

School Excellence Plan 2025-2028

Glossodia Public School 2021



School vision and context

School vision statement

Our School Excellence Plan harnesses the transformative power of public education to create opportunities for all, fostering equity and inclusivity. We believe every student deserves an outstanding education that empowers them to thrive and reach their full potential. Grounded in evidence-based practices and insights from our community, the plan sets our vision, priorities, and direction for the coming years. By collaborating with students, families, and staff, we address the diverse needs of learners and strive for success for all. We are committed to breaking down barriers, providing tailored support, and ensuring every student has access to the resources and teaching they need. Our focus on explicit teaching ensures lessons are clear, structured, and measurable. For high-potential and gifted students, we offer differentiated pathways, enrichment, and acceleration to challenge and support them to excel.

Together, with the dedication of our staff, families, and community, we will deliver an education system that transforms lives and ensures every learner thrives.

School context

Glossodia Public School is proud to uphold a strong reputation within the wider community as a caring, nurturing, and inclusive school. With a focus on fostering a positive and supportive environment, our students consistently exhibit happiness, responsibility, and a positive outlook, while our dedicated and hardworking staff genuinely care for every child's success and wellbeing. The ongoing support of our Parent and Citizens Association further strengthens the bond between students, staff, and the community.

Currently, Glossodia Public School has 182 enrolments, with 80 students in Kindergarten to Year 2 and 102 students in Years 3 to 6. We are proud to have twelve Aboriginal students enrolled, and two students currently identified as having English as an Additional Language/Dialect. Our Family Occupation and Education Index (FOEI) stands at 109, reflecting an increase of 2% annually, highlighting the evolving demographics and needs of our school community.

The implementation of Visible Learning at Glossodia Public School has been transformative. Our students are developing into assessment-capable learners who take responsibility for their own learning and can clearly articulate their progress and goals. Through the shared language of learning, students are empowered to set individual learning goals, fostering ownership and deeper engagement in their education. Looking ahead, individual goal setting will remain a cornerstone of our teaching practices. Teachers will continue to deliver whole class learning intentions and success criteria while placing greater emphasis on effective feedback to maximise student outcomes. This focus ensures that each student not only understands their learning path but also knows how to achieve success.

Between 2025 and 2028, Glossodia Public School aims to foster a school-wide culture of aspirational expectations. We are committed to the pursuit of excellence for all students and staff, encouraging high levels of learning progress and achievement. Through effective partnerships with parents and students, we will motivate our community to continually strive for improvement and deliver their best. Together, we will create an environment where every student can thrive and reach their full potential.

Strategic Direction 1: Student growth and attainment

Purpose

All teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies. (Statement of excellence for effective classroom practice)

An evidence-informed approach to quality teaching, curriculum planning, implementation and assessment promotes learning excellence. Teaching and learning programming are responsive to the learning needs of students and syllabus requirements. (Statement of excellence for curriculum)

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 10 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 10 points in year 5 NAPLAN numeracy mean scaled score by 2027.

Initiatives

Evidence Based Teaching Practices

We are committed to providing quality education for every student by promoting equity and inclusivity through explicit teaching and targeted support. To achieve this, we will:

Use data to support disadvantaged and high-needs students, including targeted programs for Aboriginal students and those with disabilities.

Apply clear learning intentions and success criteria to help students set goals and receive timely feedback.

Identify high-potential learners through assessments and observations, offering enrichment and differentiation.

Implement wellbeing programs to support mental health, resilience, and social skills.

High Potential and Gifted Education

Our High Potential and Gifted Education (HPGE) initiative fosters excellence in intellectual, creative, social-emotional, and physical domains through differentiation, student learning goals, and student voice.

To achieve this, we will:

Enhance Teacher Capacity and Practices: Provide professional development in differentiation, goal setting, and data use, along with enrichment and acceleration opportunities.

Identify High-Potential Students: Use diagnostic tools and observations to recognise gifted learners.

Incorporate Student Voice: Engage students in setting learning goals and providing feedback.

Utilise Data Effectively: Analyse student data to track progress and refine strategies.

Monitor and Evaluate Progress: Assess HPGE initiatives and adjust practices as needed.

Success criteria for this strategic direction

Benchmarks for measuring progress and effectiveness within the school community.

Student Growth: 90% achieve one year of reading growth; **Teaching Practices:** 100% of teachers use evidence-based reading strategies; all classes document differentiated reading and numeracy instruction.

Student Engagement: 75% report improved engagement, confidence and actively monitor literacy/numeracy goals. **Staff development:** All complete equity training, improving support by 85%, increasing engagement by 25%.

High-potential students have individual plans, resulting in 30% fewer incidents and 25% more family involvement.

Evaluation plan for this strategic direction

Driving Question: What strategies ensure 80% of students achieve one year of reading growth and how will effectiveness be measured on teacher collaboration, evidence-based practices and differentiation to enhance engagement?

Data Collection: Term 1: Benchmarking: PM(S2), Fountas & Pinnell(S3), Decodables(K-2), Best Start (ES1), Collaboration: Teacher meeting outcomes. **Term 2:** Ongoing, Essential Assessment: Comprehension (Years 2-6), Check-in: Reading (Years 4-6), TTFM student survey **Collaboration:** Teacher meeting outcomes. **Term 3:** NAPLAN (Years 3 & 5), Phonics Screening (Year 1), Literacy Progression: K-3 Collaboration: Teacher meeting outcomes. TTFM student, parent and teacher survey. **Term 4:** Essential Assessment: Comprehension (Years 2-6), Check-in: Reading (Years 4-6). **Analysis:** Evidence-based planning records, Whole-school reading data, Student feedback on engagement, Program evaluation against School Excellence Plan. **Implications:** Parent-teacher feedback on progress, Attendance/behaviour linked to literacy and numeracy.

Strategic Direction 2: Student & Parent Engagement

Purpose

- All students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.
- 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
- 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

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 91.53% in 2026 to 93.02% by 2027.

Initiatives

Mentoring and Coaching for Teacher Development

Establish school-wide relationships to provide mentoring and coaching support, ensuring the ongoing development and improvement of all teachers through guidance from expert educators. To achieve this, we will:

Create a structured mentoring program that pairs experienced teachers with those seeking professional growth.

Facilitate regular coaching sessions focused on effective teaching practices and strategies.

Organise collaborative workshops and professional development opportunities.

Encourage a culture of sharing best practices and resources among teachers across schools.

Monitor and evaluate the impact of mentoring and coaching on teacher performance and student outcomes.

Attendance/Whole school approach to wellbeing

We will promote a culture of high attendance for all students by setting clear expectations. Teachers, students, parents/carers, and the community will work together to create consistent processes that prevent absences from affecting learning. To achieve this, we will:

Communicate the importance of attendance to students and families.

Implement regular attendance tracking and reporting.

Provide support for students facing challenges that affect their attendance.

Celebrate and reward classes and students with high attendance rates.

Engage the community in promoting attendance initiatives.

Success criteria for this strategic direction

Ensure absences don't affect learning, emphasizing attendance for academic success.

Promote positive relationships to enhance student wellbeing and create an optimal learning environment.

Maximise classroom learning time for full student engagement.

Build a high-performance culture with relational trust to support professional growth and collaborative feedback.

Offer mentoring and coaching for teachers to improve teaching practices and develop leadership skills.

Evaluation plan for this strategic direction

Driving questions: How effectively are collaborative efforts among teachers, students, parents, and the community improving attendance and addressing absences without impacting learning? How does the culture of positive relationships and high performance enhance student wellbeing, and how is leadership supporting professional growth through mentoring and coaching? **Data:** Identifying absenteeism causes allowing for targeted interventions, while increased parent/community involvement and monitoring intervention effectiveness enhancing attendance and academic performance. **Analysis:** Analyse attendance rates in relation to academic performance and behaviour, identifying reasons for absences. Monitor the effectiveness of absence interventions and increase parent/community engagement. **Implications:** Identifying reasons for absences enables targeted interventions to address barriers, improving engagement and performance. Monitoring these interventions and increasing parent/community involvement strengthens strategies, boosting attendance and academic achievement.