

School plan 2018-2020

Casula Public School 4198



School background 2018–2020

School vision statement

Our purpose at Casula Public School is to educate our students to be skilled collaborators, communicators, critical and creative thinkers.

In doing so our students will be socially responsible citizens and self-regulated learners who demonstrate empathy and integrity.

This is achieved in a safe, respectful learning environment built on mutual trust with consistently high expectations where we work in collaboration with our school community.

School context

Casula Public School has 937 students, including 77% of students from a non-English speaking background and 2% Aboriginal or Torres Strait Islander students. The school is situated in south west Sydney and has experienced significant growth in student enrolments.

A positive and engaging learning environment is provided by both experienced and early career teachers with a focus on highly effective programs in English, mathematics, creative and performing arts and STEM resulting in outstanding student achievement. Casula PS has an opportunity class and we offer a range of Gifted and Talented Programs. Student wellbeing is key to academic, cultural, social and emotional competence. Specific to that we focus on Positive Behaviour for Learning to develop self regulated learners.

An ongoing focus of the school is how students learn through creativity, collaboration, critical reflection and communication. This practice overarches and underpins all teaching and learning in our school. Student voice is actively taught, fostered and heard.

Authentic partnerships in learning continue to grow as our parents, carers and wider community collaboratively plan, provide feedback, participate in three way interviews, are involved as classroom volunteers and join us at breakfast club. The school has a very committed and hard working P&C, with membership numbers on the increase. There is a strong ethos of inclusion, teamwork and high expectations of self and others.

School planning process

The 2018–2020 school plan has been developed in consultation with members of the school community. There is an ongoing focus to authentically engage our community.

Planning has been informed by the school's vision statement and extensive consultation has taken place with many stakeholders.

In reviewing the School Excellence Framework through the Self-Assessment Survey (SEFSaS) we identified areas to grow and sustain with a view to achieving excellence. The 2015–2017 School Plan was evaluated during the process to inform future focus. We determined we needed to be mindful in ensuring we link the plan to achievable and embedded projects in our school.

All planning processes have included staff, students, parent and community thoughts and ideas. Evidence of current achievements and areas for improvement have been collected via internal student assessment, external assessment including Best Start, NAPLAN testing and student/teacher/parent evaluations and reflections.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Data Driven Teaching and
Learning

Purpose:

Every teacher is to refine and build teaching and learning pedagogies and assessment protocols in English and mathematics to ensure differentiated and aspirational expectations of progress are achieved by all students through collaboration, critical reflection, communication and creativity.



**STRATEGIC
DIRECTION 2**
Communicate, Learn and Lead

Purpose:

Develop and expand an understanding of practices and procedures to operationalise high standards of communication, culture and service delivery. As systems leaders, the wellbeing of the school culture will be prioritised.



**STRATEGIC
DIRECTION 3**
Connect, Succeed, Thrive

Purpose:

Building genuine relationships between staff, students and our community by engaging a comprehensive wellbeing strategy we aim then, to connect, succeed and thrive.

Strategic Direction 1: Data Driven Teaching and Learning

Purpose

Every teacher is to refine and build teaching and learning pedagogies and assessment protocols in English and mathematics to ensure differentiated and aspirational expectations of progress are achieved by all students through collaboration, critical reflection, communication and creativity.

Improvement Measures

Increased proportion of students demonstrating expected growth in literacy.

Increased proportion of students demonstrating expected growth in numeracy.

Increased proportion of Aboriginal students in the top two bands in NAPLAN for reading and numeracy (Premiers Target)

People

Students

Students will:

Develop and apply a growth mindset through goal setting demonstrating curiosity and applying grit and focus

Become self regulated learners demonstrating empathy and integrity

Identify learning intentions and success criteria to achieve personalised learning goals in literacy and numeracy

Staff

Staff will:

Provide targeted intervention and enrichment programs in literacy and numeracy

Build and enhance their teaching capacity applying interrogative skills to use data to clarify and refine student learning goals

Clearly communicate learning intentions and success criteria in literacy and numeracy

Co-design individual learning goals with students for literacy and numeracy and set milestones in order to achieve goals

Leaders

Leaders will:

Adopt a strategic approach to instructional leadership for and with teachers in a differentiated and sustainable delivery of

Processes

Project 1: Literacy

Implement a whole school approach to literacy using the syllabus documents including continuums and progressions.

Project 2: Numeracy

Implement a whole school approach to numeracy using syllabus documents including continuums and progressions.

Evaluation Plan

Our evaluation plan may include:

PDP goals; Induction programs; learning progressions; parent teacher interviews; student forums; strategic focus groups; rigorous interrogation of individual student performance through Scout; Tell Them From Me Survey; baseline data SEF data 2015 – 17; spirals of inquiry; MultiLit data; impact wall for elements of literacy and numeracy; PLAN, NAPLAN and BEST START DATA; EaLD data; L3 data; analysis of Seesaw data; attendance data at Breakfast Club; internal school qualitative and quantitative data.

Practices and Products

Practices

Develop and implement consistent assessment practices that provide evidence of impact and inform future planning

Cultivate a systematic approach to collection and rigorous interrogation of data to identify and develop learning intentions and goals

Analysis of the data collection in planning processes to ensure targeted intervention and enrichment for students

Cater for the diverse learning needs to challenge and extend all students through continuous improvement and the communication of high expectations

Through explicit teacher practice all students will have a clear understanding of learning goals and intentions and understand how to achieve them.

Products

Effective systems are in place to:

Develop a school wide system of assessment and evidence of impact that drives planning, teaching, learning and reporting cycles

Collect school wide data sets that show evidence of impact that informs explicit teaching and learning commencing with learning intentions

Operationalise two week planning cycles that target high quality, differentiated learning which ensures collaboration,

Strategic Direction 1: Data Driven Teaching and Learning

People

literacy and numeracy

Provide differentiated, explicit support and professional learning for teachers in effective classroom practice in literacy and numeracy

Practices and Products

critical reflection, communication and creativity

Ensure high expectations are communicated to all students through explicit instruction/ learning intentions and success criteria (LISC)/feedback in order to meet learning goals

Ensure student ownership of learning in literacy and numeracy is demonstrated through reflection, feedback, self assessment and agency

Strategic Direction 2: Communicate, Learn and Lead

Purpose

Develop and expand an understanding of practices and procedures to operationalise high standards of communication, culture and service delivery. As systems leaders, the wellbeing of the school culture will be prioritised.

Improvement Measures

Increased knowledge of Department of Education (DoE) policy and how it relates to staff, students and the community with evidence of high impact

Improved capacity of staff, students and our community to create a culture of shared accountability to achieve organisational best practice with a high percentage of distributed instructional leadership

Improved processes in school planning and strategic budgeting following implemented protocols for transparency and accountability. This includes consultative practices with the community

People

Students

Students will:

Take responsibility for their learning, engagement and behaviour – in essence, be safe, respectful learners

Develop an understanding of and be responsive to the school systems for learning, engagement and conduct as identified by the school rules and Positive Behaviour for Learning strategies

Staff

Staff will:

Have agency and be responsive to the DoE and school systems and are accountable for their role within it

Have agency over building capacity of self and others by implementing specific strategies to address 2018–20 School Plan initiatives

Model and explicitly refer to school systems in their practice in teaching, learning and administration

Leaders

Leaders will:

Co-design and articulate protocols for school systems that adhere to DoE policies and procedures to ensure systems leadership

Build a suite of engagement strategies to ensure our community are consulted, co-opted and authentically engaged in the

Processes

Project 1: Innovative Curriculum Design

Delivery of professional learning around collaborative practice in interrogating the syllabus content and outcomes to guide and inform teaching and learning through the development of K–6 scope and sequences across all Key Learning Areas

Project 2: Strategic Systems

Delivery of professional learning to develop knowledge, rigour and accountability to relevant DoE policies with seamless application, implementation, reflection and adjustment

Evaluation Plan

Our evaluation plan may include:

NESA compliance; systematic and explicit scope and sequence K–6 with content and desired outcomes; clarity and confidence in accessing and applying legal issues; custody matters; social media platforms; focus groups; accreditation; parent forums; survey monkeys; accuracy and adherence to new protocols; A–Z Tool; Work Health and Safety and checklists for excursions/incursions/variation to routine/budget requests

Practices and Products

Practices

Collegial discussions leading to understanding of the need and purpose for scope and sequences for all Key Learning Areas

Create, evaluate and refine protocols to ensure DoE policy is implemented and actioned

Mentoring, coaching and guiding teachers through the accreditation processes provided by New South Wales Education Standards Authority (NESA)

Products

Scope and sequences for all Key Learning Areas that inform classroom teaching and learning practices

Embedded school wide protocols that clearly and strategically align to DoE policy

Teachers achieve and maintain accreditation at Proficient with an increasing number of teachers achieving Lead and Highly Accomplished levels

Strategic Direction 2: Communicate, Learn and Lead

People

partnership of learning

Maintain high visibility and agency to support staff and students on the playground and in classrooms to acknowledge and recognise success and to redirect and scaffold future areas of focus and learning

Collaboratively engage in practices to achieve accreditation at all levels and maintain and grow standards

Parents/Carers

Parents and Carers will :

Understand and adhere to protocols about school life at Casula PS

Acknowledge the mutual advantages that arise when working in collaboration with the school to reflect standards of excellence

Develop skills that support and strengthen a shared understanding of teaching and learning practices with staff and students alike

Strategic Direction 3: Connect, Succeed, Thrive

Purpose

Building genuine relationships between staff, students and our community by engaging a comprehensive wellbeing strategy we aim then, to connect, succeed and thrive.

Improvement Measures

Tell Them From Me Surveys along with Survey Monkey will provide feedback about levels of confidence and resilience in learners

Decreased behaviour incidents during 2018–2020 in relation to suspension data, sentral/abs4 entries

Improvement in attendance data reflecting positivity and inclusivity of students with a baseline data of poor attendance

Notable increase in engagement levels of students in learning and social interactions

Increased school and community partnership through attendance and engagement in school functions, workshops and forums

People

Students

Students will:

Readily identify three trusted adults in our school who they can confidently approach about their academic, social and emotional wellbeing

Demonstrate empathy and integrity when interacting in respectful relationships with their peers

Adhere to the school rules and expectations in classrooms, on the playground and at community venues

Staff

Staff will:

Build a mindset and capacity to develop strong relationships to connect with students and the community

Engage in professional learning to develop a strong understanding and application of Positive Behaviour for Learning strategies that foster connectedness to students and the community

Engage in professional learning to develop a strong understanding and application of the Wellbeing Framework for schools

Contribute to student success by personalising and differentiating learning to strive to succeed

Parents/Carers

Parents and Carers will:

Processes

Project 1: Behaviour

A deep knowledge, understanding and implementation of the PBL matrix and consequences as reflected by student behaviour, staff implementation and the community support and acceptance of the behaviour matrix

Project 2: Safety

Anti Bullying interventions are explicitly taught and adhered to with priority given to supporting the victim and the perpetrator. This is achieved by threading cooperation, collaboration, creativity and critical reflection through all school practices

Project 3: I matter...

Critique and action what works best and reflect on the diversity of learning experiences across a broad range of subject areas including: STEM, sport, the arts, technology and support and enrichment programs. A shared understanding about the priorities of the Well Being Framework to shape the learners at Casula PS.

Process 4: Our place

Belonging is the heart of connectedness. Building a school environment build a sense of pride and claims ownership for all partners in our learning community

Evaluation Plan

Our evaluation plan may include:

Classroom observations; walk throughs and visits; Breakfast Club attendance and

Practices and Products

Practices

Cultivate a climate of dignity, trust, respect, self regulation and achievement in our students, staff and community

Develop and enhance positive relationships to foster connectedness and feelings of belonging

Create a physical and emotional environment of inclusivity and safety that supports social, emotional and academic wellbeing of our students, staff and community

Products

Implementation of the Positive Behaviour for Learning Matrixes by embedding in school routines and practices to ensure a positive learning environment and consistent teacher judgement

Embedded personalised learning experiences and connectedness that respects diversity and identity

Calm classrooms and playgrounds that reflect systematic program implementation and evaluation of anti-bullying and social skills strategies

Strategic Direction 3: Connect, Succeed, Thrive

People

Engage in forums to raise awareness of school programs and the ways they can strengthen the partnerships in learning and wellbeing

Understand the significance and relevance of the partnership of learning between students, staff, parents and carers by attending forums and workshops

Community Partners

Community Partners will:

Support and engage with the school and community to sustain Breakfast Club and funding sources to support the wellbeing of students, parents and carers

Provide ongoing support to the Chaplaincy Program and community agencies

Processes

parent participation; Community involvement at workshop; forums and events; data from Tell Them From Me surveys; participation in extra curricula and community activities; connections to Aboriginal elders and associated programs; the creation of a Yarning Circle; Life Skills programs; PCYC initiatives; Chaplaincy Program; KidsMatter; K-6 Assembly initiative and the School Beautification Project