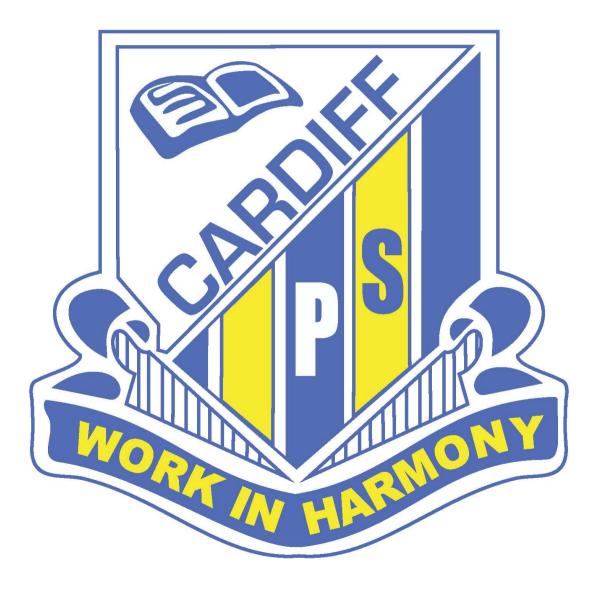# Strategic Improvement Plan 2021-2024

Cardiff Public School 1505

School vision and context

School vision statement

At Cardiff Public School, we work collaboratively with our community to promote excellence and engagement in a respectful, inclusive and high expectations environment. We strive for achievement through the provision of high quality schooling in a harmonious environment that meets the diverse needs of our students. Our ultimate goal is to cultivate stronger, smarter, successful, life-long learners who are confident, creative, adaptable and responsible 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 276 enrolments at the beginning of 2021, including 10% Aboriginal or Torres Strait Islander students. All learners are actively engaged in high quality learning programs across 11 mainstream classes, ranging from K-6. Led by an executive team, including 3 assistant principals, the staff are a dedicated and cohesive team who work collaboratively to improve outcomes for all students. With a diverse range of skills and experiences, the staff work in partnership to further develop and enhance their expertise and pedagogical practices. Students enjoy a range of activities in the school including PSSA sport, choir, dance, STEM, public speaking and much more.

The students, community and staff honour the school motto "Work in Harmony," and the five keys to success; getting along, persistence, confidence, resilience and organisation. 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 2020 Family Occupation and Education Index (FOEI) score was 97. This score has steadily decreased since the 2013/2014 index of 121.

The school's situational analysis has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around explicit teaching, assessment, feedback and high expectations.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Through our situational analysis, we have identified a need to use effective assessment and feedback practices to ensure all students are achieving growth.

When conducting the analysis of whole school wellbeing it was evident that student sense of belonging is an area of ongoing focus. The analysis has identified the importance of positive relationships across the school. We will align our wellbeing processes with the Wellbeing Framework that will guide our next steps. Our focus areas include engaging students in their learning, supporting a growth mindset in staff and students, helping students develop a love of learning and developing effective school-wide behaviour systems.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to ensure consistent growth for all students, we will further develop and refine explicit teaching practices that are responsive to the learning needs of individual students. Our teachers will engage in collaborative practices and develop and sustain a culture of high expectations.

Improvement measures

Target year: 2022

Reading: Percentage of students achieving in the top two bands in NAPLAN reading increases 6% from baseline data.

Target year: 2023

Reading: Percentage of students achieving expected growth in NAPLAN reading increases 6% from baseline data.

Target year: 2022

Numeracy: Percentage of students achieving in the top two bands in NAPLAN numeracy increases 6% from baseline data.

Target year: 2023

Numeracy: Percentage of students achieving expected growth in NAPLAN numeracy increases 6% from baseline data.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) of the element of Learning and Development (focus theme: Collaborative Practice and feedback) indicates improvement from Sustaining and Growing to Excelling across the school.

Initiatives

Explicit Teaching

To implement explicit teaching practices which maximise student outcomes in reading and numeracy, we will:

- Prepare for explicit teaching by planning lesson scope, assessing data, reviewing prior learning and balancing teacher-directed, teacher-guided and student-directed learning.

- Refine and review explicit teaching practices, so that students have a clear understanding of learning intentions and success criteria.

- Monitor student progress and check for understanding.

- Provide extensive in-class support to students for the guided and independent steps within lessons.

- Provide quality intervention support for students not meeting expected outcomes.

Collaborative Practice

Professional collaboration allows best practice to be identified and shared across classrooms. Effective collaboration explicitly aims to improve teacher practices and student outcomes. To achieve this, we will:

- Seek professional learning opportunities to share and gain expertise in evidence-based teaching practices.

- Regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning.

- Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.

- Review and refine whole school processes, such as scope and sequences in order to ensure consistency of practice.

Success criteria for this strategic direction

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum)

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. (SEF - Student Performance Measures)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective Classroom Practice)

There are explicit and embedded systems that facilitate professional dialogue, collaboration and modelling of effective practice and the provision of effective feedback. (SEF - Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Evaluation plan

Question: To what extent have we achieved our purpose and can we demonstrate impact and improvement of student outcomes in reading and numeracy? Are explicit teaching practices being implemented consistently across the school? Are teachers working collaboratively to improve their practice? Are all equity groups achieving at a comparative level?

Data Sources:

- NAPLAN data

- Scout - Value added data

- Student work samples

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Literacy and numeracy PLAN2 data
- Student PLSPs
- Intensive Learning Support Groups assessments
- MiniLit and MultiLit
- Check-in data

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring throughout the year.

Annually, the school will review progress towards the improvement measures.

Implications: At each analysis point, based on the findings, a determination will be made as to the effectiveness of the initiative. These will also guide the 'where to next' steps.

Cardiff Public School (1505) -2021-2024

Strategic Direction 2: Wellbeing & Engagement

Purpose

In order to develop adaptable, life-long learners who utilise a growth mindset and who thrive when challenged within an engaging, thought-provoking environment, we will develop and sustain a culture that celebrates growth and success of all learners.

This will be achieved through meaningful, engaging and personalised learning experiences for staff and students within a high expectations relationships culture.

Improvement measures

Target year: 2022

Increase the percentage of students attending school more than 90% of the time by 5%, compared to baseline data.

Target year: 2022

Increase the percentage of students with positive wellbeing by 2.7% compared to baseline data (based on TTFM Wellbeing surveys).

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element of 'Learning Culture' indicates improvement from Sustaining and Growing to Excelling across all themes.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element of 'Wellbeing' indicates improvement from Sustaining and Growing to Excelling across all themes.

Initiatives

Engaged Learners

Embed a whole school approach to student wellbeing through a focus on engagement. This will be achieved through:

- Reviewing current engagement practices

- Updating whole-school approach to student engagement to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced.

- Implementation of growth mindset professional learning and teaching strategies.

- Sourcing and development of High Impact Professional Learning that is relevant to the school context and needs, enhancing staff expertise in enhancing student engagement and resilience.

Wellbeing

Embed a whole school approach to student wellbeing through a focus on positive relationships. This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.

- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs.

- Implementation of peer support and mentoring initiatives.

- Sourcing and development of High Impact Professional Learning that is relevant to the school context and needs, enhancing staff expertise in nuturing student wellbeing.

Success criteria for this strategic direction

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF- Learning Culture)

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. (SEF-Wellbeing)

Positive and respectful relationships are evident and widespread among students and staff and have been enhanced through the implementation of the peer support program. (SEF - Wellbeing)

The principal and school leadership team model instructional leadership. They develop and support a culture of high expectations (both at school and at home). Community engagement increases, resulting in sustained and measureable whole school improvement. (SEF- Educational Leadership)

Evaluation plan for this strategic direction

Questions: What impact have these initiatives had on student engagement and wellbeing? Do students have a stronger sense of belonging? Are they more engaged in their learning? Have attendance rates improved? Have negative behaviour referrals decreased?

Data:

- TTFM survey data from students, staff and community

- Scout - Attendance & Wellbeing

- NCCD

- Student PLPs, PLsP, adjustments

- Sentral- Wellbeing

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring

Initiatives

Evaluation plan for this strategic direction

throughout the year.

Annually, the school will review progress towards the improvement measures.

Implications: At each analysis point, based on the findings, a determination will be made as to the effectiveness of the initiative. These will also guide the 'where to next' steps.

Strategic Direction 3: Assessment & Feedback

Purpose

The purpose of this strategic direction is to enhance the ability of staff and students to recognise strengths and areas for development and to identify and plan next steps through consistent whole school assessment and feedback practices.

Improvement measures

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element of 'Assessment' indicates improvement from Sustaining and Growing to Excelling across all themes.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element of 'Effective Classroom Practice' indicates a trend toward Excelling across each of the themes.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element of 'Data Skills and Use' indicates a trend toward Excelling across each of the themes.

Initiatives

Data Skills and Use

Embed a whole approach to assessment that encompasses the design and delivery of high quality practices through a focus on:

- Engage in high impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Engage executive, or identified staff, to collaborate with teachers in using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Effective Feedback

Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. To achieve this we will:

- Embed a whole school approach to feedback that focuses on improving tasks, processes and self-regulation through evidence-based practices.
- Establish a commitment to planning, implementing and reviewing formative assessment practices.
- Ensure that all students develop achievable learning goals based on teacher assessment and feedback.
- Introduce a feedback model that includes teacher-to-student, peer-to-peer, teacher-to-teacher and student-to-teacher in order to establish collaborative and cooperative learning.

Success criteria for this strategic direction

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF - Learning Culture)

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum)

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. (SEF - Assessment)

Reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. (SEF - Reporting)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective Classroom Practice)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. (SEF - Professional Standards)

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

Administrative systems, structures and processes

Success criteria for this strategic direction

underpin ongoing school improvement and the professional effectiveness of all school members. (SEF - Management Practices and Processes)

Evaluation plan for this strategic direction

Questions: What impact is having effective data skills and use practices having on student outcomes? Do teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement? Are students provided with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus? Are Aboriginal students achieving at a comparative level to non-Aboriginal students.

Data: A range of data sources will be regularly analysed to monitor the progress and achievement of this strategic direction. These include:

- NAPLAN data
- Scout - Value added data
- Internal school data and analysis
- Student work samples
- Literacy and numeracy PLAN2 data
- Lesson observations
- Student and teacher surveys
- TTFM

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring throughout the year.

Annually, the school will review progress towards the improvement measures.

Implications: At each analysis point, based on the findings, a determination will be made as to the effectiveness of the initiative. These will also guide the

Evaluation plan for this strategic direction

'where to next' steps.