School plan 2015 – 2017

CARDIFF HIGH SCHOOL 8903

School vision statement

Cardiff High School strives to be the school of choice for families in the Cardiff, Garden Suburb, Hillsborough, and Macquarie Hills areas. In its preparation of students as 21st century learners and citizens, the school provides a caring, safe and supportive environment.

Our students graduate with the skills and knowledge to be successful in the next stage of their lives. The school culture is built on positive relationships between staff and students and high standards and expectations for students to reach their potential.

A balanced education, supporting students' academic, sporting and cultural development provides students with a wide range of opportunities to excel. The school acknowledges and celebrates the success of our students and staff, valuing the contributions they provide each and every day.

Cardiff High School is strongly connected to our local community, fostering partnerships in education, vocational pathways and cultural and commemorative events. The school actively supports our families to be engaged in the life of the school, valuing education and working together to foster students' learning and development.

School context

Cardiff High School is a comprehensive, co-educational secondary school located in the City of Lake Macquarie. 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 2014, Cardiff High School recorded 723 student enrolments, including 70 Aboriginal students. 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 Gifted and Talented program provides students with the platform to accelerate and extend their learning opportunities. Student learning is further enhanced through student access to courses at TAFE campuses and School Based Traineeships. Students are also well-supported through a range of key welfare and careers programs.

Aboriginal students are encouraged to excel through their involvement in academic and cultural support programs. From 2015, the school will provide Special Education Facilities to cater for students with mild, moderate and severe physical and intellectual disabilities. Cardiff High School's Japanese language program is fostered by a long-standing sister-school relationship with Tanagura Junior High School, Japan.

The Cardiff High School staff are a talented and committed group, boasting a positive mix of youth and experience. They regularly make considerable personal time available to tutor, train and mentor students, supporting them across a wide range of curricular and extracurricular areas.

School planning process

This plan has been developed through the following:

The school formed a Situational Analysis committee at the beginning of Term 2, 2014 to develop a Situational Analysis Report for Cardiff High School to inform the development of the School Management Plan 2015-2017. The committee reviewed relevant current and historical school data including eBOS, SMART, RAP, EMSAD and Millennium, as well as previous Annual School Reports and Online data collections

As part of this process, Year 7-11 students, parents and staff completed the Tell Them From Me Survey to provide quantitative and qualitative feedback.

The findings of the Situational Analysis report were disseminated to staff at a number of meetings with a copy of the report provided to each faculty.

The School Vision Statement was created through a survey collection of from all staff, with common messages used to create the overall statement.

The school context statement was developed using key school information.

The school Executive reviewed the previous School Plan 2012-2014, discussing and evaluating the school's achievement of stated goals and measures.

The three strategic directions were developed by the Executive following extensive discussion and analysis of the Situational Analysis Report and a survey of staff regarding priorities based on feedback.

The third strategic direction was further develop collaboratively by the Principals of the Cardiff Community of Schools during their regular meetings in 2014 and 2015.

STRATEGIC DIRECTION 1

Creating a culture of learning and achievement

STRATEGIC DIRECTION 2

Positive communication and celebrating learning and achievement

STRATEGIC DIRECTION 3

Working co-operatively and strategically as a Community of Schools

Purpose:

To create a school culture where learning and achievement is highly valued, with an emphasis on high standards and expectations. The school has a clear goal to match or better the state average for external measures of school performance including Literacy and Numeracy, HSC results and student attendance.

Purpose:

Keeping students, staff and parents informed of all school processes, programs and events and engaged in the school learning culture through positive communication and the use of technology,

Encouraging and supporting students to achieve their potential across the broad school curriculum by acknowledging and rewarding learning and positive achievement.

Purpose:

To initiate, support and improve collegial practices across the six schools in the Cardiff Community of Schools 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: Creating a culture of learning and achievement

Purpose

Why do we need this particular strategic direction and why is it important?

To create a school culture where learning and achievement is highly valued, with an emphasis on high standards and expectations. The school has a clear goal to match or better the state average for external measures of school performance including literacy and numeracy, HSC results and student attendance.

Improvement Measures

- ❖ 100% of the top 20 Year 9 students achieve at or above expected growth in NAPLAN
- ❖ A minimum of 16 students complete the QuickSmart Literacy, and QuickSmart Numeracy programs each year.
- ❖ A minimum of eight students complete the MultiLit program each year.
- ❖ 20% increase in HSC Band 5 and 6 results
- ❖ 50% of HSC subject results at or above State Average
- ❖ Year 11 attendance of 88.4%
- ❖ Year 12 attendance of 89.5%
- ❖ Overall Aboriginal student attendance of 89.6%
- ❖ All assessment tasks 7-10 to adopt the new school proforma and are published on Moodle
- ❖ Super 6 'Walls of Learning' established in all classrooms

People

How do we develop the capabilities of our people to bring about transformation?

Students: Students are supported in their learning through quality teaching and assessment tasks, individualised learning plans, programs, processes and targeted support.

Staff: Staff set high standards and expectations for supporting student achievement in line with the goals of the school plan with regular review and collegial discussion of school performance and progress. Staff will be trained and supported in the achievement of school target areas and delivery of specific programs.

Parents/Carers: Parents will support their children to achieve their potential supported by comprehensive communication strategies outlined in Strategic Direction 2 including the use of technology.

Community Partners: Community partners to provide guidance and expert knowledge from a range of external organisations including the Department of Education and Communities and external program providers.

Leaders: The school Executive will lead cultural change, demonstrating best practice and actively supporting their colleagues to achieve the goals of the school plan. As a leadership group, the Executive will regularly evaluate and

Processes

How do we do it and how will we know?

- • Implementation of key Literacy and Numeracy programs and strategies.
- • Focus on quality teaching and the development of quality assessment tasks.
- • Staff use data including SMART, RAP, DEC, EMSAD and Millennium to review and guide their teaching practice.
- • Rigorous monitoring and management of student attendance.
- • Implementation of programs to support High Achievement in the junior and senior schools.

Evaluation Plan

Regular review and reporting against milestones by the leadership group with feedback from committees, program leaders and review of external data to inform the process.

School Executive to review milestones and targets every five weeks during Executive Meetings.

Senior Executive to review data progressively during weekly meetings.

Teaching staff to be reported to and consulted regarding progress at Committee, Faculty and Staff meetings.

Products and Practices

What is achieved and how do we measure?

- ❖ 100% of the top 20 Year 9 students achieve at or above expected growth in NAPLAN
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- ❖ All assessment tasks 7-10 to adopt the new school proforma and be published on Moodle
- ❖ Super 6 'Walls of Learning' established in all classrooms

Product:
- • High-quality assessment tasks developed for all subjects incorporating the quality teaching framework and accessible on Moodle.
- • Effective Literacy and Numeracy programs and strategies supporting and value adding to student achievement.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Planning template – V2.0

assess school performance and act and respond to meet changing needs.
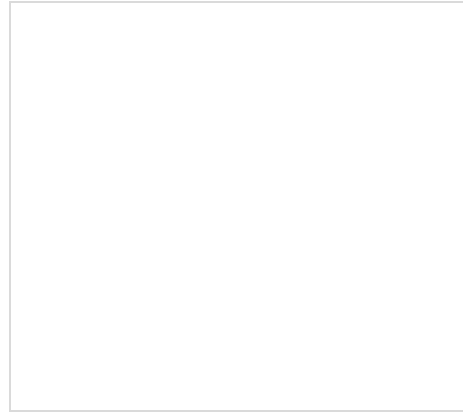
Practice:
- All levels of school staff actively using school and student performance data to inform teaching practice and drive student learning outcome improvements.
- Consistent application of the quality teaching framework to the development of units of work, classroom teaching and assessment tasks.

Strategic Direction 2: Positive communication and celebrating learning and achievement

Purpose

Why do we need this particular strategic direction and why is it important?

Keeping students, staff and parents informed of all school processes, programs and events and engaged in the school learning culture through positive communication and the use of technology.

Encouraging and supporting students to achieve their potential across the broad school curriculum by acknowledging and rewarding learning and positive achievement.

Improvement Measures

- ❖ Year on year improvement in Tell Them From Me Student, Staff and Parent Survey Data
- ❖ Implementation of an updated school reward/commendation system with progress in students achieving higher levels
- ❖ Increased number of opportunities to recognise student achievement
- ❖ Improved communication through technology including text messaging parents, Skoolbag App, newsletters, Moodle and Online Parent/Teacher interview bookings
- ❖ Development of school website to include resources to support learning available online including assessment schedules, assessment tasks, scope and sequences and calendar
- ❖ Increased school website traffic and hits

People

How do we develop the capabilities of our people to bring about transformation?

Students: Students value learning and achievement and are proud and positive about their school due to their awareness of school achievements and recognition of themselves and peers. Students are supported in their learning through access to online resources.
Staff: Staff will actively and positively communicate to students, parents and community regarding student, staff and school achievement. Staff foster and encourage the development of a positive school environment where students are seeking rewards and incentives for dedication to learning and individual achievement.
Parents/Carers: Parents to be regularly informed of their child's achievement and see the material reward and public recognition of their child's effort and/or achievement. Parents actively encourage their child to aspire to higher levels of reward and achievement. Parents receive or access regular, high-quality communication regarding school processes, programs and events to help inform and empower parents to support student learning and engagement, and be actively involved in the life of the school. Parents also have the opportunity to inform the planning and direction of the school through consultation.
Community Partners: Community partners to be invited to be involved in recognition opportunities, especially for

Processes

How do we do it and how will we know?

- Development of high-quality communication practices including text messaging parents, Skoolbag App, newsletters, Moodle and Online Parent/Teacher interview bookings.
- Implementation of a School Rewards committee to develop and manage an updated reward/commendation system
- The Tell Them From Me Survey is completed by students, staff and parents each year to track key improvement measures.
- Employment of a Technology Support Officer to manage communication systems.

Evaluation Plan

Regular monitoring of the commendation system by the School Rewards Committee to ensure recognition for curricular and extra-curricular, balanced across all faculties and programs.

School Executive and staff to annually review feedback from the Tell Them From Me survey.

Regular meetings with Principal and Technology Support Officer to monitor and evaluate technology-based communication strategies.

Products and Practices

What is achieved and how do we measure?

- ❖ Improvements in Tell Them From Me Student, Staff and Parent Survey Data
- ❖ Implementation of an updated school reward/commendation system with progress in students achieving higher levels
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- ❖ Development of school website to include resources to support learning available online including assessment schedules, assessment tasks, scope and sequences and calendar
- ❖ Increased school website traffic and hits

Product:
- Updated school reward/commendations system.
- School website and phone app with a comprehensive range of information and resources to support students and parents.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:
- Staff actively acknowledge and reward student achievement for curricular and extra-curricular activities using the
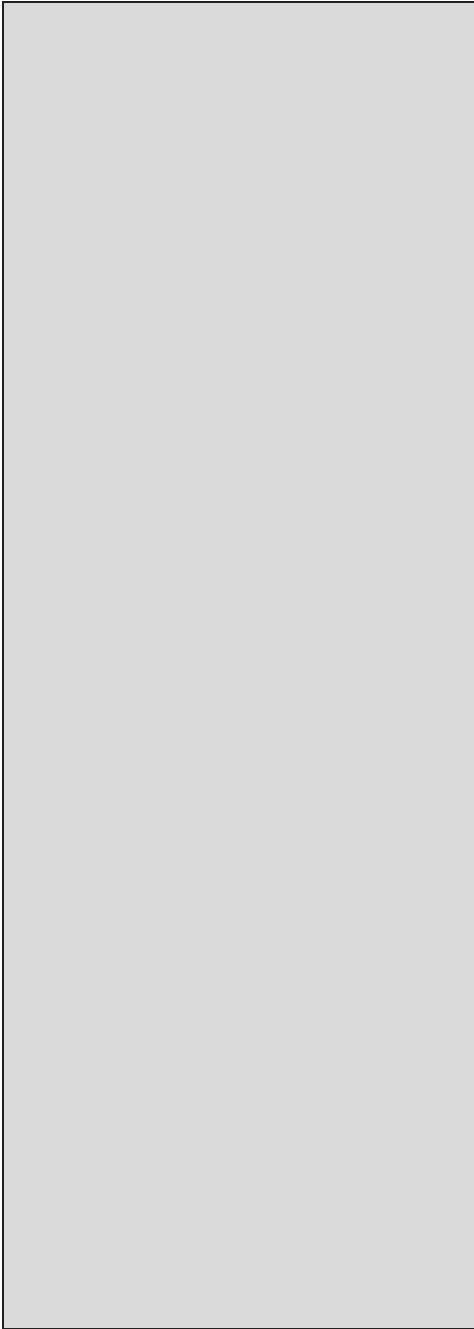
student achievement in external programs and competitions.

Leaders: The school Executive will lead processes within their areas of responsibility to ensure students, staff and parents have access to up-to-date information and high-quality resources to support learning and achievement.

school commendation/reward system

- The school actively communicates to students and parents regarding student achievement and a comprehensive range of school processes.
- The school regularly consults with students, staff and parents using the Tell Them From Me survey.

Purpose

Why do we need this particular strategic direction and why is it important?

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

- ❖ CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs established, meeting regularly and operating effectively.
- ❖ Joint teacher professional learning activities held throughout each year.
- ❖ CCoS Learning Plans implemented across the six schools.
- ❖ Number of students achieving expected growth and National benchmarks in Literacy and Numeracy.
- ❖ Number of teachers accessing higher levels of teacher accreditation.
- ❖ Percentage of students transitioning from Year 6 at partner Primary schools to Year 7 at Cardiff High School.

People

How do we develop the capabilities of our people to bring about transformation?

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/Carers: 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

How do we do it and how will we know?

- Development of CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs Continued support for existing successful networks for LASTs and SAMs.
- Facilitation of joint Teacher Professional Learning opportunities including after school sessions and annual School Development Day presentations.
- Development of CCoS Learning Plans to support student individual learning needs.
- Tracking of student performance and growth through EMSAD, PLAN and SMART data.
- Development of a 'Middle Years' program of support to assist and support student transition Years 5-9.
- Support for teachers accessing higher levels of teacher accreditation.

Evaluation Plan
School Principals to review and discuss milestones twice per term at CoS meetings incorporating feedback from network teams and staff.

The six member schools to individually review and evaluate progress at Learning Support Team, Faculty, Staff and Executive Meetings.

School Principals to collectively review common data including SMART and

Products and Practices

What is achieved and how do we measure?
- ❖ Development of collegial networks for Principals, Executive, Teachers, LASTs and SAMs.
- ❖ Joint teacher professional learning activities held throughout each year.
- ❖ Improved Literacy and Numeracy outcomes including achievement of expected growth and National benchmarks as evidenced through SMART, PLAN and EMSAD data.
- ❖ CCoS Learning Plans implemented across the six schools.
- ❖ Increased number of teachers accessing higher levels of teacher accreditation.
- ❖ Increased percentage of students transitioning from Year 6 at partner Primary schools to Year 7 at Cardiff High School.

Product:
- CCoS Learning Plans developed and implemented across all school.
- Joint teacher professional learning activities.
- Middle Years 5-9 transition and support program.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:
- Staff from CCoS work collegially to support one another, and the CoS, in improving professional practice and student outcomes.
- Staff from all schools are supported in maintaining, and seek higher levels of,
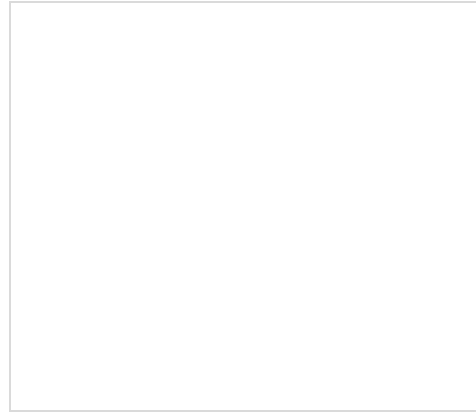
		EMSAD.	accreditation.
			• Transition to high school supports all students inclusive of Aboriginality, special needs, gifted and talented and multicultural students. • All schools use EMSAD/SMART data to monitor student progress and development.