

# School Excellence Plan 2022-2026

## Gloucester Public School 7303



# School vision and context

## School vision statement

Our journey clearly reflects the shared values and aspirations of our school community. Strategically planned to support every student and build each individual's capabilities, we endeavour to challenge, empower and aspire to attain knowledge. We strive to collectively build capacity by nurturing resilient citizens.

To achieve excellence, a focused, explicit, and evidenced-based approach to literacy and numeracy reinforces that all students can realise their full potential. We acknowledge that teachers can transform lives and provide strong skills using sophisticated analysis of performance growth data and student engagement.

Hand in hand with our community, we strive to improve every student's learning outcomes and understand that education is the most empowering force in the world.

## School context

We are proud of our school and what it has to offer, in academic, sporting, and extracurricular excellence. We provide an environment which is safe and respectful, where students can achieve their full potential.

Gloucester Public School (GPS) provides excellence, opportunity, and success in an innovative and caring environment. Our school has had a fluctuating and declining population over the last 5 years with 297 students in 2022, 289 in 2023, 276 in 2024 and 271 in 2025 (16% Aboriginal/Torres Strait Islander). With 12 mainstream classes in 2025 and two multi categorical classes, there is 17.280 teaching staff in 2025 and 4.722 School Admin and Support Staff (SASS). We have 1.2 Assistant Principals, Curriculum, and Instruction and one of the existing Assistant Principals, accredited as a Highly Accomplished Teacher (HAT). Our school is focused on continuous improvement and explicit instruction with highly skilled staff.

Our school is small enough to ensure every child experiences success, while benefiting from being part of the largest educational system in the southern hemisphere. With our culture of effective performance and development, we nurture and support quality teaching and school leadership, focus on improving student outcomes, ensure consistent evaluation and feedback and strive for continuous improvement.

GPS is situated in a rural farming and mining community at the foot of the Bucketts Mountain range. Our community is family orientated, supportive and conservative. We value community involvement and partnerships and are part of the Bucketts Way Community of Schools (BWCoS). GPS consists of all permanent buildings, all single storey, has easy access, wet weather access, an assembly hall, interactive whiteboards, and air conditioning in all learning spaces. Our healthy canteen is open 3 days a week and operated by our supportive Parents and Citizens Association (P&C).

Our school has high expectations, which are explicitly and consistently taught and applied across the school. Our school behaviour support and management plan focuses on five core expectations, which are followed daily. We have an active student body and dynamic and experienced staff. We are proud of our involvement with Aurora College, with a number of students having been selected to attend the Opportunity Class (OC) virtual lessons in mathematics, science, and technology in 2021 - 2025, catering for academically gifted and talented students with high potential.

We value diverse learning opportunities, offering music to all students, numeracy and literacy intervention support programs, an award-winning choir, multiple sporting opportunities, a dedicated computer lab, gardening club, external competitions and extracurricular activities, a Windstar's band, a Schools Spectacular team, an active learning and support team and a full-time learning and support teacher. We are fortunate to have actively engaged Aboriginal parents and carers, and staff who identify as Aboriginal. We seek guidance from our Aboriginal community and Gloucester AECG, ensuring strong connections.

# Strategic Direction 1: Student growth and attainment Student growth and attainment

## Purpose

To develop a whole school evidence-based approach in order to optimise learning progress and achievement for all students. Promoting a school culture that is strongly focused on learning to build educational aspiration and acquire excellence in literacy and numeracy, using programs that are dynamic, reliable and researched based.

To enhance whole school processes to ensure all students can succeed and learn as valued members of our community, while promoting equity and high expectations.

## 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 5 NAPLAN reading mean scaled score by 2027.

### 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 K-2 reading outcomes

Achieve by year: 2026

- 90% of students in K - 2 will achieve 80% or above in the final cumulative review in InitialLit F, 1 and 2 reading programs by 2026.

## Initiatives

### Reading

- Provide professional learning and draw on current pedagogy to implement explicit evidence-based reading and spelling programs across K-2 (InitialLit F, 1 and 2).
- Implement evidence-based whole-class literacy programs (InitialLit F, 1, 2) to systematically teach phonics and phonemic awareness skills, with a rich literature base, oral language, listening comprehension and vocabulary skill set.
- Collate and analyse student data to identify students for the evidence-based early literacy intervention program (MiniLit Sage) for students in Stage 1.
- Implement an evidence-based explicit and effective early literacy intervention program for reading in small groups across Stage 1 (MiniLit Sage).
- Implement the evidence-based comprehension skills intervention program in small groups across Years 3-6 (Small Group Tuition).
- Implement the evidence-based explicit literacy intervention program for identified students in Years 4 - 6 (MultiLit Reading Tutor and MultiLit Word Attack Skills Extension).
- Implement an explicit evidence-based language program addressing oral language skills across K-2 (Language Lift).
- Implement the NSW K - 6 English Curriculum using the new units of work (using Components A and B).
- Implement explicit teaching daily reviews in syntax and morphology in semester one across Years 3-6.

### Numeracy

- Analyse internal and external mathematics assessments and use data to identify areas of strength, areas for growth/improvement and targeted teaching areas, specifically in working mathematically and measurement and geometry.
- Implement explicit instruction, beginning with daily reviews in all mathematics lessons to complement the learning intention, success criteria and

## Success criteria for this strategic direction

- Students demonstrate mastery of phonemic awareness, phonics, fluency, vocabulary and comprehension through increased capacity to decode words and texts.
- Teachers use consistent language and strategies for the teaching of reading across the school as evidenced in teaching and learning programs, Performance and Development Plans (PDP's) and classroom observations.
- Selected and tracked students participating in literacy intervention programs will achieve higher than expected growth in PAT reading assessments and YARC assessments.
- Data and feedback from assessment tools, inform teaching practice as evidenced in teaching and learning programs.
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.
- Enhanced teacher capacity is evidenced in the successful implementation of research-based strategies in teaching and learning programs and student growth data.
- Students have an understanding of and observe the 8 GPS engagement norms across all classrooms K - 6.
- Explicit instruction daily reviews will be implemented at the commencement of mathematics lessons in all classrooms K - 6.
- Identification and differentiation for HPGE students across literacy and numeracy is noted in teaching and learning programs.

## Evaluation plan for this strategic direction

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

# Strategic Direction 1: Student growth and attainment Student growth and attainment

## Initiatives

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- associated engagement norms.
  - Implement elements of the evidence-based explicit mathematics program for identified and tracked students in Years 4 - 6 (QuickSmart).
  - Implement the NSW K - 6 mathematics curriculum using the new units of work.
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## Evaluation plan for this strategic direction

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- Progressive Achievement Test (PAT) assessments
- NAPLAN data
- Check-in assessment
- SCOUT
- School Excellence Framework (SEF.v3)
- Teaching and Learning Programs
- Performance and Development Plans (PDP's)
- Cumulative assessments for all MultiLit programs
- Intensive Literacy program (CARS monitoring assessments)
- GAP Analysis results
- Mathematics Diagnostic Assessments from the new NSW Curriculum units of work for Stages 2 and 3
- York Assessment of Reading Comprehension (YARC)
- Wheldall Assessment of Reading Passages (WARP)
- Wheldall Assessment of Reading Lists (WARL)

### The evaluation plan will involve:

- Regular analysis of this data to provide clarity around whether we are on track to achieve the intended improvement measures.
- Regular professional dialogue and reflection around the targeted SEF elements and themes.
- Review and triangulation of data sources including quantitative and qualitative and internal and external data to validate conclusions.
- External validation in 2026.

# Strategic Direction 2: Data informed best practice

## Purpose

To engage in contemporary pedagogy that promotes, nurtures, and supports collaboration, feedback, and success criteria, sustaining quality teaching practices. To implement strategies that reflect research on best practice and include ongoing monitoring of success. To give students explicit and timely feedback, to promote engagement and responsibility for learning.

## Improvement measures

### Effective Classroom Practice

Achieve by year: 2026

### School Identified Measure

- The school works towards improving from sustaining and growing to excelling in the element of Effective Classroom Practice in the School Excellence Framework Teaching domain with a strong focus on the themes of Feedback and Explicit Teaching.

### Data Skills and Use

Achieve by year: 2026

### School Identified Measure

- The school works towards moving from sustaining and growing to excelling in the School Excellence Framework Teaching domain, in the element of Data Skills and Use.

## Initiatives

### Explicit Instruction, Learning Intentions, Success Criteria and Feedback

- Implement and embed explicit instruction in all classrooms incorporating daily reviews in mathematics and literacy (syntax and morphology) to ensure systematic, direct, engaging and success-oriented learning.
- Provide professional learning in explicit and effective methodology regarding the use of learning intentions and success criteria to inform teaching and analyse student understanding.
- Explicitly teach using modelled, guided, and independent practice.
- Embed a learning culture that enables students to receive timely and specific feedback where errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- Implement student engagement norms school wide to maintain focus and engagement in all teaching and learning and improve pedagogy and effective classroom practice.
- Establish a GPS signature pedagogy to reflect the agreed 5 GPS core values - Explicit Instruction, High Expectations, Wellbeing, Syllabus Knowledge and Implementation and Quality Teaching and Learning.
- Reflect and collaborate on student progress data to analyse and modify classroom practice and inform future planning.

### Data Skills and Use

- Administer professional learning in data literacy, data analysis, data use in teaching and data use in planning, to build consistent, comparable teacher judgement of student learning and wellbeing.
- Complete professional learning on explicit instruction strategies which reflect research on best practice and include ongoing monitoring of student success.
- Review and adapt practices and processes to ensure

## Success criteria for this strategic direction

- Data and feedback inform teacher judgement and is used to direct future student learning.
- Students articulate their learning goals and can identify their achievement using success criteria.
- Students are aware of, and most are showing, expected growth on internal school progress and external achievement data.
- Enhanced teacher capacity to provide timely and specific feedback to students to improve their understanding and ownership of their learning.
- Explicit instruction is embedded in all classrooms using whole school engagement and transition norms.
- Evaluative practice fosters a strong collaborative culture and ongoing measured improvement in student progress and achievement.
- HPGE students are nominated from the four domains and noted in teaching and learning programs.

## Evaluation plan for this strategic direction

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

- School Excellence Framework (SEF.v3)
- SEF Self-Assessment Survey
- SCOUT
- NAPLAN data
- PAT assessments
- Cumulative reviews
- Performance and Development Plans (PDP's)
- Classroom observation evidence of learning intentions and success criteria
- Teaching and learning programs

## Strategic Direction 2: Data informed best practice

### Initiatives

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reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth, and reliably report on student achievement and identify areas for improvement.

### High Potential and Gifted Education (HPGE)

- Familiarisation of the HPGE implementation strategy, supporting equity in access to HPGE talent development and opportunities for all students.
- Provide professional learning in the HPGE policy utilising the self assessment tool and survey of all staff members.
- Implement HPGE professional learning 'Finding High potential- Introduction' - explore learning characteristics and assessment for the diversity of high potential and gifted students to provide quality HPGE provisions and/or programs.

### Evaluation plan for this strategic direction

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- GPS Professional learning plan
- Curriculum reform schedule
- Compass software

### The evaluation plan will involve:

- Regular professional discussion around the School Excellence Framework, in the element of Effective Classroom Practice, specifically in the theme of Feedback and Explicit Teaching, and in the element of Data Skills and Use.
- Review data sources including quantitative and qualitative, internal, and external data to validate conclusions.
- External validation in 2026.

# Strategic Direction 3: A community approach to wellbeing, attendance and high expectations

## Purpose

To promote positive, respectful relationships with a collective responsibility for student engagement, wellbeing, learning and success, using a whole school approach and evidence-based practice.

## 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

Improvement Measure

- Achieve an increase of 4.1% in the attendance rate, from 87.8% in 2023 to 91.9% by 2027.

## Initiatives

### Attendance

- Employ clear communication using NSW DoE attendance resources on the Audiri app, Compass, Class Dojo, emails, school website and within the school newsletter to support understanding about consistent student attendance.
- Use Compass School Manager to mark attendance for individual classes on a daily basis with data collected and 100% data completeness on SCOUT (School Attendance Summary) checked twice a week by an admin staff member and principal.
- Discuss attendance on a weekly basis at learning and support meetings with outcomes then communicated to all staff.
- Analyse attendance data at weekly/fortnightly meetings with the attendance team to ensure a coordinated effort by school staff to engage the school community to develop plans and strategies for improvement, to ensure 'at risk' students have personalised approaches to attendance.

### Wellbeing/High Expectations

- Employ a systematic approach to a positive learning culture throughout the school, through the use of the evidence-based program Weaving Wellbeing, taught explicitly in all classes K-6.
- Explicitly implement 'Zones of Regulation' to create a common language across the school, teach self-regulation, increase student self-awareness, and teach social and emotional skills to all learners.
- Communicate behaviour expectations clearly and consistently throughout the school to enhance engagement, creating an optimal learning environment.
- Implement the School Behaviour Support and Management Plan after co-development and consultation, to ensure effective and safe conditions for teaching and learning.
- Implement the RAGE program for selected Stage 3

## Success criteria for this strategic direction

- Attendance data collected on a regular and planned basis, is used responsively to address attendance issues and improved attendance.
- Regular attendance is promoted by all staff with prompt action addressing individual students.
- Teachers, parents/carers, and the school community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.
- Students are able to identify at least one staff member to whom they can confidently turn to for advice and assistance at school.
- Implementation of evidence-based change to whole school practices, resulting in measurable improvement in wellbeing and engagement.
- Expectations of students, staff and parents /carers are known and inform planning for ongoing improvement.

## Evaluation plan for this strategic direction

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

- Attendance data - Compass
- SCOUT
- School Excellence Framework (SEF.v3)
- SEF Self-Assessment Survey
- Improvement measures achieved
- Tell Them From Me Survey participation and data
- Be You survey data
- Wellbeing Framework and Self-Assessment Tool
- Personal and Social Capability Learning Continuum

## Strategic Direction 3: A community approach to wellbeing, attendance and high expectations

### Initiatives

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students who are identified in needing additional support in controlling their emotions. Pathfinder Youth Support Service will support students to identify feelings of anger, along with triggers and explore alternative strategies to cope with frustration.

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### Evaluation plan for this strategic direction

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#### The evaluation plan will involve:

- Regular professional discussion around the School Excellence Framework, specifically in the elements of Wellbeing and Learning Culture.
- Review and triangulation of data sources including quantitative and qualitative, internal, and external data to validate conclusions.
- Analysis and review of survey data to identify students of concern using the Personal and Social Capability Learning Continuum.