Strategic Improvement Plan 2021-2024

Samuel Gilbert Public School 4574

Samuel Gilbert
PUBLIC SCHOOL

School vision and context

School vision statement

Quality, innovative teaching and learning is the key priority for Samuel Gilbert Public School. Our vision is for the school and students to further engage in a rich diversity of programs and enrichment opportunities. The school will continue to build our culture of high expectations, academic rigour and inclusivity to promote the success of every student. Samuel Gilbert Public School will offer a broad, balanced and engaging curriculum designed to maximise learning opportunities for every student.

School context

Samuel Gilbert Public School is located in the Hills' District suburb of Castle Hill. The area is considered a 'high growth area' and in 2020 the school population reached approximately 754 students. Samuel Gilbert PS has a diverse student population with around 30% of the students from a language background other than English. There are 42 cultural groups represented, with the main language groups being Mandarin, Korean, Urdu and Hindi.

The student population is expected to continue to increase and the school will benefit from significant upgrades as part of the NSW $4.2 billion school infrastructure.

The school is named after a convict settler who arrived in 1816. In 1831 Samuel Gilbert was granted a conditional pardon and land at Castle Hill. Governor Darling granted him 140 acres of land in Castle Hill which encompasses our school. The school is set on beautiful grounds, with natural bushland and plentiful outside spaces.

The school has a strong relationship with the community which fosters active participation by the parents within the school. The P&C support the school with a number of initiatives to provide additional resources for the students.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

1. Student Growth and attainment

2. Student Performance and Engagement

3. Targeted and Differentiated Professional Learning

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve and sustain student learning outcomes in reading and numeracy we will develop whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

- Students in Years 3 and 5 achieve an uplift of 15.80% from the baseline in the top two bands in NAPLAN reading.

Target year: 2022

- Students in Years 3 and 5 achieve an uplift of 15.17% from the baseline in the top two bands in NAPLAN numeracy.

Target year: 2023

- 70% of students achieve at or above expected growth in NAPLAN reading.

Target year: 2023

- 68% of students achieve at or above expected growth in NAPLAN numeracy.

Target year: 2024

- A proportion of students in Years 3-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) numeracy.

Target year: 2024

- All students achieve or exceed expected growth in literacy, in the sub-element of understanding texts using the Literacy Progressions and syllabus indicators.

Initiatives

Data Driven Practices

- Expert use of formative assessment strategies such as learning intentions, success criteria and provided throughout the school using the What Works Best document, School Success Model, Learning and Support structure and instructional leader (IL).

- Systemic analysis and use of literacy progressions to personalise learning and differentiate teaching for all students, as well as tracking progress and growth.

- Systemic analysis and use of PAT data to personalise learning and differentiate teaching for all students, as well as track progress and growth.

- Intervention team, including Learning and Support Team (LST) and English as an Additional Language or Dialect (EALD) teacher, collates targeted student data, builds the capabilities of all teachers and is an integral component of whole school approaches to language, literacy and numeracy programs.

Instructional Leadership

- School leaders embed evidence-informed practices in reading and numeracy across the school and ensure that effective and consistent methods are identified, promoted and modelled through quality curriculum provision.

- Establish and use IL position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

- Review and adapt early intervention procedures to ensure a solid foundation in literacy through explicit teaching practice.

Success criteria for this strategic direction

- Assessment data is collected, collated, analysed and discussed on a regular and planned basis and used responsively as an integral part of classroom instruction.

- Learning intentions, success criteria and feedback are an embedded practice in all learning spaces across the school.

- Intervention systems and structures are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to quality teaching practice in reading and numeracy.

- All KLAs include consistent teacher judgement for assessments.

- Staff enhanced capability with learning progressions result in establishment of data walls.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Questions

How are we collecting quality data to inform teaching and learning?

How are we using the data collected in order to be used regularly and formatively?

Data

Observation

School-based surveys

Personalised Learning Plans (PLPs)

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

- An uplift of 20% in Stage 1 in the Phonological Awareness diagnostic and Phonics screening check-in assessment.

Target year: 2024

- 95% of students exit Kindergarten with the ability to read code based texts.

Evaluation plan for this strategic direction

Phonological Diagnostic Assessment and Screening Test

SCOUT

NAPLAN

Literacy Progressions

Progressive Achievement Test (PAT)

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Samuel Gilbert Public School (4574) -2021-2024
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Strategic Direction 2: Student Performance and Engagement

Purpose

To ensure personalised and self-directed learning, student engagement and success there will be a planned approach to whole school wellbeing practices.

Improvement measures

Target year: 2022

- 93% of students will be in attendance for a minimum of 90% of the school year.

Target year: 2022

- An uplift of 25% from the baseline of students feeling a sense of belonging at school.

Target year: 2022

- All students are able to understand and achieve personal learning goals which have been co-developed in partnership between teachers and parents.

Target year: 2022

- Learning walks and learning talks have become embedded practice and used regularly.

Target year: 2022

- The integration of inclusive and relevant cultural events into school practice through documented evidence of multicultural and Aboriginal perspectives in K- 6 teaching scope and sequences, and whole school programs.

Target year: 2024

- Value added data in REACH assessment in Science.

Initiatives

Personalised Learning

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework, self-assessment findings to establish focus areas around whole school wellbeing reform.

- Updating whole school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLPs.

- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.

- Targeted teaching and learning, differentiated instruction, high expectations and meaningful assessment practices are embedded through the learning culture of the school.

Wellbeing and Engagement

- Monitor and support student progress in integrated inquiry based learning.

- Establish a whole school Science focus to regularly assess, collate and analyse student progress to inform next steps in teaching.

- Embedding the Attendance Framework into school culture.

- Enable greater student voice and advocacy to foster greater engagement in school. experiences.

Success criteria for this strategic direction

- Students articulate, understand and achieve their personalised learning goals across all key learning areas.

- Enhanced teacher practice is evident through classroom observations and improvement in student engagement and achievement.

- The Principal and school leadership team model instructional leadership and support a culture of high expectations resulting in sustained and measurable whole school improvement.

- High functioning learning and support processes guide and assist teachers and parents in actively supporting students.

- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school values and expectations.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Questions

How effective was the data used to gauge student performance and engagement?

Have students understood and achieved their personalised learning goals?
Data
SCOUT - value added data

NAPLAN data

Student wellbeing and family satisfaction survey

Wellbeing framework self-assessment pre and post data

Strategic Direction 2: Student Performance and Engagement

Evaluation plan for this strategic direction

Personalised Learning Plans (PLPs) /Goals

Student work samples

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Targeted and Differentiated Professional Learning

Purpose

To provide high quality, targeted and differentiated professional learning ensuring high impact teaching to maximise student learning outcomes.

Improvement measures

Target year: 2024

- A proportion of the teaching staff will attain and maintain accreditation at highly accomplished or lead teacher professional standards.

Target year: 2024

- All teachers engage in professional learning relevant to their Professional Development Plan.

Target year: 2024

- All teachers attend high impact professional development supporting whole school direction aligned to the School Plan.

Target year: 2024

- Every student is known, valued and cared for; tracked and monitored through a school-wide system

Target year: 2024

- 100% of beginning teachers are aligned to a coach mentor.

Target year: 2023

- 50% of teachers are involved in a coaching mentoring relationship.

Initiatives

Whole school systems and processes

- Develop a whole school framework for professional learning aligned to the Department of Education Professional Learning policy.
- Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.
- Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-6 (instructional rounds).
- Develop formalised coaching and mentoring structures for all staff to ensure staff professional learning is individualised and based on need while explicitly focusing on a whole school approach to teaching and learning.
- Intervention team, including LST and EALD teacher is collaborative, builds the capabilities of all teachers and is an integral component of whole school approaches to wellbeing, language, literacy and numeracy programs.
- Develop a cross-school Highly Accomplished and Lead Teacher (HALT) network with a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

Quality Teaching and Learning K-6

- Embed the use of formative data collection and use of Learning Progressions for goal setting leading to changes to explicit teaching practice. Literacy and numeracy practice is informed by research.
- Establish collaborative support for teacher performance development, whole school collaborations and evidence-based programs and lessons incorporating the What Works Best updated documents.
- Review and improve the use of formative data

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning driven by targeted professional learning.

- All teaching and learning programs are responsive to the needs of all learners showing evidence of revisions based on feedback of teaching practices.
- Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.
- Teachers reflect on professional learning, evaluate and feed back to staff.
- PDPs aligned to Strategic Improvement Plan.
- Active engagement in HALT network.
- Coaching structure where the coachee progresses to the role of coach.
- All teachers capable of delivering whole school approach to learning and support, and EALD intervention.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Questions

Do teachers collaborate to evaluate, reflect on and adapt practice?

Has the introduction of tailored PL increased the teachers knowledge and abilities regarding effective teaching strategies?

Data

Samuel Gilbert Public School (4574) -2021-2024

Strategic Direction 3: Targeted and Differentiated Professional Learning

Initiatives

sources monitoring and reflecting on teacher effectiveness.

- Explicit teaching practice embedded in the school.

Evaluation plan for this strategic direction

Staff feedback on PL

Teacher Professional Learning agenda

Professional Learning spreadsheet reflecting alignment of professional learning to PDP and whole school goals

SCOUT

MyPL registered and elective professional development hours

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.