

School Excellence Plan 2025-2028

Excelsior Public School 1890



School vision and context

School vision statement

At Excelsior Public School we are dedicated to providing quality and engaging differentiated teaching and learning programs that foster high ideals, high expectations and high achievement.

Within our culturally inclusive environment, where each learner brings a unique set of experiences and skills, we aim to engage and challenge our learners. Targeted instruction in literacy and numeracy is data driven and individual student, grade, stage and whole school progress is regularly monitored and analysed to inform future learning.

Our explicit, systematic practices encourage students to be lifelong learners by inspiring the development of courage, persistence, collaboration, problem solving and reflective strategies. Students will learn within environments that are flexible and engaging.

School context

Excelsior Public School, a K-6 school, located in the North Western Sydney suburb of Castle Hill, was established in 1971. Our school population currently comprises of 554 students, 67% of which have a language background other than English. Students come from over 45 language backgrounds (the majority being English, Mandarin, Cantonese and Korean) which contributes to a diverse and inclusive school culture.

Excelsior Public School has an experienced and dedicated staff and a proactive and supportive community with high expectations for student achievement. The Excelsior Public School motto of "High Ideals" has been expanded to include "High Expectations" and "High Achievement." This is reflected in external assessment, including NAPLAN, which shows Excelsior students on average performing above state average in Literacy and Numeracy.

System negotiated targets in Reading and Numeracy aim to maximise student achievement. This will be supported by school systems and practices in data collection and analysis, formative and summative assessment and differentiated learning programs. Along with a commitment to ensure strong academic performance, we also strive to develop engaged and challenged learners who have a high sense of well-being and belonging as well as maintaining high level of school attendance.

We believe that student learning is underpinned by quality teacher professional learning, collaborative teaching practices and student well-being, particularly their sense of belonging. We understand the importance of student voice, along with a strong relationship with our supportive community.

Our strategic directions will ensure a sustained and thorough focus on student growth, attainment, attendance and engagement.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure student academic growth is fostered through explicit, consistent and research informed teaching practices. In order to maximise student learning outcomes in literacy and numeracy and build strong foundations for academic success and cognitive well-being, we will implement, assess and refine evidence based literacy and numeracy programs that meet the differing needs of all students. Data collection and analysis will be thorough and systematic and drive future learning for both students and teachers. We will ensure all teachers have expert knowledge of both the English and mathematics curriculum through ongoing and targeted professional learning.

Improvement measures

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 5 NAPLAN numeracy mean scaled score by 2027.

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 8 points in year 5 NAPLAN reading mean scaled score by 2027.

Initiatives

Reading

We will prioritise the collection and analysis of data to enhance our reading instruction and improve student outcomes. By systematically assessing students' foundational reading skills, we will implement a structured approach that focuses on sequential and explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, and fluency. This comprehensive strategy will enable teachers to identify specific areas of need and tailor interventions accordingly, ensuring that all students develop the essential skills necessary for proficient reading. Regular monitoring of progress will inform our instructional practices, allowing for adjustments that meet the diverse needs of our learners and foster a robust reading culture within the school.

Numeracy

Enhancing numeracy is a pivotal initiative in our primary school plan, aimed at equipping students with the essential mathematical skills needed for their academic and everyday lives. We will implement a structured numeracy program that focuses on building conceptual understanding through hands-on, real-world problem-solving activities. To ensure the effectiveness of this initiative, we will provide intensive professional learning for our staff, equipping them with the latest pedagogical strategies and resources to deliver engaging and differentiated numeracy instruction. This ongoing professional development will include workshops, collaborative planning sessions, and peer observations, fostering a culture of continuous improvement among educators. By prioritising numeracy and investing in our teachers' expertise, we aim to create a stimulating learning environment that inspires students to develop a positive attitude toward mathematics and achieve their full potential in this critical area of learning.

Success criteria for this strategic direction

Teachers in stage, grade and executive teams regularly meet to share curriculum knowledge, data, feedback and other information about student progress driving whole school improvement in teaching practice and student results (Learning and Development - Collaborative practice and feedback).

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal and external assessment data (Student Performance Measures - Student growth).

School data is consistent with external data (Student Performance Measures - Internal and external measures against syllabus standards).

External school data shows that students are achieving greater than students at statistically similar schools (Student Performance Measures - Internal and external measures against syllabus standards).

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (Professional Standards - Literacy numeracy Focus).

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, as learning, and of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (Data Skills and Use - Data use in teaching).

Evaluation plan for this strategic direction

Evaluation Plan

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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

directions. Data sources to be used include:

- NAPLAN data
- Scout - Value added data
- PAT data
- School reading level data
- Phonemic Awareness data
- Internal school data on Literacy and Numeracy
- Check In Assessment data

The evaluation plan will involve:

- Regular review of data sources at class, grade, stage and whole school levels.
- Regular scheduled professional discussion around the School Excellence Framework elements and themes at stage, school and executive level.
- Half yearly review including triangulation of data sources.

Strategic Direction 2: Attendance and Engagement

Purpose

Our purpose is to ensure that students maintain high levels of both attendance and engagement in learning and school activities. Systems to identify areas of individual student need will be implemented to ensure that each student is known, valued and cared for as we strive to ensure all students feel a sense of belonging within our school.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- Achieve an increase of 1.1% in the attendance rate, from 93.2% in 2023 to 94.3% in 2027

Initiatives

Student Attendance

Enhancing student attendance is a vital initiative in our primary school plan, as consistent attendance is closely linked to academic success and social development. We will implement a comprehensive attendance strategy that includes regular monitoring of attendance records, engaging families through communication about the importance of attendance, and recognising and rewarding positive attendance behaviours. Additionally, we will provide targeted support for students facing barriers to regular attendance, such as health issues or family challenges. By fostering a supportive and inclusive school environment, we aim to create a culture where every student feels valued and motivated to attend school regularly, ultimately leading to improved learning outcomes and stronger community ties.

Student Engagement

Student engagement is crucial in fostering a dynamic and inclusive learning environment where every child feels motivated and connected to their education. We will implement interactive teaching strategies that encourage active participation. Additionally, we will seek student input in decision-making processes, allowing them to have a voice in their learning journey. By creating opportunities for meaningful connections between students, teachers, and the broader community, we aim to cultivate a sense of belonging and ownership in their education. Whole school positive behaviour strategies is also a fundamental component of our initiative to enhance student engagement. By establishing a clear framework of expectations for behaviour, we aim to create a safe and respectful learning environment where students feel empowered to participate actively. Our approach will include the implementation of a school-wide positive behaviour support system that recognises and rewards positive behaviours, encourages peer support, and provides consistent feedback. We will also conduct workshops and training sessions for both staff and students to promote understanding of these strategies and their importance. By fostering a culture of respect, responsibility, and resilience, we will not only enhance

Success criteria for this strategic direction

School attendance is given high priority by teachers, students and parents. Strong school systems support and encourage regular attendance. Students are engaged in their learning and school attendance is valued. Data reflects strong student participation, involvement in the learning process, and positive behaviour. An attendance rate of at least 95% across all year groups is evident, with targeted strategies to support students at risk of disengagement. Engagement can be assessed through increased participation in classroom discussions, extracurricular activities, and student feedback surveys that highlight their sense of belonging and motivation. Positive behaviour is promoted through the implementation of targeted and whole school programs and professional learning. Regular monitoring of incidents of misconduct and recognising students who demonstrate respect, responsibility, and safety is occurring. By fostering a culture of positive behaviour alongside attendance and engagement, we will create a holistic environment that supports student well-being and academic success.

Evaluation plan for this strategic direction

Evaluation Plan

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

- Data from targeted SEL programs
- Exit data from chaplain programs
- Teacher observations
- Learning Support Team data
- Attendance data, including HSLO data
- Data from NSW Public Schools Survey

The evaluation plan will involve:

- Regular review of data sources at class, grade,

Strategic Direction 2: Attendance and Engagement

Initiatives

student engagement but also improve overall school climate, making our school a vibrant and supportive community for all learners. This holistic approach to engagement will not only enhance students' academic performance but also promote their social and emotional well-being.

Evaluation plan for this strategic direction

- stage and whole school levels.
- Regular scheduled professional discussion around the School Excellence Framework. elements and themes at stage, school and executive level.
 - Half yearly review including triangulation of data sources.