Esperance Anglican Community School
SCHOOL IMPROVEMENT PLAN 2026

Introduction

As one of the 16 Schools of AngliSchools, 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.

The 2026 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.

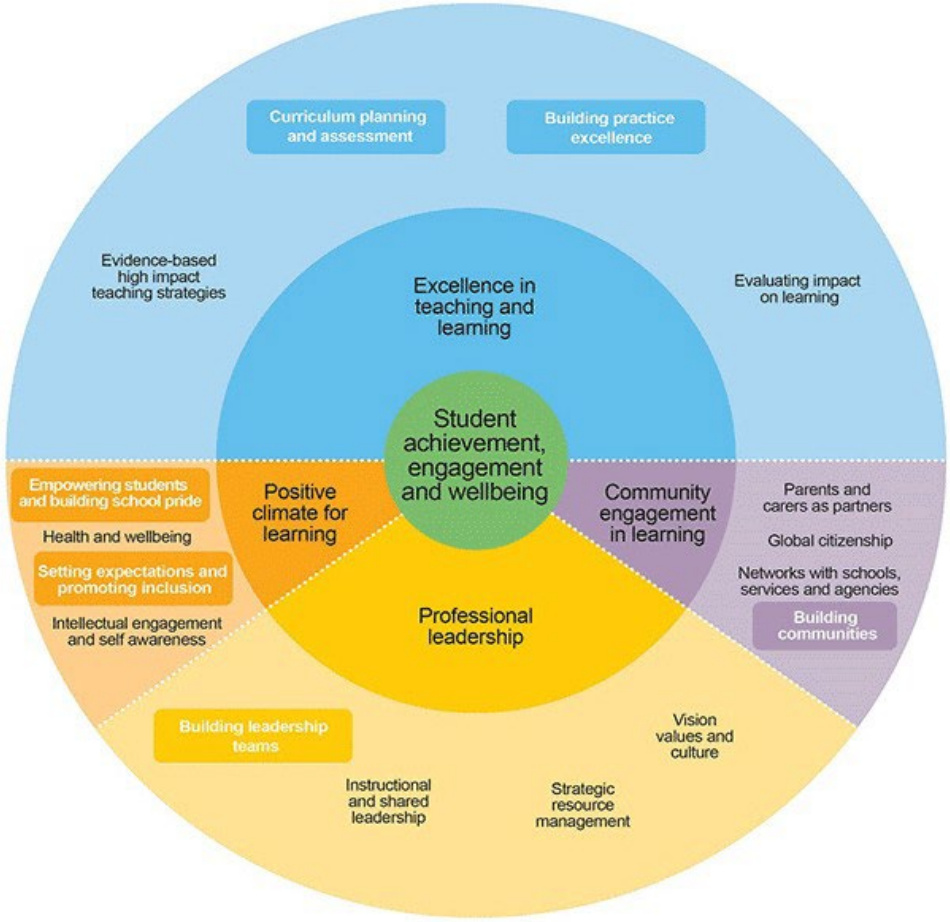
Jordan Smith
Principal

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. (Victorian Education Department - https://www.education.vic.gov.au/)



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

The School plans to focus on a selection of the nine domains on a rotational basis, with the intention to review 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 2025, the domains selected by the School for improvement and consolidation were:

- Domain 5 - An Expert Teaching Team
- Domain 7 - Differentiated Teaching and Learning
- Domain 8 - Effective Pedagogical Practices

In 2026, the domains selected by the School for improvement are:

- Domain 3 - A Culture that Promotes Learning
- Domain 5 - An Expert Teaching Team
- Domain 8 - Effective Pedagogical Practices

2026 Improvement Strategies: Domain 3

A Culture That Promotes Learning

Key Intention:

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders, and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Focus	School Target/s	Strategies	Time Frame	Responsibility
1 To implement a school-wide shared understanding of, and commitment to, the building of trusting relationships that support learning and promote high expectations for all students.	To have members of our community to have a common understanding of the important of relationships in establishing a culture that promotes learning.	1.1 The school will develop a shared understanding of a culture that promotes learning through professional learning, classroom experiences and communication with parents and carers. 1.2 Clearly articulate what a trusting relationship that supports learning looks and feels like for both students and staff. 1.3 Through components of the Vision for Learning the School will facilitate opportunities for staff to create supporting learning environments and promote high expectations of students.	Term 1, 2026 (ongoing)	All staff, led by the Principal and Deputy Principal.
2 Broaden the understanding of various student cultural backgrounds and develop cultural competence within the school.	To have all staff engage in cultural workshops to develop understanding.	2.1 The school will provide Professional Learning opportunities for students to develop cultural competence. 2.2 Embed cultural competence development within the Vision for Learning professional learning cycle. Provide targeted workshops that support staff to: - Understand diverse cultural backgrounds - Design inclusive learning experiences - Reflect on bias and representation in curriculum resources	Term 1, 2026 (ongoing)	Principal and Teaching Staff.
3 To create an attractive and stimulating environment that supports and encourages learning, while promoting a culture of inquiry and innovation.	To observe 80% of classrooms being presented with such an environment while proving opportunities for inquiry and innovation.	3.1 The school commits to scheduling time on Professional Development days and/or staff meetings, at which staff will focus on creating learning environments. 3.2 Use the Vision for Learning framework to define what effective learning environments look like, beyond physical displays. Support staff to design environments that promote: - Student agency and collaboration - Curiosity and inquiry - Clear learning intentions and success criteria.	2026 (ongoing)	PD Schedule – Principal Classroom learning environments- Teaching staff with Director of Teaching and Learning.

2026 Improvement Strategies: Domain 5

An Expert Teaching Team

Key Intention:
The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Focus	School Target/s	Strategies	Time Frame	Team Responsible
1. The school has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subject/content, including pre-requisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions.	All teaching staff to be supported to understand and develop strategies to implement the most appropriate and effective pedagogical practices in their classrooms, that support all students in their learning. Planning of learning experiences for all students will be based on effective collections and analysis of data.	1.1 Professional Development Days and the staff meeting schedule will offer an insight into a range of effective teaching and planning strategies. 1.2 Use the Vision for Learning framework to establish a common understanding of how students learn, including prerequisite knowledge, misconceptions, and learning progression. 1.3 Embed VfL language consistently in planning, discussion, and professional learning.	2026, continued from 2025. Term 1, 2026 (ongoing) Term 1, 2026 (ongoing)	Executive Team for planning opportunities All Teaching Staff for implementation.
2. The school will expect all teachers to be committed to their continuous growth and improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning.	All teachers will be introduced to a formative appraisal process designed to enhance collaboration and allow for reflection of teaching practices.	2.1 The formative appraisal process will be developed based on AITSL standards and allow a streamlined and purposeful approach to reflection. 2.2 Teachers will engage where appropriate in the AngliSchools learning area meetings and engage in learning journeys as opportunities arise. 2.3 Use insights from external professional learning to inform VfL implementation within the school. 2.4 Establish mentoring partnerships that use VfL language to support reflective conversations about teaching practice	Commenced Term 2, 2024 (ongoing rotation over multiple years) Term 1, 2026 (ongoing) Semester Two, 2026	Principal and teaching staff Principal and teaching staff

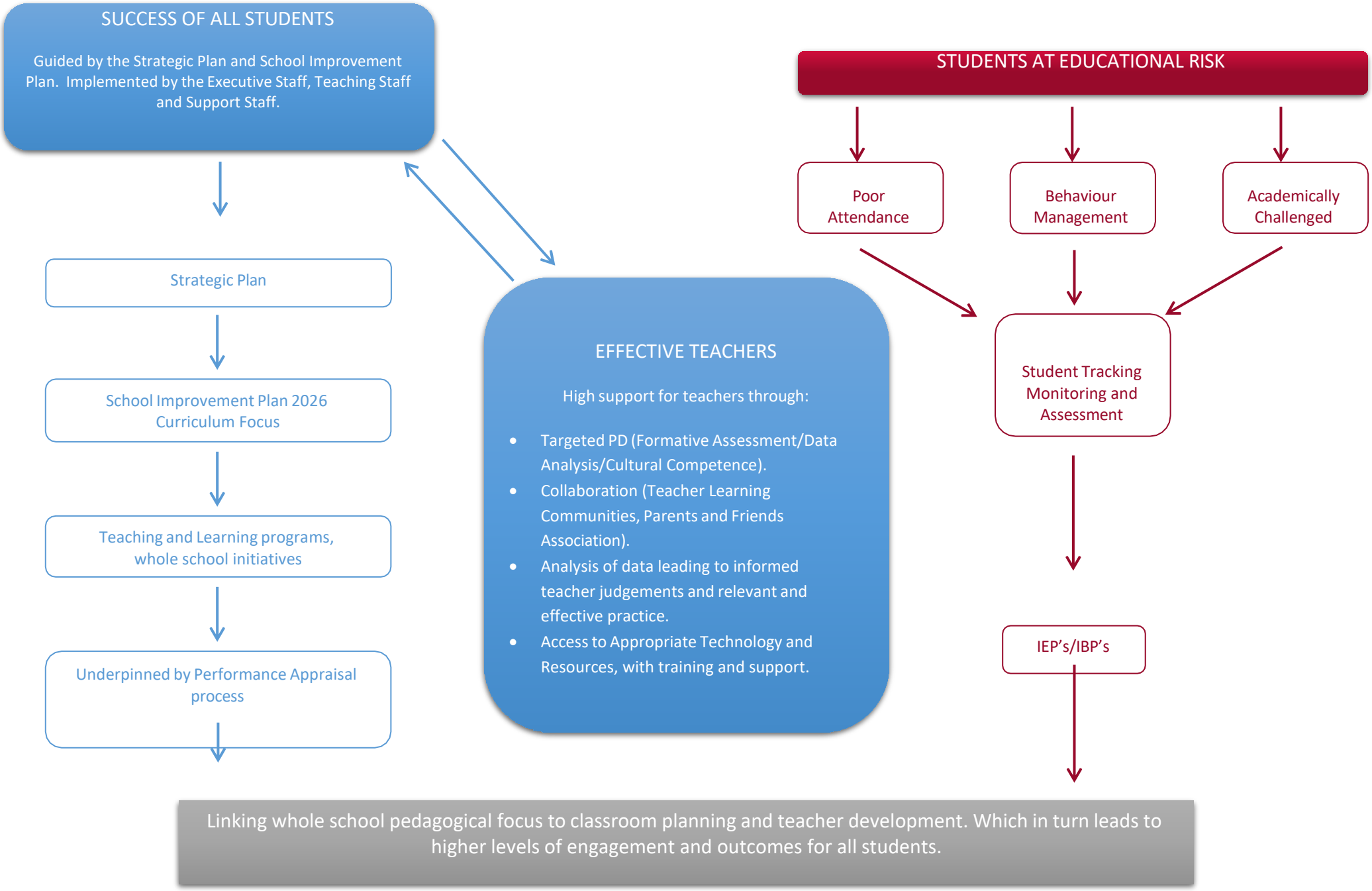
3 The school will work to continue a culture of collaboration between staff.	The school will dedicate time to allow staff to share experience and unite as a teaching team.	3.1 Focused time set aside in staff meetings and professional development day for formation of team. 3.2 Enhancing the culture of the common staff office, as a hub of teaching and learning discussion and engagement. 3.3 Working in teams to collaboratively explore how Vision for Learning principles are enacted in classrooms.	Commenced Term 1, 2025 (ongoing)	Principal and teaching staff

2026 Improvement Strategies: Domain 8

Effective Pedagogical Practices

Key Intention: The school community recognises that highly effective teaching is the key to improving student learning throughout the school. The Executive, Directors and HOD/TICS 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 formative assessment teaching methods and strategies to maximise student learning and engagement.

Focus Areas	School Target/s	Strategies	Time Frame	Responsibility
1 To further develop and consolidate the staff's understanding and practical implementation of formative assessment strategies and techniques in the classroom.	90% of teaching staff will be implementing effective formative assessment strategies.	1.1 Regular review of the implementation of pedagogy in the classroom by the Director of Teaching and Learning, and Deputy Principal. 1.2 Reinforce the 'Whole School Pedagogical Expectations and Focus' with all staff. 1.3 Use PLCs to analyse formative assessment practices across learning areas. 1.4 Throughout staff meetings and Professional Development Days, teachers share strategies for identifying misconceptions, checking understanding, and adjusting instruction.	Term 1, 2026 (ongoing) Term 1, 2026 (ongoing)	Deputy Principal and Director of Teaching and Learning. Principal and Executive Team.
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 in partnership with Go Nurture.	90% of teaching staff will be implementing effective feedback strategies by Semester 2, 2026.	2.1 All teaching staff will further investigate various methods of feedback and their effect on student performance, specific to their area of expertise through use of the Go Nurture Platform. 2.2 Teaching staff will provide students (and parents) with effective qualitative feedback, focused on the learning of each individual student by using the Go Nurture Platform.	Term 1 2026 (ongoing) Term 1, 2026 (ongoing)	All Teaching Staff All Teaching Staff

3 To investigate the application of suitable pedagogies and structures that support learning opportunities for identified Gifted and Talented students.	The school will develop a plan for the implementation of a seamless whole School (Year 7 – Year 10) Gifted and Talented Program.	3.1 The Director of Teaching and Learning will investigate identification strategies and relevant programs and policies for 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. 3.3 Build staff capacity in Gifted and Talented education through: • Targeted professional learning; • Collaborative planning and reflection; • Sharing effective practices across learning areas using PLCs and inquiry cycles.	Semester 1, 2026 Semester 2, 2026 Term 2, 2026 (ongoing)	Director of Teaching and Learning Director of Teaching and Learning, with other key teaching staff. Director of Teaching and Learning

MODEL OF SCHOOL PLANNING AND SUPPORT STRUCTURES