

# School plan 2018-2020

Casula High School 8476



# School background 2018–2020

## School vision statement

We are committed to making a difference in the lives and outcomes of students as a result of their experiences at school and ensuring that achievement gaps wherever they exist are narrowed by:

1. Placing student learning at the centre
2. Strong leadership that is shared
3. A quality learning environment
4. High expectations

Casula High School's vision commits to providing an environment where teachers aim to maximise learning, 'our students achieve a year's worth of learning from every year of teaching'.

## School context

Casula High is located in the south western suburbs of Casula close to Liverpool. It draws students from Prestons, Casula, Glenfield, Glenwood and Dalmeny primary schools and surrounding suburbs from as far away as Fairfield and Campbelltown.

Casula High School is a co-educational comprehensive high school providing equal opportunity for all students in their pursuit of excellence. Our staff is committed to innovative educational practice and dedicated to maintaining a supportive environment. There is a strong collegial culture of mutual trust and support amongst teachers, school leaders and parents of Casula High. Our School ICSEA is 956.

Casula High School teachers lead with a moral purpose. We are committed to making a difference in the lives and outcomes of students as a result of their experiences at school. The school promotes a culture of inquiry and innovation, where creative exploration and independent learning are valued.

Our students have been given opportunities to be creative and critical thinkers who have the ability to work independently and collaboratively to contribute positively to their world. Casula High School students are lifelong learners as they courageously investigate, create and communicate effectively in the 21st century and achieve beyond school success.

## School planning process

The Casula High School plan 2018–2020 has been informed by quality evaluation practices, community consultation and school context.

The school has used a wide range of tools and data to evaluate the 2018–2020 school plan and to determine the school's future strategic directions. These include a whole school situational analysis, curriculum evaluations, as well as an analysis of student learning outcomes, surveys with all year groups of students, staff and parents to determine future directions and to affirm best practices that would further support the enhancement of teaching and learning at Casula High School

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Creating Dynamic Educators

### Purpose:

Casula High School values the ongoing development of educators and processes to engage students in relevant learning experiences to maximise school success and beyond. Through the use of data, creative approaches and innovative pedagogical practices we will build the capacity of staff to achieve positive learning and wellbeing outcomes for all students. Through informed practice teachers will collaborate and be equipped to develop future learners.



## STRATEGIC DIRECTION 2

Communities and Engagement

### Purpose:

Strong community connections are established by purposeful communication with students, families and our wider educational community. Opportunities are provided with support to ensure student success for future – focused post school options. Student engagement is increased through industry partnerships, a dynamic curriculum, student voice and community relationships.



## STRATEGIC DIRECTION 3

Confident Visible Learners

### Purpose:

All students and teachers of Casula High School will understand the characteristics of an effective learner and the process of learning. Students will receive regular high quality feedback from their teachers to ensure all students progress. Teachers and students will take part in a visible learning process, that enhances their learning experience. The CHS learners know what quality looks like, understand the criteria for quality work, are active participants and evaluators of the learning process.

# Strategic Direction 1: Creating Dynamic Educators

## Purpose

Casula High School values the ongoing development of educators and processes to engage students in relevant learning experiences to maximise school success and beyond. Through the use of data, creative approaches and innovative pedagogical practices we will build the capacity of staff to achieve positive learning and wellbeing outcomes for all students. Through informed practice teachers will collaborate and be equipped to develop future learners.

## Improvement Measures

Increase in staff engaging in evaluative and reflective practices.

Increase in creativity, innovation and collaboration in teaching and learning programs.

Increase in staff utilising data and evidence, to make informed decisions on what works best to inform student educational outcomes.

## People

### Leaders

Support the implementation of whole school approaches to data driven collaborative practice promoting a culture of feedback and evaluation across the school.

### Staff

Whole school approach to use of the Explicit Instruction Model to observe and provide feedback to colleagues to inform practice.

### Staff

All faculties engaged in the evaluative culture of the review process

### Staff

Engaged in Creative Industries embedding innovative teaching practice into teaching and learning programs.

### Staff

Engaged in accreditation process and achieving accreditation at higher levels.

### Students

Evaluators of their own learning as they actively engage in self and peer assessment.

### Students

Student Voice drives evaluative culture across the school.

### Students

## Processes

Evaluation and utilisation of data to inform innovative teaching practice to create dynamic learning experiences.

Develop a diverse range of professional learning opportunities and plans to build on the creative capacity of our educators.

Ongoing reviews and refinement of school processes to develop an evaluative culture at a faculty and whole school level.

## Evaluation Plan

Faculty Evaluations

RAP Data

SMART Data

SCOUT

Tell Them from Me Teacher and student survey

## Practices and Products

### Practices

Teachers regularly participate in discussion and class networking (data meetings) to compare growth, share strategies and learning experiences for individual students/classes.

Utilise data to create Action plans through faculty evaluations process.

Faculties engaged in self reflection and evaluation in meeting policies and procedures.

Collegial and ongoing professional observation, teaching, reflection and dialogue that increase a teachers' understanding of what the Explicit Instruction Model is in practice and provides evidence towards achievement of professional learning goals.

### Products

Teaching programs and learning experiences are creative, engaging, challenging and relevant for all students, using technology to collaborate, create, and communicate, steeped in real life local and global problem solving.

Action Plans based on faculty reviews to inform teaching practice across the school.

Confident and creative staff engaged in cross curriculum observations (school practice culture).

Teachers recognise and identify professional learning meeting standards and aligns to PDP goals.

# Strategic Direction 1: Creating Dynamic Educators

<b>People</b>
Commit to learning and achievement by working independently and collaboratively to explore, create and communicate.
<b>Community Partners</b>
Partnership with Sydney Opera House maximizing opportunities for school community to engage with the arts broadening the learning, creative and cultural experiences.

# Strategic Direction 2: Communities and Engagement

## Purpose

Strong community connections are established by purposeful communication with students, families and our wider educational community. Opportunities are provided with support to ensure student success for future – focused post school options. Student engagement is increased through industry partnerships, a dynamic curriculum, student voice and community relationships.

## Improvement Measures

Increased engagement and retention of students, resulting in an increase in University and Post school options.

Increased proportion of parent and community involvement in community and engagement initiatives.

Increase in productive community partnerships enhancing the engagement of staff and students.

## People

### Students

Motivated to reach their full potential.

### Students

Play an active role in their own learning.

### Students

On a pathway towards continued success (Beyond School Success).

### Staff

Play an active role in the development of Stage and Year goals for students.

### Staff

Facilitate opportunities of learning for a rapidly changing world, preparing students for beyond school success.

### Leaders

Develop professional learning communities within and between schools, industry and tertiary partners/ external agencies.

### Leaders

Enable and promote innovation, creativity and collaboration that is future focussed.

### Community Partners

Links with external groups, business and support services are strengthened.

### Community Partners

Establish and maintain partnerships to implement action research to improve

## Processes

Strengthening purposeful connections with families and the wider educational community.

Fostering future–focussed opportunities for students through industry and tertiary partnerships.

Developing supported engagement by amplifying student agency.

## Evaluation Plan

School attendance data

Tell Them From Me survey

Excellence in School Customer Service 360 reflection tool

Student/Teacher feedback surveys

Teacher Fidelity Index survey

## Practices and Products

### Practices

Maximise opportunities for staff and students to engage in learning opportunities outside the classroom.

Development of Stage and Year goals for Years 7–12 that enable the development of leadership skills and opportunities; and promotes personal wellbeing and social capabilities of student.

Identify potential community partners and establish links to foster productive relationships that enhance student opportunity and development.

### Products

Increased creativity, collaboration and innovation in learning.

Empower student voice, evaluate practices and shape future direction.

Meet the diverse needs and aspirations of students that will increase their opportunities for further education, training and experience for rewarding and productive employment.

A consistent and school wide understanding of the PBIS expectations SHARP.

# Strategic Direction 2: Communities and Engagement

**People**  
teaching and learning.

# Strategic Direction 3: Confident Visible Learners

## Purpose

All students and teachers of Casula High School will understand the characteristics of an effective learner and the process of learning. Students will receive regular high quality feedback from their teachers to ensure all students progress. Teachers and students will take part in a visible learning process, that enhances their learning experience. The CHS learners know what quality looks like, understand the criteria for quality work, are active participants and evaluators of the learning process.

## Improvement Measures

Increased proportion of students achieving expected growth in literacy.

Increased proportion of students achieving expected growth in Numeracy.

Increase in student growth in Stage 6.

## People

### Students

Can identify when and how they are using the effective learner.

### Students

Are able to talk about learning progressions and answer questions about their learning.

### Staff

A common definition of an effective learner at Casula High School and ways to promote an effective learner.

### Staff

Build teacher capacity to utilize data to explicitly set student learning goals and provide targeted intervention in literacy and numeracy.

### Leaders

Adopt a coordinated approach to providing teachers with sustained differentiated professional learning.

### Leaders

Foster a culture of high expectations, student achievement and continuous improvement.

### Leaders

Lead colleagues to monitor and evaluate their implementation and effectiveness of teaching programs on student learning by analysing school and external data.

### Parents/Carers

## Processes

Providing students with the tools, skills and resources to create lifelong learners.

Develop a shared understanding and language around the profile of a SHARP learner and learning progressions..

A whole school approach to support students to successfully engage in the literacy and numeracy demands of the 7–10 curriculum.

## Evaluation Plan

Smart data

SEF reports

RAP data

PAT Tests

Student/Teacher Feedback surveys

Well Being survey

## Practices and Products

### Practices

Each KLA will develop learning progressions to track student progress across 7–10.

Classroom observations, instructional rounds and walkthroughs.

Skills lessons with a focus on literacy and numeracy led by the Instructional Leader and HT Secondary Studies.

Learning progressions are used by all teachers as evidence to student progress across all KLA's.

### Products

Improvement in teacher practice across the school by linking individual classroom practice and school-wide teaching practices.

Students receive explicitly targeted teaching and learning at the point of need.

Implement a sustainable and consistent system for identifying learning progressions.

A consistent and school wide approach to A Learning and responding Matrix (ALARM).

# Strategic Direction 3: Confident Visible Learners

<b>People</b>
Support and foster successful learning through a shared high expectation of student learning and achievement.
<b>Community Partners</b>
Work with our Community of Schools and SVA partners to ensure that our staff and students are provided with opportunities to observe and share best practice.