

Strategic Improvement Plan 2021-2024

Cardiff North Public School 5260



School vision and context

School vision statement

At Cardiff North Public School, we strive for excellence by delivering quality, evidence-based, inclusive education within a culture of high expectations. Students are inspired to be self-motivated and confident learners with the skills to make informed contributions as citizens and leaders.

School context

Cardiff North Public School, situated in the Lake Macquarie suburb of Cardiff, has strong partnerships with the Cardiff Community of Schools, the Kumaridha AECG and the University of Newcastle. Our 2021 enrolment is 151 students. The school population includes 7% Aboriginal students and 3% of students have a language background other than English.

Teaching and learning programs provide a strong foundation for student success. Evidence-based Literacy and Numeracy programs are supported by instructional leadership. Cardiff North Public School is committed to ensuring high quality education produces successful learners, confident and creative individuals and positive contributors to society. Cardiff North Public School has a strong focus on student wellbeing, community engagement and quality teaching and learning. The enthusiastic and professional staff work as a collaborative team, consistently improving themselves as educators, embracing a growth mindset. Staff are committed to quality teaching and learning that nurtures and inspires students to achieve their individual potential. Ready to Learn Partnership Plans ensure students' individual learning and wellbeing goals are created collaboratively with students, teachers and parents with successes regularly celebrated. Students enjoy opportunities to engage in self-regulating wellbeing practices, including brain gym and social and emotional learning. Dedicated and passionate staff ensure our students enjoy a wealth of cultural, sporting and educational opportunities within and beyond the school.

A strong student voice exists within our School Parliament. K-6 student focus groups lead to student identified initiatives enjoyed by the school community. 2021 will see the introduction of a Junior AECG, enhancing collaborative leadership opportunities for Aboriginal students. Genuine partnerships exist between the staff and our dedicated P&C, contributing to the positive school culture at Cardiff North Public School.

Technology is used effectively to enhance student learning and engagement. STEM lessons that incorporate coding, robotics, virtual reality and 360 degree cameras, further develop students' understanding and application of digital technologies.

Our school community is committed to working collaboratively to effectively plan, lead and evaluate the implementation of Cardiff North Public School's strategic directions. Following a thorough situational analysis, we have identified the following focus areas to inform the initiatives within our strategic improvement plan. These include:

- Growth and Attainment - assessment and evidence-based quality teaching
- Wellbeing - collaborative partnerships and engagement, social and emotional learning
- Leadership, Expertise and Innovation- continuous improvement and high expectations, community engagement

Our school is committed to the NSW Department of Education's vision to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

Strategic Direction 1: Student growth and attainment

Purpose

Implement and refine evidence-based teaching and consistent school-wide assessment practices that are responsive to the learning needs of individual students to improve reading and numeracy outcomes.

Improvement measures

Target year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Reading by 5.8% from baseline

Target year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN Reading by 3.1% from baseline

Target year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Numeracy by 5.1% from baseline

Target year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy by 6% from baseline

Target year: 2024

Excelling within the theme 'Data analysis'. This theme is within the element 'Data Skills and Use' under the Teaching Domain of the School Excellence Framework (SEF)

Initiatives

Assessment

Consistent school-wide practices for assessment are embedded into teaching and learning programs. This will be achieved through:

- Formative assessment integrated into teaching practice in every classroom, confirming that students learn what is taught
- All staff being supported to analyse whole school progress and achievement data stemming from NAPLAN, PAT assessments and PLAN2 class observations to identify trends at individual, group and whole school levels
- Ongoing professional learning delivered to staff around the effective use of literacy and numeracy learning progressions to inform practice
- Student feedback informing teaching and learning programs

Evidence-based Quality Teaching

The school monitors, evaluates and refines the implementation of evidence-based practices to improve students' achievement in literacy and numeracy. This will be achieved through:

- Quality Teaching Rounds, Teaching Sprints and instructional leadership supporting the implementation of evidence-based practices
- Evidence-based practice demonstrated in teaching and learning programs and visible in classrooms during 'walk through' observations
- Systematic and regular monitoring of the effectiveness evidence-based practices have against improvement measures

Success criteria for this strategic direction

Assessment

All staff integrate formative assessment into their practice to confirm that students learn what is taught (SEF - Formative assessment)

All teaching and learning programs show evidence of internal and external data to inform practice (SEF - Data analysis)

Stage meetings include regular opportunities for staff to be supported in consistent, evidence-based judgement and moderation of assessments (SEF -Whole school monitoring of student learning)

All teaching and learning programs show evidence of student feedback to inform teaching (SEF - Student engagement)

Evidence-based Quality Teaching

All Quality Teaching Rounds and Teaching Sprints are designed around evidence-based practices (SEF - Explicit teaching)

All teaching and learning programs reflect evidence-based practice (SEF - Explicit teaching)

All teachers employ evidence-based practice in their classrooms, visible during 'walk-through' observations (SEF - Explicit teaching)

The school has processes in place to monitor and evaluate evidence-based practices and their effectiveness to improve student learning outcomes (SEF - Data use in planning)

Evaluation plan for this strategic direction

Questions

To what extent are evidence-based quality teaching and assessment practices improving student achievement?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Data

A combination of the following internal and external data sources will be used:

- Internal assessments: PLAN2, reading monitoring graphs, SENA/IfSR, PAT, Phonological Awareness Diagnostic Assessment, anecdotal observations, exit slips and student work samples
- External assessments: NAPLAN, Check in Assessment, Best Start Kindergarten Assessment and Phonics Screening Check
- 'Walk through' observation records
- Teaching and learning programs
- Staff collaboration meeting minutes and supporting materials

Analysis

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

Impact

Findings from the analysis will inform the next school planning cycle. Findings related to the attainment of school progress measures will be reported on and published in the Annual Report. This will be communicated to the school community throughout the year in the Bulletin and on the school website.

Strategic Direction 2: Wellbeing

Purpose

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

Improvement measures

Target year: 2022

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target

Target year: 2022

TTFM Wellbeing data increases to be at or above the lower bound system-negotiated target of 92.7%.

Target year: 2024

Excelling in the theme 'Individual learning needs' within the element 'Wellbeing' under the Learning Domain of the School Excellence Framework (SEF)

Initiatives

Collaborative Partnerships, Attendance and Engagement

Family and community partnerships are fostered to improve lifelong learning and engagement for all students. The school implements evidenced based attendance strategies and processes that result in measurable improvements in student engagement. The school is responsive to feedback and discussion. This will be achieved through:

- 'Ready to Learn' plans, written collaboratively by students, teachers and parents, inclusive of Personalised Learning Pathways for Aboriginal students
- Regular opportunities for whole school community to demonstrate aspirational expectations of learning progress and achievement for all students
- School-wide collective responsibility to demonstrate commitment to the goals outlined in the 2020-2030 Partnership Agreement
- Engaging teachers, parents and the community to work together to support a whole school approach to monitor, encourage and improve student attendance

Social and Emotional Learning

Evidence-based social and emotional practices are embedded school-wide to promote student wellbeing and ensure optimum conditions for student learning. This will be achieved through:

- A planned approach to wellbeing that includes professional learning, resourcing and systems for trauma informed practice
- Opportunities for students to identify individual self-regulation strategies and implementation of SEL lessons

Success criteria for this strategic direction

Collaborative Partnerships, Attendance and Engagement

All students have a 'Ready to Learn' plan created in partnership with parents, students and staff (SEF- Individual learning needs)

All parents participate in Partnership Plan and Progress Plan meetings every year, demonstrating an increase in aspirational expectations of learning progress (SEF- High expectations)

All staff participate in Aboriginal cultural awareness training every year (2020-2030 Partnership Agreement)

Increased proportion of students attending school at least 90% of the time (NSW DoE Strategic Plan)

Social and Emotional Learning

All teaching and learning programs reflect evidence-based Social and Emotional Learning lessons (SEF- A planned approach to wellbeing)

All students have identified individual self-regulation strategies as part of their 'Ready to Learn' plans (SEF- Individual learning needs)

Evaluation plan for this strategic direction

Questions

To what extent do collaborative partnerships, evidence-based attendance strategies and social and emotional learning ensure optimum conditions for student learning?

Data

A combination of the following internal and external data sources will be used:

- TTFM and internal student, staff and parent surveys
- Sentral records and Scout data

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

- Record of attendance at 'Ready to Learn' partnership meetings and progress meetings
- Professional learning register
- Teaching and learning programs
- Staff collaboration meeting minutes and supporting materials

Analysis

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

Impact

Findings from the analysis will inform the next school planning cycle. Findings related to the attainment of school progress measures will be reported on and published in the Annual Report. This will be communicated to the school community throughout the year in the Bulletin and on the school website.

Strategic Direction 3: Leadership, Expertise & Innovation

Purpose

Inspire and support all staff to have high aspirations and contribute to school leadership, expertise and innovation.

Improvement measures

Target year: 2024

Excelling in the theme 'Expertise and innovation' within the element 'Learning and Development' under the Teaching Domain of the School Excellence Framework (SEF)

Target year: 2024

Excelling in the theme 'High expectations culture' within the element 'Educational Leadership' under the Leading Domain of the School Excellence Framework (SEF)

Initiatives

Continuous Improvement and High Expectations

The school maintains a focus on distributed instructional leadership to sustain a culture of continuous improvement. This will be achieved through:

- Mentoring and coaching support led by expert teachers, such as those working within Highly Accomplished or Lead descriptors
- Leadership opportunities within K-6 Quality Teaching Rounds, Teaching Sprints and staff roles and responsibilities
- Collaborative professional development within and beyond the CCoS network

Community Engagement

The leadership team establishes a professional learning community, committed to the strategic vision of the school. This will be achieved through:

- Committing to a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success
- Enabling a self-sustaining and self-improving community that contributes positively to all aspects of school life

Success criteria for this strategic direction

Continuous Improvement and High Expectations

All staff are supported to identify and develop their leadership capabilities (SEF - Instructional leadership)

Mentoring and coaching processes are embedded practice within the school and continue to be shared across networks of schools (SEF - Coaching and mentoring)

All staff are provided with opportunities to lead Quality Teaching Rounds and Teaching Sprints designed around evidence-based practices (SEF - High expectations culture)

All staff are provided with opportunities to lead initiatives within staff roles and responsibilities (SEF - High expectations culture)

Community Engagement

The school has processes in place to monitor and evaluate the effectiveness of the school-wide commitment to improve student learning outcomes (SEF - High expectations culture)

All families have the opportunity to genuinely connect and collaborate with staff on identified areas for improvement (SEF - Community engagement)

Evaluation plan for this strategic direction

Questions

To what extent does the school demonstrate leadership, expertise and innovation to improve student outcomes and community engagement?

Data

A combination of the following internal and external data sources will be used:

- TTFM and internal student, staff and parent surveys

Strategic Direction 3: Leadership, Expertise & Innovation

Evaluation plan for this strategic direction

- Professional development documents
- Internal monitoring records of staff working within the four professional career stages of the Australian Professional Standards for Teachers

Analysis

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

Impact

Findings from the analysis will inform the next school planning cycle. Findings related to the attainment of school progress measures will be reported on and published in the Annual Report and communicated to the school community throughout the year in the Bulletin and on the school website.