

School Excellence Plan 2026-2029

Mudgee Public School 2656



School vision and context

School vision statement

Empowering every learner to achieve their full potential in an equitable, inclusive and nurturing community.

School context

Mudgee Public School has approximately 540 students across 19 mainstream and 7 support classes, serving a diverse rural community with a wide range of socioeconomic backgrounds. With an Aboriginal population of around 21%, the school maintains a strong partnership with the Mudgee AECG

Our school is committed to providing a comprehensive education that emphasises curriculum differentiation, wellbeing, and learning support. We offer a broad range of co-curricular and extra-curricular opportunities in Creative and Performing Arts, Sport, and Leadership, with a particular focus on challenging and supporting High Potential and Gifted Education (HPGE) students to excel through diverse learning experiences.

Consultation with staff, students, parents, and the community has guided our focus on three key areas: student growth and attainment in literacy and numeracy, inclusive and equitable education, and collaborative continuous improvement. We prioritise data-informed teaching practices and professional learning to enhance student outcomes in literacy and numeracy. Wellbeing initiatives and strengthened parental engagement support a culturally safe and inclusive environment for all students,

High expectations and collaborative practice remain central to our school culture, with continued development of teacher leadership and instructional leadership roles to sustain quality teaching and learning.

Strategic Direction 1: Student growth and attainment

Purpose

Every student demonstrates growth each year through evidence-informed teaching and learning, supported by strong attendance and active student engagement.

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 87.2% in 2023 to 88.3% 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

An increase in Check-in Assessment mean scaled score for Reading in Year 3, 4, 5 and 6 for 2024 compared with Year 3, 4, 5 and 6 in 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

An increase in Check-in Assessment mean scaled score for Numeracy in Year 3, 4, 5 and 6 for 2024 compared with Year 3, 4, 5 and 6 in 2024.

Initiatives

Evidence-Informed Instruction and Assessment for Literacy and Numeracy

To enhance teaching quality and student outcomes through targeted, high-impact professional learning that builds educator capacity in explicit teaching strategies and evidence-informed assessment practices across all classrooms.

- Provide narrow and deep high-quality professional learning opportunities based on current research in explicit teaching strategies and assessment approaches
- Deliver effective teaching practices including explicit teaching and effective feedback underpinned by high expectations
- Implement data-driven assessment practices to inform and refine instructional practices, differentiate learning experiences, target intervention and inform responsive teaching, promoting continuous improvement.

Attendance and Engagement

Attendance

Enhance student attendance by implementing both proactive and reactive strategies to promote regular and punctual school attendance, fostering engagement and wellbeing.

- Systems and processes to monitor attendance
- Tiered-approach to attendance intervention
- Identification and understanding of the underlying and often interrelated factors affecting student attendance
- Work collaboratively with families and the wider community to address barriers, ensuring every student achieves their full potential.

Engagement

Success criteria for this strategic direction

Evidence Informed Instruction and Assessment for Literacy and Numeracy

- There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact. Parents/carers are supported as collaborative partners in their children's literacy and numeracy development. (*Curriculum: Literacy and Numeracy Focus*)
- Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (*Effective Classroom Practice: Explicit Teaching*)
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers expertly implement formative assessment, incorporating student voice and agency. (*Assessment: Formative Assessment*)

Attendance and Engagement

- There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (*Learning Culture: Attendance*)

Evaluation plan for this strategic direction

The evaluation plan for the strategic direction involves regularly assessing the impact and progress of implemented strategies using the 'Questions, Data, Analysis, Implications' (QDAI) framework.

Strategic Direction 1: Student growth and attainment

Initiatives

Foster a learning environment that actively engages high-potential students by empowering their agency and voice, enabling them to take ownership of their learning. Through personalised learning opportunities and collaborative decision-making, we aim to cultivate high performance, resilience, and leadership within our student community.

- Provide a broad, inclusive and rich curriculum with strong co-curricular activities
- HPGE students are identified across the school in all four domains and quality, evidence based differentiation is evident to engage HPGE students
- Teaching and learning practices and school structures facilitate and encourage student agency and student voice.

Evaluation plan for this strategic direction

Data Sources:

- Student performance data: NAPLAN, Check-In Assessments, Best Start, Phonics Screener, internal and consistent assessment judgements
- Attendance Data (Scout and Locally produced)
- Teacher surveys and pre/post professional learning evaluations
- Student feedback on engagement and learning
- Public School Survey Data

Teaching and Learning Programs and intervention tracking

Analysis:

- Quantitative analysis of student growth from assessments and attendance
- Qualitative feedback from teachers and students on instructional practice and engagement
- Monitoring assessment data use for differentiation and targeted support

Strategic Direction 2: Inclusive and Equitable Education

Purpose

Our purpose is to empower every student to engage fully and equitably in their education by fostering a safe, respectful, culturally responsive, and inclusive environment that supports wellbeing, connectedness, and academic success.

Initiatives

Wellbeing

Implement evidence-informed, whole-school wellbeing approaches that enhance sense of belonging to support the holistic wellbeing of students and our whole school community.

- Implementation of principles related to Positive Behaviour for Learning and Trauma-informed practice
- Tiered approach to evidence-informed wellbeing interventions
- Prioritise resources where they are needed most
- Provide equitable access to services by building partnerships across agencies
- Mechanisms to monitor the wellbeing of students and evaluate the effectiveness of wellbeing processes

Ensure a culturally safe and aware, inclusive environment for the whole school community.

- Foster a culture that values diversity by advancing reconciliation and eliminating barriers
- Work collaboratively with the AECG and wider Aboriginal community to enhance outcomes for Aboriginal and Torres Strait Islander students
- Build staff capacity and understanding of identity, culture, heritage and languages of their Aboriginal students.

Inclusive Practices

We ensure all students, including those with disability, can access and fully participate in learning, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

- Delivery of High Impact Professional Learning to build staff capacity to implement evidence-based strategies that support disability, neuro-divergance and inclusion to ensure students have equitable

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. (*Learning Culture: High Expectations*)
- Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning. Teachers involve students and parents/carers in planning to support learning and share expected outcomes (*Curriculum: Differentiation*)
- Improved engagement, wellbeing, and academic outcomes for Aboriginal and Torres Strait Islander students through strengthened partnerships with the AECG and Aboriginal community. (*Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education*)
- Increased staff knowledge and confidence, with Aboriginal perspectives, cultures, and languages embedded in teaching and learning across the school. (*Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education*)

Evaluation plan for this strategic direction

The evaluation plan for the strategic direction involves regularly assessing the impact and progress of implemented strategies using the 'Questions, Data, Analysis, Implications' (QDAI) framework.

Data Sources:

- Wellbeing surveys and feedback from students, staff, and families
- Attendance, behaviour, and engagement data

Strategic Direction 2: Inclusive and Equitable Education

Initiatives

- access to the curriculum and achieve learning outcomes.
- Learning Support Team practices are streamlined and sustained to ensure coordinated identification, planning, and support for students with disability and additional learning needs.
- Individual Education Plan processes are embedded and supported by extensive consultation between school staff, families, external providers and departmental staff.
- Highly differentiated integration plans exist for students with disability to ensure personalised learning opportunities are created and that our school environment is inclusive.
- Collaborate with allied health professionals to identify student needs early, implement targeted support, and monitor progress for academic and emotional success.

Evaluation plan for this strategic direction

- Feedback from Aboriginal Education Consultative Group (AECG) and cultural audits
- Individual Education Plans (IEPs), adjustment records, and participation data
- Staff professional learning evaluations

Analysis:

- Quantitative analysis of wellbeing indicators, attendance, behaviour, and participation trends
- Qualitative feedback from the school community on cultural safety, respect, inclusion, and wellbeing
- Monitoring the effectiveness and application of reasonable adjustments and inclusive teaching strategies

Strategic Direction 3: Collaborative and Continuous Improvement

Purpose

To strengthen our partnerships with all stakeholders and continue to build teacher and leader capacity.

Improvement measures

Building Staff Capacity

Achieve by year: 2029

There is uplift in self-assessment of data collected in the High-Impact Professional Learning Self-Assessment Tool to suggest the school is moving from Sustaining and Growing to excelling across all five elements.

Initiatives

Partnerships

To build and strengthen sustainable partnerships that ensure parents and students are valued, and that every child receives comprehensive academic, social, and emotional support. This initiative aims to enhance teaching and learning outcomes while fostering ongoing school improvement through active collaboration and shared commitment

Engage parents and the community as partners in learning by fostering regular communication, encouraging involvement in decision-making, and organising supportive events to strengthen wellbeing and learning. Collaborate with allied health professionals to identify student needs early, implement targeted support, and monitor progress for academic and emotional success. (Or from P4PE : Provide equitable access to services by building partnerships across agencies) Partner with community stakeholders to support school initiatives, enhance learning opportunities, and build strong community connections. Ensure smooth transitions between early childhood settings and primary school; and primary school and high school, to prepare students and families, and providing ongoing academic, social, and emotional support. Promote continuous school improvement by collaborating with educational networks outside the school gates

Building Staff capacity

Ensure structured systems and opportunities exist for developing teacher and leader capacity through high impact professional learning and collaborative practice.

- Continuous high impact professional learning for all staff
- Staff are supported through coaching and mentoring at all stages of accreditation
- Strengthen educational and instructional leadership, as well as strengthen development for leaders at all stages of their careers

Success criteria for this strategic direction

- Teachers directly engage with parents/carers to improve understanding of student learning and strengthen student outcomes. Reporting to parents/carers is responsive to feedback received. (*Learning Culture: transitions*)
- School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (*Data Skills and use: Data used in planning*)
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. (*Professional Standards: Improvement of practice*)
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (Learning and Development - professional Learning)
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (*Learning and Development: Expertise and innovation*)
- The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes. (community engagement)
- The school collaborates with the local community where appropriate on decisions about-and access to-school

Strategic Direction 3: Collaborative and Continuous Improvement

Initiatives

- Expert staff are supported and encouraged to collaboratively share their knowledge and skills

Success criteria for this strategic direction

assets and resources, delivering benefit to both the school and the community. (community use of facilities)

- The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings in accessible and culturally inclusive ways with its community (community satisfaction)

Evaluation plan for this strategic direction

The evaluation plan for the strategic direction involves regularly assessing the impact and progress of implemented strategies using the 'Questions, Data, Analysis, Implications' (QDAI) framework.

Data Sources:

- Teacher collaboration records and professional learning evaluations
- Staff surveys and feedback on collaborative practices
- Public School Survey Data
- Student outcome data linked to teaching improvements
- Records of teacher leadership participation and mentoring activities
- Stakeholder Focus Groups

Analysis:

- Quantitative analysis of improvements in student outcomes related to collaborative teaching practices
- Qualitative feedback from staff on collaboration, leadership development, and professional learning impact
- Monitoring the effectiveness of teacher leadership initiatives and external partnerships in supporting continuous improvement.