%</td> <td style="color: red;">96%</td> <td>92%</td> </tr> <tr> <td>Absence of Verbal Bullying</td> <td>96%</td> <td style="color: red;">91%</td> <td>80%</td> </tr> <tr> <td>Absence of Social Bullying</td> <td>95%</td> <td style="color: red;">91%</td> <td>85%</td> </tr> <tr> <td>Absence of Cyber Bullying</td> <td>97%</td> <td style="color: red;">95%</td> <td>92%</td> </tr> </tbody> </table> <p>Attendance Data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>EC Rate</td> <td style="color: green;">79.9%</td> <td style="color: green;">77.7%</td> <td style="color: green;">76.7%</td> <td style="color: red;">71.1%</td> <td style="color: green;">72.8%</td> </tr> <tr> <td>College Rate</td> <td>79.6%</td> <td>76.3%</td> <td>75.4%</td> <td>71.3</td> <td>72.2%</td> </tr> </tbody> </table> <p>Teaching and Learning Survey Responses</p> <p>Student Voice: I set myself learning goals Term 1: 384/1835 (20.0%) Term 4: 100/533- Oct 18.7%</p> <p>Teacher Voice: I teach students how to set learning goals Term 1: 11/60 (18.3%)</p> <p>Everyday Adult Literacy Standard Attainment</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>% Yr 12 Students Attained Literacy Standard</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td></td> <td>86%</td> <td>89%</td> <td style="color: green;">91%</td> <td>88%</td> <td></td> </tr> </tbody> </table> <p>External School Review 2021 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. Recommendation 2: Establish effective staff collaborative inquiry processes to support continuous improvements in teaching and learning across the college.</p>	Loved/ Safe/ Valued	2022	2023	State	Important adults at school	61%	65%	65%	Connectedness to adults at school	92%	93%	89%	School Climate	87%	82%	69%	Safe at School	95%	92%	83%	Absence of Physical Bullying	98%	96%	92%	Absence of Verbal Bullying	96%	91%	80%	Absence of Social Bullying	95%	91%	85%	Absence of Cyber Bullying	97%	95%	92%		2019	2020	2021	2022	2023	EC Rate	79.9%	77.7%	76.7%	71.1%	72.8%	College Rate	79.6%	76.3%	75.4%	71.3	72.2%	% Yr 12 Students Attained Literacy Standard	2019	2020	2021	2022	2023		86%	89%	91%	88%		<p>Priority 1 Wellbeing for Learning/ Promoting a Culture of Learning</p> <p>SIT: Domain 3</p> <p>DECYP Strategic Plan: Known, Well, Safe, Learning</p> <p>OATSI: Learning: Student Engagement and Attendance, Wellbeing for Learning</p> <p><i>Theory of Action: If all student's wellbeing is at the centre of all that we do as a school, they will have increased attendance, attainment and engagement, leading to improved life outcomes.</i></p> <p>Target 1 We will improve school climate from 82% in 2023 to 85% in 2024.</p> <p>*School Climate is defined as 'The overall tone of the school environment and the way teachers and students interact and how students treat each other'</p> <p>Target 2 Collegewide attendance year average rate will improve from 2023 data (72.8%)</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Brief and support staff to complete safeguarding modules - Develop processes to ensure relief staff, music tutors are aware and supported to complete Safeguarding modules - Monitor and follow up with staff who have not completed modules by end of February - Implementation of College Safeguarding Risk Assessment- modify measures as needed - One per term PL session for staff facilitated by Safeguarding Leader - Respectful Relationships a key focus of communication channels to parents/ students - Edsmart, HG news, newsletters, social media, cluster presentations - Establish Staff and Student Wellbeing Group to identify goals/strategies to improve school climate - General staff meetings, Home Group News and Staff bulletin to include Aboriginal and Torres Strait Islander focus - Encourage and support professional learning opportunities for staff in Aboriginal and Torres Strait Islander resources and education - Support the establishment of the LEAP program and will target appropriate resources and staffing <p>Staff will:</p> <ul style="list-style-type: none"> - All staff will complete the mandatory reporting and child sexual abuse awareness training by end of Feb - Staff will attend Safeguarding PL sessions one per term - Student Services/Leadership team will facilitate at least two sessions to students – Safe Campus Term 1, Respectful Relationships between students- Term 2 - Student Services communicate support services to parents/students regularly and through a range of communication channels - Know what school climate is in the Student Wellbeing and Engagement Survey (SWaE) - Staff will be active on duty and clear about processes to deal with anti-social behaviour, vaping and vandalism - Revitalisation of Yarning Collective and establishment of 3-year Reconciliation Action Plan (RAP) - Staff to include a task within their subjects that shares an Aboriginal and Torres Strait Islander focus <p>Students will:</p> <ul style="list-style-type: none"> - Attend cluster presentations – Safe Campus/Respectful Relationships (target and modify messages and run presentations for other class groups such as Pathways/Leap as needed) - Understand processes for seeking help on campus including student services and tutorial support - Offer student voice through Wellbeing Group, Yarning Collective, Student Leadership Group and surveys throughout the year - All students will see, hear and experience Aboriginal and Torres Strait Islander around the campus and in classes - Experience a range of cross curriculum opportunities and school events that enhance belonging and community (Wellbeing, Harmony, Careers Expo, HG Activity Day, NAIDOC week, health displays, Pride Group, breakfast club, club sandwich, volunteering/charity events) <p>Leaders will:</p> <ul style="list-style-type: none"> - Review and refine processes around attendance - Engage with parents/students/staff sending regular messaging about the importance of attendance through communication channels – staff briefings, Edsmart targeted messages, newsletters, social media, assemblies and through celebrations - Attend Attendance and Engagement Team weekly meetings to identify student attendance concerns and plan interventions, including communication to parents/students e.g. under 40%, 40-70%, recognition for good attendance - Engage with the data wall around our attendance inquiry <p>Staff will:</p> <ul style="list-style-type: none"> - Enact the attendance process based on the attendance flow chart for their classes and home groups. 	<ul style="list-style-type: none"> - All staff have completed the mandatory reporting and child sexual abuse awareness by 29 Feb– follow up with staff who have not completed required modules (SG Lead, Principal) - Safeguarding Lead attends required PL sessions, provides feedback to SLT, PL session staff once per term (SG Lead, Principal) - College Safeguarding Risk Management is reviewed by the end of each term by Safeguarding Lead and Leadership Team (SG Lead, LT, SLT) - Behaviour Mangement referrals are monitored by APs/Campus Support/Student Services Lead, noting trends and required actions - Monitor Student Services (SS) referral data each term (SS Lead) noting trends and required interventions and report to AP Wellbeing - RAP started by Term 2 (AES/AP- Wellbeing, Yarning Collective) - Staff survey to be conducted during early Term 2 and late Term 4 to identify Aboriginal and Torres Strait Islander focus in each course across the College. (AP- Wellbeing/AES) - Weekly attendance monitoring of LEAP students by LEAP Support staff and Attendance and Engagement Team (AaE Team) - TCEA applications submitted by end of Term 2 and approved in Term 3 (LEAP, Support staff and AP- Wellbeing, AP Curriculum) - Collect data around tutorial attendance at the end of each term (ECAAD Leader) <ul style="list-style-type: none"> - Review the attendance processes before mid-Term 1 to ensure there is clear role definition and expectations of staff in follow up (AaE Team) - At weekly meetings review attendance data, noting concerns, interventions and outcomes. Communicate (sms, email, letter) with students and parents/carers with follow up support (including meetings with students and parents by AaE Team. (Home Group Teachers, Class Teachers, AaE Team)
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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.

Senior Secondary Attainment Profile Elizabeth College:

	2018	2019	2020	2021	2022	2023
Year 12	420	417	413	339	410	
TCE	73%	69%	75%	73%	75%	
TCEA			0%	0%	2%	
ATAR	38%	41%	38%	37%	38%	

2023 Learning Walks and Coaching Staff Feedback

13 staff members engaged in Learning Walks. 12/13 valued the experience. 4 early career staff were coached by Quality Teaching Coach.

Assess

Priority 1

- Although Student Wellbeing and Engagement Survey data for the College is strong across all domains traditionally, the Loved/ Safe/ Valued domain had the weakest data set. As a school, we know wellbeing directly influences learning outcome with school climate seeing a drop of 5% from 2022.
- Attendance trends have been declining since the impact of Covid. In 2023, we maintained a consist rate with no dip in attendance. The overall figure is still below our desired level. Attendance is a priority outlined in OATSI.

Priority 2

- In 2023 we launched Professional Learning Teams who work in inquiry cycles. Teams inquired into questions they devised based on an identified need. As part of the OATSI priority around reading, a decision was made to have a common focus into disciplinary literacy which applies to all teams in our setting. Our PLTs are inquiring into an element of disciplinary literacy through their inquiry cycle this year to build knowledge and skills in the reading space as well as fidelity in the inquiry cycle. This work will be supported by whole staff professional learning to enable us to have a common language and be able to share our successes.
- In 2022 our Attainment Profile noted an increase in TCE and TCEA attainment. OATSI notes that prioritising retention and attainment is part of our core work, and we are aspirational about improving these rates with dedicated focus to improve outcomes for students.

- Collaborate in staff meetings around student data to check progress/attendance of students within HG/subject classes
- Each term, communicate in writing with students and parents/carers to celebrate improvements/successes around attendance

Students will:

- Access support needed to address barriers to attendance
- Engage with attendance conversations with Home Group teachers
- Be aware of attendance through Home Group and attendance info at reporting periods

**Priority 2
Building a Collaborative and Expert Teaching Team**

SIT: Domain 5

DECYP Strategic Plan: Known, Learning

OATSI: Teaching: Assessment

Theory of Action: *If we focus on building a collaborative and expert teaching teams, we will see improvements in students' 'Reading' and college TCE achievement.*

Target 1

100% of teachers have engaged in disciplinary literacy PLT inquires and reading based professional learning

Target 2

Improve % of Year 12/13 students who successfully attain their TCE

Leaders will:

- Create opportunities to work through DECYP QualiTeach Modules 1 to 4 in a collaborative setting.
- Create enabling structures for PLT's to be effective and sharing of PLT's work and learning in PLC
- Support Curriculum Leaders's in leading their PLT's
- PLT Leaders will observe the PLT of a peer in Term 2
- From Term 3, audit current disciplinary literacy practices and resources to prepare for implementation (including de-implementation) in 2025

Staff will:

- Actively participate in one PLT and attend professional learning on disciplinary literacy throughout the year
- Complete the DECYP QualiTeach Modules 1 to 4 by the end of 2024
- Have a focus on building students' disciplinary literacies in all curriculum teams
- Identify the key literacy criteria and work requirement (texts) for each course
- Seek opportunities to build their disciplinary literacy skills through PL, peer observation, learning walks, Coaching, PLT, and sharing new learnings with peers.

Leaders will:

- Review and refine the TCEA process to identify possible TCEA applicants (AP Retention and Attainment)
- Provide TCE Safety Net Testing opportunities (AP Retention and Attainment)
- Facilitate Flexible Learning as a TCE support/intervention (AP Retention and Attainment)
- Undertake comprehensive TCE Projections process in Terms 1 and 2 (AP Retention and Attainment)
- Plan, promote and deliver TCE Community Forum (AP Retention and Attainment)
- + Program to support TCE attainment in first week of TASC Exams (AP Retention and Attainment)
- Oversee course changes ensuring that TCE/A attainment is a priority (all APs)
- Create processes to ensure students have access to required technologies for learning
- Increase communication about student tutorial opportunities to increase access and participation

Staff will:

- Attend PL to 'know our students' in Terms 1, 2 and 3
- Engage with the data wall (via PLTs) to monitor student progress. AP Systems and Data to share with leadership and PLTs in Terms 1, 2 and 3, including electronic data wall
- Flag concerns with SLT around students at risk of not attaining in courses including literacy/ numeracy/ ICT for intervention, PA or better, and/or complexity points
- Engage with student data:
 - o teacher extracting key data – literacy/numeracy/attendance for each class to identify needs and differentiate learning
 - o Attendance
- Offer tutorial opportunities to support learning

Students will:

- Access safety net testing opportunities where relevant
- When enrolled in Flexible Learning access face to face support at advertised time
- Have access to tutorial sessions in dedicated time slots and advertised to community
- Access required support to ensure regular attendance and submission of assessment tasks
- Be able to access a calendar of available tutorials on offer

- QTC audit of QualiTeach Modules, staff module completion:
 - o 1 – End of Term 1
 - o 2 – End of Term 2
 - o 3 & 4 – End of 2024

- In Week 9 of each term the Leadership Team will complete a peer audit for a different PLT's 'PLT proforma' and agenda to ensure fidelity of the agreed PLC process.
- Term 1 and 3 Week 8: EC PLT Rubric CL Self Audit, Team Audit, Coach Audit (AP- PL/ QTC).
- By the end of 2024 all courses will have identified key disciplinary literacy focused (reliant) criteria and work-requirements (texts) (ASTs/ QTC/ AP- PL)

- Monitor TCE Projections Report Term 1 and Term 2 and intervene as required (AP Retention and Attainment)
- Safety Net Tests and results data and courses with Everyday Standards monitored from Term 2 onwards (AP Retention and Attainment)
- SARIS data extract and analysis after reporting periods ensuring follow with all staff (March/ May/ August) (AP- Systems and Data, AP- Curriculum/ Class Teachers)
- Monitoring course changes to ensure TCE/A isn't compromised for individual students (SLT)
- Twice a term (after March Report) maintaining and engaging with the Data Wall (AP- Systems and Data, Leader of Systems and Data, SLT). SLT feeding back to teachers as required

<p>Priority 3</p> <ul style="list-style-type: none"> - As a staff when auditing our progress as a school against the School Improvement Tool, further developing a feedback culture was identified by groups of staff against the elements of Domain 8 as a leverage point to reflect on and improve pedagogical practice. - Twice a year we conduct class-based Teaching and Learning Surveys. Our student and teacher voice indicated that students were not setting learning goals as effectively as they could be, and teachers felt this was not taught explicitly either. As this was a common theme across both groups, we have targeted this aspect of the TaLs. 	<p>Priority 3 Promoting Effective Pedagogy SIT: Domain 8 DECYP Strategic Plan: Known, Learning OATSI: Teaching: Pedagogy Theory of Action: <i>If we focus on improving our pedagogical practice then staff will use evidence and feedback to improve their impact on student learning, students will know what they are learning, and how to set and monitor goals through explicit instruction in class.</i></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide professional learning to support the effective implementation of the formalised peer observation process, the continued practice of learning walks and expand on coaching opportunities that has been previously more available to early career teachers. - Offer access to external professional learning for team leaders across the school to upskill in coaching. - Actively participate in professional learning - Foster a culture based on trust and positive intent - Use the feedback protocols (peer observation process) to seek evidence to support their work and measure impact in the classroom and in their PLTs <p>Students will:</p> <ul style="list-style-type: none"> - Focus on their learning whilst peer observation process is occurring as part of our feedback protocols. - Know that we are seeking their feedback and measuring the impact strategies and pedagogy has on their learning outcomes. - Be given a range of feedback options and provide honest feedback. 	<ul style="list-style-type: none"> - Record data of leadership participation in professional learning (P, AP) - After relevant PL, staff to provide feedback about their experience in engaging including new learnings and improvement opportunities (AP PLC) - TaLS reviewed and used by Leadership to monitor the participation/ trends of students and staff responses after Term 1 Week 8 and Term 3 Week 8 - Completion of Peer Observation Tool artefacts to document the process as it occurs- from Term 2 onwards (AP/ AST) 	
	<p>Target 1</p> <p>In 2024, all members of the Leadership Team engage with peer observation protocols (PL and observation process) to support the development of an improved feedback culture.</p>			
	<p>Target 2</p> <p>In the Teaching and Learning Surveys, 80% of students agree that they set appropriate learning goals.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide PL on the Teaching and Learning Framework (TaLF) at a school and partnership level. - Ensure staff feel prepared to conduct the teaching and learning surveys (T&LS) with their classes - Unpack the school's T&LS data set with all staff <p>Staff will:</p> <ul style="list-style-type: none"> - Actively contribute to TaLF sessions each term at a school and partnership level - Complete the surveys themselves and with their classes in the agreed window of time - Use their T&LS to support their performance and development throughout the year and should documented this in their PDP's - Have conversations with all students about My Learning Goals progress at least each reporting cycle <p>Students will:</p> <ul style="list-style-type: none"> - Know what the TaLF graphic is and how it is links to effective learning practices - In Home Group all students will complete 'My Learning Goal' (MLG) which includes setting two goals that are sent home at the end of Term 1 - Consult and collaborate with their parent/carer to work together to reach their set goals throughout the year - Have conversations with all HG teachers about My Learning Goals progress at least each reporting cycle 	<ul style="list-style-type: none"> - Staff attendance and engagement at combined TaLF sessions (Terms 1-3) (TaLF Steering Committee) - Teaching & Learning Survey conducted Term 1 and 3 Week 8 by staff and students: <ul style="list-style-type: none"> o Number of completed surveys: staff and students o Data informs individuals and PLT/CT CP inquiries, PDP's and professional learning. (SLT, CLs, all Teaching Staff) - SLT monitor MLG completion data: <ul style="list-style-type: none"> o Term 1 Week 7 number completed - Term 2 Week 5 catch-up 	

Signed by Principal		Signed by Improvement Consultant	
Name of Principal		Name of Improvement Consultant	
Date		Date	