



School Excellence Plan 2025-2028

Goulburn East Public School 2054

School vision and context

School vision statement

At Goulburn East Public School, we strive to ensure that every child is known, valued and cared for. Our teachers are committed to nurturing and challenging students to find joy in learning and to build their skills and understanding. We aim to create a respectful and inclusive learning environment with high expectations and aspirations for all students. We want to build strong partnerships between home, school and community to support our children to become resilient, confident, self-directed and successful learners.

Decision-making is supported by research and evidence, and an effective evaluation cycle for both school, teacher and student improvement ensures a positive and thriving learning culture for all.

School context

Goulburn East Public School is located in regional New South Wales between Sydney and Canberra, and has a current student enrolment of 145. The school prides itself on being an inclusive school, welcoming all students and their families to our school community. Goulburn is a meeting place for indigenous people and as part of our community we are committed to strengthening our partnership with our students, staff, parents and the wider community to work towards school excellence together.

Our students come from a variety of socio-economic backgrounds with 11% students identifying as Aboriginal and 5% students indicating that they have a language other than English spoken at home. In 2024, the school had an average Family Occupation and Education Index (FOEI) of 114, an increase from 98 in 2020.

Our school motto is Success Through Participation and all students are offered extra-curricular opportunities in sport, academic and creative and performing arts. Leadership opportunities are encouraged through our Student Council, Peer Group program as well as the School Captains and Vice-Captains.

In preparation for our new School Excellence Plan 2025 - 2028, we completed a situational analysis including External Validation in 2024 to identify key areas for focus and subsequent development. Through this process, we identified several areas of focus:

- ensuring targeted use of data and effective, evidence-based teaching strategies to improve growth in literacy and numeracy for students at all levels of achievement and engagement
- strengthening our whole school approach to wellbeing which is consistent and effective in creating a positive school culture with a strong sense of purpose and pride
- developing a coordinated approach for staff to strengthen their professional practice and strive for school excellence

Our school holds a respected place in the Goulburn community and the staff and students are very fortunate to have an incredibly supportive P&C and parent body.

Parents, staff and students favour the current size of the school, valuing the opportunity for the children to learn in a school large enough to offer many opportunities but small enough so that all children and staff know each other well.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student achievement in reading and numeracy by focusing on quality teaching and learning which are responsive to the needs of every student including High Potential and Gifted students.

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 15 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 20-25 points in Year 5 NAPLAN numeracy mean scaled score by 2027.

Initiatives

Differentiation

- Establish effective and innovative classroom practices to enable teachers to address diverse learning needs
- Embed differentiated, quality teaching and learning activities into programs
- Identify, monitor and evaluate strategic resourcing to optimise student engagement

High Potential Gifted Education

- Develop a coordinated approach to identifying High Potential & Gifted (HP&GE) students in each domain and providing a wide range of opportunities and experiences to foster all students abilities and interests
- Establish effective and innovative classroom practices and programs to enable teachers to engage and challenge HPGE learners

Success criteria for this strategic direction

- Teaching and learning programs are dynamic and responsive to the needs of learners, showing evidence of revisions based on feedback on teaching practices and adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.
- Teaching and learning programs support high expectations for student learning with the High Potential Gifted Education policy used to identify students and plan appropriately to engage and challenge learners.
- A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies.

Evaluation plan for this strategic direction

Question: How has high impact professional learning in data literacy and analysis and the use of evidence-based teaching strategies influenced student growth and achievement in reading and numeracy?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN 2 data
- Student PLPs and focus groups
- Staff PDPs and focus groups
- SEF S-aS

Analysis: Data from the above sources will reflect an improvement in student results, the effective and efficient use of data evident in programming and teachers successfully addressing differentiation through effective

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

classroom practice.

Implication: Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.

Strategic Direction 2: Striving for School Excellence

Purpose

To develop effective school systems including the use of the School Excellence Plan to drive continuous improvement with clear processes and time frames.

To use data to identify student progress, achievement and wellbeing and to inform planning, identify interventions and provide reflective analysis of teaching effectiveness.

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

The attendance rate for the school is increased from 89.7% in 2023 to 95% by 2027.

Data skills and use

Achieve by year: 2028

School Excellence Framework indicates improvement in Data Skills and Use to Sustaining and Growing.

Informed school planning

Achieve by year: 2028

School Excellence Framework indicates improvement in School Planning, Implementation and Reporting to Sustaining and Growing.

Initiatives

Embedding evaluative practice

Ensure strong, strategic and effective school processes are well developed, effectively utilised and clearly communicated encompassing behaviour, attendance, student and staff well being

Embed strategic and consistent planning processes to direct school improvement through evidence-informed initiatives and activities in the School Excellence Plan

Data driving student improvement

Develop a school-wide systematic process and shared understanding of gathering data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement and facilitates reflective analysis of teaching effectiveness.

Success criteria for this strategic direction

- Positive and respectful relationships are evident among the school community promoting student attendance and wellbeing to support all students to achieve positive learning outcomes
- The school has a culture of collaboration and continuous improvement based on evaluative practice and evidence-based decision making.
- All staff have a strong understanding of student assessment and data concepts. They analyse, interpret and collaboratively use data to inform teaching and learning programs and whole school decision making.

Evaluation plan for this strategic direction

Question: How effectively was the School Excellence Plan used to guide decision making and monitor student progress and systems processes?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

- Attendance data
- Wellbeing programs and initiatives
- Staff, community and parent surveys
- Student focus groups
- School data measuring student participation in activities and experiences offered
- Regular review and triangulation of available data including qualitative and quantitative data, internal and external data.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring.

- Did the processes deliver what was intended? If not, why not?
- Were there any unintended (positive or negative) outcomes?

Strategic Direction 2: Striving for School Excellence

Evaluation plan for this strategic direction

- Is this the most efficient way to use limited resources?

Implications: Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions, use of personnel, time, funding and expertise.