

School plan 2018-2020

Cardiff North Public School 5260



School background 2018–2020

School vision statement

Cardiff North Public School's *vision statement* was developed by staff, parents, students and the school community. It states:

"Cardiff North Public School – A hidden treasure where every student is known, valued and cared for.

We serve our community, delivering high quality education to produce successful learners, confident, creative individuals and positive contributors to society."

School context

Cardiff North Public School, situated in the Lake Macquarie suburb of Cardiff, has strong partnerships with the Cardiff Community of Schools, the Cardiff Business Chamber, Cardiff High School, the Kumaridha AECG and the University of Newcastle.

The school community's core values of care, respect, responsibility and co-operation are reflected in our well managed and happy classrooms, successful students and strong student social responsibility. Cardiff North Public School is small enough to offer more personalised educational opportunities while also offering the diverse and engaging programs of a larger school.

Our 2018 enrolment has grown to 160 and this has led to the appointment of a second Assistant Principal. The school's enrolments have been steadily growing over the past few years. 8% of the school population is Aboriginal and 9% have a language background other than English.

Strong Literacy and Numeracy programs, including the support of the Early Action for Success Instructional Leader and K–2 Interventionist, result in the vast majority of students meeting benchmarks. Cardiff North Public School strives to incorporate and effectively use diverse technologies to enrich student opportunities. The school also ensures educational programs have a multicultural and Aboriginal perspective.

As a result of our commitment to quality learning Cardiff North Public School provides a stimulating and challenging environment that nurtures children to reach their full potential and become global citizens.

School planning process

Cardiff North Public School has a wide variety of stakeholder groups, all of whom have been consulted in the development of this plan. By conducting a situational analysis of our current practices and reviewing current data and evidence sets, the school's priorities for the future were clearly defined.

Community Consultation:

Parent and Community consultation occurred through formal meetings and discussions with;

The Cardiff North Public School P & C and the Cardiff Community of Schools (CCoS). Common directions for the CCoS as well as the strategic planning for the use of our Aboriginal background funding were discussed with the Kumaridha AECG. Parents were also consulted through internal and external surveys and a parent forum.

Staff Consultation:

Staff consultation occurred through staff meetings, internal surveys and internal reviews of school organisation.

Data Analysis:

Student progress was analysed including PLAN, EafS data, class and whole school assessment data, NAPLAN data, Student Wellbeing records from SENTRAL, School Learning Support Team Records, Tell Them from Me Surveys, DEC reforms and associated initiatives and trends in education.

Setting of vision, context and strategic directions:

The DEC 5P planning guidelines, processes, products and practices were developed by the executive and staff after analysing school data. Draft planning documents were compiled and discussed with staff and community before finalising and determining the Strategic Plan and Milestones.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
LEARNING—Literacy, Numeracy
& Wellbeing

Purpose:

To ensure student wellbeing and data driven practice underpins student success.

**STRATEGIC
DIRECTION 2**
TEACHING – Form. Assess. &
Feedback

Purpose:

To ensure teachers are proficient in evidence-based teaching strategies, their use of formative assessment and quality feedback to drive student improvement

**STRATEGIC
DIRECTION 3**
LEADING – Leadership &
Community Engagement

Purpose:

To develop and model effective leadership skills that build capacity and create a thriving school community.

Strategic Direction 1: LEARNING—Literacy, Numeracy & Wellbeing

Purpose	People	Processes	Practices and Products
To ensure student wellbeing and data driven practice underpins student success.	Students Are engaged and challenged to continue to learn.	High level professional learning around the wellbeing framework, explicit instruction, writing strategies and formative assessment Staff will engage in evidence-based professional learning, collaboratively share research and plan for effective, school-wide implementation. (Hattie, Anderson, Wiliam)	Practices Teachers regularly collaborate to inform practice using instructional rounds and a mentoring / coaching model around curriculum, pedagogy and student wellbeing. Teachers use effective feedback to improve their teaching and learning practice.
Improvement Measures	Staff Explicitly address the needs of all students in teaching and learning programs using evidence-based practice around teaching, learning and wellbeing.	Evidence-based systems Implement evidence-based practices to ensure data drives teaching, learning and wellbeing initiatives.	Teachers collect and analyse data to plan for and implement a school-wide approach to teaching, learning and wellbeing.
Increase the positive sense of wellbeing of students, staff and parents by 10%.	Parents/Carers Support their children's progress by using regular feedback on what and how well their children are learning to encourage their continued success.	Evaluation Plan Data analysis: All data will be analysed collaboratively.	Products Strategically planned opportunities to share and discuss the implementation of professional learning occur.
5% increase in the percentage of students in the top two skill bands in Reading, Writing and Numeracy.	Community Partners Build a strong alliance with other schools, enhancing curriculum delivery and sharing best practice.	<i>Wellbeing:</i> Tell Them from Me Survey (Terms 1 and 3); Kids Matter Survey – Parents, Staff and Students); SENTRAL Wellbeing Data, Attendance Data; SEF analysis <i>Teaching and Learning:</i> Goal Setting Targets; Program Checklist and Feedback; PDPs and Instructional Rounds Observation Tool; Whole School Literacy / Numeracy Data – PLAN 2, Learning Progressions; NAPLAN; PLAT Writing; SEF analysis; Professional Learning Timetable	Collaboration ensures consistency in programming, assessment and data analysis. Effective feedback to staff is given during program meetings, lesson observations and formal PDP discussions.
	Leaders Demonstrate a school-wide, co-ordinated and collective responsibility for student learning and success, which is shared by teachers, parents and students.		

Strategic Direction 2: TEACHING – Form. Assess. & Feedback

Purpose	People	Processes	Practices and Products
To ensure teachers are proficient in evidence-based teaching strategies, their use of formative assessment and quality feedback to drive student improvement	Students Set meaningful goals (12 months growth in 12 months of teaching) and use feedback and explicit criteria to help them to achieve success.	Collaborative Practice Staff engage in collaborative practice, working in teams to plan, design, analyse and reflect on teaching and learning.	Practices Teachers engage in collaborative, professional discussion to improve teaching and learning.
Improvement Measures	Staff Critically reflect on their practice, developing a growth mindset as they use feedback to continually refine their craft of teaching to lift student engagement in learning. (Dweck, Timperley)	Programming and Assessment Use a whole school approach to develop and ensure consistency of curriculum delivery and assessment to meet student needs and DoE / NESA requirements.	Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.
All teaching programs demonstrate evidence based consistency in planning and assessment as per DoE and NESA guidelines.	Leaders Develop systems and practices to facilitate a consistent approach to teaching and learning based on current, successful, evidence-based pedagogies.	Evaluation Plan <i>Consistent assessment and student improvement over time will be measured through:</i> NAPLAN data; PLAN 2; PLAT Writing data; Literacy and Numeracy data	Teachers develop a whole school approach to programming and assessment.
All teachers show evidence of a growth in capacity to meet student needs.	Parents/Carers Are regularly informed of the school's key priorities and how we are progressing towards achieving them.	<i>Consistent curriculum delivery over time will be measured through:</i> PDPs; Program Feedback / Observation Sheets; Learning Walks	The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.
	Community Partners Are regularly accessed to add to the professional learning teams within the school.		Products Teachers provide explicit, specific and timely formative feedback related to defined success criteria.
			Assessment tasks and programs reflect consistent teacher judgement.
			Student progress is monitored to identify learning needs.
			All teachers are accredited at proficient or higher.

Strategic Direction 3: LEADING – Leadership & Community Engagement

Purpose	People	Processes	Practices and Products
To develop and model effective leadership skills that build capacity and create a thriving school community.	Students Demonstrate purposeful leadership roles within the school.	Expertise and Innovation Identify and develop expertise in all staff. Areas for development are identified and addressed through coaching and mentoring. Professional learning supports innovative, evidence-based, future-focused practices.	Practices All staff are using their skills and knowledge to contribute positively to the school culture. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community to track involvement.
Improvement Measures	Staff Are instructional leaders developed through a culture of collaborative practice.	Community Engagement Engage with parents, educational and community networks, providing opportunities to develop collaborative practice, cultural understanding and support for learning.	Provide opportunities for explicit feedback and reflection around PDPs using the professional standards for teachers and Principals within a coaching model.
All staff collect evidence related to the impact of their authentic instructional leadership roles.	Leaders Model effective instructional leadership and illicit shared leadership in their teams.	Evaluation Plan <i>Leadership:</i> Staff Leadership Survey; Professional Learning and PDPs reflect staff commitment to leadership	Staff engage in regular network meetings across the Cardiff Community of Schools (CCoS).
10% increase in the number of community members actively engaged in the school.	Parents/Carers Understand their child's learning within the school.	<i>Community Engagement:</i> Community Engagement Survey; Internal data on participation rates at school events; Tell Them from Me Survey (Staff and Parents)	Products Increased teacher leadership capacity.
10% improvement in positive parent comments around parent engagement (TTFM).	Community Partners Actively and purposefully engage with the school.		Professional learning within the school is differentiated to ensure appropriate shared leadership opportunities.
			All staff give and receive feedback to improve performance.