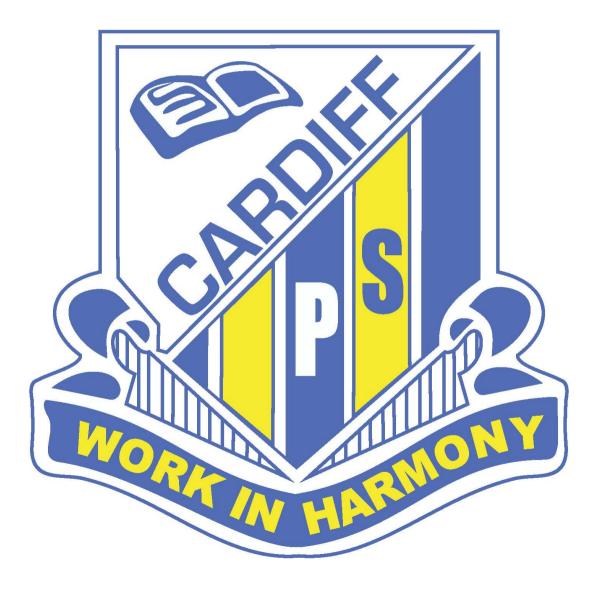# Strategic Improvement Plan 2023-2026

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) is located within the Regional North Operational Directorate and forms part of the Lake Macquarie North Principal Network. The school has 269 enrolments, including 12% Aboriginal or Torres Strait Islander students and a small number of students who have an English as an additional Language or Dialect. All learners are actively engaged in high quality learning programs across 11 mainstream classes, ranging from K-6. Led by an executive team, including 4 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, public speaking and much more.

The students, community and staff honour the school motto "Work in Harmony." 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 2022 Family Occupation and Education Index (FOEI) score was 99. 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 growth and attainment, well-being and engagement & assessment and feedback.

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.

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.

Through our situational analysis, we have identified focus areas which include; collaborative practices, relationships and systems to ensure ongoing improvement and achievement.

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 identify and plan next steps through consistent whole school assessment and feedback practices. .

Improvement measures

Reading growth
Achieve by year: 2023

Reading: Students demonstrate an increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth
Achieve by year: 2023

Numeracy: Students demonstrate an increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

SEF - Effective Classroom Practice
Achieve by year: 2026

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

Assessment Data Skills and Use
Achieve by year: 2026

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

Effective Classroom Practice

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

- Prepare for explicit teaching by planning lesson sequences, assessing data & reviewing prior 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 quality intervention support for students not meeting expected outcomes.
- Effectively use the syllabus to inform differentiated teaching and learning.
- Provide effective feedback to students and routinely set individualised learning goals which are regularly reviewed in order for students to demonstrate mastery.

Assessment and Data

To embed a whole school approach to assessment and data that encompasses the design and delivery of high quality practices we will:

- Use formative and summative assessment practices flexibly and responsively to analyse student progress, evaluate growth over time, report on student achievement and respond to trends in data.
- Engage with the school community to reflect on student learning goals and progress.
- Engage in high impact professional learning in effective assessment practices for all staff.

Success criteria for this strategic direction

An integrated approach to quality teaching, curriculum planning and delivery, and assessment that 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)

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)

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)

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)

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? To what extent are assessments practices informing teaching and improving student outcomes? Are explicit teaching practices being implemented consistently across the school? Are all equity groups achieving at a comparative level?

Evaluation plan for this strategic direction

Data Sources:

- NAPLAN data
- Scout data
- Student work samples & rubrics
- Literacy and numeracy PLAN V3 data
- Student PLSPs & PLP documents.
- Intensive Learning Support data
- Check-in data
- APC&I meeting data & discussions
- LaST & SLSO timetables
- Teacher program & evaluations
- Assessment Schedule
- Professional Learning Schedule
- EAL/D Reports & 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.

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

Wellbeing
Achieve by year: 2023

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

Achieve by year: 2026

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

Attendance >90%
Achieve by year: 2023

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

Initiatives

Evidence based processes

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

- Reviewing current wellbeing and engagement processes and practices 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 and engagement processes to ensure monitoring, analysis and evaluation of student attendance, behaviour, wellbeing, learning and engagement data.
- Sourcing and development of High Impact Professional Learning that enhance staff expertise in nurturing student wellbeing and engagement.

Effective partnerships

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

- A shared collective responsibility and ongoing consultation for student learning and success
- Staff and students working together to promote student wellbeing and create optimum conditions for student learning
- Sourcing and development of High Impact Professional Learning to implement evidence based change resulting in measurable improvements

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)

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)

Evaluation plan for this strategic direction

Questions: What impact have these initiatives had on student engagement and wellbeing? How have these processes and practices impacted on student sense of belonging and engagement in learning? How effective are the processes and practices in engaging students in learning and enhancing wellbeing? Have attendance rates improved?

Data:

- TTFM survey data from students, staff and community
- Scout - Attendance & Wellbeing
- NCCD
- Student PLPs, PLSP, adjustments
- Sentral- Wellbeing
- Focus groups (school community, students, staff)
- PAX data

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

Strategic Direction 2: Wellbeing & Engagement

Evaluation plan for this strategic direction

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: Highly Effective Professional Learning Communities.

Purpose

In order to develop a highly effective professional learning culture we will focus on collaborative practices, relationships and systems that provides support for ongoing development and improvement across the school.

Improvement measures

Achieve by year: 2026

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

Achieve by year: 2026

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

Initiatives

High expectations relationships

To develop effective systems for professional learning that develop high expectation relationships and impacts the quality of teaching across all classrooms, we will:

* develop whole-school and inter-school relationships that provide mentoring and support to ensure ongoing development and improvement.

* implement research based professional learning systems that are evaluated for impact, differentiated to meet individual staff needs and responsive to student needs.

Collective Efficacy

To develop a shared vision focused on continuous improvement and fueled by collaborative expertise within the school community, we will:

- model instructional leadership and support a culture of high expectations and community engagement.
- sustain a culture of effective, evidence-based teaching and ongoing improvement through utilising staff expertise.
- develop evidence based processes to collaboratively review teaching practices to support a culture of high expectations, including reflection and discussion focused on instruction and student learning.
- work collaboratively within our community of schools to support change that leads to sustained and measurable achievement for all students.

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)

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)

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

Evaluation plan for this strategic direction

Questions: How effective are our professional learning communities in creating a culture that supports ongoing development and improvement? To what extent has the quality of teaching practice improved as a result of teachers having engaged in collaboration? To what extent has collaboration improved student growth and attainment?

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

- NAPLAN and PLAN data

Strategic Direction 3: Highly Effective Professional Learning Communities.

Evaluation plan for this strategic direction

- Check-in Assessment data
- Scout - Value-added data
- Internal school data and analysis
- Student work samples
- Lesson observation notes
- Student and teacher surveys
- TTFM
- Quality Teaching Rounds coding
- PDPs
- Meeting agendas and minutes
- PL schedule and evaluations
- PLPs
- Transition documents

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.