

Strategic Improvement Plan 2021-2024

Castle Hill Public School 1529



School vision and context

School vision statement

At Castle Hill Public School, we strive to provide an inclusive and nurturing environment where a culture of high expectations supports our students' learning. We enhance the development of all students with strong focuses on student academic growth, wellbeing and the continual development of teacher capacity. All stakeholders work collaboratively to ensure that each student is known, valued and cared for.

School context

Castle Hill Public School officially opened in 1879 (current enrolment 1090 students) and is located in a vibrant, rapidly developing residential area in Sydney's north west. The increase of infrastructure and re-zoning is changing the nature of the local community. It is expected that student enrolments will increase markedly over the life of this plan as new high-rise apartments become occupied.

The school is well supported by an active, diverse and multicultural community. The school has in excess of 76% of students with a Language Background other Than English (LBOTE) with Mandarin, Korean, Hindi, Cantonese, Urdu, Persian and Arabic the languages most highly represented. Five students identify as Aboriginal.

Castle Hill Public School has a tradition of academic excellence with high expectations embracing the whole child and their development through a comprehensive range of learning programs that feature the integration of technology and extra-curricular opportunities such as choirs, bands, dance and sporting groups, robotics classes and leadership programs. The schools expectations of 'respect', 'responsible' and 'aspire' embrace every facet of our students' learning life.

Through our situational analysis, we have identified three areas of focus that make up our Strategic Improvement Plan. This plan builds upon the work done over the life of the previous school plan (2018-2020) with respect to focuses on reading and numeracy and continually improving teacher capacity.

1. Student growth and attainment

Through data analysis, the school has identified a mixture of system-negotiated and school-based targets in the areas of reading and numeracy which aim to build upon the good work completed over recent years. A focus will be on the explicit teaching of reading comprehension strategies to assist our students to engage with texts. Teachers will engage with the evidence base provided by What Works Best: 2020 update. Whole-school processes for collecting and analysing student data will inform our teaching and the embedding of evidence-based strategies will improve the quality of instruction for our students.

2. Connect, Succeed, Thrive

Through data triangulation, it is evident that our implementation of Positive Behaviour for Learning (PBL) Tier 1 universal and classroom systems has been highly effective. Our implementation of Tier 2 systems will empower staff with specific interventions to support students who require more intensive supports. Through our increased focus on student attendance, we will aim to ensure that student absences do not impact on learning outcomes by implementing a range of strategies in working with families where student attendance is a concern.

3. Developing Teacher Capacity and Collaborative Practice

School vision and context

School vision statement

School context

In previous years, our school has shifted the focus on professional learning and collaborative practice to the current state where both align with the achievement of improvement measures within the school plan. We aim to extend these practices to ensure that embedded and explicit systems that facilitate collaboration and feedback are in place to further develop teacher capacity and the sharing of professional knowledge between colleagues.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will ensure that our teaching practices are reflective of data analysis and are underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

72.9% of Year 3 and 5 students achieve in the Top 2 bands in NAPLAN reading. (Upper bound system-negotiated target).

Target year: 2022

67.5% of Year 3 and 5 students who achieve in the Top 2 bands in NAPLAN numeracy. (Upper bound system-negotiated target).

Target year: 2023

79.7% of Year 5 students achieve expected growth in NAPLAN reading. (Upper bound system-negotiated target).

Target year: 2023

79.0% of Year 5 students achieve expected growth in NAPLAN numeracy. (Upper bound system-negotiated target).

Target year: 2024

Value added data in Scout for K-3 continues to show Excelling. Value added data for Years 3-5 and Years 5-7 moves from Delivering to at least Sustaining and Growing.

Target year: 2024

A minimum of 85% of students reading and comprehending PM texts at school-determined instructional levels for imaginative texts and where performance exceeds PM 14, informative texts as well.

Initiatives

Personalised Learning

Ensure that students are provided with optimal opportunities to achieve their learning goals and, as a minimum, stage-appropriate learning outcomes.

- Embed and use high impact professional learning structures, including the use of Instructional Leaders, to develop teacher capacity and effective classroom practice.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- High impact professional learning on the use of the literacy and numeracy progressions and the High Potential and Gifted Education policy to personalise learning and understanding.

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff to identify areas in which students' learning needs may require additional attention and development.
- Ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed assessment practices as a feature of daily instruction in all classrooms.

Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective Classroom Practice)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data Skills and Use)

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

A combination of data sources will be used, including:

- NAPLAN data
- Check-in Assessment data
- SCOUT data
- School-based assessment data (ie reading benchmark)
- Learning sprint data analysis
- Student work samples

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

A minimum uplift of 10% of students (from baseline measure) achieving stage-appropriate number and algebra outcomes. (Baseline data to be collected during 2021).

Target year: 2024

A minimum uplift of 10% of Year 1 students (from baseline measure) achieving a minimum score of 28 words read correctly in the Phonics Screening Check.

Evaluation plan for this strategic direction

- Literacy and numeracy PLAN2 data
- Student PLP's
- Classroom observations
- Teaching and learning program documentation
- Student voice
- SEF S-As
- Year 1 Phonics Screening Check

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Progress towards the improvement measures will be reviewed periodically. Regular professional discussion around the School Excellence Framework elements and themes.

Implications:

The findings of the analysis will inform future actions to maximise student learning outcomes and annual reporting on school progress measures.

Strategic Direction 2: Connect, Succeed, Thrive

Purpose

To ensure that every student is able to connect, succeed and thrive, there will be a planned approach to developing whole-school wellbeing processes that support high levels of wellbeing and attendance.

Improvement measures

Target year: 2022

94.7% of students reporting Expectations for Success, Advocacy and Sense of Belonging at School. (Upper bound system-negotiated target).

Target year: 2024

A reduction in the number of major negative behavioural incidents for each child receiving Tier 2 intervention support.

Target year: 2022

95.7% of students attending school more than 90% of the time. (Upper bound system-negotiated target).

Target year: 2024

Through the Tell Them From Me survey, the percentage of Year 4, 5 and 6 students who indicate that they feel challenged in English and mathematics and feel confident of their skills in these subjects, will at least match state averages.

Initiatives

Planned approach to wellbeing

Improve our planned approach to student wellbeing to support all students to connect, succeed and thrive.

- Implement evidence-based approaches to support students requiring a targeted intervention approach through the implementation of PBL Tier 2 systems.
- Ensure that the whole-school environment enables the development of healthy, happy and successful individuals through our continued implementation of PBL Tier 1 systems.
- Ensure that students are provided with personalised and differentiated learning opportunities that are responsive to their needs and reflective of the learning goals they are working towards.
- Implement programs and practices that continue to promote engagement and challenge in order for students to achieve their educational potential.

Attendance

Improve our consistent and systematic processes to ensure that student absences do not impact on learning outcomes.

- Analyse data to identify any trends in regards to student absenteeism.
- Targeted, individualised support to assist at-risk students to improve their attendance.
- Develop teacher understanding of factors that contribute to student absenteeism through research-based professional learning.

Success criteria for this strategic direction

A strategic and planned approach develops whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (SEF - Wellbeing)

School culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF - Learning Culture)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data Skills and Use)

Evaluation plan for this strategic direction

Question:

How will we know that our systems and processes for enhancing student wellbeing and attendance have been successful?

Data:

PBL- School wide evaluation Tool (SET)

PBL - Tiered Fidelity Inventory (TFI)

Sentral incident reports

TTFM Wellbeing data

Individual/Personalised Learning Plans (e.g. % of students with plan, % of students meeting goals in ILPs/PLPs)

Attendance data

Wellbeing self-assessment tool

Analysis:

Strategic Direction 2: Connect, Succeed, Thrive

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring. Progress towards the improvement measures will be reviewed periodically. Regular professional discussion around the School Excellence Framework elements and themes.

Implications:

The findings of the analysis will inform future actions to maximise student wellbeing outcomes and attendance at school as well as annual reporting on school progress measures.

Strategic Direction 3: Developing Teacher Capacity and Collaborative Practice

Purpose

In order to improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff collaborate effectively to embed evidence-based explicit teaching practices into their pedagogy. This will be supported by staff engagement in high-impact professional learning that will facilitate the achievement of individual, team and whole-school goals.

Improvement measures

Target year: 2024

School survey (based upon LEED survey - 2020) demonstrates improvement in the school average score within the 'Professional Learning' concept from 3.78 (2020) to 4.5.

Target year: 2024

TTFM teacher survey demonstrates improvement in the 'Collaboration' driver of student learning from an average of 7.7 (2018-2020) to a score of 8.6.

Target year: 2024

School assessment using the School Excellence Framework (SEF) shows improvement from 'Sustaining and Growing' to 'Excelling' in the themes of Collaborative Practice and Feedback, and Professional Learning.

Initiatives

High Impact Professional Learning

Ensure that teacher and leader capacity continually improves through the implementation of high impact, differentiated professional learning opportunities that embraces a school-wide culture of collaboration and provision of feedback.

The PDP process will support all teachers at their various career stages in terms of individual, team and whole-school goals.

Success criteria for this strategic direction

All staff demonstrate personal responsibility for maintaining and developing their professional standards. (SEF - Professional Standards)

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

Evaluation plan for this strategic direction

Question:

To what extent has the collaborative culture across the school improved?

To what extent has high-impact professional learning improved teachers' implementation of evidence-based teaching strategies?

Data:

School survey (based upon LEED survey - 2020)

TTFM teacher survey

Teaching and learning programs

Classroom observations

Teacher Professional Development Plans (PDP's)

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Progress towards the improvement measures will be reviewed periodically. Regular professional discussion around the School Excellence Framework elements and themes.

Implications:

Strategic Direction 3: Developing Teacher Capacity and Collaborative Practice

Evaluation plan for this strategic direction

The findings of the analysis will inform future actions to maximise the impact of professional learning and collaborative practices in ensuring that teacher pedagogy is reflective of evidence-based practices as well as annual reporting on school progress measures.