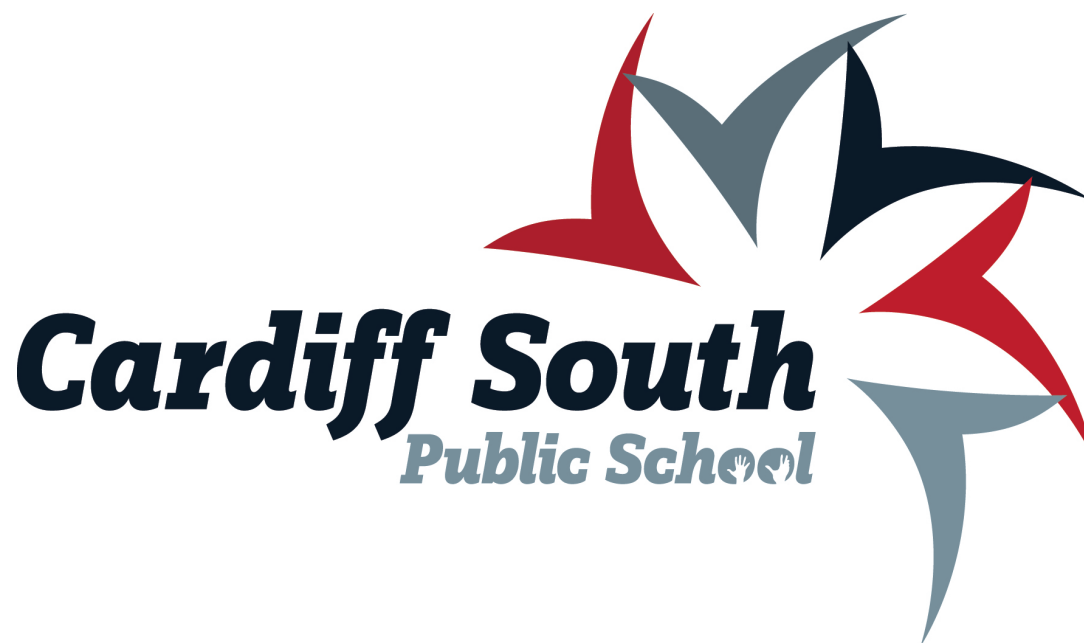


# Strategic Improvement Plan 2021-2025

## Cardiff South Public School 3895



# School vision and context

## School vision statement

### **Mission**

We believe that every child has the right to an excellent educational experience which fosters the development of skills and strengths that enable them to become happy and productive members of society.

### **Vision**

Our vision is that Cardiff South Public School is recognized by our community as a school which delivers excellence in learning, wellbeing and community engagement.

## School context

Cardiff South Public School is a P-6 school which is part of the Lake Macquarie North Network and has strong ties to the Cardiff Communities of Schools (CCoS). The school culture is underpinned by our values; Respect, Resilience, Integrity, Responsibility and Excellence and high expectations that all members of our community are committed to achieving their personal best.

The school's enrolment numbers have been quite stable over the past three years, however numbers decreased sharply at the end of 2020. Families who left did so to enrol at new local schools, while two families left to enrol at private schools. The school's 2021 K-6 enrolment is 285, with an additional 40 part-time places offered annually within our onsite DEC Preschool.

- **12.5%** (37 students) of the school's population is Aboriginal.
- **7%** of students have a Language Background other than English (LBOTE).
- **24%** of the school's current enrolments are non-local.
- The school consistently averages over **94%** annually for attendance.
- Our Family Occupation and Education Index (FOEI) is currently **92** (the state average is 100). Our students come from a range of socio-economic backgrounds.

Through our situational analysis we identified areas in which we will reconsider current practices, improving where possible and replacing where necessary. Throughout this 2021-2024 school plan we will continue to run a lens across all school practices and identify programs, pedagogies and practices that ensure ongoing improvement into the future.

Cardiff South Public School Preschool underwent Assessment and Rating in 2018 and was assessed as 'Meeting the National Standards' in six of the seven elements assessed. In the remaining element we were assessed as Exceeding the National Standard. Reassessment is likely to be carried out in 2021/22.

Cardiff South Public School has a history of multi-generational enrolments as children and grandchildren of former students undertake their education. These families have a strong sense of connectedness to the area and to the school. School events are very well attended by parent, carers and other family/community members.

The school community has a high participation in sporting activities, particularly soccer, rugby league and netball, both inside the school and outside school hours. The school ensures that students with strengths in particular sports are given the opportunity to compete at PSSA level. We also provide opportunities for students to discover strengths in other areas, including Creative and Performing Arts, debating, public speaking, science and technology and Aboriginal cultural activities.

Further enhancement of current data informed practices will ensure ongoing improvement in student learning (particularly in the essential areas of literacy and numeracy), wellbeing and community engagement as we strive for excellence in all that we do. We will ensure

# School vision and context

## School vision statement

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## School context

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that school improvement reaches every classroom, and that every member of our staff and community undertakes the work required to positively impact the learning of every individual student.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to ensure ongoing improvement in student learning outcomes in literacy and numeracy we will develop and refine data driven, research-based teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Reading growth

Achieve by year: 2023

### Reading Growth

An increase in Check-in Assessment mean scale score for Reading in Year 4 and Year 6 for 2023 compared with Year 3 and Year 5 in 2022.

### Numeracy growth

Achieve by year: 2023

### Numeracy Growth

An increase in Check-in Assessment mean scale score for Numeracy in Year 4 and Year 6 for 2023 compared with Year 3 and Year 5 in 2022.

Achieve by year: 2022

### School Excellence Framework - Learning Domain

Self-assessment of the element of Curriculum (focus theme - Differentiation) indicates improvement from Delivering towards Sustaining and Growing.

Achieve by year: 2022

### School Excellence Framework - Teaching Domain

Self-assessment of the element of Data Skills and Use (focus theme - Data Use in Teaching) indicates improvement from Delivering towards Sustaining and Growing.

## Initiatives

### Data-informed practices.

We will embed sustainable whole school processes for collecting, analysing and using data.

- Professional learning in data literacy for all staff including the analysis of data to identify areas of need.
- Embed regular data collection, consistent teacher judgement and collaborative planning through five-weekly cycles of assessment and data collection using the literacy (reading) and numeracy (number) progressions and PLAN 2.
- The use of data analysis to inform future directions for;

~ Individual students,

~ Whole-class teaching and learning

~ School-wide initiatives.

- Review and adapt teaching and learning programs to ensure that data is used as a formative assessment tool to inform practice and determine "where to next" for individual students.

### New English and Mathematics Syllabuses - Engaging and Enacting

Teachers across the school will implement the new English and Mathematics Syllabuses using the Explore, Enact, Embed model.

Stage 2 and Stage 3 teachers will explore aspects of the new syllabuses to identify and plan for changes required for effective curriculum implementation from 2024.

Early Stage 1 and Stage 1 teachers will teach, assess and report using the new syllabuses and evaluate to refine new practices and systems in 2023.

Our preschool educators will engage with the new syllabus and use their knowledge in learning which is designed using the Early Years Learning Framework.

## Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom discussion.
- A collection of high-quality formative assessment tasks is available and being used by all teachers to inform teaching and learning for individual students and groups of students.
- Valid and consistent teacher judgement is evident across the school.
- Data and feedback inform teaching practice and direct learners and learning
- The percentage of Aboriginal and Torres Strait Islander students achieving Top 2 bands in Reading and Numeracy falls within the whole-school system identified targets.
- The percentage of Aboriginal and Torres Strait Islander students who achieve expected growth in NAPLAN falls within whole-school system identified targets.
- All students and teachers can articulate and understand individual literacy and numeracy learning goals.
- Teachers, parents and community members are working collaboratively to enhance school processes and teaching and learning with mutual high expectations for student success. (SEF - Learning Domain)
- Student assessment data is collected efficiently, analysed expertly and used professionally to ensure implementation of effective, explicit teaching and learning.
- Professional learning is strategically planned to ensure the most effective teaching and learning is identified, implemented and promoted. (SEF - Teaching Domain)
- Members of the school executive team recognise, embrace and fulfil their role as the primary instructional leaders in the school. (SEF - Leading Domain)

# Strategic Direction 1: Student growth and attainment

## Initiatives

All teachers will collaboratively complete professional learning, adjust current teaching and learning to ensure they meet new syllabus outcomes and explore new units of work as they become available.

All teachers will embed the new syllabuses into their classroom practice from 2024 onwards.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

### Data:

We will use a combination of data sources. These will include evidence of:

### *Evidence of Activity*

- PL Attendance Records, Agendas, etc
- T&L Programs
- Aboriginal Personalised Learning Pathways (PLPs)?
- Personalised Learning and Support Plans (PLSPs)?
- Timetables

### *Evidence of Process Quality*

- Document analysis of T&L programs
- Focus Groups
- School Excellence Framework and SEF SaS
- Walk throughs and observations
- Surveys

### *Evidence Impact:*

- Internal assessment: PLAN 2, SENA, Reading Level Data, Spelling Data
- External assessment: NAPLAN, Check in Assessment
- Scout Data
- Anecdotal Records
- Student work samples
- WWB Survey
- Students achieving goals on individual plans (PLSPs and PLPs)

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications:

The findings from this analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report)
- Targeted students requiring interventions

## Strategic Direction 2: Achieving Excellence in Wellbeing

### Purpose

To introduce researched-based wellbeing practices and enhance current practices which improve student connectedness, engagement and attendance and ensures ongoing improvement in student learning outcomes.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

We will increase the proportion of students who attend school >90% of the time by 5.2 percentage points from baseline..

Achieve by year: 2022

#### Annual Tell Them From Me Survey - Expectations for Success

The proportion of students reporting **Expectations for Success** will increase by at least 2 percentage points from baseline.

Achieve by year: 2022

#### Annual Tell Them From Me Survey - Advocacy at School

The proportion of students reporting **Advocacy at School** will increase by at least 6 percentage points from baseline.

Achieve by year: 2022

#### Annual Tell Them From Me Survey - Sense of Belonging

The proportion of students reporting **Sense of Belonging** at School will increase by at least 6 percentage points from baseline.

Achieve by year: 2022

### Initiatives

#### Achieving excellence in Learning and Support

Learning and Support Team processes and procedures will be enhanced, in collaboration with the Lake Macquarie North Learning and Wellbeing Team, to ensure that all students are known, valued and cared for and the needs of individual students are met.

- Sustainable whole school learning and support processes and procedures will be embedded in consultation with students and their families. The implemented changes will inform:
  - ~ the selection of wellbeing strategies which meet individual student need
  - ~ the impact of the implemented strategies on student wellbeing and learning
  - ~ the ongoing identification of required professional learning and school resourcing which builds the capacity of teachers to meet individual student need
- enhanced strategies to improve the number of students who attend school >90% and minimise the number of students who attend <80%.

~ ensure events are held on targeted days to improve attendance

~ Reward excellent attendance and acknowledge improved attendance

~ Collaborative planning and intervention with Home School Liaison Officer

~ Effective communication with families around attendance.

#### Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning philosophy will be embedded across the school to ensure that positive, respectful relationships are evident and widespread among students, staff and the whole-school community.

### Success criteria for this strategic direction

- The identified spike in absences on Mondays and Fridays will decrease.
- The number of families allowing students to be absent on their birthdays decreases.
- Celebration of positive attendance is built into each term (>97% with all absences explained/justified)
- Children who attend school <80% of the time are identified twice per term and referred to LST and discussed at HSLO meeting.
- The number of children who attend <80% of the time are reducing over time.
- There is a strategic and planned approach to whole-school wellbeing processes to support students to connect, succeed, thrive and learn.
- There is a student centred, proactive approach to behaviour management which results in consistency across all settings and ensures optimum conditions for learning. (SEF - Learning Domain)
- Areas of concern are identified through the effective use of data. As a result of regular data analysis, proactive interventions are developed to ensure success. (SEF - Teaching Domain)
- The school will be recognised by our wider school community as a school in which effective wellbeing practices are embedded and continuous improvement is evident. (SEF - Leading Domain)

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student connectedness, engagement and attendance resulting in improved student outcomes?

#### Data:

We will use a combination of data sources. These will include evidence of:

## Strategic Direction 2: Achieving Excellence in Wellbeing

### Improvement measures

#### School Excellence Framework - Learning Domain

Self-assessment of the element of Wellbeing (focus theme - A planned approach to wellbeing) indicates improvement from Delivering towards Sustaining and Growing.

### Initiatives

These relationships will result in optimum conditions for student learning and wellbeing.

- Development and implementation of a small number (maximum of five) universal behaviour expectations for use across the whole school ("I can" statements)
- Enhanced student representation in decision making around rules and behaviour expectations - increased opportunity for student voice.
- Improved consistency for behaviour expectations among all staff members across the whole school
- A pro-active approach to behaviour expectations through direct instruction and demonstration - increased student expectation of success.
- Redevelop award system to ensure that students who meet expectations are regularly rewarded throughout each day - increased sense of connectedness among students.
- Enhanced communication with parents/carers around behaviour expectations.

### Evaluation plan for this strategic direction

#### Evidence of Activity

- PBL Action Plan
- LST Documentation - minutes, referrals, procedures
- PL Attendance Records

#### Evidence of Process Quality

- Document analysis: Yellow Forms
- WWB Survey
- PBL Walk-throughs and observations
- Focus Groups
- School Excellence Framework and SEF SaS
- Aboriginal Personalised Learning Pathways (PLPs)
- Personalised Learning and Support Plans (PLSPs)
- PBL Signage
- LST Processes and Documentation
- PBL spot checks
- PBL Lesson Plans and resources
- PBL Agenda and Minutes

#### Evidence of Impact

- Internal Data: Sentral Data (behaviour, attendance)
- External Data: NAPLAN (Expected Growth)
- Scout Data (including TTFM)
- WWB Survey

#### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

#### Implications:

The findings from this analysis will inform:



## Strategic Direction 2: Achieving Excellence in Wellbeing

### Evaluation plan for this strategic direction

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- Future actions
- Annual reporting on school progress measures (published in the Annual Report)

#### Potential Activities

Attendance data monitored through Sentral

- Attendance data analyzed to identify ongoing student issues
- Tell them from Me Survey results each year.
- Focus Groups (Teachers, Students, Staff, Community)

# Strategic Direction 3: Achieving Excellence in Community Engagement in Learning

## Purpose

To embed a culture of high expectations across the whole school community, enhancing parents' and carers' knowledge, skills and abilities to build collaborative partnerships which complement the school's efforts to ensure ongoing improvement in student learning outcomes.

## Improvement measures

Achieve by year: 2022

### Annual Tell Them From Me Survey - Parents/Carers

Increase the proportion of parents/carers who feel that the school delivers excellence by 10 percentage points.

Achieve by year: 2022

### School Excellence Framework - Learning Domain

Self-assessment of the element of Reporting (focus theme - Parent Engagement) indicates improvement from Delivering towards Sustaining and Growing.

Achieve by year: 2022

### School Excellence Framework - Leading Domain

Self-assessment of the element of Educational Leadership (focus theme - Community Engagement) indicates improvement from Delivering towards Sustaining and Growing.

## Initiatives

### Achieving excellence through collaborative partnerships

The current culture of high expectations will be strengthened resulting in a school-wide, collective responsibility for individual student learning and success.

- Every child able to identify a staff member who they can turn to for support in learning and/or wellbeing.
- Professional learning for all staff to build capacity to engage the whole-school community in learning and wellbeing
- Adult learning opportunities to engage parents/carers in learning, both at school and to enhance the impact they can have outside school hours.
- Authentic opportunities for collaborative planning of student goals, feedback and goal monitoring and achievement.

The evaluation of base-line data and planned activities will be used to inform:

- the selection of adult education strategies
- the impact of the implemented strategies on student connectedness and learning
- professional learning and school resourcing

### Whole-school appreciation of Aboriginal and Torres Strait Islander culture

Ongoing improvement of partnerships and connections with our Aboriginal and Torres Strait Islander community to improve student connectedness, cultural awareness and expectations of success. Our partnerships will be based on supportive and responsive learning environments within a culture of mutual respect.

- Aboriginal and Torres Strait Islander Cultural Awareness Program, during which a teacher will be released to;

~ Partner with Aboriginal and Torres Strait Islander students and their families to develop the cultural

## Success criteria for this strategic direction

- Parents and carers play an authentic role in collaborative planning of student learning.
- Parents and carers holistic information about each student and their individual wellbeing and learning needs informs planning.
- Parents and carers are confident in their own ability to contribute to successful student learning outcomes.
- Regular opportunities are planned for timely and productive two-way feedback between parents/carers and teachers.
- Parents/carers and the wider school community recognises the school as providing a learning environment in which all students and their families have an excellent educational experience.
- Parents and carers of Aboriginal and Torres Strait Islander students feel that their culture is valued by the wider school community.
- Parents and carers have a deeper understanding of Aboriginal and Torres Strait Islander culture and celebrate the diversity of the school population.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student connectedness, engagement and attendance resulting in improved student outcomes?

### Data:

We will use a combination of data sources. These will include evidence of:

### Activity

- WWB Survey
- Focus GroupS

## Strategic Direction 3: Achieving Excellence in Community Engagement in Learning

### Initiatives

awareness of individual students.

~ Develop a Junior AECG which will build connections with the local AECG and Junior AECGs from the Cardiff Community of Schools.

~ Develop strategies in consultation with Aboriginal and Torres Strait Islander students and their families to build cultural awareness of all staff members, students and their families.

~ Develop classroom resources and lesson content which result in authentic Aboriginal and Torres Strait Islander perspectives across school.

~ Introduce Awabakal language into school signage and within classrooms where appropriate.

- Opportunities for whole-school community involvement in celebrations and learning

~ All parents/carers encouraged to attend workshops and demonstrations during NAIDOC Week celebrations.

~ Professional learning in cultural awareness repeated with a school-wide parent/carer focus

The evaluation of base-line data and planned activities will be used to inform:

- the selection of activities and strategies to enhance school-wide understanding of the Aboriginal and Torres Strait Islander experience.
- the impact of the implemented strategies on student connectedness and learning
- learning across the whole-school community
- school resourcing

### Evaluation plan for this strategic direction

- PBL spot checks
- PBL Action Plan
- PBL Lesson Plans
- LST Documentation - minutes, referrals
- Adult Learning session sign on sheets, agendas, tasks and resources

#### **Process Quality**

- WWB Survey
- Focus Groups
- School Excellence Framework and SEF SaS
- Aboriginal and Torres Strait Islander Personalised Learning Pathways (PLPs)
- Personalised Learning and Support Plans (PLSPs)
- LST Processes and Documentation

#### **Impact:**

- Internal Data: Sentral Data (behaviour, attendance)
- Scout Data (including TTFM)
- School generated surveys

#### **Analysis:**

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

#### **Implications:**

The findings from this analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report)

#### **Potential Further Activities**

- Adult learning sessions (kindergarten transition, aligned with school discos etc, ATSI TPL replicated

## Strategic Direction 3: Achieving Excellence in Community Engagement in Learning

### Evaluation plan for this strategic direction

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for parents/carers, P&C meetings, Online learning opportunities for parents/carers, Parenting workshops, University Partnership eg Dads and daughters program,)

- Tell them from Me Survey results each year.
- Focus Groups (Teachers, Students, Staff, Community)