

School Excellence Plan 2025-2028

Gol Gol Public School 2027



School vision and context

School vision statement

At Gol Gol Public School, we are dedicated to providing an excellent education in a respectful, kind, and safe environment. Through a well-balanced curriculum, we foster curiosity, critical thinking, and strong foundations in all key learning learnings, particularly literacy and numeracy outcomes.

We cultivate a shared commitment to high expectations across the school community, collaboratively establishing goals and expectations, supporting a consistent and sustained focus on wellbeing and student achievement.

Our school community continually strives to engage, challenge and improve - in every way, every day.

School context

Gol Gol Public School is a thriving rural school located near the Murray River, just 6 kilometres from Mildura, with an enrolment of 204 students. As part of the Sunraysia cluster, and the broader Far West Group of Schools, we maintain strong connections with both local and metropolitan schools to enhance learning opportunities and student outcomes. Our school benefits from dedicated community support, fostering a collaborative and enriching educational environment.

Looking ahead to the 2025-2028 planning phase, our focus is on strengthening whole-school data analysis to inform teaching practices and assessment strategies. We are committed to improving student literacy and numeracy, ensuring that all students receive the targeted support they need. By maximizing available resources, including human resourcing, we aim to provide high-quality learning experiences that cater to individual needs.

At Gol Gol Public School, we value the holistic development of every child, striving to create opportunities for success across academic, social, and personal growth. Our well-maintained grounds continue to evolve with input from the school community, enhancing play and recreational spaces for all students.

With a stable and dedicated staff-13.9 full-time equivalent positions in 2025, including teaching and non-teaching roles-we provide a supportive and engaging learning environment. Additional learning support staff ensure that individual student needs are met through differentiated instruction and intervention programs. Our educators are committed to continuous professional development and collaborative teaching, fostering independent, resourceful, and adaptable learners.

Beyond the classroom, Gol Gol Public School offers a diverse range of extracurricular programs, including environmental education, music, band, sporting programs, the Stephanie Alexander Kitchen Garden, and student wellbeing initiatives. These activities, supported by strong parental and community partnerships, emphasise respect, kindness, and safety while enabling students to excel in various settings.

As we move forward, Gol Gol Public School remains committed to fostering excellence, engagement, and growth for every student, every day.

Strategic Direction 1: Student growth and attainment

Purpose

There is an evidence-informed approach to quality teaching, curriculum planning, implementation and assessment, which promotes learning excellence. Teachers are committed to identifying, understanding, and implementing the most effective, evidence-informed and inclusive teaching and learning practices.

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

Student cohorts in 2027 demonstrate improved reading scores compared to 2023 and 2024 cohorts using NAPLAN results as a key data point.

Improved writing outcomes

Achieve by year: 2028

Year 5 cohort demonstrate an increased proportion of students achieving *Strong* and/or *Exceeding* proficiencies in Writing, as measured by NAPLAN.

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

Student cohorts in 2027 demonstrate improved numeracy scores compared to 2023 and 2024 cohorts using NAPLAN results as a key data point.

Initiatives

Excellence in Teaching and Learning

Deeply establish **consistent**, high-quality, evidence-informed literacy and numeracy **curriculum practices** across the school and enable quality implementation of the new syllabuses for the remaining Key Learning Areas (KLAs).

Foster a **strong collaborative school culture** which embeds explicit, **effective teaching strategies** and effective feedback, underpinned by high expectations, to optimise learning and development.

Student Growth and Performance

Ensure learning initiatives are dynamic, differentiated and targeted to individual needs, with established structures based on feedback, reflection and systematic **student assessments** to support student progress and **elevate achievement**.

Strengthen individual student growth across the **High Potential and Gifted Education (HPGE) domains** by identifying and providing rich and responsive learning opportunities, across the full range of abilities.

Success criteria for this strategic direction

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.

Teaching and learning programs are responsive to the learning needs of students and syllabus requirements. The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

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.

Evaluation plan for this strategic direction

Question: To what extent have students' proficiency in literacy and numeracy developed across all achievement levels and subject areas?

To what extent have teachers been able to assess, reflect and implement targeted learning opportunities through enhanced teaching practices?

Data: Check-In, NAPLAN, Internal school data, surveys, classroom walk throughs, AP,C&I TEC (Teacher Engagement & Curriculum) time minutes and timetables.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. This will involve term by term data analysis to determine if we are on track for achievement.

Implications: The findings of the analysis will inform:

* Future actions

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

* Annual reporting on school progress measures.
(Published in the Annual Report, in the newsletter and on the School Website)

* Learning outcomes identified and developed at point of challenge.

Strategic Direction 2: Equity and Excellence in Education

Purpose

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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 90% in 2024 to 95% by 2027.

Initiatives

Authentic Learning and Engagement

Regular attendance allows all students the opportunity to connect, succeed and thrive. Attendance is the key factor in students being actively connected to their learning as well as their overall wellbeing.

Schools need to be safe and happy places for students and staff to achieve at their full potential. Our classroom teachers and **Student Wellbeing** team will work with every student to unlock every opportunity to maximise their learning.

Success criteria for this strategic direction

Attendance

- Increased attendance patterns for grade levels and the whole school
- Increased monitoring of attendance by the school
- School attendance policies and expectations are clearly communicated and followed
- Early intervention strategies are in place for students at risk of poor attendance
- Support is provided for students facing barriers to attending school (e.g., mental health, family issues)
- Communication between school and parents/caregivers supports attendance monitoring

Wellbeing

- Positive and respectful relationships are evident throughout the school community.
- School surveys indicate student wellbeing is positive throughout the school
- Students feel safe, supported, and included in the school environment
- Effective mental health support is available and accessible
- Engagement in physical activity and healthy lifestyle choices is promoted
- Students demonstrate resilience and coping strategies for challenges

Evaluation plan for this strategic direction

Question: To what extent have we achieved our vision of improved attendance rates and student wellbeing?

Data: Attendance and Survey Data

Analysis: The school will review progress towards the improvement measures each term. This will determine if we are on track to meet our annual school goals.

Strategic Direction 2: Equity and Excellence in Education

Evaluation plan for this strategic direction

Implications:

The findings of the analysis will inform:

- * Future actions

- * Annual reporting on school progress measures.
(Published in the Annual Report, in the newsletter and on the School Website)