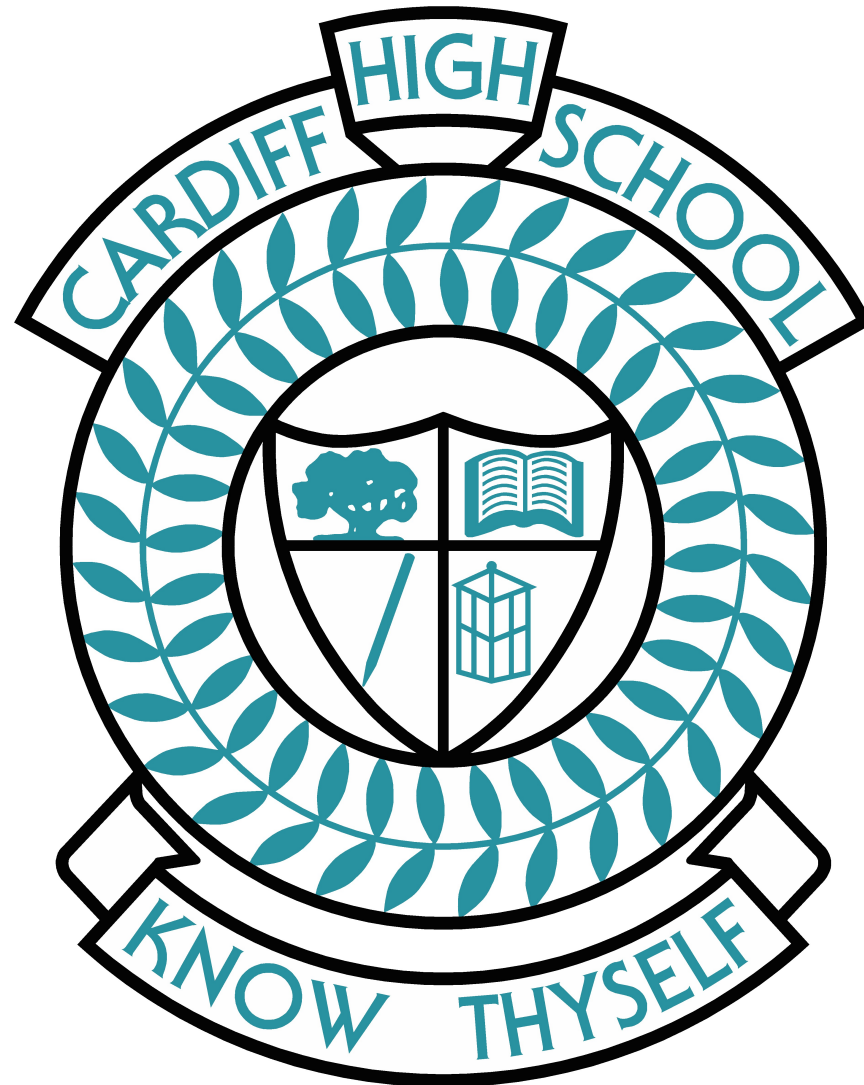


Strategic Improvement Plan 2024-2027

Cardiff High School 8903



School vision and context

School vision statement

To be an inclusive educational setting with a strong sense of community belonging that promotes a culture of academic success, resilience and aspiration.

School context

Cardiff High School's vision is to be an inclusive educational setting with a strong sense of community belonging that promotes a culture of academic success, resilience, and aspiration.

Cardiff High School is a coeducational comprehensive high school located on the northern side of Lake Macquarie. The school is situated on the land of the Awabakal People. In 2024 there are 722 students enrolled in mainstream classes across years 7 - 12. There are 53 students enrolled in our SOAR Learning Centre (Special Education Classes). In 2024, Cardiff High School's staff entitlement is 65.5 teachers, and 18.6 SAS staff. The average length of service for Cardiff High School teachers in their current position is 17 years. The average length of service for Cardiff High School's senior executive staff in their current position is 3 years.

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/or Torres Strait Islander backgrounds, currently being 16%. The school curriculum caters to 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.

In 2024 the school established three additional temporary Head Teachers in the areas of: Quality Teaching, Wellbeing, and Student Growth and Attainment. Throughout 2024 the school engaged the services of a full-time Business Manager and Technology and Communications Officer. 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 2024 - 2027 Strategic Improvement Plan. Genuine consultation was achieved with students, staff, parents, and the Local Kumardha AECG. 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's 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 a biennial multi-school conference occurring on the Term 3 School Development Day.

Cardiff High School has a strong focus on student and staff wellbeing. The 2024 - 2027 Strategic Improvement Plan focuses Strategic Direction 2 on the concept of "Belonging". Cardiff High School strives to promote school connectedness, within our environment, in which all community members feel they belong. Cardiff High School is a keen participant in the Resilience In Our Teens (RIOT) program, and The Resilience Project. In 2024, Cardiff High School introduced a timetabled fortnightly wellbeing period for stage 4 and SOAR

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students. During wellbeing periods, specially trained teachers will deliver bespoke lessons developed from the RIOT Program and Resilience Project.

Cardiff High School is dedicated to instilling a profound sense of aspiration among all members of our community. In our pursuit of excellence, our third Strategic Direction for 2024 - 2027 is centred on nurturing "Aspiration." We are committed to cultivating inspired educators and esteemed leaders through comprehensive initiatives such as the Quality Teaching Rounds Program, which encompasses all KLAs, as well as our tailored Aspirational School Leadership Program.

Moreover, our focus extends to fostering student aspiration through various dedicated programs, including our Student Leadership Development Program, Impact Players Program, and a range of leadership opportunities available within our Student Representative Council and Junior Aboriginal Education Consultative Group. At Cardiff High School, we are dedicated to empowering every individual to reach their full potential and achieve their aspirations.

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 to be resilient life-long learners, we use explicit evidence-based literacy and numeracy strategies to promote and support the individual needs of every student.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increased proportion of 2024 Year 9 Students achieving in the Upper Quartile of Check In Reading Assessment.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increased proportion of 2024 Year 8 Students achieving in the Upper Middle Quartile of Check In Numeracy Assessment.

Initiatives

Enhanced learner outcomes through quality teaching practices

The school will prioritise evidence-based practice by fostering continuous professional development, utilising reliable and current sources, and implementing research-based strategies. The school will emphasise data-driven decision-making, encourage collaborative learning communities, and promote reflective practices among our staff. By prioritising critical thinking, adapting to individual needs, and engaging in action research, the school aims to create a dynamic and evidence-based learning environment that maximises student success.

The school is dedicated to a holistic strategy to enhance literacy and numeracy across all stage levels, encompassing the creation of school-wide initiatives with specific goals and timelines. Continuous professional development opportunities will be extended to teachers, fostering collaboration within Professional Learning Groups. This initiative will not only address the needs of lower-ability students through regular data analysis but also recognise and support high-potential learners. The integration of literacy and numeracy skills across KLAs will be emphasised, creating a cohesive learning experience.

The school aims to actively engage parents and the community, cultivating a supportive learning environment, and establishing clear expectations for all students, including those with high potential. Progress monitoring and the celebration of achievements will underscore the effectiveness of our strategies, fostering a culture of excellence in literacy and numeracy.

- A whole-school focus on Quality Teaching Rounds will support quality teaching practices. These embedded actions will support explicit, evidence-based teaching methods throughout a seamless introduction of new curricula.
- Scheduled assessment review practices will ensure all teachers have a sound understanding of student assessment and data concepts.

Success criteria for this strategic direction

SEF Elements:

Learning:

- Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and achievement.
- Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning. Teachers involve students and parents/carers in planning to support learning and share expected outcomes.
- There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact. Parents/carers are supported as collaborative partners in their children's literacy and numeracy development.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers adjust their practice to trends in student achievement, at individual, group, and whole school levels.
- Students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of

Strategic Direction 1: Student growth and attainment

Initiatives

- The school will continue its commitment to developing and embedding a culture of reading, writing, and numeracy into quality teaching programs across all KLAs, ensuring literacy and numeracy are everyone's business.
- The Head Teacher Quality Teaching will lead the school's High-impact professional learning strategy in data literacy, data analysis, and data use in teaching for all staff.
- Curriculum development release time will facilitate opportunities for staff to collaborate in cross-curricular KLAs. These partnerships will infuse literacy and numeracy skills into curricula.

Success criteria for this strategic direction

assessments.

- Teachers directly engage with parents/carers to improve understanding of student learning and strengthen student outcomes. Reporting to parents/carers is responsive to feedback received.
- The school's value-add* trend is positive.

Teaching:

- Teachers review learning with students both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers use their professional judgment to make adjustments to suit student needs as they arise. Lesson planning is informed by students' prior achievement, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
- Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Leading:

- A school-wide culture of collaboration and continuous improvement exists, where strategic planning and implementation lead to an impact on learning progress and enhanced teaching and leadership practices. Embedded and iterative processes and practices evolve with the changing context of the school community.
- There is a culture of evaluative practice which supports the school to efficiently and effectively deliver their strategic priorities and demonstrate improvements in student learning outcomes.

Strategic Direction 1: Student growth and attainment

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 initiatives? How identifiable is quality data use occurring throughout our school? How can the school demonstrate the impact and improvement of student outcomes in Reading and Numeracy through data analysis and planning? In what way can the school demonstrate improvements in teacher practice based on our professional learning focus?

Data:

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

- External student performance measures (NAPLAN, HSC & Check-in)
- Internal student performance measures (PAT)
- School assessment and reporting results
- A - E grade report analysis
- Student work samples
- Classroom observation
- Quality Teaching Round evaluations and professional learning feedback.
- School Excellence Framework assessment
- Community member surveys and feedback

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Belonging

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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.5% in the attendance rate, from 80.8% in 2023 to 82.3% in 2027

Initiatives

School Community Belonging

The school is committed to actively enhancing school belonging through the implementation of this Strategic Improvement Plan, closely aligned with our whole school Wellbeing Framework. Our plan includes initiatives aimed at promoting inclusivity through anti-bullying programs and fostering a celebration of diversity, all within the context of our established wellbeing principles. Our objective is to encourage active student involvement in various clubs and extracurricular activities, fostering positive relationships, and cultivating a supportive school climate. Additionally, our plan incorporates the expansion of our current Student Mentoring Program, the enhancement of communication channels for transparency, consistent recognition, and celebration of student achievements tied to their wellbeing, along with a focus on wellness programs to address mental health and overall wellbeing. Our commitment extends to improving student belonging scores through these efforts, ensuring that every student feels known, valued, and cared for.

Our plan also aims to boost staff belonging through various methods: fostering inclusivity, professional development, promoting leadership opportunities, implementing beginning teacher mentoring programs, and acknowledging staff expertise and contributions. It emphasises clear communication, collaborative decision-making, and Professional Learning Communities. Overall, we aim to create a positive and inclusive culture, fostering a strong sense of belonging among the whole community.

- A 7 - 12 Cardiff High School Wellbeing Framework is refined and delivered, aligned to the DoE Wellbeing (Connect, Succeed, Thrive) model. The framework includes the design, implementation, and monitoring of the School Anti-Bullying Policy and Procedures.
- A whole school approach to recognising and reducing anxiety is developed through the delivery of the Resilience In Our Teens (RIOT) program.
- The school will continue to promote building resilience through a partnership with the Resilience Project. Explicit resilience lessons will be delivered

Success criteria for this strategic direction

SEF Elements:

Learning:

- There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers, and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support, and assistance.
- There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

Teaching:

- School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Consistent routines and well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management which promote student engagement and responsibility for learning.

Leading:

- The school is recognised for its strong culture of inclusion that reflects the richness and diversity of

Initiatives

- throughout scheduled stage 4 lessons.
- The school will undertake a review and refine our School Merit/Reward recognition processes.
 - The Aboriginal Education Officer (AEO) will continue the engagement of programs that support our growing Aboriginal student population. The AEO will lead the development of our cultural spaces, including an allocated classroom, with attention given to opportunities to support high-potential students from Aboriginal and/or Torres Strait Islander backgrounds, including leadership opportunities.
 - The school will continue its focus on whole school behavioural reform and the inclusion of restorative practice. The "Cardiff Code" will be reviewed and refined annually.
 - The school will take action to promote the Resilience Project throughout our staff population. Professional learning based on the Resilience Project's GEM (gratitude, empathy, and mindfulness) principles will underpin daily routines and activities. Teaching staff will engage daily with school-allocated GEM teacher diaries.
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Success criteria for this strategic direction

- the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes.
- The leadership team plans for and strategically deploys teaching and non-teaching staff to improve student outcomes. The leadership team uses data to evaluate the effectiveness of staff deployment decisions and creates a culture of shared accountability to achieve organisational best practice.
 - Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are experts in the use of available and emerging technology and systems to maximise the efficiency and effectiveness of school operations.
 - Management practices and processes are streamlined and responsive. There is a school-wide approach to improving service delivery and the experience of students and parents/carers.
 - The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings, in accessible and culturally inclusive ways, with its community.

Evaluation plan for this strategic direction

Question:

To what extent does our community feel a sense of belonging at Cardiff High School? What elements and initiatives within Cardiff High School enhance our communities' sense of belonging? Do Cardiff High School staff report positive morale at work? Are all students able to identify and access wellbeing supports, which positively impact their overall wellbeing? Are the wellbeing initiatives and programs within Cardiff High School working to address and improve identified wellbeing needs?

Data:

Evaluation plan for this strategic direction

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

- Tell Them From Me Survey
- People Matters Employee Survey
- RIOT surveying and analysis
- School Developed Wellbeing Surveys
- Analysis of attendance (student and staff).
- Sentral data entry analysis
- Classroom Observation
- Evaluation of the school Wellbeing Framework.
- School Excellence Framework assessment
- Review of Stage 4 Wellbeing period
- Evaluation of the RIOT and Resilience Project
- Staff Wellbeing Team review and feedback
- SRC and JAECG feedback

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Aspiration

Purpose

Cardiff High School will grow and maintain a culture of aspiration and high performance developed through quality teaching, esteemed leadership, and enriching professional learning. Cardiff High School works to develop a school community with high self-concept and determination for continual improvement to achieve personal and collective high expectations.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of Year 11 and 12 students gaining a recognised industry credential in 2027 when compared to 2024.

Initiatives

Inspired Lifelong Learners

The Cardiff High School community is committed to nurturing a culture of aspirational expectations, placing a strong emphasis on fostering growth and development amongst its community. Enhanced expectations for improved performance will serve as a pivotal driving force behind school initiatives and opportunities.

Cardiff High School strives to cultivate a love for learning that endures long after a student's departure. Throughout their journey, students will be encouraged to embrace a mindset of continuous learning, driven by a desire for personal and academic growth. We are dedicated to nurturing resilient and enthusiastic learners who recognise the value of acquiring transferable skills and expanding their knowledge base throughout their lives.

Our approach is centred on empowering students to become lifelong learners who are not only academically proficient but also possess the adaptability and resourcefulness needed to thrive in an ever-evolving world. Through comprehensive and engaging programs, we seek to instil in our students a deep-seated appreciation for the importance of ongoing skill development and intellectual curiosity.

Ultimately, our goal at Cardiff High School is to equip students with the tools and mindset necessary to navigate the complexities of the modern world with confidence and competence. By fostering a culture of lifelong learning and personal growth, we aim to empower our students to become proactive agents of change in their communities and beyond.

- An ongoing process of reflective practice will apply to school assessment tasks, ensuring quality assessments are embedded within all Key Learning Areas (KLAs). This practice will also incorporate an analysis of student organisational ability and assessment task management. The school will deliver a bespoke Study Skills Program to all Stage 6 learners.
- The school will facilitate an expansion of detailed

Success criteria for this strategic direction

SEF Elements:

Learning:

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.
- Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Teaching:

- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
- There is a strong, visible culture in the school that promotes and supports outstanding teaching and leadership pathways including higher-level accreditation. Staff are recognised for skills in leading high impact strategies and quality teaching practices.
- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers, such as those accredited at Highly Accomplished or Lead.
- Teaching staff demonstrate and share their expertise

Initiatives

- individual learner profiles, allowing for tracking throughout their school journey. Focusing on continual positive "value-added" scores will inform pedagogical actions.
- A student-centred, whole-school approach to goal setting will be developed. Students will engage in clear SMART goal setting, particularly related to those with individualised Personal Learning and Support Plans (PLaSP) and Personalised Learning Pathways (PLP). Stage 6 students will have explicit SMART goals developed through our Student Mentoring Program.
 - The identification and development of "skills" will be a feature in the school's careers education program, with a focus on skills development preceding knowledge development.
 - A discernible focus on learner futures will be applied to stage 4. The school recognises the importance of early identification of post-school pathways/opportunities within Stage 4 students.
 - A foundation of character strength identification and development will inform explicit wellbeing initiatives related to stage 4 & 5 students.
 - The school will collaborate with the Cardiff Community of Schools (CCoS) to investigate network-wide opportunities to apply this strategic direction to primary learners, assisting High School transition and instilling lifelong learning passions at early stages.

Success criteria for this strategic direction

within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Leading:

- The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. This sustains a culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.
- The leadership team has established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.
- Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals and sustainability practices.

Evaluation plan for this strategic direction

Questions:

To what extent has Cardiff High School developed an understanding of life long learning concepts within our community? Has Cardiff High School achieved positive growth in Stage 6 results and post-school pathways? To what extent do Cardiff High School students display drive and aspiration to achieve improved results and their personal best? How do Cardiff High School staff display aspirations to achieve professional growth? Are leadership opportunities equitably available to staff and students? What proportion of staff are actively working

Evaluation plan for this strategic direction

towards promotion, including school leadership positions?

Data:

- School Aspirant Leaders Program analysis and feedback
- People Matters Employee Survey
- Tell Them from Me Survey results
- Professional Learning evaluations
- Internal student assessment results
- HSC and external assessment data
- Evaluation of the school Mentoring Program
- Post-school destination survey
- Community member feedback
- SRC and JAECG Feedback
- School Excellence Framework assessment

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.