



**Esperance Anglican Community School
SCHOOL IMPROVEMENT PLAN 2021**

Introduction

As one of the 15 Schools of the Anglican Schools Commission (ASC), 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.

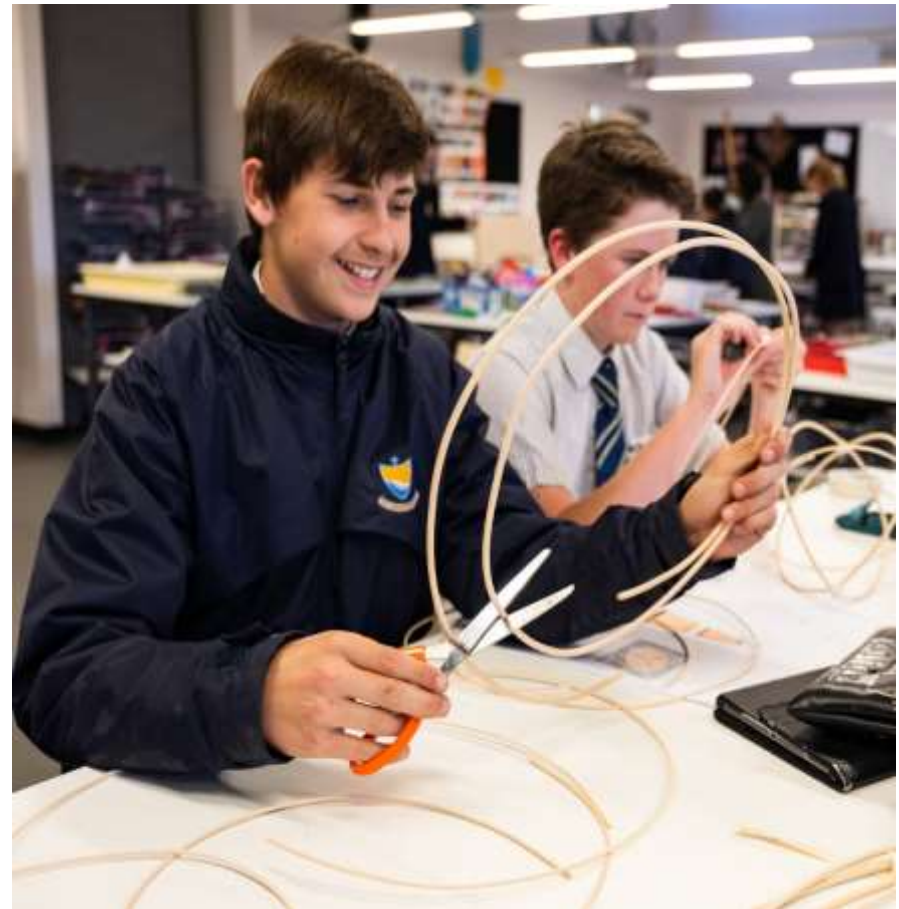
Our aspiration is for EACS students to be architects of their lives; looking beyond the ordinary to achieve the extraordinary, in making a difference to the world in which they live. In encouraging our students to achieve their potential, we place a major emphasis on the creation of a dynamic teaching and learning environment, both within and outside the classroom.

While the School Improvement Plan 2020 and 2021 both focus on the development of Domains 2 and 8 of the National School Improvement Tool (NSIT) as developed by the Australian Council for Educational Research (ACER), the 2021 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.



Jason Bartell
Executive Principal

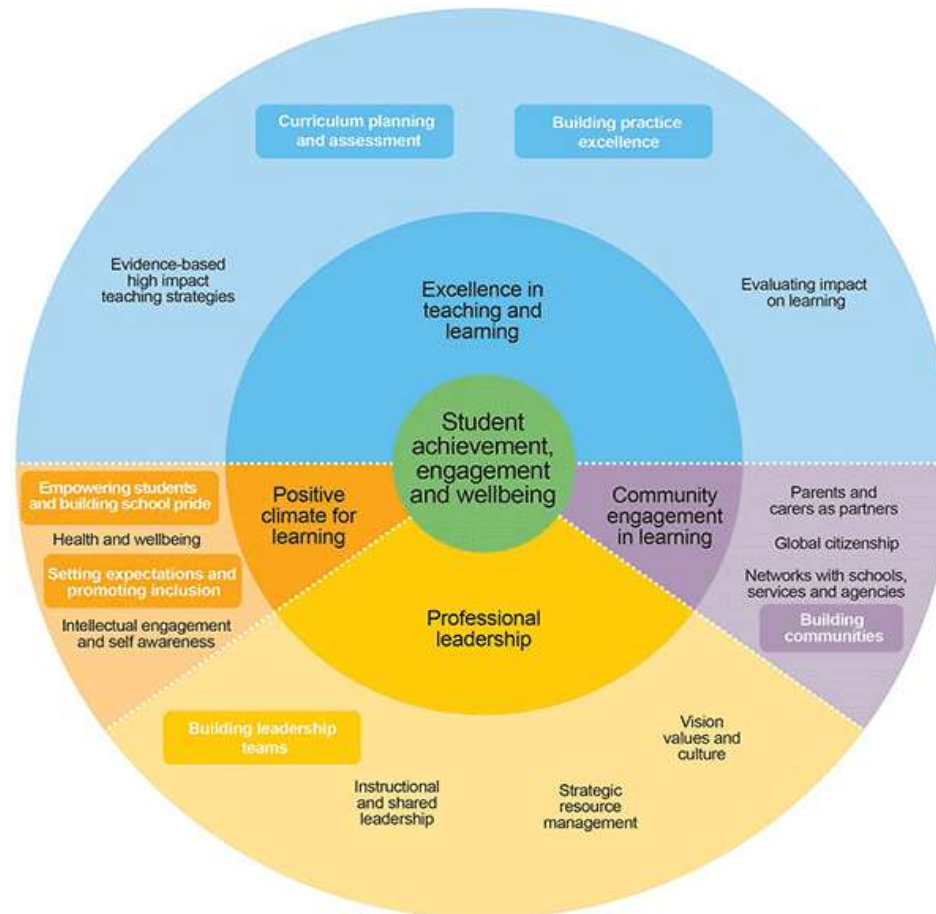


Background Information

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.



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 across the selected 'domains' as listed in the NSIT each year, in order to achieve our goal to develop high achieving, motivated and engaged students.

The School plans to focus on three of the nine domains on a rotational basis, thereby reviewing 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 2020, all staff were involved in implementing Steps 1 - 3 below, utilising the NSIT.

All staff completed their own individual analysis and response to a range of surveys linked with all nine domains of the NSIT. Qualitative feedback was sought from staff and included in the School's analysis of its performance of each domain.

Steps 4 and 5 will be implemented and reflected on with all teaching staff, throughout the 2021 School year as a means to consolidate the cycle of improvement in future years.

1. Analysis of current situation (knowing where you are as a school)
2. Identifying the desired improvements in outcomes
3. Articulating the improvement strategies
4. Evidence of improved outcomes (measuring and monitoring improvements in outcomes)
5. Reflection and learning

In 2021, the domains selected by the staff for further improvement and consolidation are:

- Domain 2 - Analysis and Discussion of Data
- Domain 8 - Effective Pedagogical Practices

2021 Improvement Strategies: Domain 2

Analysis and Discussion of Data

Key Intention:

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Identified Areas for Improvement:

Areas for improvement identified by the EACS Staff included an empowerment of staff and focussed professional development to use quality data in the analysis of their students' performance, both academic and pastoral, analysis of social and emotional data, implementing a coordinated approach to the collection, analysis and discussion of data, as well as utilising third party professional development, experience and software to enable a more coordinated approach to the analysis and discussion of data at the School.

Target/s	Strategies	Time Frame	Responsibility
1. To implement the systematic collation of a variety of data on student outcomes including academic, pastoral, wellbeing, attendance and behavioural data.	1.1 The School will review the annual schedule of data collection. 1.2 The School will implement the collation of academic data on the Best Performance platforms including but not limited to: <ul style="list-style-type: none"> • NAPLAN Data, • PAT Maths Assessments, • PAT English Assessments • PAT Science • Individual student's ATAR • ATAR Course Results • Longitudinal ATAR results (School) • Longitudinal ATAR Results (Course) and • other School based Academic Data. 1.3 The School will collate non-academic data including but not limited to: <ul style="list-style-type: none"> • The Social and Emotional Wellbeing (SEW) Survey (Years 7 - 12), • Attendance Data • SEQTA Analyse Data • Student Support Services data (NCCD and other qualitative data) 	Term 1/2 2021 Term 2, 2021 (ongoing) Term 1 2021 (SEW Survey) Term 2, 2021 (ongoing)	Executive Team Executive Team, Teaching staff across the two Faculties Executive to lead, implemented through Advisory Group Program Executive Team, Teaching staff in the two Faculties
2 To further develop the professional knowledge and understanding of the School's Executive and teaching staff in the analysis and discussion on a variety of student outcomes.	2.1 The School will invest in training opportunities for staff in the analysis and discussion of data through Best Performance, to enable a 'Train the Trainer' approach to be implemented throughout 2021.	Term 2/3, 2021 (ongoing)	Executive Team, Teaching staff in the two Faculties
3 To schedule specific time for staff on professional development days and/or staff meetings to analyse and discuss a variety of student data.	3.1 The School will commit to scheduling time on Professional Development days and/or staff meetings, at which staff will be required to analyse and discuss student data in order to identify areas of improvement and plan for improvement.	Term 2/3, 2021 (ongoing)	Schedule - Executive Team Analysis and Planning - All Teaching Staff
4 To conduct an analysis of longitudinal school performance data and identify trends.	4.1 The School's staff will be trained in the analysis of the School's data (academic and pastoral) utilising the Best Performance platforms, to identify trends in performance. 4.2 Relevant trends are identified and KPI's are linked to improvements in performance.	Term 3 2021 Term 3/4, 2021	Executive Team, Teaching staff in the two Faculties Executive Team, Teaching staff in the two Faculties

2021 Improvement Strategies: Domain 8

Effective Pedagogical Practices

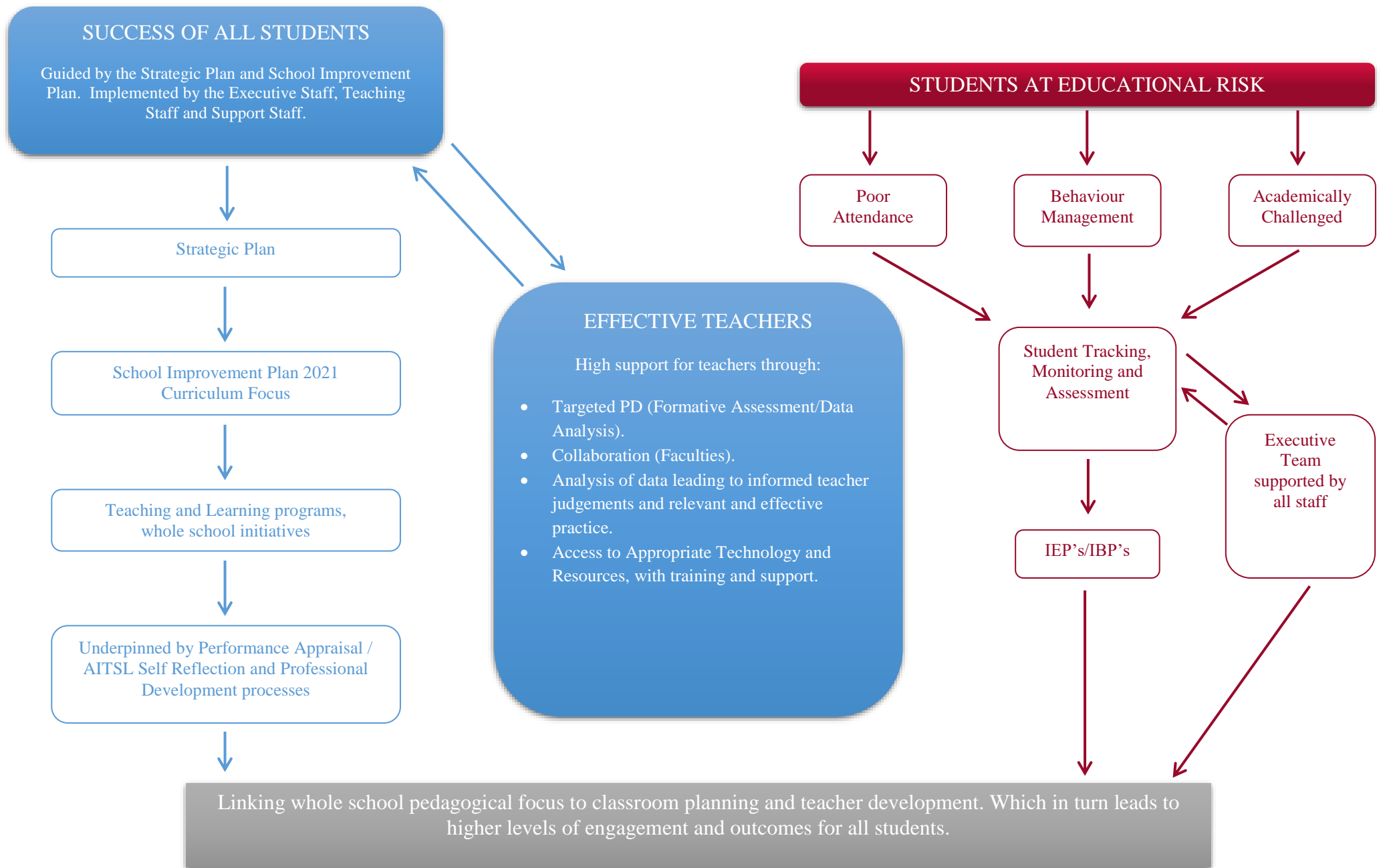
Key Intention: The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods - including explicit instruction - to maximise student learning.

Identifying the desired improvements in outcomes:

Areas for improvement identified by the Staff, were to ensure the consolidation of the Pedagogical Practices focus through the Teacher Learning Communities (Faculties). It was noted that the focus on pedagogy through these mediums enhances the pedagogical practices occurring in classes, however it was also determined that the strategies also focus on whole school needs. Further ongoing focus on explicit teaching strategies, providing timely feedback to students, and individualising the needs for every student will enhance teaching and learning outcomes for students, as well as ensure support and guidance in the delivery of an effective teaching and learning model for staff.

Target/s	Strategies	Time Frame	Responsibility
1. To further develop the staff's understanding and practical implementation of formative assessment strategies and techniques in the classroom.	1.4 The School will consolidate the focus of the faculties in its whole school focus and leadership of the development and implementation of formative assessment techniques and strategies by all teaching staff.	Term 2, 2021 (ongoing)	Executive Team, Teaching staff in the two Faculties
	1.2 The School will consolidate the scheduling of the Faculty meetings, focussing on the practical implementing of Formative Assessment strategies.	Term 2, 2021 (ongoing)	Executive Team, Teaching staff in the two Faculties
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.	2.1 All teaching staff will investigate various methods of feedback and its effect on student performance, specific to their area of expertise.	Term 2, 2021 (ongoing)	All Teaching Staff in their faculties as guided by the Executive.
	2.2 Teaching staff will provide students (and parents) with effective qualitative feedback.	Term 2, 2021 (ongoing)	All Teaching Staff
	2.1 All students and parents will be informed about the positive effect on learning through the implementation of providing effective feedback.	Term 2, 2021 (ongoing)	Executive Team and Teaching Staff
3. To investigate the application of suitable pedagogies and structures that support learning opportunities for identified Gifted and Talented students.	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.	Term 2, 2021 (ongoing)	Executive Team

MODEL OF SCHOOL PLANNING AND SUPPORT STRUCTURES



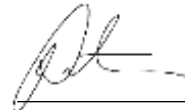
2021 School Improvement Plan Endorsement

The Executive Chair of School Council and the Executive Principal of the Esperance Anglican Community School Council acknowledges and endorses the development and implementation of the 2021 School Improvement Plan, in line with the direction and focus of the School Strategic Plan.



The Reverend Peter Laurence OAM
Executive Chair of School Council
Esperance Anglican Community School

Date: : 28 January 2021



Mr Jason Bartell
Executive Principal
Esperance Anglican Community School

Date: 28 January 2021

