

Strategic Improvement Plan 2021-2025

Casula High School 8476



School vision and context

School vision statement

The Casula High School vision is to cultivate a school culture which is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community, "Every Student, Every Teacher, Every Classroom".

Casula High School leaders create the culture and structures that build an inclusive learning environment. We facilitate learning and growth in our teachers and classrooms, enabling each and every staff member to contribute their best as we work together to ensure all our students "Cross the stage with dignity and respect".

We believe in and aim for excellence in learning, teaching and leading. Our students achieve at least a year's worth of growth from every year of teaching. Our diverse learning community prides itself on safety, having high expectations, our students are respectful learners and are prepared for beyond school success. Our learning culture allows our students to connect with their teachers to succeed and thrive in an ever changing global community.

Student voice is at the heart of our learning environments. Student voice offers a creative approach to the use of the physical environment at Casula High School as the leadership team aim to ensure our learning environments optimise learning. At Casula High School we deliver learning environments that allow all students to feel a sense of belonging and connectedness to school.

We know and believe that the teachers in our school are critical in ensuring school improvement touches every classroom through planning and constantly monitoring, reflecting upon and adjusting their practice to meet the needs of their students. All Casula High School teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies driving improvement in literacy and numeracy.

The Principal and school leadership team at Casula High school model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

The Casula High school community includes students, teaching and non-teaching staff, parents and carers, and the broader community. Our school community is unique in its richness and diversity. We strive to ensure all of our families have a voice. Community engagement in our school is purposeful, positive and authentic.

A well-established body of research shows an inextricable link between parental engagement and a child's academic success and social wellbeing. It is therefore essential that our school engages with our local communities to ensure the greatest impact on every student's progress, achievement and wellbeing.

Casula High School has established relationships and partnerships with individuals, organisations, services, facilities and expertise in our school's broader community. We will continue to draw upon and build these relationships to provide a range of opportunities for

School context

Casula High School is a coeducational, comprehensive educational setting that currently has 1268 students enrolled, including 3.6% Aboriginal and Torres Strait Islander students, 39% EAL/D, 3.3% refugee background and 78% students from a non-English speaking background. The staff and parent groups at the school have a deep commitment to the school and the growth, wellbeing and learning of all students.

Student motivation and achievement are enhanced through excellent quality teaching and learning programs, welfare structures and support programs that enhance the intellectual, creative, leadership, social and physical skills of students. The Student Representative Council (SRC) is a vibrant and committed student body that holds a high profile and plays an active role in the school. The staff and students are guided by the school values of courage, courtesy and concern, as these are core principles and support students as they strive to reach their full potential.

Casula High School is a Positive Behavioural and Intervention Supports (PBIS) school. Our wellbeing framework is underpinned by the values of Safety, High Expectations, Achievement, Respect and Prepared. Casula High School also has a Support Unit consisting of one mild intellectual disability class, two autism classes and one moderate intellectual disability class.

School vision and context

School vision statement

our students to participate in, as well as support our students' academic, physical, social, and emotional growth.

Our school leaders ensure our school operates in a framework of excellence to improve student outcomes.

School context

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student literacy and numeracy outcomes we will build staff capacity and analyse data to improve practice, resulting in continual student improvement.

Improvement measures

Achieve by year: 2025

SEF assessment indicates improvement in the 'Student Performance Measures' element in the Learning Domain from Delivering to Sustaining and Growing.

Reading growth

Achieve by year: 2023

Increase of 2.6% in the Reading domain of Check-in assessment for Year 9.

Reading growth

Achieve by year: 2023

An uplift of 5.4% of students moving up 3 Comprehensive Assessment of Reading Strategies (CARS) levels.

Numeracy growth

Achieve by year: 2023

An uplift 4.8% of students moving up 2 Comprehensive Assessment of Mathematics Strategies (CAMS) levels.

Initiatives

Progression of learning and differentiation

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

- **Middle years approaches-** collaborative practice and shared language for middle years students to support engagement and collaborative practices.
- **Personalised learning pathways-** Stakeholders working collaboratively in identifying and achieving goals based on student data with a focus on our ATSI and EALD students.
- **Skills based teaching** - integrated into whole school curriculum with a focus on literacy and numeracy instruction.
- **Program analysis and review-** evidence of ongoing review and adjustments to teaching and learning programs based on data regarding students.
- **Class sized interventions-** specific class interventions for students with additional or identified needs.
- **Small group intervention-** Targeted students are provided with an evidence based intervention to close gaps in their learning including Maqulit and Quicksmart.

Data and assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

- **Mapping growth-** tracking student progress in KLAs in reference to skills and the Literacy and Numeracy progressions.
- **Analysis and review of student achievement** in system wide diagnostic assessments including

Success criteria for this strategic direction

The learning goals for students are informed by analysis of internal and external student progress and achievement data.

Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

Significant increase in students achieving in the top two bands for NAPLAN reading, writing and numeracy.

The school achieves value added that reflects a positive trend.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Evaluation plan for this strategic direction

The school uses the following data sources to regularly analyse the effectiveness of initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis guides the schools future directions:

NAPLAN

Scout- value added data

Student work samples

Strategic Direction 1: Student growth and attainment

Initiatives

- NAPLAN/Minimum Standards to identify target areas.
- **Development and implementation of data walls** and teams using diagnostic assessments, PAT testing, to identify impacts of interventions on a targeted group of students.
- **Instructional coaching** - implementation of effective assessment, strategies including formative and summative assessment within the classroom, to monitor student progress in Literacy and Numeracy.
- Development of **personalised learning pathways** informed by data and assessment for students with an explicit focus on student learning outcomes including literacy and numeracy.
- **Targeted deployment of staffing** resources to support the achievement of equity groups.

Evaluation plan for this strategic direction

Registers and teaching and learning platforms

Student PLPs

PAT

Student focus groups

Quicksmart

Macqlit

The evaluation plan will involve

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the school excellence framework elements and themes for all staff.

Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative, qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years work and 'Where to next'.

Strategic Direction 2: Professional Practice

Purpose

Developing the capacity of all staff through collaborative practices that promote a shared language and consistency across the school creating assessment capable learners to drive school wide improvement in teaching practices and student learning.

Improvement measures

Achieve by year: 2025

SEF assessment indicates improvement in the 'Learning and Development' element in the teaching domain from sustaining and growing to excelling.

Achieve by year: 2025

All teachers actively partake in lesson observations with an evidence based approach to promote teacher collaborative practice.

Achieve by year: 2025

Reduce the bottom two HSC Bands across the school to 19.8%

HSC achievement - top 2 bands

Achieve by year: 2023

Increase HSC course results in top two bands to 16.1%.

HSC achievement - top 3 bands

Achieve by year: 2023

Increase HSC course results in top three bands above the lower bound target 39.7% to the upper bound target of 44.7%.

Initiatives

Professional Learning Community

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

- **PDP systems** that drive individual, faculty and whole school focus supported by targeted professional learning and drive teacher improvement.
- **Staff Induction** with a focus on 4 phases of induction - orientation, developing focus, refining practice and gaining proficient accreditation - critical actions by different stakeholders to create a structured, school-based and comprehensive induction.
- Structured approaches to **whole school professional learning** in which the whole school professional learning plan focuses on the creation of professional learning that supports teachers to consider and reflect on their professional practice and supplement PDP conversations.
- **Faculty Evaluation** - Monitoring of whole school initiatives and priorities through evaluation of faculties, assessments and programs. Development of the faculty action plan to be linked to the school strategic improvement plan.
- **Deployment of specialist staff** to support the development of professional learning community.

Collaborative and Effective Practice

There are explicit systems for collaboration and feedback to sustain quality teaching practice.

- **ALARM** Pedagogy Coach and Instructional leader work with teachers across all KLAs with the aim to spread practice and support scaling systemic improvements of teaching and learning.
- **RAP Data Analysis** - Using Data to enhance HSC performance. Teachers, Executive and Senior Executive analyse HSC results, to identify successes, as well as areas for improvement. The HSC analysis guides staff professional learning and

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

The leadership team establish a professional learning community which is focused on continuous improvement of teaching and learning.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Teachers employ evidence - based effective teaching strategies. Effective methods are identified. Promoted and modelled, and students learning improvement is monitored, demonstrating growth.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers.

Evaluation plan for this strategic direction

The school uses the following data source to regularly analyse the effectiveness of initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis guides the schools future directions:

Strategic Direction 2: Professional Practice

Initiatives

- student learning support.
 - **Teacher moderation and assessment moderation** with a focus on improving assessment practice across the school.
 - **Effective Assessment** - Collaborate with staff to ensure consistent teacher judgement (CTJ). Ensure assessment is purposeful and effective for teachers and students through the implementation of CTJ meetings within faculty professional learning time each term.
 - **Observations** - Teachers actively partake in lesson observations with an evidence based approach to promote teacher collaborative practice; peer observations, faculty/whole school observations, videos of practice, learning walks and instructional rounds.
 - **Impact Cycles** - Faculty implementation of impact cycles to measure impact and student growth with a focus on ALARM instructional rounds; backward mapping, feedforward, coach/mentor within KLA, reflection tool.
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Evaluation plan for this strategic direction

- Copies of PDPs
- Observation sheets, videos of practice.
- Tell Them From Me
- RAP, SCOUT.
- HSC monitoring
- Work Samples
- NAPLAN
- Faculty Evaluations
- PIVOT, 360 Reflection
- Completed Teacher Accreditation

The evaluation plan will involve

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the school excellence framework elements and themes for all staff.

Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative, qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years work and 'Where to next'.

Strategic Direction 3: Connected Learning Culture

Purpose

Formal structures across the school community that support emotional, behavioural and intellectual engagement of students by fostering positive relationships with all stakeholders.

Improvement measures

Wellbeing

Achieve by year: 2023

72.7% of students reporting expectations of success, advocacy and sense of belonging at school.

Attendance (<80%)

Achieve by year: 2023

Decrease proportion of students attending below 80% of the time to 19%.

Attendance (>90%)

Achieve by year: 2023

67.2% of students attending more than 90% of the time.

Achieve by year: 2025

Impactful processes and systems to support a planned approach to wellbeing, which improves student agency.

Achieve by year: 2025

SEF assessment indicates improvement in the 'Wellbeing' element in the Learning domain from Sustaining and Growing to Excelling.

Achieve by year: 2023

Proportionally contribute to the Glenfield Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.

Initiatives

Personalised Learning Pathways

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

- **Stage 5 Excellence and Engagement Hub Teachers** - working collaboratively with stakeholders to provide targeted support and personalised plans developed for disengaged students and exploration of pathways.
- **Stage 5 and 6 students personalised plans** with structured learning conversations with students, teachers and families during parent teacher evenings. PL of staff to support students in building educational aspiration.
- **Employment of Transitions Advisor** to support building the capacity of the careers and transitions team by developing processes to support Stage 6 students with post school pathways.
- **Curriculum patterns of study to cater for diverse Stage 6 learners**, with an increase of VET and eVET courses on offer to support high expectations for student learning.
- **Developing relationships with community of schools** to access and evaluate progress in achieving system negotiated targets to inform practices in Stage 4 with a focus on PLAN Data.

Fostering agency and wellbeing

A planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- **Attendance improvement plan.** Embedded whole school attendance practices and ownership by all stakeholders.
- **Informed PBIS practices** based on millennium data.

Success criteria for this strategic direction

The school has implemented evidence- based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential, including post school pathways.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption

Evaluation plan for this strategic direction

The school use the following data sources to regularly analyse the effectiveness of initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis guides the schools future directions:

TTFM

Strategic Direction 3: Connected Learning Culture

Initiatives

- **Review and refine discipline, behaviour and anti bullying policies** in alignment with the Student Behaviour Strategy by integrating student behaviour within our broader approaches to learning and wellbeing.
 - **Employment of Community Liaison Officer and Aboriginal School Learning and Support Officer to support** building relationships with community and forging connections with families and external agencies.
 - **Increase the number of Student Support Officers** to grow student resilience.
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Evaluation plan for this strategic direction

Attendance data

Millennium Entries

Post Destination Survey

N Warning Letters and N Determinations

Suspension data

School-based parent surveys

The evaluation plan will involve

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the school excellence framework elements and themes for all staff.

Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative, qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years work and 'Where to next'.