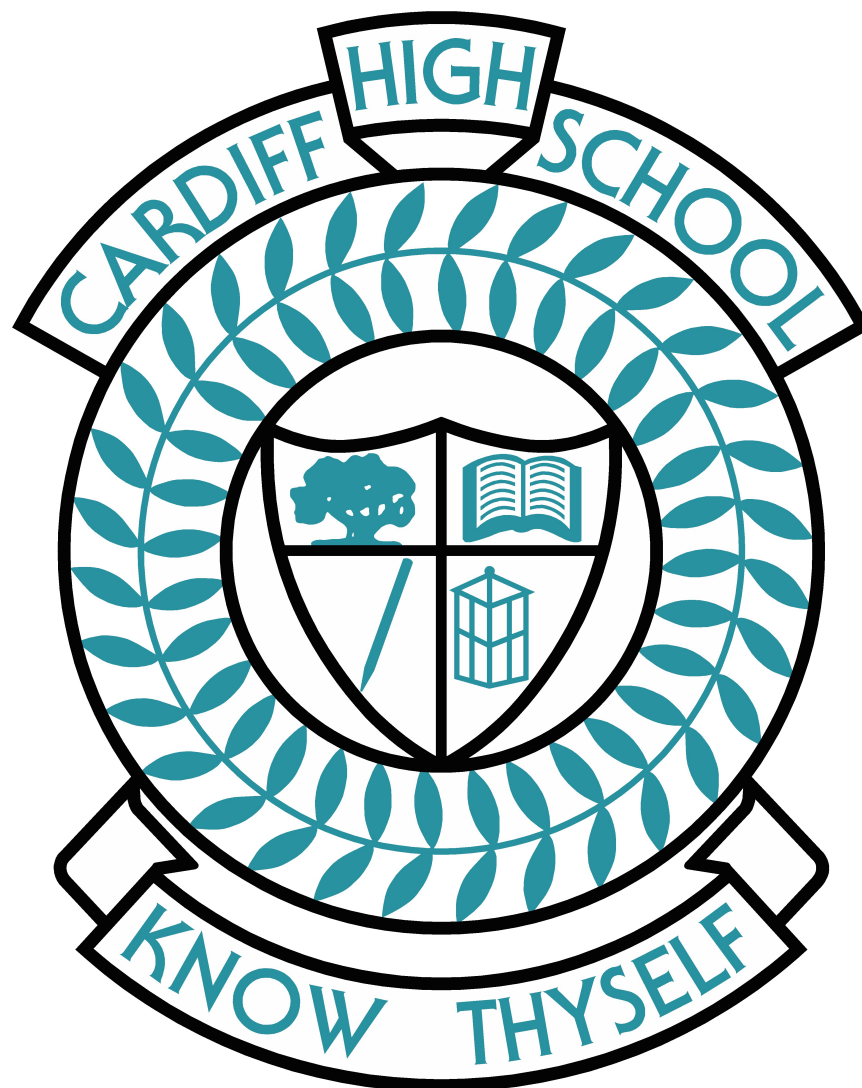


Strategic Improvement Plan 2021-2025

Cardiff High School 8903



School vision and context

School vision statement

To be a nurturing educational setting that promotes success and opportunity, based on mutual respect and the building of partnerships in the pursuit of excellence.

School context

Cardiff High School is a comprehensive, co-educational secondary school located in the City of Lake Macquarie. The school operates a SOAR Learning Centre (special education) comprising 7 classes catering to students with disabilities and other additional needs. The school draws its enrolments from the Cardiff, Garden Suburb, Hillsborough and Macquarie Hills Communities. The school has a culture of academic achievement, success in sport and creative and performing arts.

In 2022, Cardiff High School recorded 720 student enrolments, including 110 Aboriginal students. Cardiff High School has experienced steady growth in enrolment numbers over recent years. Noteworthy growth is recognised within our population of students from Aboriginal and Torres Strait Islander backgrounds, currently being 16%. The school curriculum caters for a wide variety of interests and needs, with a growing number of students accessing tertiary study and local-industry post-school pathways. The school is focused on improving student academic outcomes, plus student and staff wellbeing and leadership.

The school's staffing entitlement in 2022 is 63 teachers and 18 non-teaching staff. In 2022 the school funded two additional Head Teachers in the areas of Teaching and Learning and Wellbeing. Throughout 2022 the school engaged the services of a full time Business Manager. The teaching staff within Cardiff High School is stable, with a considerable number working high proportions of their career at Cardiff High School.

A comprehensive situational analysis has been conducted which led to the development of the 2021 - 2024 Strategic Improvement Plan. Genuine consultation was achieved with students, staff, parents, the Local Kumardha AECG and community groups. The situational analysis identified priorities for the school's equity funding. The majority of the school's equity funds are utilised to employ additional Learning and Support Teachers and School Learning Support Officers to operate the School Learning Centre. The Learning Centre targets academic and social development for a range of students throughout the school year.

The school is committed to ongoing staff professional development through robust systems and professional learning teams. Aligned to Professional Learning, the school is an active member of the Cardiff Community of Schools (CCoS), inclusive of five feeder Primary Schools. A highlight of the CCoS is an annual multi-school development day occurring in term 3.

The school has an ongoing focus on academic performance through teacher data skills analysis. A further key focus area is developing aspirant leaders to excel in future leadership opportunities.

Strategic Direction 1: Student growth and attainment

Purpose

Cardiff High School is committed to the pursuit of excellence, ensuring all students are known, valued and cared for. To achieve academic success and prepare students for higher education, training and work we use explicit evidence based literacy and numeracy strategies to promote and support the individual needs of every student.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 8 and 9 for 2023 compared with Year 8 and 9 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 8 and 9 for 2023 compared with Year 8 and 9 in 2022.

HSC achievement - top 2 bands

Achieve by year: 2023

The percentage of students achieving HSC course results in the top two bands increases 4.5% from baseline.

HSC achievement - top 3 bands

Achieve by year: 2023

The percentage of students achieving HSC course results in the top three bands increases 4.5% from baseline.

Achieve by year: 2025

School Excellence Framework Self-Assessment of the elements Assessment (focus theme: Data Skills and Use) indicates this is embedded as excelling in every classroom.

Aboriginal student HSC attainment

Initiatives

Literacy & Numeracy Improvement Measures

Teachers commit to ensure quality teaching practices are embedded and implemented to support explicit evidence based teaching methods.

- High impact professional learning in literacy and numeracy using the What Works Best and other evidence based practices including quality teaching practices

- Develop, embed, reflect and refine formative and summative assessments which indicate student achievement against curriculum standards.

- Develop and embed reading and numeracy into quality formal assessment tasks 7-12.

- Review and implement assessment and reporting practices to ensure quality and consistency.

Data Driven Practices

- Effective strategies and processes for data collection, analysis and reflection is used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff

- 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.

- Engage Community of Schools in data analysis in Years 5 to 7 in Reading and Numeracy using this data to inform teaching strategies backward mapped into teaching and learning programs.

- Review and embed systems and professional capacity for analysis of NAPLAN, HSC and Minimum Standard data to identify, monitor and target areas of need.

Success criteria for this strategic direction

Consistent school wide practices are used to monitor, plan and report on student learning across the curriculum.

Quality assessments are developed to reflect What Works Best practices and are used school wide to promote consistent and comparable judgement of student learning, monitor progress and identify gaps for improvement and extension.

A whole school approach ensures the most effective evidence based teaching methods optimise learning progress for all students at point of need.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meets the learning needs of all students.

All teachers have a sound understanding of student assessment and data concepts, can analysis, interpret and use this data to inform, planning and teaching practice.

Staff across the CCoS collaborate to use student progress and achievement data to identify priorities and develop and implement plans for improvement.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose in student growth and attainment through Teaching and Learning and Data Driven Practices, and can demonstrate impact and improvement of student outcomes in Reading and Numeracy?

Data

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

- External student performance measures (NAPLAN, Year 7 Best Start, HSC, MINIMUM STANDARDS)

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2023

The proportion of Aboriginal Students completing the HSC increases by 19.3% to be at or above the Principal network's negotiated target whilst also maintaining their cultural identity.

Evaluation plan for this strategic direction

- Internal student performance measures (PAT)
- Student Work Samples
- Classroom Observation
- Document Analysis
- School Excellence Framework Assessments

Analysis

Data is analysed within the initiatives through progress and implementation monitoring to determine the extent to which the purpose and improvement measures have been achieved.

Implications

The findings of the analysis will guide ongoing implementation and inform future directions including annual reporting of school progress measures through the Annual School Report.

Strategic Direction 2: Enhanced Wellbeing

Purpose

Cardiff High School actively works to ensure students and staff have a strong sense of belonging and school connectedness. The promotion and establishment of positive wellbeing informs school initiatives and actions. All students and staff know how to access support and actively look to support each other.

Improvement measures

Achieve by year: 2022

A formulated approach to Staff Wellbeing improves staff wellbeing scores in the TTFM and school operated Wellbeing survey.

Wellbeing

Achieve by year: 2023

Growth in the proportion of students reporting Expectations of Success, Advocacy, and Sense of Belonging at School.

Attendance (>90%)

Achieve by year: 2023

Percentage of students attending 90% or more of the time increases 5.7% from baseline.

Achieve by year: 2025

Further Improved / growth within identified areas of the TTFM survey exceeding similar school groups

Initiatives

Staff Wellbeing

Staff engage with proactive and responsive whole-school staff wellbeing practices that focus on the promotion and development of personal and professional opportunities to ensure staff are truly valued and supported.

- An identified Staff Wellbeing Team lead initiatives based on areas of need identified in the staff TTFM survey. Mindfulness activities, including Yoga and regular opportunities to connect are established within the school calendar, plus promotion of current DoE programs.

- The Staff Wellbeing Team will develop further tools to monitor and analyse staff wellbeing for ongoing review purposes.

- Staff will participate in professional learning targeting Trauma Informed Practice to strengthen their knowledge and understanding of complex wellbeing matters.

Student Wellbeing

There is a school-wide collective response to students wellbeing. Evidence based changes are implemented throughout whole-school practices resulting in measurable achievements in wellbeing and engagement to support learning

- A 7 - 12 Cardiff High School Wellbeing Framework is developed and implemented - aligned to the DoE Wellbeing (Connect, Succeed, Thrive) model. The framework will include the design, implementation and monitoring of the School Anti-Bullying Policy and Procedures.

- A whole school approach to Trauma Informed Practice through the delivery of professional learning and review of school processes.

- Review and refine School Merit / Reward recognition processes.

- Development of the newly appointed Aboriginal

Success criteria for this strategic direction

A whole-school Wellbeing Framework is established and informs forward planning/mapping and review in relation to the needs of students.

Establishment of staff and student wellbeing programs. Ensuring increased engagement in whole-school programs by students and staff.

The level of engagement within staff and student wellbeing programs.

wellbeing is analysed and monitored by the school leadership team to ensure

The AEO forms visible links with the local community, increasing levels of communication.

An increase in Aboriginal cultural knowledge and activities.

Staff implement practical aspects of Trauma Informed Practices in classes.

A clearly defined merit/recognition system is identifiable, providing opportunities for a range of successes against an aspirational

Evaluation plan for this strategic direction

Question:

To what extent have we achieved positive growth in both staff and student wellbeing.

Data

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

- Tell Them From Me Survey
- School Developed Wellbeing Survey
- Analysis of attendance (student and staff).

Strategic Direction 2: Enhanced Wellbeing

Initiatives

Education Officer to engage programs which supports our growing Aboriginal Student population and develops cultural knowledge throughout the whole-school.

- Students will be involved in the development of identified core behavioural expectations. The core behavioural expectations are explicitly, consistently and supportively applied across the school.

Evaluation plan for this strategic direction

- Millennium data entry analysis
- Classroom Observation
- Document Analysis
- School Excellence Framework Assessments

Analysis

Data is analysed within the initiatives through progress and implementation monitoring to determine the extent to which the purpose and improvement measures have been achieved.

Implications

The findings of the analysis will guide ongoing implementation and inform future directions including annual reporting of school progress measures through the Annual School Report.

Strategic Direction 3: Excellence in Leadership

Purpose

Cardiff High School will grow and maintain a culture of high performance and aspiration, developed through research based leadership development. All students and staff will have opportunities to lead and access leadership development in a school environment of high expectations, continuous improvement and collaboration.

Improvement measures

Achieve by year: 2022

A strongly identified Student Representative Council (SRC) and Junior AECG, able to elevate student leadership opportunities and voice within CHS.

Achieve by year: 2022

A cohesive school community fostered by strong engagement with the P&C and school leadership teams.

Achieve by year: 2022

Aspirant staff program developing leadership skills and pathways to promotion.

Initiatives

Strengthening Connections

The school is recognised as excellent and responsive by its community because it uses best practice to embed visible leadership with a culture of high expectations.

- Regular opportunities for community members to provide feedback developed through ongoing connections and inclusion with the school.

- Inclusion of leadership development programs within the SRC.

- Enhancement of the Junior AECG with strong links to community, Cardiff Community of Schools and SRC.

- High levels of satisfaction is experienced by the school community. The school demonstrates a high performance culture, with a clear focus on student progress and achievement, leadership and high quality service delivery.

Leadership capabilities

The school maintains a focus on leadership to sustain a culture of effective, evidence based, capacity building opportunities; to establish a professional learning community engaged with ongoing quality teaching and learning and continuous improvement.

- The establishment of an identified staff team targeting leadership development and opportunity.

- A theoretical approach will underpin the leadership development of the school executive team.

- Head Teachers guide the performance and development of themselves and the teams they lead.

- Staff successfully utilise the performance and development framework to set goals and seek opportunities for ongoing improvement and avenues for advanced levels of accreditation.

Success criteria for this strategic direction

A visible SRC operating throughout the school with processes to ensure student voice is heard.

The Junior AECG establishes strong connections with the local community.

There are established processes to receive and action community feedback.

Increased community engagement within the school P&C.

There is a formalised Aspirant Staff Program with a sound uptake from staff seeking leadership positions.

Evaluation plan for this strategic direction

Question:

To what extent have we grown leadership capabilities and supported leadership role attainment throughout our staff and student population?

Data

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

- Tell Them From Me Survey
- Professional Development Framework
- Professional Learning evaluation
- Student Millennium / achievement entry data
- Staff promotion attainment, in both permanent and relieving capacities.
- SRC/Junior AECG feedback / review. Including number of students seeking positions within representative groups.
- Document Analysis
- School Excellence Framework Assessments

Analysis

Strategic Direction 3: Excellence in Leadership

Evaluation plan for this strategic direction

Data is analysed within the initiatives through progress and implementation monitoring to determine the extent to which the purpose and improvement measures have been achieved.

Implications

The findings of the analysis will guide ongoing implementation and inform future directions including annual reporting of school progress measures through the Annual School Report.