

Strategic Improvement Plan 2021-2024

Casula Public School 4198



School vision and context

School vision statement

At Casula Public School we are committed to educating a multicultural diverse community, within an environment of inclusion, to become responsible and successful learners who demonstrate empathy and integrity. High expectations and strong data analysis will ensure students meet their academic and social potential.

This is achieved in a safe, respectful environment built on student voice, mutual trust with consistently high expectations where there is a strong connection with our school community.

School context

At Casula Public School our current student enrolment is 875. Currently there are 30 students enrolled in the Opportunity Class, this consists of 15 Year 5 and 15 Year 6 students. In 2011 665 students were enrolled with this peaking in 2018 with 927 students. At the beginning of 2019 a state wide enrolment policy was introduced and adhered to. Our current FOEI is 114. We have 739 EAL/D students and over 50 languages (other than English) are spoken at home. 17% of our students were born overseas. On average we lose 22% of students between day 1 of Kindergarten and day 1 of Year 2. Approximately 55% of students enrolled at Casula Public School in Kindergarten remain for 7 years of their primary education.

We are strengthening our culture of high expectations throughout the school to challenge and engage students to fully develop their potential in relation to positive behaviour, motivation, self esteem, attendance and academic success. Our teachers and students will strive to become skilled collaborators, communicators, critical and creative thinkers.

At Casula Public School we provide rich and engaging opportunities for students to engage and excel in a variety of extra curricular activities.

Through our recent External Validation and situational analysis we have identified a need to use data driven practices to identify student achievements and progress in order to reflect on teaching effectiveness and inform future school directions. There is a need to strengthen student voice to ensure students connect, succeed and thrive academically, socially and emotionally. Teachers will build, strengthen and refine their expertise through high impact professional learning that draws upon evidence-based research to drive student improvement.

Through the NAPLAN gap analysis the school has identified system - negotiated target areas in reading and numeracy. We will develop systematic data collection practices to strategically plan at the classroom and whole school levels, informing future directions.

Our attendance data demonstrates a need for a collective partnership with the school and community to ensure student attendance is consistent ensuring continuity of learning and a sense of belonging.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we need to build strong foundations for academic success through use of evidence based research to ensure high expectations and differentiation is a school wide practice. We will strengthen and refine data driven teaching practices that are responsive to the learning needs of all.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets:

Percentage of students achieving in top two bands in reading increases to 41.0%.

Percentage of students achieving in top two bands in numeracy increases to 36.5%.

Percentage of students achieving expected growth in reading increases to 61.1%.

Percentage of students achieving expected growth in numeracy increases to 66.4%.

Target year: 2023

Achievement of 2023 system-negotiated targets:

Percentage of students achieving in top two bands in reading increases to 44.9%.

Percentage of students achieving in top two bands in numeracy increases to 39.3%.

Percentage of students achieving expected growth in reading increases to 62.4%.

Percentage of students achieving expected growth in numeracy increases to 69%.

Target year: 2024

Initiatives

Evidence-Based Practices

The school will embed evidence based practices in reading and numeracy for the purpose of sustaining measurable student improvement:

- The school will maintain a focus on current research in evidence based practices and high impact pedagogy.
- The school will develop consistency in high expectations to ensure students feel challenged and are engaged to develop their potential for learning.
- The school will develop structures to ensure staff reflect on the effectiveness and impact of their practice and identify areas to further develop through ongoing professional learning.
- The school will implement processes to establish and maintain consistent expected effective practices that will impact on the teaching, learning and wellbeing of all students.
- Ensure effective strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery, school targets and identified learning progress of all students inclusive of students with disabilities, Aboriginal and high-performing students.

Effective Explicit Teaching and Feedback

The school will embed explicit teaching practices and feedback that develop student knowledge and understanding through cumulative and systematic processes in literacy and numeracy.

- Current research informs strategic decisions regarding pedagogy across the school.
- Whole school priority through the explicit teaching of reading with a focus on vocabulary and comprehension is explored and implemented to improve student growth.
- Whole school priority to improve student growth through the explicit and systematic teaching of mathematics.

Success criteria for this strategic direction

There is a whole school approach to using current evidence based practices for high impact pedagogy through robust discussions, differentiated programming and student improvement measures.

There are school wide consistent high expectations and collective responsibility for student learning, engagement and success. Evident through student voice and surveys such as Tell Them from Me.

There is a consistent understanding and implementation of effective pedagogy across the school evident in teaching and learning programs and professional dialogue.

The school uses systematic, scheduled, purposeful and reliable data to evaluate student learning over time and implements changes in teaching that leads to measurable improvement.

Teaching and learning programs are collaboratively planned, informed by assessment data, describe expected student progress and the assessment that measures them, embed school wide practices, including evidence of adjustment to address individual student needs.

Students are able to articulate their learning and what they need to demonstrate to be successful, and respond to teacher/peer feedback to enable continuous improvement.

Teachers are able to interpret and use data from a range of assessment sources to drive improvement for all students inclusive of those with disabilities, Aboriginal and high-performing students. Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Aboriginal students achieve internal benchmarks and expected growth in NAPLAN in reading and numeracy.

There is a balanced approach to the teaching of vocabulary, comprehension and the processes of reading.

Strategic Direction 1: Student growth and attainment

Improvement measures

Achievement of 2024 system-negotiated targets:

Percentage of students achieving in top two bands in reading increases to 48.8%.

Percentage of students achieving in top two bands in numeracy increases to 42.1%.

Percentage of students achieving expected growth in reading increases to 63.7%.

Percentage of students achieving expected growth in numeracy increases to 71.6%.

Success criteria for this strategic direction

There is a balanced approach to teaching mathematics with a deep understanding of the learning pathways and the connections across mathematical concepts.

Evaluation plan for this strategic direction

Questions

What has been the impact of purposeful systematic data collection in reading and numeracy?

Are there structures and systems in place to individually analyse and engage in collaborative data discussions that drive decision making?

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data

We will use a combination of data sources such as:

- Internal Assessment, eg PLAN2, whole school reading tracking data, tracking of learning progressions in Literacy and Numeracy.
- External Assessment, eg NAPLAN, Check In Assessments
- Pre and Post Numeracy assessment tasks.
- Observations
- Student, staff, community voice, eg focus groups, surveys, TTFM
- Document analysis eg teaching and learning programs, guided reading observation booklets, ILPs
- Resource allocation analysis, eg SLSO support, EAL/D, LaST
- Staff exit slips, Jamboard

Analysis

- Analysis will be embedded within each initiative

Evaluation plan for this strategic direction

through progress and implementation monitoring

- Each term the school will review progress toward the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: High Impact- A whole school approach

Purpose

We will strengthen our professional learning by facilitating robust dialogue to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Responsive professional learning will sustain evidence based approaches and build expertise. We will measure student growth and achievement to evaluate the effectiveness of professional learning.

Improvement measures

Target year: 2022

90% of staff implementing evidence based practices evidenced in teaching and learning programs.

90% of staff participate in professional dialogue to build capacity in delivering quality, engaging lessons that demonstrate high expectations.

Teachers identify the impact of their learning on student growth through data analysis and the increased percentage of students achieving at or above grade expectations.

Target year: 2023

95% of staff implementing evidence based practices as evidenced through collection of teaching and learning programs.

95% of staff actively participate in professional dialogue to build capacity in delivering quality, engaging lessons that demonstrate high expectations resulting in increased student engagement.

Teachers identify the impact of their learning on student growth through data analysis and the increased percentage of students achieving at or above grade expectations.

Target year: 2024

100% of staff will actively collaborate by sharing evidence

Initiatives

Continuous Professional Learning

The school has 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 school will create a culture and structures that build a cycle of strategic, collaborative, planned and continuous professional learning.
- The staff will focus on sustaining purposeful change, collaboration and continuous reflection to ensure there is impact on student learning.

Impact of Professional Learning

The staff evaluate professional learning activities to identify, systematically promote and implement the most effective strategies to improve teaching and learning.

- Staff understand the purpose and importance of rigorous effective professional learning to have impact on student learning.
- Staff implement professional learning into their programming, daily practice and reflection for overall student improvement.

Success criteria for this strategic direction

- The Leadership Team utilises qualitative and quantitative data to identify areas of improvement and target professional learning for staff to ensure continuous growth for all.
- Staff trial, implement, reflect on and refine evidence based practices within a culture of continuous evaluation and improvement.
- Staff actively seek and engage in professional learning in reading, numeracy and wellbeing to ensure their ongoing development and improvement.
- Staff participate in meaningful professional dialogue around evidence based research and its impact on student learning to develop and refine teaching practice.
- Staff actively evaluate, share and discuss learning from targeted professional development to ensure consistency and improvement of whole school practice.
- Explicit systems for productive professional dialogue, reflection and evaluation of professional learning and its impact on teacher knowledge and student learning.
- Staff actively engage in planned, implemented and sustained professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- The expertise of staff is drawn on to further develop our professional learning community where colleagues teach and learn with and from each other.
- Teachers collaborate with the Instructional Leaders/DPs to share and embed effective practice to ensure impact on targeted areas of need.
- Professional learning is evidenced in teaching and learning programs, daily practice, annotations, reflections and student growth data.

Evaluation plan for this strategic direction

Question

Strategic Direction 2: High Impact- A whole school approach

Improvement measures

informed practices, knowledge and problem solving strategies to strength teacher capacity.

100% of staff will effectively analyse, interpret and use student data to drive student improvement.

Evaluation plan for this strategic direction

How successful were we in embedding professional learning into practice and measuring its impact on student learning?

Data

We will use a combination of data sources such as:

- Professional Development Plans
- Teaching and Learning Programs - Annotated
- Exit Slips
- Teacher observation and feedback
- High Impact Professional Learning Self-Assessment Tool
- PLAN2 Understanding Texts, Quantifying Numbers and Additive Strategies
- External Assessment, eg NAPLAN, Check -in Assessment
- Student, staff, community voice, eg focus groups, surveys, TTFM.

Analysis

- Analyse the data to determine the extent we are meeting our purpose.
- Accountability structures are inbuilt within professional learning to facilitate evaluative thinking through the use of the Question, Data, Analysis and Implications (QDAI) approach.

Implications

- Is the success criteria achievable?
- Where to next?

Strategic Direction 3: Wellbeing- A sense of belonging for all

Purpose

To ensure there is a strategic whole school approach to processes and practices that create a safe learning environment that connects with the wellbeing framework and ensure we all connect, succeed and thrive.

Improvement measures

Target year: 2022

Percentage of students attending 90% or more increases to 81.4%.

Percentage of student wellbeing increases to 96.6%.

Wellbeing, behaviour management and attendance plans are developed for targeted students.

Target year: 2023

Percentage of student attending 90% or more increases to 84.3%.

Percentage of student wellbeing increases to 98.4%.

Wellbeing, behaviour management and attendance plans embedded and evaluated for targeted students.

Target year: 2024

Percentage of student attending 90% or more increases to 87.2%.

Percentage of student wellbeing increases to 100%.

Wellbeing, behaviour management and attendance plans embedded and evaluated for targeted students.

Initiatives

A planned approach to wellbeing

Casula PS acknowledges the collective responsibility for and significance between student wellbeing and the interdependent and reciprocal relationships between learning and wellbeing.

- Strengthen and refine our whole school approach to wellbeing initiatives to ensure monitoring, analysis and evaluation of student voice, behaviour, attendance, wellbeing, learning and engagement.
- Implement processes to establish and maintain consistent expected effective practices that impact on the teaching, learning and wellbeing of all students.
- Create, maintain and monitor programs that build cognitive, emotional, social, physical and spiritual wellbeing in order to develop a climate of care and positivity.
- The school promotes self-regulation and self-awareness, identity and diversity through student voice, goal setting, reflecting and targeting specific needs.

Attendance

Casula PS focuses on building a collective approach to wellbeing through meaningful and productive partnerships.

- Students and parents actively participate with the school to develop positive connections and foster high expectations of student attendance.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Current practices are reviewed and whole school attendance incentives are in place.

Success criteria for this strategic direction

- All staff have a deep knowledge and understanding of the Wellbeing for School Excellence Framework and it is embedded into everyday practice.
- Data analysis to identify patterns in behaviour, identify function of behaviour and strategic implementation to redirect and re-teach.
- Effective classroom management creates a classroom environment that minimises disruptions, maximises instruction time and encourages students to engage in learning.
- There is a strong focus on restorative practices to build, maintain and restore positive relationships through student voice and accountability.
- Students and their parents/carers are connected to their learning through goal setting, reflective practices and high expectations to ensure they are motivated to deliver their best and continually improve.
- There is a school wide system where teachers monitor and address student absences in a timely manner, leading to improved and sustained attendance rates.
- There is an increase in parental engagement through informal and formal meetings regarding their child's attendance.
- There is a collective partnership with the school and community to ensure students attendance is consistent, supporting and reinforcing continuity of learning.

Evaluation plan for this strategic direction

Question:

How have we demonstrated and determined that our systems for enhancing student wellbeing and attendance have been successful?

Data:

- Collect and analyse attendance data and reports

Evaluation plan for this strategic direction

including LST minutes and HSLO support / referrals etc

- Evidence of individual attendance plans developed in collaboration with the student and parent /carer
- Participation of parents in workshops / information sessions including attendance, curriculum etc
- TTFM survey data
- Collect and analyse data using the Wellbeing Self-Assessment Tool for Schools
- Sentral behaviour data
- Tier 2 data

Analysis:

- Analysis will be embedded into each initiative through progress and implementation monitoring.
- Each term the school will review progress towards the improvement measures.
- The impact of the initiatives in meeting the desired outcomes will be the focus of evaluations.

Implications:

The findings of this analysis will inform future directions.

Annual reporting on school progress measures (Published in the annual report and on the school website at the end of Term 1 each year).