School plan 2015 – 2017

Casula High School 8476

A TWENTY FIRST CENTURY ENVIRONMENT BUILDING EXCEPTIONAL LEARNERS

EXPERT EDUCATORS LEADING LEARNING

FOSTERING AN INCLUSIVE GROWTH COMMUNITY
## School background 2015 - 2017

### 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

### School context

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

Casula High 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.

Casula High School’s programs are evolving to meet the changing demands of global schooling. We have a deep understanding that education has been revolutionised through the internet, Google, outsourcing and 24/7 demands and expectations of emerging technologies.

### School planning process

The school has used a wide range of tools and data to evaluate the 2012-2014 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 data and data gathered from student surveys such as TTFM (Tell Them From Me).
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**Purpose:**
Casula High School aims to engage students through innovative and meaningful experiences that promote greater personal responsibility for learning. The 21st Century learning environment will build students’ capacity to meet the changing demands of global schooling. Students in today’s school live in a new knowledge world and have access to information, ideas and social connections unimaginable a few years ago. Casula High School’s purpose is to shift our pedagogy and learning environment so that our learners are successful active citizens.

**Purpose:**
Casula High School aims to foster an environment in which all staff continually develop their expertise as educators in an environment of shared practices, where leadership is supported and encouraged. Students are actively engaged in their learning, academic and personal growth. We are currently developing a shared, school wide approach to pedagogy and facilitating understanding across all Key Learning Areas. Teachers as leaders, strive for authenticity in their teaching, learning and assessment strategies by inspiring independent, lifelong learners.

**Purpose:**
Casula High School has a deep belief in establishing and building successful community relationships, both within and outside of Casula High School that promotes the common goal of the enrichment of student learning. We aim to enhance positive school experiences through reflective/effective welfare programs, as well as collaboration and engagement with the wider community. We are developing sustainable partnerships in the wider community through links with business, and cultural, technological global including sectors, universities by opening alternative pathways for student access.
Strategic Direction 1: 21st Century Learning Environment Building Exceptional Learners

**Purpose**

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

Casula High school aims to engage students through innovative and meaningful experiences that promote greater personal responsibility for learning. The 21st Century learning environment will build students’ capacity to meet the changing demands of global schooling. Students in today’s school live in a new knowledge world and have access to information, ideas and social connections unimaginable a few years ago. Casula High Schools purpose is to shift our pedagogy and learning environment so that our learners are successful active citizens.

**People**

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

Students: will develop effective learning habits that will prepare them to fully engage in 21st Century capabilities.

Staff: develop a world class 21st Century learning environment through engaging teaching and learning programs.

Students: are actively involved in Project Based Learning that incorporate reflective assessment processes.

Parents: increased awareness and support or technology use/supervision of their children.

**Processes**

How do we do it and how will we know?

- Create 21st Century Learning Spaces promoting collaborative learning, critical thinking and connected classrooms.
- Build student capacity to be self-directed independent learners through the application of 21st Century learning skills. Provide students with tools and capabilities to be lifelong learners through targeted based literacy and numeracy programs.
- Develop staff and student capacity to support implementation and integration of evolving technology in the classroom and the use of Learning Management Systems.

**Products and Practices**

Product:
- BYOD policy is embedded into school policy and Teaching programs

Product:
- Students and teachers confidently use I-pads for learning.

Product:
- Staff members are future driven and willing to incorporate new technologies into effective teaching.

Product:
- Teaching and learning programs will embed literacy and numeracy strategies which meet the individual needs of students

Practice:
- Training all teaching staff in the effective use of I-pads.

Practice:
- Continually developing staff in 21st Century technology/practice not already identified.

Practice:
- Teachers will deliver explicit real world literacy and numeracy strategies

**Improvement Measures**

- I-curriculum has been embedded in teaching and learning programs in stage 4 and 5 across all Key Learning areas.
- All faculties will have access to a 21st century learning Space.
- 85% of senior students (years 10-12) are able to apply 21st Century general capabilities in the workplace.
- 60% of all year 10 students will achieve cluster 16 in reading and comprehension.
- Decrease the amount of year 9 students at or below National Minimum Standard to 10%.
- Increase the amount of students attaining 2 or more bands 5 or 6 in the HSC by 10%.

**Evaluation Plan**

Executive monitoring, analysis and discussion of data including SMART and RAP data. Informal observations of how executive leaders coordinate 21st Century learning spaces and learning communities. Use of the TTFM survey to measure student engagement and learning within the creative learning spaces.
Strategic Direction 2: Expert Educators Leading Learning

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
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<td><strong>Students:</strong> demonstrate a deeper understanding and engagement resulting in improved learning outcomes.</td>
<td>• Providing professional development opportunities for all staff to foster exceptional, innovative teaching practices.</td>
<td><strong>Product:</strong></td>
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<td></td>
<td><strong>Staff:</strong> develop Professional Development Plans (PDP’s) which are aligned with the school plan</td>
<td>• Staff awareness of DEC and BOSTES policies and guidelines leading to best practice school wide.</td>
<td><strong>Product:</strong></td>
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<td></td>
<td><strong>Students:</strong> experience increased engagement and academic achievement through progressive and authentic teaching and learning practices.</td>
<td>• Maximising opportunities to build leadership capacity across the school empowering teachers to lead curriculum change.</td>
<td><strong>Product:</strong></td>
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<td></td>
<td><strong>Staff:</strong> Through professional development will maintain professional competencies/compliance as identified by the strategic directions and the Australian Professional Standards for teaching.</td>
<td><strong>Evaluation Plan</strong></td>
<td><strong>Product:</strong></td>
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<td><strong>Students:</strong> are trained, mentored and supported as leaders in practices/programs across the school with the wider community.</td>
<td>Executive monitoring, self assessment and discussion for PDP and HSC requirements. Use of the Tell Them From Me survey to measure student engagement and learning within the school context.</td>
<td><strong>Product:</strong></td>
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<td><strong>Improvement Measures</strong></td>
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<td>• All staff are actively involved in instructional rounds providing negotiated feedback between staff members.</td>
<td>• A culture of collaborative P/L that is valued and builds the capability of all staff.</td>
<td>• All staff to engage in professional, research based reading to understand the role of the expert educator.</td>
<td>• All staff are trained in embedding and teaching through metacognitive reading strategies.</td>
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<td>• All staff members are active members of a learning community critically evaluating and discussing educational research within our school context.</td>
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<td>• All staff use the ‘connect now’ whiteboard to share learning intentions and experiences with students.</td>
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<td>• All executive staff aligned to the Systems Leadership framework.</td>
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<td>• All programs include the super six reading strategies.</td>
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## Strategic Direction 3: Fostering an Inclusive Growth Community

### Purpose

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

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### Improvement Measures

- Student attendance to improve by 2%
- All staff are explicitly teaching the values and expectations of PBIS.
- Increased network with Community of School beyond the transition program.
- Number of students with early acceptance into Universities increased by 10%.
- Increased number of business partnerships and alliances.

### People

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

- **Students:** take on leadership roles to facilitate and support transition programs.
- **Staff:** collaborate to enhance student engagement and learning outcomes.
- **Parents/Carers:** are provided with opportunities in order to effectively engage and participate in school community programs.
- **Community Partners:** are encouraged to work with our school on joint programs.
- **Students:** student voices are promoted, encouraged and valued as important leaders of our school community.
- **Staff:** are actively involved in the Kurrajong Community of Schools network sharing ideas and supporting an effective transition from Primary to High School.

### Processes

**How do we do it and how will we know?**

- Develop programs that value inclusivity, high expectations and welfare of all students, promoting a positive school climate.
- Build on involvement of wider school community, strengthening ties with parents and Community of Schools.
- Maintain and establish new and existing connections with Business/Industry, University partnerships and Learning Alliances.

### Products and Practices

**Product:**

- Student recognition of achievement of school based expectations increased by 40%.

**Practice:**

- Teachers recognising student achievement by consistently issuing SHARP awards.

**Product:**

- Increase the number of students with attendance above 85% by 2%.

**Practice:**

- Attendance alerts, year advisor monitoring, HT ‘N’ warning letters and HSLO referrals are issued.

### Evaluation Plan

Executive monitoring, analysis and discussion of attendance data. Head teacher monitoring of ‘N’ Warning letters. Use of the TTFM survey to measure student engagement and learning. Use of the PBIS survey to measure the success of the framework.

**Product:**

- Increased Aboriginal parental and community Involvement.

**Practice:**

- Aboriginal Committee encourage and promote initiatives such as meet the teacher and International Day.