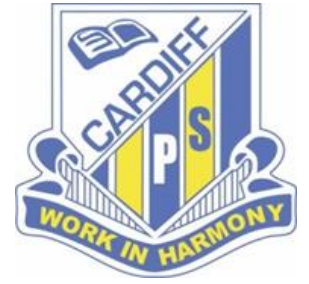


School Plan 2015 – 2017

Cardiff Public School (1505) -2016 Update-





School vision statement

At Cardiff Public School, we work collaboratively with our community to promote the intellectual, physical, social, emotional and cultural development of our students.

We promote equity and excellence through the provision of high quality schooling in a harmonious environment that holds consistently high expectations, and meets the diverse needs of our students. Our ultimate goal is to create successful, lifelong learners who are confident and creative, and who become active and informed citizens.

School context

Cardiff Public School (CPS) is situated in the North-Western suburbs of Lake Macquarie. The school had 214 enrolments at the beginning of 2015, including 21 Aboriginal or Torres Strait Island students, who are all actively engaged in high quality learning programs across 9 classes, ranging from K-6.

The CPS staff consists of 1 principal, 2 assistant principals and 11 teaching staff and 7 school administrative and support staff. All of whom form a conscientious, caring and committed team who work together to improve the outcomes for students. With a diverse range of skills and experiences, the staff work in partnership to further develop and enhance their expertise and pedagogical practices.

The students, community and staff honour the school motto "Work in Harmony", and its five core CARE values; harmony, respect, honesty, care and achievement.

The school has well established partnerships with its community. It works closely with the Cardiff Community of Public Schools, has an active and dedicated P&C and is developing and strengthening partnerships with the newly formed Kumariidha AECG, as well as various other community businesses and groups. The site is also home to an OOSH centre.

The Family Occupation and Education Index (FOEI) score was 108 in 2015. FOEI scores range from 0 to approximately 300, with a mean of 100. High FOEI scores indicate higher levels of need, i.e. lower socio-economic status.

The use of technology as a tool for learning is a feature of the school. Students enjoy a range of activities in the school including PSSA sport, Scottish dance, choir and public speaking.

School planning process

A situational analysis was conducted by the School Improvement Team (SIT), and led by the school principal. The team consisted of the principal, two executive, school administration manager, two P&C representatives and two student leaders.

Key stakeholders including executive staff, teaching staff, school administrative and support staff, students, parents, P&C members, the Kumariidha Aboriginal Education Consultative Group and the Cardiff Community of Schools were all consulted throughout this process.

In developing this plan, the following internal and external data was collected and analysed to determine current context and future direction:

- Staff (10), Years 3-6 students (51) and parents (25) were surveyed about school culture, communication, engagement, student support, resources, curriculum and direction.
- Focus groups provided additional clarity around literacy, numeracy, school culture, and student engagement as required. This included student focus groups (2 x 20) targeting literacy, numeracy and engagement. Staff interviews were conducted around programs, pedagogy and assessment.
- An analysis of documentation, including, but not limited to, DEC and school policies, programs, plans, budgets, meeting minutes, assessment information, communications and other documentation such as the Melbourne Declaration, National Teaching Standards was undertaken. Documentation around current DEC reforms including 'Great Teaching, Inspired Learning', 'Local Schools, Local Decisions' and the 'School Excellence Framework' etc. were also analysed and reviewed.
- An analysis of student achievement was also undertaken, which included data sourced from NAPLAN, Best Start & PLAN, reading levels, student assessment and observations.
- The schools Resource Allocation Model (RAM) funding was also reviewed in order to identify viable strategies to meet the needs identified through this process.



STRATEGIC DIRECTION 1

The provision of high quality, evidence-based teaching practices and learning experiences.

Purpose:

To improve student outcomes through the provision of purposeful quality learning opportunities that are challenging, engaging, differentiated and tailored to students' individual learning needs, and where teaching practices are effective, evidence-based, and are regularly reviewed and revised.

STRATEGIC DIRECTION 2

The establishment of quality systems that promote professional development, productivity and consistency.

Purpose:

To support the ongoing improvement of student outcomes through the continuous and deliberate development of a skilled, effective and professional workforce, who operate within a productive, supportive and consistent system, where expectations are high and clearly communicated.

STRATEGIC DIRECTION 3

Working co-operatively and strategically as a 'Community of Schools'.

Purpose:

To initiate, support and improve collegial practices across the six schools in the Cardiff Community of Schools (CCoS) to assist student learning and staff development. Supporting the professional development of all staff, to enhance outcomes for all students K-12 in literacy, numeracy, social, cultural, vocational and technological outcomes.

Strategic Direction 1: The provision of high quality, evidence-based teaching practices and learning experiences.

Purpose

To improve student outcomes through the provision of purposeful quality learning opportunities that are challenging, engaging, differentiated and tailored to students' individual learning needs, and where teaching practices are effective, evidence-based, and are regularly reviewed and revised.

Improvement Measures

- Develop a baseline of 70% of students achieving grade/stage appropriate expectations in reading based on PLAN data.
- Increase the percentage of students reaching proficiency in NAPLAN reading from 26.5% in 2012-2014 to 36% by 2017.
- Increase the percentage of students reaching proficiency in NAPLAN writing from 17% in 2013-2015 to 30% by 2017.
- Value-added category for student growth in reading and numeracy (Yr3-Yr5) is maintained at the 'Sustaining and Growing' level (as a minimum) according to SEF data.

People

Students: Students provided with the necessary tools and strategies to better decode and comprehend texts. More opportunities for student dialogue about texts with peers and staff.

Staff: Provision of quality TPL and time for collegial discussion, planning and observations to support effective implementation of L3, FoR & Power Writing. Provision of ongoing support, resources and mentoring where appropriate.

LaST support for development of Individual Learning Plans (including Gifted & Talented and Aboriginal students.)

Staff trained in Connecting to Country, and students supported through additional LaST support.

Parents: Teacher led workshops about L3, FoR and Power Writing how parents can support students at home with comprehension & problem solving development.

Leaders: Provision of quality support and supervisory systems for leaders to enhance their ability to support, mentor and review the performance and development of staff.

Processes

1a) Language, Learning & Literacy (L3)

Kindergarten staff continue L3 implementation with one staff member completing her training. Expand program with L3 for Year 1.

1b) Focus on Reading (FoR)

Consolidate Phase 1 training and train one staff member as a school-based trainer.

1c) Power Writing

Teachers (St1-St3) receive training and ongoing support in the implementation of Power Writing through school-based expert.

Evaluation plan:

Guskey Thermometer used to track effectiveness of implementation of L3, Power Writing and FoR.

Classrooms, learning programs and work samples show evidence of implementation of (1a, 1b & 1c) strategies.

Systematic review and tracking of internal and external data e.g. NAPLAN, PLAN.

Surveys and focus groups.

SEF Report.

Products and Practices

Products:

- Develop a baseline of 70% of students achieving grade/stage appropriate expectations based on all syllabus documents and the literacy and numeracy continuum.
- Increase the number of students reaching proficiency in NAPLAN reading from 26.5% in 2012-2014 to 36% by 2017.
- Increase the percentage of students reaching proficiency in NAPLAN writing from 17% in 2013-2015 to 30% by 2017.
- Increase the % of students achieving benchmark reading levels in K-2 from 68% in 2014 to 80% by 2017.
- Value-added category for student growth in reading and numeracy (Yr3-Yr5) is maintained at the 'Sustaining and Growing' level (as a minimum) according to SEF data.

Practices:

- Students use a broad range of comprehension strategies to decode texts and make links between texts and real world.
- Explicit and focussed teaching of reading skills and strategies. Fluid and flexible grouping of students.
- Planning, programming and assessing become collaborative practices, shared across classrooms, stages and schools.
- Ongoing, systematic reflection on classroom practice and student progress is fostered, with support from colleagues and supervisors.
- Differentiation utilised to give curriculum access to all students.

Strategic Direction 2: The establishment of quality systems that promote professional development, productivity and consistency.

Purpose

To support the ongoing improvement of student outcomes through the continuous and deliberate development of a skilled, effective and professional workforce, who operate within a productive, supportive and consistent system, where expectations are high and clearly communicated and where teachers and leaders learn from each other.

Improvement Measures

- ❖ All students' development is tracked along the literacy and numeracy continuums using PLAN and reviewed regularly in accordance with school data collection timeline.
- ❖ Lesson observations, as a professional learning tool, are rated by staff at level 3 or higher on Guskey's scale of effectiveness.
- ❖ Key stakeholders report smooth transition to SAP/SALM business and management platform as evidenced through surveys.
- ❖ 100% of staff feel that student support processes result in the provision of adequate support as evidenced through staff survey.

People

Students: Develop self-assessment and reflective practices based on continuums and develop the skills to use feedback constructively in their learning.

Staff: Develop knowledge and understanding of continuums and PLAN software. Develop systems of consistent teacher judgement in reporting and assessing student achievement. Engage in the Performance and Development process establishing personalised goals that align with school plan and personal aspirations. Administration and executive provided with PL and support in the establishment of LMBR. Staff to develop collaborative practices in lesson planning, implementation, assessment and evaluation. PL for staff re student support.

Parents: Informed through multiple communication modes about student progress and ways in which to support their child in their learning.

Leaders: Provision of quality support and supervisory systems for leaders to enhance their ability to support, mentor and review the performance and development of staff.

Processes

2a) PLAN/Continuum Tracking

Teachers develop ways to ensure consistency of judgement within and across classrooms which will include professional learning and support in the use of PLAN (Planning Literacy and Numeracy) software to track students along the continuum of learning in literacy and numeracy.

2b) Performance & Development

Staff meaningfully engaged in regular peer lesson observations linked to key program initiatives and PDPs.

2c) SAP/SALM

The LMBR administration computer platform to be established with relevant staff adequately trained and supported in its implementation. Oliver training for library staff.

2d) Student Support Processes

Reviewed and refined. Additional support/testing of students with identified needs and professional learning for staff to cater for diverse needs.

Evaluation plan:

PLAN tracking
School Excellence Framework.
Performance/Development Framework.
Staff feedback from surveys and focus groups.
Guskey Thermometer

Products and Practices

Products:

- All students' development is tracked along the literacy and numeracy continuums using PLAN.
- 100% of CPS Staff have professional growth plans in 2015 focusing on attainment of professional goals and reflecting professional standards.
- All staff align personal goals with the school plan and/or personal aspirations/needs and actively engage in its implementation.
- A modern, fully integrated information technology solution (LMBR) is established and implemented.

Practices:

- All teachers utilising PLAN and assessment data to track student achievement and develop quality teaching and learning programs to meet their needs.
- A collaborative approach to professional learning and quality teaching is established, valued and builds the capacity of staff.
- Curriculum, Assessment and Reporting Policy (2015) drives practice across the school and learning community.
- Performance and Development systems support ongoing improvements of student outcomes through the continuous development of a skilled, effective and professional workforce.
- SAS and Executive staff confidently utilising the LMBR platform to lead and manage the school.
- Teachers and LaST working collaboratively to address needs of students requiring additional support.
- Clear and consistent referral processes for additional support including LST, counsellor etc.

Strategic Direction 3: Working co-operatively and strategically as a 'Community of Schools'

Purpose

To initiate, support and improve collegial practices across the six schools in the Cardiff Community of Schools (CCoS) to assist student learning and staff development. Supporting the professional development of all staff, to enhance outcomes for all students K-12 in literacy, numeracy, social, cultural, vocational and technological outcomes.

Improvement Measures

- ❖ School executive rate AP network assessment initiative at level 3 or higher on Guskey's scale of effectiveness.
- ❖ School executive rate AP network curriculum initiative at level 3 or higher on Guskey's scale of effectiveness.
- ❖ Increase the percentage of Year 7 students achieving proficient bands in NAPLAN Writing from 2% (2013-2015) to 10% by 2017.

People

Students: Engage all students in a range of curricular and extra-curricular opportunities to experience a supported and effective transition process from K-12 in KLAS, Literacy, Numeracy, sport, music, targeted high school learning programs, gifted and talented, and Aboriginal Education.

Staff: Develop professional learning and leadership capabilities and capacity for staff with the support of collegial networks. Engage staff in personalised professional development through a range of opportunities that meet individual and group needs.

Parents: Build awareness, involvement and understanding across the CCoS on shared practices and improved transition processes and leadership development.

Community partners: Encourage the sharing of school and community resources across the CCoS.

Leaders: Foster, develop and promote a collegial group of teams across the CCoS. Current and aspirant school leaders will be given structured support to identify opportunities and manage and lead joint programs.

Processes

Consolidation of networks across CCoS including combined PL opportunities.

AP Networks to target:

3a) Consistent Assessment Practices across schools

- Development of consistent data collection strategies and assessment resources across CCoS, with a particular focus on PLAN data.

3b) Curriculum – History/Geography

- Development of resources and support for staff with new History & Geography syllabus implementation.

3c) Middle Years' Initiative

- Development of a 'Middle Years' writing initiative to address writing needs (5-8).
- Promote community of schools to wider community.
- Develop mGoals website content as a collaborative initiative across CCoS.

GATS initiatives

Evaluation plan:

- Guskey's thermometer.
- Year 7 NAPLAN data.

Products and Practices

Products:

- Development of collegial networks for Principals, Executive, Teachers, LASTs and SAMs.
- Improved Literacy and Numeracy outcomes including achievement of expected growth and National benchmarks as evidenced through SMART and PLAN data.
- School executive rate AP network assessment initiative at level 3 or higher on Guskey's scale of effectiveness.
- School executive rate AP network curriculum initiative at level 3 or higher on Guskey's scale of effectiveness.
- Increase the percentage of Year 7 students achieving proficient bands in NAPLAN Writing from 2% (2013-2015) to 10% by 2017.

Practices:

- Staff from CCoS work collegially to support one another, and the CoS, in improving professional practice and student outcomes.
- Capacity building opportunities for executive staff to lead key initiatives.
- Sharing of expertise and resources across schools.
- Joint teacher professional learning activities held throughout each year.