

School Excellence Plan 2025-2028

Gresford Public School 2083



School vision and context

School vision statement

Our vision is to provide a differentiated high-quality learning environment where excellence is embedded and our students are encouraged to be Respectful, Responsible and Resilient Learners.

Gresford Public School is committed to the Plan for NSW Public Education by ensuring every student learns, grows and belongs in an equitable and outstanding education system.

School context

Gresford Public School is a caring school community in a rural area of the Hunter Valley committed to achieving high educational outcomes for all students. This commitment is evidenced in the range and depth of both curricular and extra-curricular programs offered after careful analysis of student needs. The average student population is between 50 and 70 students with an increasing range of socio-economic status and diversity.

Academic needs are provided for through the flexible organisation of available staffing and the offer of a range of support programs designed to both extend and consolidate student learning. Such programs include Learning Support, small group instruction, and differentiation for High Potential and Gifted students.

Student wellbeing is a major priority with a whole school focus on wellbeing and anti-bullying. Positive Behaviour For Learning (PBL) is utilised to support student well-being and consistency of approaches across the school community.

Enrichment programs, such as STEAM and Creative Arts cater for individual student needs and provide opportunities for all students to achieve their inquiry and creative potential.

As part of the Dungog Community of Schools, Gresford Public School will continue to be involved in collaboratively determined group curriculum concepts such as the Aboriginal Cultural Days, the High Potential and Gifted Education Initiative, the STEAM initiatives and needs-based teacher professional learning in the area of explicit teaching and other relevant transition and wellbeing programs.

Our school seeks to maximise student learning outcomes in Literacy and Numeracy through extensive data and evidence-based practice. Teachers will engage in high-impact professional learning based on the most current research in explicit teaching to strengthen teaching practices to identify and address student needs. There is a planned approach to developing whole school wellbeing processes that support student welfare and engagement.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student achieves their full potential through explicit teaching, data-informed practice, and a focus on foundational skills in literacy and numeracy. We will align our practices with the NSW Public Education Plan's commitment to high expectations and improved outcomes for all.

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 for Year 5 in 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 5 points for Year 5 in NAPLAN reading mean scaled score by 2027

Initiatives

Building Quality, Explicit Lessons

In 2025, Gresford Public School will focus on improving the teaching of mathematics and reading by refining and embedding quality explicit teaching practices. This initiative builds on the foundation established in 2024 and aims to ensure all students develop a strong understanding of number and place value in mathematics, as well as phonics, fluency, and comprehension in reading, which are critical for success in learning. Explicit teaching is a structured approach that provides students with clear explanations, guided practice, and regular checks for understanding. Teachers will work collaboratively to design and deliver lessons and daily reviews, that break down complex concepts into manageable steps, helping students build confidence and mastery in key numeracy and literacy skills.

To achieve this, we will use assessment data to identify what each student needs to progress, ensuring lessons are tailored to their learning. In mathematics, this will focus on strengthening number sense and problem-solving, while in reading, it will target decoding strategies, vocabulary development, and comprehension skills. Teachers will also engage in ongoing professional learning and peer collaboration to ensure that teaching practices are consistent and effective across all classrooms.

This initiative will strengthen how mathematics and reading are taught at Gresford Public School, providing students with the tools they need to succeed in numeracy and literacy. By focusing on explicit teaching, we are fostering a school-wide culture of high expectations and continuous improvement in teaching and learning.

Success criteria for this strategic direction

- Teachers deliver consistent, high-quality explicit lessons in numeracy and reading, evidenced by lesson observations and peer feedback.
- Students demonstrate measurable improvement in their understanding of numeracy and reading, evidenced through PLAN2 and other formative assessments.
- Collaborative lesson planning and review practices are embedded as part of a school-wide culture, promoting consistent and effective teaching.

Evaluation plan for this strategic direction

- **Question (Q):** How do the teachers review the design and delivery of explicit lessons through classroom observations, lesson plans, and feedback from peers and mentors throughout the year?
- **Data (D):** Use PLAN2 and formative assessment data to measure improvements in students' understanding of numeracy and reading.
- **Analysis (A):** Analyse lesson quality and student performance trends during staff reflection sessions to identify strengths and areas for improvement.
- **Impact (I):** Evaluate the initiative's impact through student growth data, teacher self-assessments, and consistent explicit teaching practices observed across classrooms.

Strategic Direction 2: Wellbeing and Culture

Purpose

To create a safe, inclusive, and supportive school environment where students build resilience and positive behaviors, in line with the NSW Public Education Plan's focus on ensuring every student belongs and thrives.

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

Maintain an attendance rate and improve by 1.1% in 2027.

Initiatives

Building Resilience and Safety

In 2025, Gresford Public School will focus on equipping students with the skills to face challenges, manage their emotions, and navigate social situations with confidence and safety. This initiative aims to foster resilience and ensure consistent behaviour expectations across the school. By integrating these approaches, we strive to create a learning environment where all students feel supported, valued, and empowered to achieve success.

This initiative will include:

- Resilience Skills Program
- School-Wide Positive Behaviour Framework
- Attendance: Every Day Matters

By embedding these wellbeing initiatives, Gresford Public School will continue to build a **safe, supportive, and engaging learning environment** where all students thrive academically and socially.

Success criteria for this strategic direction

- Improved student behaviour and engagement, with consistent application of PBL strategies.
- Increased student resilience, as reflected in wellbeing surveys and focus groups.
- Enhanced cultural understanding and inclusivity in school practices and curriculum.
- Improved attendance of students attending school every day.

Evaluation plan for this strategic direction

- **Question (Q):** Are resilience and behaviour programs improving student wellbeing and safety? How effectively are PBL strategies implemented across the school?
- **Data (D):** Wellbeing surveys, attendance data, behaviour tracking records, and focus group feedback.
- **Analysis (A):** Review trends in student engagement and behaviour, assess program implementation consistency, and analyse survey responses.
- **Implications (I):** Adjust programs, refine PBL strategies, and identify new areas for student support.