

School plan 2018-2020

Cardiff Public School 1505



School background 2018–2020

School vision statement

At Cardiff Public School, we work collaboratively with our community to promote the intellectual, physical, social, emotional and cultural development of our students.

We promote equity and excellence through the provision of high quality schooling in a harmonious environment that holds consistently high expectations, and meets the diverse needs of our students. Our ultimate goal is to create stronger, smarter, successful, lifelong learners who are confident and creative, and who become active and informed citizens.


School context

Cardiff Public School (CPS) lies within the Regional North Operational Directorate and forms part of the Lake Macquarie North Principal Network. The school had 236 enrolments at the beginning of 2018, including 8% Aboriginal or Torres Strait Island students. All learners are actively engaged in high quality learning programs across 10 classes, ranging from K–6. The CPS staff consists of 1 principal, 2 assistant principals and 12 teaching staff and 6 school administrative and support staff. All of whom form a dedicated and cohesive team who work together to improve outcomes for students. With a diverse range of skills and experiences, the staff work in partnership to further develop and enhance their expertise and pedagogical practices. The students, community and staff honour the school motto “Work in Harmony”, and its five core CARE values; harmony, respect, honesty, care and achievement. The school has well-established partnerships with its community. It works closely with the Cardiff Community of Schools, has an active and dedicated P&C and enjoys a strong community partnership with the Kumaridha Local AECG, as well as various other community businesses and groups. The site is also home to an OOSH centre. The use of technology as a tool for learning is a feature of the school. Students enjoy a range of activities in the school including PSSA sport, music, choir, dance, STEM, public speaking and much more. The 2016/2017 Family Occupation and Education Index (FOEI) score was 103. This has steadily decreased since the 2013/2014 index score of 121.

School planning process

A situational analysis was conducted by the School Improvement Team (SIT), and led by the school principal. Key stakeholders including executive staff, teaching staff, school administrative and support staff, students, parents, P&C members, the Kumaridha Aboriginal Education Consultative Group and the Cardiff Community of Schools were all consulted throughout the process. In developing this plan, the following internal and external data was collected and analysed to determine current context and future direction: Staff (10), Years 3–6 students (51) and parents (25) were surveyed about school culture, communication, engagement, student support, resources, curriculum and direction. Focus groups provided additional clarity around literacy, numeracy, school culture, and student engagement as required. This included student focus groups targeting literacy, numeracy and engagement. Staff interviews were conducted around programs, pedagogy and assessment. An analysis of documentation, including, but not limited to, DEC and school policies, programs, plans, budgets, meeting minutes, assessment information, communications and other documentation such as the Teaching Standards was undertaken. Documentation around current DEC reforms including ‘Great Teaching, Inspired Learning’, ‘Local Schools, Local Decisions’ and the ‘School Excellence Framework’ etc. were also analysed and reviewed. An analysis of student achievement was also undertaken, which included data sourced from NAPLAN, Best Start & PLAN, reading levels, student assessment and observations. The Schools Budget Allocation Report (SBAR) was also reviewed in order to identify viable strategies to meet the needs identified through this process. A pivotal component of our analysis was reflecting on our external validation from 2017.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Excellence in learning

Purpose:

Teachers use information about individual student's needs and capabilities, as well as an in-depth knowledge of curriculum and effective, evidence-based teaching practices to enhance student learning.



STRATEGIC DIRECTION 2

Excellence in teaching

Purpose:

Teachers are engaged in collaborative professional learning practices that improve their ability to deliver quality teaching and learning programs, through explicit teaching, effective feedback and data analysis.



STRATEGIC DIRECTION 3

Excellence in leading

Purpose:

Leaders to develop a culture of high expectations through fostering collaboration, maintaining effective communication and supporting continual teacher development, leading to continuous whole school improvement.

Strategic Direction 1: Excellence in learning

Purpose

Teachers use information about individual student's needs and capabilities, as well as an in-depth knowledge of curriculum and effective, evidence-based teaching practices to enhance student learning.

Improvement Measures

Increase the percentage of students in top 2 bands in NAPLAN numeracy from 19.2% in 2014–2017 to 27% in 2018–2020.

Increase the percentage of students in top 2 bands in NAPLAN writing from 16.2% in 2014–2017 to 27% in 2018–2020.

People

Students

Students build their self-assessment, self-reflection and self-monitoring skills to guide future learning and can communicate their learning goals.

Staff

Staff will develop their skills in analysing data, providing timely, effective feedback and explicit teaching. Staff will work collaboratively to develop and reflect on quality teaching and learning programs that embed writing and numeracy initiatives.

Leaders

The school executive uses a coordinated approach in providing professional learning opportunities, support and resources for staff as they implement writing and numeracy initiatives.

Parents/Carers

Develop an understanding of and value the writing and numeracy initiatives and support student learning goals.

Community Partners

Cardiff Community of Schools to support the writing and numeracy initiative.

Numeracy curriculum advisor to support the numeracy initiative.

Processes

Numeracy initiative

Implement a whole school integrated approach to quality teaching in numeracy through a focus on explicit teaching, feedback, assessment and learning intentions.

Writing initiative

Implement a whole school integrated approach to quality teaching in writing through a focus on explicit teaching, feedback, assessment and learning intentions.

Evaluation Plan

NAPLAN data

PLAN tracking

Whole school assessment data

Review of programs

Student work samples

Guskey Thermometer

Practices and Products

Practices

Students engage in conversations about the learning intention, success criteria and individual learning goals.

Teachers engage in professional learning and collaborative planning around whole school numeracy strategies that incorporate scope and sequences, explicit teaching practices, ignition activities and data collection and analysis every five weeks. Numeracy is integrated across the curriculum.

Teachers use whole school literacy and numeracy strategies in their teaching and learning programs.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Teachers engage in professional learning and collaborative planning around whole school writing strategies that incorporate explicit teaching practices, feedback and data collection and analysis.

Products

Increase the percentage of students in top 2 bands in NAPLAN numeracy from 19.2% in 2014–2017 to 27% in 2018–2020.

Increase the percentage of students in top 2 bands in NAPLAN writing from 16.2% in 2014–2017 to 27% in 2018–2020.

Students are able to articulate what they are learning and why.

Strategic Direction 2: Excellence in teaching

Purpose

Teachers are engaged in collaborative professional learning practices that improve their ability to deliver quality teaching and learning programs, through explicit teaching, effective feedback and data analysis.

Improvement Measures

Teaching and learning programs show an increased level of evidence of learning intentions, success criteria, ignition activities, I do, we do, you do activities and I can statements.

Surveys of students and staff indicate that assessment and feedback strategies have helped to improve learning outcomes.

People

Students

Students engage in discussions about learning intentions and actively seek feedback to improve their learning.

Staff

Staff collaboratively share data, feedback and information on student progress and are skilled in explicit teaching techniques. Teachers routinely review learning with each student.

Leaders

Provide a systematic whole school approach to assessment. Provide quality PL in effective evidence-based teaching practices to support teachers in explicit teaching, assessment practices and the provision of feedback.

Parents/Carers

Parents/carers to engage in discussions with staff/students about learning goals and in celebrating achievement.

Community Partners

Utilise school support services staff and our Community of Schools to enhance school practices in explicit teaching, assessment and feedback.

Processes

Explicit teaching

Draw on research and evidence-based practices to develop and implement high quality professional learning in explicit teaching.

Assessment and feedback

Implement whole school for, of and as assessment practices. Developing consistent feedback processes across the school.

Evaluation Plan

Surveys of staff and students.

T&L Program observations.

CTJ re: work samples.

Practices and Products

Practices

Teachers use techniques such as questioning and assessing to identify students' learning needs.

Teachers use a range of explicit strategies to explain and break down knowledge.

Student feedback is elicited by teachers and informs their teaching.

Student errors and misunderstandings are explicitly addressed at the point of error.

Teachers engage in professional discussion and collaborate to improve teaching and learning.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teacher directions, monitoring and assessing student progress, and reflecting on teaching effectiveness.

Products

Teaching and learning programs show evidence of learning intentions, success criteria, ignition activities, I do, we do, you do activities and I can statements.

Students use feedback to understand their current progress and where to next.

Whole school assessment data is analysed and reviewed to inform future learning for staff and students, and to monitor the impact of the writing and numeracy initiatives.

Explicit systems are in place for teachers to drive ongoing improvement in teaching

Strategic Direction 2: Excellence in teaching

Practices and Products

practice through collaboration and feedback.

Strategic Direction 3: Excellence in leading

Purpose

Leaders to develop a culture of high expectations through fostering collaboration, maintaining effective communication and supporting continual teacher development, leading to continuous whole school improvement.

Improvement Measures

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Staff can identify school priorities and are actively engaged in implementation, milestoneing and evaluation.

People

Staff

Develop PDPs that reflect school priorities. Engage in milestoneing and evaluation processes. Commit to the implementation of the plan. Be active participants in developing and sustaining a high expectations culture.

Students

Be active participants in growing a culture of high expectations. Develop a growth mindset.

Leaders

Establish teams and processes that enable ownership and understanding of the school plan. Model and support a culture of high expectations.

Parents/Carers

Develop an understanding of, and value, a culture of high expectations and growth mindset. Develop an awareness of, and support for, the school's strategic directions.

Community Partners

Support the school's continuous improvement strategies, where appropriate.

Processes

Develop a high expectations culture.

Engaging all stakeholders in the effective implementation of the school plan.

Evaluation Plan

Meeting observations

PDP Reflection

Dialogue/Surveys/Focus groups

Review of school plan evaluation meetings

Practices and Products

Practices

Performance and development processes are implemented in a culture of high expectations and mutual trust.

Leadership team model instructional leadership and support a culture of high expectations.

All teachers align PDP goals to teaching standards.

Skills and expertise of staff are identified and utilised across the school to build capacity of all staff.

Staff are actively engaged in the implementation and monitoring of the school plan to ensure its effectiveness.

Products

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Staff can identify school priorities and are actively engaged in implementation, milestoneing and evaluation.