

School Excellence Plan 2025-2028

Samuel Gilbert Public School 4574



Samuel Gilbert
PUBLIC SCHOOL

School vision and context

School vision statement

High Expectations; Supportive Relationships; Inclusion

Samuel Gilbert Public School strives as an inclusive and collaborative community with safe and supportive learning experiences that caters for the academic, social, emotional and physical needs of each student to challenge and prepare each one for success in learning and in life.

School context

Samuel Gilbert Public School is located in the Hills' District suburb of Castle Hill. The area is considered a 'high growth area'. Samuel Gilbert PS has a diverse student population with around 30% of the students from a language background other than English. There are 43 cultural groups represented, with the main language groups being Mandarin, Korean, Urdu and Hindi.

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 and external validation that has identified two areas of focus for this School Excellence 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. Community Partnership

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to establish an effective whole school data collection and monitoring system that enables informed decision-making and drives continuous improvement in teaching and learning practices. Teacher capacity will be enhanced in order to use relevant and purposeful data to inform planning for learning.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 5 points in Year 3 and 5 points in Year 5 NAPLAN reading mean scaled score by 2027 as compared to 2024

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 5 points in Year 3 and 5 points in Year 5 NAPLAN numeracy mean scaled score by 2025 as compared to 2024

Check-In Assessment

Achieve by year: 2028

An increase in student results in 2028 Check-In Reading assessment as compared to 2027

An increase in student results in 2028 Check-In Numeracy assessment as compared to 2027

Phonics Screening Check-In

Initiatives

Data Collection and Analysis

Processes and procedures supporting the collection, storage and analysis of the data will be developed and timetabled to become embedded across the school year

Informed Teaching Practice

Building teacher capacity to use prior assessments and achievements, curriculum requirements and student feedback to provide continuous improvement for all students across the full range of abilities

Curriculum Reform

New syllabi to be implemented K-6.

Staff to be introduced to the PDHPE and HSIE, Science and Technology, and Creative Arts syllabi aligned with the NSW Curriculum Reform Timeline

Success criteria for this strategic direction

Data is collected and analysed on a regular schedule

School uses a centralised system for recording data on student and school performance including academic growth, non academic and cross curriculum data

School uses a centralised system for analysing data on student and school performance including academic growth, non academic and cross curriculum data

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice

Through a process of collaborative practice, data will be reviewed regularly to inform teaching practice. There will be a focus on capacity building and the development of instructional leadership skills of middle leaders.

Teachers collaborate through a high impact and systematic and professional learning (HIPL) model driven by student need to facilitate professional dialogue, review data and embed What Works Best pedagogy to improve student progress and achievement.

Collective efficacy, through collaboration and applied professional learning strengthens teaching practice and understanding of new syllabus requirements.

Evaluation plan for this strategic direction

Q - How was the data collected? What data was triangulated to inform teaching and learning?

D - Whole school track and monitor spreadsheet, whole school assessment schedules including State and school-based, Professional development agenda and School Development Day agendas, PDP goals, SENTRAL reports

A - Regular and ongoing analysis of data sources will be

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2028

An uplift of 8% in students who are on track as compared to 2027

Assessment

Achieve by year: 2028

100% of staff analysing and using data to inform teaching and learning consistently and with proficiency

Curriculum Reform

Achieve by year: 2028

100% of staff evaluating and refining their understanding of the new PDHPE, HSIE, Science and Technology, and Creative Arts syllabi

Evaluation plan for this strategic direction

planned through executive meetings and staff meetings

I - Was the data collected used to inform teaching and learning? Which component of instructional leadership has been developed and how?

Strategic Direction 2: Collaborative Community Culture

Purpose

Our purpose is to cultivate a collaborative school culture that actively promotes strong partnerships with all stakeholders. By fostering open communication, mutual respect, and shared responsibility, we aim to enhance an inclusive learning environment of high expectations empowering our educators and ultimately enrich the overall educational experience for our community.

Improvement measures

Student Voice

Achieve by year: 2028

Identify then improve the percentage of students with positive perceptions of advocacy, belonging and expectations at the school in the new NSW Public School Survey

Partnership In Learning

Achieve by year: 2028

Build collaborative partnerships with students, teachers and the community to have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes

Community Engagement

Achieve by year: 2028

Increased opportunities for communication and engagement with all community stakeholders, including our non-English speaking, bilingual community and Aboriginal and Torres Strait Islander community members

Attendance

Achieve by year: 2027

Achieve an increase of 1% in the attendance rate from 92% in 2024 to 93% in 2027

Initiatives

Collective Efficacy

Parent Partnerships - development of closer partnerships between school staff, students and parents to ensure a shared understanding of student learning.

Effective Communication - enhancing parent communication, and accessibility to connect parents and carers with important aspects of their child's education.

Wellbeing and Attendance

Student Wellbeing - Sense of belonging engaging the Top Blokes wellbeing program and Stage 1 program, teacher identified professional learning for identified integrated funding support (IFS) students, and structured playground support.

Attendance -development of attendance protocols with DoE home school liaison officer (HSLO).

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.

Teaching and learning is communicated with the school community

Parent collaboration is enhanced to support their children's development to become well adjusted healthy, lifelong learners.

School-based surveys will indicate uplift in student wellbeing.

SENTRAL attendance data will indicate and uplift in regular attendance.

Streamlined flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

Increased engagement of non-English speaking, bilingual community and Aboriginal and Torres Strait Islander community members

Evaluation plan for this strategic direction

Q - How does the school community collaborate to ensure school wide success for every student?

D - P&C meetings, executive meeting agendas, learning and support team meeting agendas, school communications, targeted surveys, parent teacher interviews, school reports

A - Regular and ongoing analysis of data sources will be planned through forums such as P&C meetings, surveys and staff meetings

I - Is student success positively impacted through an improved culture of collaboration? Was there an uplift in

Strategic Direction 2: Collaborative Community Culture

Evaluation plan for this strategic direction

attendance? Was there an uplift in student wellbeing?