

2021 Annual Report

Casula High School



8476

Introduction

The Annual Report for 2021 is provided to the community of Casula High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

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 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

Casula High School is a coeducational, comprehensive educational setting that currently has 1213 students enrolled, including 4% Aboriginal and Torres Strait Islander students, 36% EAL/D, 5.4% refugee background and 76% 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.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Planning for strategic improvement at Casula High School has been informed by our Strategic plan. This process of consultation and review has ensured that school directions are in line with not only system targets and goals but also reflective of the needs of our school community. Over the last 12 months intended activities and goals have been significantly impacted by periods of learning from home and the disruption caused by this. Casula High School continues to strive for achievement in line with the School Excellence Framework despite these disruptions.

Evidence based practice continues to be the cornerstone driving achievement at Casula High School. Regular professional learning is delivered to support the development of skills and capacities within our staff and support the achievement of students within a classroom. Our self-assessment demonstrates the continued impact of these evidenced based practices and professional learning which has been reflected in student performance measures including HSC results and value-added results.

There is a focus on the identification of expertise and allowing this to be shared with the whole-school. Allowing practices to be explored, reviewed and evaluated within particular parts of the school has allowed for the development of our professional learning community within Casula High School. Faculty based interventions showed impact within specific key learning areas around the school and supported the planning for increasing the scope of impact. Coordinated planning based on the success of examples of excellence will allow for continued development of teacher and leadership

capacity.

Development of positive and respectful relationships was a focus at Casula High School. Supporting students through a range of disruptions and challenges has allowed for a reflection on effective practices that can be used within the school. Promoting agility within teachers and school leadership to adjust and support the unique contextual needs of students was a valuable mechanism of support across 2021. Supporting the holistic planning for student wellbeing and learning needs has been a vital tool through difficult times.

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.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Progression of learning and differentiation
- Data and assessment

Resources allocated to this strategic direction

Professional learning: \$9,610.20

English language proficiency: \$185,169.03

Socio-economic background: \$58,229.00

Low level adjustment for disability: \$158,315.36

Aboriginal background: \$10,037.00

Summary of progress

Positive changes has been demonstrated as a result of the activities linked to the Strategic Direction of Growth and Attainment. Student achievement in external measures has shown improvement, as indicated by the movement to excelling in our value-added measures.

Instructional practices have also been strengthened by the activities linked to this strategic direction. Supporting the development of large and small scale initiatives that focus on the delivery and assessment of fundamental skills has been vital. Through the delivery of literacy and numeracy skills lessons for all year 7-10 students the school is able to monitor and review the progress of a large number of students. Through the use of intensive support programs, including Macqlit and Quicksmart, the school was able to target interventions for those students experiencing the most significant challenge.

The impact of COVID was evident in this strategic direction primarily through disruption to planned interventions and limitations on the scope of programs.

The allocation of funding to support this has ensured the focus on supporting students achievement and growth.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Proportion of students in the top two bands in reading to reach 9.82%.	<p>The school continues to work towards achieving targets set in relation to the proportion of students in the top two bands in reading.</p> <p>In order to increase the proportion of students in the top two bands in reading, students engaged in targeted literacy skills interventions including Literacy Skills Lessons, the Read to Write Program and review of NAPLAN data to support planning.</p> <p>Literacy Skills Lessons relied on the use of evidence based practices in the teaching of specific skills to support the development in student reading. Students were assessed and then supported through targeted interventions that focus on allowing students to achieve outcomes within range of their capacity.</p> <p>The Read to Write program was implemented within some classes and showed positive impacts on the capabilities of students. In 2021 this</p>

<p>Proportion of students in the top two bands in reading to reach 9.82%.</p>	<p>program was trialed, allowing for the evaluation of the program and future planning.</p> <p>In 2021 students in Years 7 and 9 were able to complete NAPLAN assessments. The result of these assessments was crucial in planning for future directions of these initiatives and supporting the development of teaching and learning. All staff analysed NAPLAN data and reflected on their own areas of responsibility. This data was also used to support the adjustments within our Literacy Skills lessons programs for all year groups.</p> <p>Due to COVID-19 there was an impact on some aspects of our planned response to this progress measure. Limitations on the ability to share and coordinate assessment data and discussions about students' progress required adjustments in our planning. Overcoming these limitations has been central to planning for 2022.</p>
<p>Proportion of students achieving expected growth in reading to reach 60%</p>	<p>The school continues to work towards achieving targets set in relation to the proportion of students achieving expected growth in reading.</p> <p>In order to increase the proportion of students achieving expected growth in reading to reach 60% students engaged in a targeted literacy skills interventions including Literacy Skills Lessons, the Read to Write program and the use of the Macqlit program.</p> <p>Literacy Skills Lessons relied on the use of evidence based practices in the teaching of specific skills to support development in student reading. Students were assessed and then supported through targeted interventions that focussed on allowing students to achieve outcomes within range of their capacity.</p> <p>The Read to Write program was implemented within some classes and showed positive impacts on the capabilities of students. In 2021 this program was trialed, allowing for the evaluation of the program and future planning.</p> <p>The use of the Macqlit program was targeted to focus on those students that require significant levels of support to achieve reading expectations. Engagement with this program was impacted by COVID-19 but there was significant positive growth for some students that were able to engage with the program. Planning for increased exposure will form a key consideration for 2022 and the achievement of this goal.</p> <p>Due to COVID-19 there was an impact on some aspects of our planned response to this progress measure. Limitations on the ability to share and coordinate assessment data and discussions about students' progress required adjustments in our planning. Overcoming these limitations has been central to planning for 2022.</p>
<p>Proportion of students in top 2 bands in numeracy to reach 9.82%</p>	<p>The school continues to work towards achieving targets set in relation to the proportion of students in the top two bands in numeracy.</p> <p>In order to increase the proportion of students achieving in the top 2 bands in Numeracy students engaged in a range of numeracy based interventions including Year 7-10 Numeracy Skills Lessons, mapping of learning progressions, data review meetings and analysis of NAPLAN results.</p> <p>Numeracy Skills lessons relied on the use of evidence-based practice in the teaching of specific skills to support the development in student numeracy. Students engaged in developing a deeper knowledge of fundamental numeracy skills. Progress data and information was collected to inform our understanding of the needs of the individual and cohort of student.</p> <p>Student learning progressions was mapped by teachers using National Numeracy Learning Progressions. Using collated data to support judgements, students were mapped against progressions to monitor progress.</p> <p>Due to COVID-19 there was an impact on some aspects of our planned</p>

<p>Proportion of students in top 2 bands in numeracy to reach 9.82%</p>	<p>response to this progress measure. Limitations on the ability to share and coordinate assessment data and discussions about students' progress required adjustments in our planning.</p> <p>In 2021 students in Years 7 and 9 were able to complete NAPLAN assessments. The result of these assessments was crucial in planning for future directions of these initiatives and supporting the development of teaching and learning. All staff analysed NAPLAN data and reflected on their own areas of responsibility. This data was also used to support the adjustments within our Numeracy Skills lessons programs for all year groups.</p>
<p>Proportion of students achieving expected growth in numeracy to reach 69.8%.</p>	<p>The school continues to work towards achieving targets set in relation to the proportion of students achieving expected growth in numeracy.</p> <p>In order to increase the proportion of students achieving expected growth in numeracy engaged in a range of numeracy based interventions including Year 7-10 Numeracy Skills Lessons, mapping of learning progressions, data review meetings, analysis of NAPLAN results and engagement in the Quicksmart program.</p> <p>Numeracy Skills lessons relied on the use of evidence-based practice in the teaching of specific skills to support the development in student numeracy. Students engaged in developing a deeper knowledge of fundamental numeracy skills. Progress data and information was collected to inform our understanding of the needs of the individual and cohort of student.</p> <p>Student learning progressions were mapped by teachers using National Numeracy Learning Progressions. Using collated data to support judgements students were mapped against progressions to monitor progress.</p> <p>Due to COVID-19 there was an impact on some aspects of our planned response to this progress measure. Limitations on the ability to share and coordinate assessment data and discussions about students progress required adjustments in our planning.</p> <p>In 2021 students in Years 7 and 9 were able to complete NAPLAN assessments. The result of these assessments was crucial in planning for future directions of these initiatives and supporting the development of teaching and learning. All staff analysed NAPLAN data and reflected on their own areas of responsibility. This data was also used to support the adjustments within our Numeracy Skills lessons programs for all year groups.</p> <p>Some students in need of intensive support in the acquisition of fundamental numeracy skills worked with the Quicksmart program. This intervention, although impacted by COVID-19 learning from home periods, supported the development of fundamental numeracy skills.</p>
<p>PAT and PLAN data has been used by all Literacy and Numeracy SKILLS teachers in English and Maths to inform practice as evidenced by adjustments and differentiation in teaching and learning programs in SKILLS based lessons 7-10 across the school.</p>	<p>PAT and PLAN data has been used by all Literacy and Numeracy Skills teachers to inform practice.</p> <p>Diagnostic assessment of student progress was intended to be a key feature of our strategic planning. Resources were acquired to allow for effective diagnostic assessment including Progressive Achievement Tests (PAT). Staff were also professionally developed to use their collated data to make assessment of student progress on the Planning Literacy and Numeracy (PLAN) platform to support moving forward.</p> <p>The use of PAT and PLAN data was intended to provide insight into student progress and learning needs in the area of fundamental literacy and numeracy skills. Due to the impact of COVID-19 the implementation and completion of these assessments and recording were significantly impacted.</p> <p>Literacy and Numeracy skills lessons were completed as a part of student patterns of study. Data derived from these lessons was used to inform</p>

<p>PAT and PLAN data has been used by all Literacy and Numeracy SKILLS teachers in English and Maths to inform practice as evidenced by adjustments and differentiation in teaching and learning programs in SKILLS based lessons 7-10 across the school.</p>	<p>planning of adjustments to these programs into 2022. More widespread adjustments to teaching and learning practices for other KLA (key learning areas) were impacted by COVID restrictions.</p>
<p>Maintain Delivering in the SEF element 'Student Performance Measures' in the learning domain with a focus to moving towards sustaining and growing in the theme 'Internal and external measures against syllabus standards'.</p>	<p>In relation to the SEF element Student Performance Measures the school has maintained delivering and has made progress towards sustaining and growing in the theme 'Internal and external measures against syllabus standards',</p> <p>Significant focus has been paid to supporting student progress on internal measures being supported by achievement in external measures including NAPLAN and HSC assessments. A range of interventions have included Literacy and Numeracy skills lessons, targeted interventions including the Read to Write, Quicksmart and Macqlit, mapping of student learning progressions and data team meetings.</p> <p>Literacy and Numeracy skills lessons are designed to support the acquisition of fundamental skills. Students were assessed based on their capabilities and capacity with work differentiated to support their access.</p> <p>Focused intervention programs, including Read to Write, Quicksmart and Macqlit, were used to support the development of literacy and numeracy skills for students that faced significant barriers. The impact of these programs was positive and support the acquisition of fundamental skills.</p> <p>Student progress was monitored consistently across the leadership team. Greater engagement and involvement from teaching staff was planned but barriers due to COVID existed and had an impact. Information regarding this measure was presented to staff. Staff engaged with NAPLAN data to support adjustments within their own KLA.</p>

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.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning Community
- Collaborative and Effective Practice

Resources allocated to this strategic direction

Socio-economic background: \$198,177.00

Beginning teacher support: \$8,970.00

Professional learning: \$29,364.50

Summary of progress

On-going development and refinement of practice has driven improvement in our Professional Practice strategic direction. Through comprehensive and collaborative planning growth has been seen in structures that support the professional practice of all staff.

Through the allocation of staffing resources, including Head Teacher Teaching and Learning and Pedagogy Coach, there has been ongoing refinement of whole school structures to support student achievement. This process has included the ongoing refinement of ALARM and direct support, coaching and mentoring of staff in a range of key learning areas.

Coordinated professional learning planning has allowed for focused and relevant professional learning being offered to our staff. Planning for the needs of our leadership team, our new or inexperienced staff and our teaching staff has been vital. Our professional learning planning has contributed to our growth in school areas of priorities and improvement in student achievement at a HSC level.

All staff have continued to engage in activities to support the development of their data literacy. Using internal and external measures, including internal assessments, HSC and NAPLAN data, staff have continued to develop their ability to understand and respond to data. Leadership teams have developed plans to support the response to their own KLA data stories and plan for the future. All staff have been afforded the opportunity to reflect on and review student achievement data and use it to inform their practice.

COVID impacts were again evident. In particular the restrictions and limitations on the ability for staff to collaborate directly was impactful. Adjustments were required to move planned programs and professional learning into 2022 as it was not possible to complete in 2021.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Maintain Sustaining and Growing in the SEF element 'Learning and Development' in the teaching domain with a focus to moving towards excelling in the theme 'professional learning'.	<p>The school has maintained sustaining and growing in the SEF element 'Learning and Development' and has made progress in moving towards excelling in the theme 'professional learning'.</p> <p>In order to maintain Sustaining and Growing in the SEF element 'Learning and Development' in the teaching domain and focus on the movement towards excelling in the Professional Learning theme there was a focus on supporting our PDP processes, a coordinated approach to professional</p>

<p>Maintain Sustaining and Growing in the SEF element 'Learning and Development' in the teaching domain with a focus to moving towards excelling in the theme 'professional learning'.</p>	<p>learning and allocation of specific staffing resources.</p> <p>Through the use of structured support, time and professional learning staff were given support in the development of PDP goals. School vision, goals and strategic improvement plan was delivered to all staff to support alignment of goals to school strategic direction. Learning from home during term 3 impacted on teacher observations, videos of practice professional learning and implementation which are integral support mechanisms in this domain.</p> <p>Whole school professional learning plan was created to ensure professional learning is aligned to strategic improvement plan as well as clarity of whole school vision and goals. Whole school professional learning needed to be adjusted to support transition to online learning and professional learning. Videos of practice was not able to be completed and has been moved forward to 2022.</p> <p>Head teacher Teaching and Learning and the ongoing appointment of a Pedagogy Coach has provided staff with more focussed and individualised support for ALARM. This has supported improved results in the HSC top two bands. 2022 moving towards focussed, individualised support for school leaders targeting Stage 4 and 5 reading.</p>
<p>All staff have completed impact cycle using Videos of Practice with a focus on school priority ALARM.</p>	<p>Videos of practice were intended to be a key component of our Professional Learning planning for 2021. Due to COVID restrictions this was not possible. Videos of practice will be a key component of our 2022 professional learning for staff.</p>
<p>Reduce the bottom two HSC Bands across the school to below 28.3%.</p>	<p>The school continues to work towards achieving targets set in relation to results in the bottom two HSC bands but there has been positive trends in meeting this target.</p> <p>In order to reduce the bottom two HSC bands across the school there was a focus on a coordinated approach to professional learning including induction of new and inexperienced staff, allocation of specific staffing resources, analysis of HSC result data and the development of staff capacity to assess students effectively and provide effective feedback.</p> <p>A Whole school professional learning plan was created to ensure professional learning is aligned to the strategic improvement plan as well as clarity of whole school vision and goals. A separate program of professional learning was also used to support our new and beginning teachers. This induction program allowed their engagement in existing interventions and develop their understanding of these programs. Whole school professional learning needed to be adjusted to support transition to online learning.</p> <p>Head Teacher Teaching and Learning and the ongoing appointment of a Pedagogy Coach has provided staff with more focussed and individualised support for assessments. Staff received professional development and support on the development, review and adjustment of assessment tasks. A focus on effective feedback and the development of feedback models has also been supported by the deployment of the Pedagogy Coach and the work of the Head Teacher Teaching and Learning. This has supported improved results in HSC for all students.</p> <p>All staff and leadership teams have completed in depth analysis of HSC result data and trends in performance. This information reflected on the correlation between internal and external measures, identification of areas for support and goals for 2022.</p>
<p>Increase HSC course results in top two bands to 15.4%.</p>	<p>The school has exceeded the target in relation to students achieving in the top two bands in HSC courses.</p> <p>In order to increase HSC course results in top two bands there was a focus on a coordinated approach to professional learning including induction of new and inexperienced staff, allocation of specific staffing resources, analysis of HSC result data and the development of staff capacity to assess students effectively and provide effective feedback.</p>

<p>Increase HSC course results in top two bands to 15.4%.</p>	<p>A Whole school professional learning plan was created to ensure professional learning is aligned to the strategic improvement plan as well as clarity of whole school vision and goals. A separate program of professional learning was also used to support our new and beginning teachers. This induction program allowed their engagement in existing interventions and develop their understanding of these programs. Whole school professional learning needed to be adjusted to support transition to online learning and professional learning.</p> <p>Head Teacher Teaching and Learning and the ongoing appointment of a Pedagogy Coach has provided staff with more focussed and individualised support for assessments. Staff received professional development and support on the development, review and adjustment of assessment tasks. A focus on effective feedback and the development of feedback models has also been supported by the deployment of the Pedagogy Coach and the work of the Head Teacher Teaching and Learning. This has supported improved results in HSC for all students.</p> <p>All staff and leadership teams have completed in depth analysis of HSC result data and trends in performance. This information reflected on the correlation between internal and external measures, identification of areas for support and goals for 2022.</p>
<p>Improvement in the percentage of HSC course results in top three bands to 42% trending towards the upper bound target of 44.7%.</p>	<p>The school has exceeded the target in relation to students achieving in the top three bands in HSC courses and results indicate a trend towards the upper bound target..</p> <p>In order to improve the percentage of results in the top three bands there was a focus on a coordinated approach to professional learning including induction of new and inexperienced staff, allocation of specific staffing resources, analysis of HSC result data and the development of staff capacity to assess students effectively and provide effective feedback.</p> <p>A Whole school professional learning plan was created to ensure professional learning is aligned to the strategic improvement plan as well as clarity of whole school vision and goals. A separate program of professional learning was also used to support our new and beginning teachers. This induction program allowed their engagement in existing interventions and develop their understanding of these programs. Whole school professional learning needed to be adjusted to support transition to online learning.</p> <p>Head Teacher Teaching and Learning and the ongoing appointment of a Pedagogy Coach has provided staff with more focussed and individualised support for assessments. Staff received professional development and support on the development, review and adjustment of assessment tasks. A focus on effective feedback and the development of feedback models has also been supported by the deployment of the Pedagogy Coach and the work of the Head Teacher Teaching and Learning. This has supported improved results in HSC for all students.</p> <p>All staff and leaderships teams have completed in depth analysis of HSC result data and trends in performance. This information reflected on the correlation between internal and external measures, identification of areas for support and goals for 2022.</p>

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.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning Pathways
- Fostering agency and wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$103,781.00

English language proficiency: \$42,243.00

Professional learning: \$2,669.50

Summary of progress

Significant progress was seen in relation to the strategic direction, Connected Learning Culture. In particular, and exacerbated by the impact of COVID, there was an increased focus on supporting student agency and wellbeing and the focus on the need to ensure access to personalised pathways for students despite the complexities of 2021.

The development of a school leadership team to drive improvements in relation to student attendance and engagement has been the cornerstone of changes within this strategic direction. The development of professional learning, resources and communication to all stakeholders around attendance and its impacts on achievement has been our focus. Staff have a greater understanding and level of support as they work to support students around their attendance, reducing the impact of barriers and the mechanisms of support available to students and families. Extensive efforts have been made to communicate with our stakeholders around these concerns. Progress in this measure has been impacted by COVID resulting in limited improvement in attendance indicators but the structural changes made should support improvement moving forward.

Adjustments required to student support during 2021 have been impactful. Student pathways were prioritised to support addressing the impact of external factors, mainly the impact of COVID in our socio-economically disadvantaged community. Through the refinement of existing processes and the allocation of additional resources we were able to continue to support exploration of pathways and supporting students in maintaining their agency over their choices and options.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
70% of students reporting expectations of success, advocacy and sense of belonging at school.	<p>The school continues to work towards achieving targets set in relation to students reporting expectations of success, advocacy and a sense of belonging at school.</p> <p>In order to ensure that 70% of our students are reporting expectations of success, advocacy and a sense of belonging at school there was a planned approach to support their wellbeing through the development of personalised pathways for Stage 5 students and through the development of Stage 6 personalised learning plans.</p> <p>Year 10 students had an increase in both Expectations of success and Advocacy compared to previous years. Both were also above similar schools in 2021.</p> <p>Multiple activities were completed in 2021 including enrollment of a year 10</p>

<p>70% of students reporting expectations of success, advocacy and sense of belonging at school.</p>	<p>student into TAFE which has been successfully completed, multiple opportunities to gain White Card certification, student interviews for career guidance and assistance in applications to TAFE 2022.</p> <p>By creating PLPs with year 12 students, they were able to set clear goals for their future and identify support required. Year 12 students had an increase in their sense of belonging compared to previous years.</p> <p>Personalised support was also offered to students that were at risk. This coordinated approach to providing intensive support to at risk Stage 6 students ensured clear communication with families through coordination of support at home and school. This was also teamed with ongoing reflections and progress monitoring.</p> <p>Moving into 2022 there will be a continued focus on providing students with more personalised options, encouraging access to vocational qualifications including White Card and Barista training and looking to deploy additional staff to support earlier engagement in pathways planning.</p>
<p>Decrease proportion of students attending below 80% of the time to 20%.</p>	<p>The school continues to work towards achieving targets set in relation to reducing the proportion of students attending below 80% of the time.</p> <p>The school commenced our Attendance Improvement Plan in Semester 1, 2021 where all students completed a reflective attendance survey during FOR in week 5 of term 2. FOR teachers were provided with students' attendance data to guide positive attendance conversations with student. COVID-19 unfortunately impacted on the validity of semester 2 and overall, 2021 attendance data and the impact of the Attendance Improvement Plan.</p> <p>Student attendance was recorded as flexible during semester two whilst learning from home where students demonstrated an engagement with online learning. Teachers contacted families where there was limited or no engagement and referred Stage 6 at risk students to the Secondary Studies Faculty who made contact with families. The welfare team and deputy principals contacted families and students on a weekly basis and CWU referrals made where contact with families was not successful.</p> <p>In 2022 the attendance committee will continue with the attendance improvement plan which was implemented in Term 2, 2021. CHS will look towards investing in a SASS member to manage attendance data, CLO for daily contact with families and communication to families through Casula Connects and Facebook on the importance of having children attend school every day. The team will closely look at the timing and type of whole school events which have had a direct impact on attendance rates and strategically placed cohort events.</p>
<p>62% of students attending more than 90% of the time.</p>	<p>The school continues to work towards achieving targets set in relation to the proportion of students attending more than 90% of the time.</p> <p>The school commenced our Attendance Improvement Plan in Semester 1, 2021 where all students completed a reflective attendance survey during FOR in week 5 of term 2. FOR teachers were provided with students' attendance data to guide positive attendance conversations with student. COVID-19 unfortunately impacted on the validity of semester 2 and overall, 2021 attendance data and the impact of the Attendance Improvement Plan.</p> <p>Student attendance was recorded as flexible during semester two whilst learning from home where students demonstrated an engagement with online learning. Teachers contacted families where there was limited or no engagement and referred Stage 6 at risk students to the Secondary Studies Faculty who made contact with families. The welfare team and deputy principals contacted families and students on a weekly basis and CWU referrals made where contact with families was not successful.</p> <p>In 2022 the attendance committee will continue with the attendance improvement plan which was implemented in Term 2, 2021. CHS will look towards investing in a SASS member to manage attendance data, CLO for daily contact with families and communication to families through Casula</p>

62% of students attending more than 90% of the time.	Connects and Facebook on the importance of having children attend school every day. The team will closely look at the timing and type of whole school events which have had a direct impact on attendance rates and strategically placed cohort events.
Through engagement with all stakeholders, review and adjustment of behaviour and discipline policy in alignment with the Behaviour Strategy.	The delivery and implementation of the new behavioural strategy was delayed.
Maintain Sustaining and Growing in the SEF element 'Wellbeing' in the Learning Domain with a focus on moving towards excelling in the theme 'Behaviour'.	<p>The school has maintained sustaining and growing in the SEF element 'Wellbeing' and made progress in moving towards excelling in the theme 'Behaviour'.</p> <p>In order to maintain Sustaining and Growing in the Schools Excellence Framework there was a continued focus on supporting all students being able to identify staff that provide advice and assistance at school, the monitoring of data to support a planned approach to wellbeing, use of evidence based approaches to support individual student needs and supporting the development of positive and respectful relationships within the school.</p> <p>Through the development of school systems and the deployment of staffing resources continued progress was made in connecting students with someone they could seek advice and assistance from at school. Stage 5 and 6 personalised support and personalised learning plans allowed these students to have regular review of their progress and trajectory at school. Continued development of the role of Head Teacher Welfare and Student Support Officer led to the development of whole school wellbeing strategies that supported students whilst face-to-face and learning from home.</p> <p>Students and parents engaged in Tell Them From Me and this information was analysed and reviewed to support ongoing planning. Understanding student sense of belonging, advocacy and expectations for success has allowed for response to reflect the identified needs of students. Parent data and information supported our understanding of the needs of our community.</p> <p>Students were able to access structured programs to support their wellbeing and engagement at school. Programs included Top Blokes, Rage and Journal programs. Engagement with these programs was informed by student data and reflected the needs of the school population, reinforcing our planned approach to student support.</p> <p>Positive behaviour interventions supported the movement towards excelling in the domain of Behaviour. Continued development of these systems was required during the year to accommodate for learning from home adjustments. Positive engagement from students in our reward systems was evident of the impact of these adjustments.</p>
Proportionally contribute to the Glenfield Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity	<p>During 2021 the school sought to develop relationships with external agencies and groups to strengthen connection to school and support engagement of Aboriginal students.</p> <p>Developing the capacity of staff to support Aboriginal students and demonstrate cultural awareness and competency was embedded into our Professional Learning plan for 2022.</p> <p>Growing student identity, connection and retention through the development of meaningful personalised learning plans and the exploration of post school pathways.</p> <p>Aboriginal students received targeted support through the Homework Centre.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,615.22</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Refugee support coordinator to coordinate personalised support for students from refugee backgrounds • identifying and targeting support for refugee students, including mentoring, tutoring, peer support, bilingual support and provision of essential equipment to facilitate active participation in school activities and the community. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The enrolment process was supported by the EAL/D teacher. The students' initial contact with staff aided in building rapport. The EAL/D teacher assisted with acquisition of a school uniform and KLA specific equipment which developed a sense of school identity. • Increased sense of belonging for all students lowered anxiety and facilitated in the positive achievement of the social, emotional, and cognitive aspects of their learning. This led to attendance of students from refugee backgrounds to above 91%. • Students successfully enrolled in and completed, programs designed to train, equip, upskill, and prepare them for the workforce. Programs included RAW and Productivity Bootcamp. • Engaging bilingual School learning support officers (SLSO) ensured invaluable open lines of communication between the students, staff, and parents/caregiver. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Building partnerships with the community and engaging the LBOTE community. This includes establishing effective two-way communication between parents/caregivers and staff, including Community Café.</p> <ul style="list-style-type: none"> • Improve links between home and school by increasing community engagement through translated school documents including permission notes and school notifications. • A Community Liaison Officer (CLO) to support in the improvement of educational, social, and emotional outcomes for students from refugee backgrounds. • Wellbeing programs and interventions targeted at supporting students' social emotional learning.
<p>Integration funding support</p> <p>\$119,827.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Casula High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>Integration funding support</p> <p>\$119,827.00</p>	<ul style="list-style-type: none"> • Provide relief for classroom teachers to undertake professional learning and to plan adjustments with parents, carers and other school staff. • Additional teacher time to provide adjustments • Additional school learning support officer time to provide adjustments <p>The allocation of this funding has resulted in: Adjustments made to support the needs of identified students. Targeted support has seen an increase in attendance and engagement for students with IFS funding. Targeted support has also helped reduce disciplinary referrals and suspensions for students with IFS funding. Year 6-7 students with IFS have transitioned successfully to high school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students supported will be reviewed through the process of an Individual Education plan. The use of individualised planning will allow for proactive measures for students moving into 2022 and a review of existing funding.</p> <p>The use of IFS will continue to strengthen our allocation of targeted support for complex students.</p>
<p>Socio-economic background</p> <p>\$1,267,377.38</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Casula High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Progression of learning and differentiation • Data and assessment • Professional Learning Community • Collaborative and Effective Practice • Fostering agency and wellbeing • Personalised Learning Pathways • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through ALARM to support student learning • employment of additional staff to support ALARM program implementation. • engage with external providers to support student engagement and retention • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: The allocation of this funding has allowed for the development of the professional capacity of our staff to support the learning needs of our students.</p> <p>Review and refinement of literacy and numeracy skills programs. This whole school program for years 7-10 students has supported improvement in our understanding of the needs of our students and led to improvement in students achievement..</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps in this domain will be to continue to review and develop instructional leadership within the school based on our internal and external data sources. Ongoing implementation of diagnostic assessments and tools will continue moving forward.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Casula High School. Funds under this equity</p>

<p>\$33,487.33</p>	<p>loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and assessment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: The allocation of this funding has allowed fostered engagement in external programs and structured student support for Aboriginal students leading to positive engagement at school. Where possible students have maintained engagement in programs and received support from school resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: Seeking to provide additional support to Aboriginal students through the consistent employment of Aboriginal community members as a part of the school community. Continued engagement in external programs and review of internal support measures including tutor squads and Homework Centre.</p>
<p>English language proficiency</p> <p>\$227,412.03</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Casula High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and assessment • Personalised Learning Pathways • Progression of learning and differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Building capacity of staff to understand and effectively meet the educational needs of refugee and EAL/D students, through teacher training with professional learning in Teaching Students from Refugee Backgrounds (TSRB). The integration of high impact differentiated teaching strategies including common language has led to enhanced language proficiency and levels of student engagement. Explicit and systematic reading intervention programs (MacqLit and QuickSmart) implemented to meet the individual literacy and numeracy needs of students, improving learning outcomes. Enhanced collaboration between EAL/D teachers and co-teaching programs have minimised behavioural issues by allowing for timely and effective support and referral pathways, including well-being team, learning support and counsellor. Building strong relationships between teachers and EAL/D students, creating a positive school and classroom culture of high care and high</p>

<p>English language proficiency</p> <p>\$227,412.03</p>	<p>expectations.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> · To collaborate on the EAL/D team drive and establish regular meetings with class and EAL/D specialist teachers to discuss the learning needs, strengths, and interests of EAL/D students, to inform teaching practice. · Structure EAL/D support as a stage-based approach to led staff in identifying essential skills and concepts that students are expected to learn and need for success. · Engaging the support of the network EAL/D Education Leader for teacher professional learning of the EAL/D learning progression. · Monitor students by referring to the EAL/D Learning progression, to assist with needs analysis and maintain EAL/D data.
<p>Low level adjustment for disability</p> <p>\$393,763.16</p>	<p>Low level adjustment for disability equity loading provides support for students at Casula High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Progression of learning and differentiation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Quicksmart and MacLit to increase learning outcomes • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <p>Allocation of additional LSTs and SLSOs which has enabled a broader range of classes, students and teachers to be supported during 2021. Engagement of specialist staff to address the literacy needs of students who could be supported in the classroom through specialist ALARM training and scaffolding. Additional SLSOs have allowed for flexibility in timetabling to ensure targeted students are supported in their areas of need by staff members who are skilled and knowledgeable in these areas.</p> <p>Small group and withdrawal interventions have allowed students to make progress in basic literacy and numeracy by building the skills required to engage more successfully in classroom and curriculum needs, 13 Year 7 and 8 students engaged in the MacqLit program, and 24 students engaged in the Quicksmart program and demonstrated positive growth. These programs have been impacted by the Covid-19 lockdown. Some students engaged in modified versions of the program at home while others did not engage at all. Despite this data has still shown improvement for these students with the MacqLit group showing word reading accuracy per minute increasing for most students. The QuickSmart group showed 100% of students have made progress in either their accuracy or speed with basic number facts.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, the employment of the additional LSTs and SLSOs will continue to allow for these initiatives and resourcing to continue. Specialist literacy</p>

<p>Low level adjustment for disability</p> <p>\$393,763.16</p>	<p>SLSOs will continue to work with the HT Teaching and Learning on ALARM support.</p> <p>The MacqLit program will continue in 2022. New Year 7 and 8 students will be selected based on check-in data combined with internal testing data. The progress of students with specific learning disabilities will be carefully monitored in the first few weeks to determine their suitability for the program. Attendance, including lateness to school, will also be considered when selecting the 2022 group.</p> <p>The QuickSmart program will also continue in 2022. The full six-day training course is now complete allowing for the full program to run. Given the disruption in learning of the students this year, they will continue in Term 1. A review of students and data will occur at the end of Term 1, with the intention that some students will be ready to graduate, allowing for a Year 7 2022 group to be added.</p>
<p>COVID ILSP</p> <p>\$343,674.33</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in:</p> <p>Intensive and structured learning support for students from a range of backgrounds and with a range of additional needs. The engagement in the program has supported student growth and achievement in the domains of literacy and numeracy.</p> <p>Data derived from these interventions has been reviewed and reflected upon to inform pedagogy and future directions of the program.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The next steps for COVID ILSP will see a review of practices and a widening of the scope of the program and the role that the program can play in supporting our students and their achievement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	467	541	588	627
Girls	411	460	513	550

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.9	90.6	90.5	88.5
8	91.3	86.6	88.9	85.9
9	87.8	87.7	87	84.1
10	85.6	81.1	85.8	84.9
11	85.8	76.5	79.8	82.8
12	86.6	83.8	86.9	84.9
All Years	88.3	84.9	86.9	85.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	5	20
Employment	3	12	12
TAFE entry	1	5	15
University Entry	0	0	37
Other	1	2	6
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

14.05% of Year 12 students at Casula High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

92% of all Year 12 students at Casula High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	60.9
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	2
School Administration and Support Staff	17.97
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,064,347
Revenue	15,185,858
Appropriation	14,919,412
Sale of Goods and Services	61,186
Grants and contributions	175,140
Investment income	730
Other revenue	29,391
Expenses	-15,046,816
Employee related	-12,803,360
Operating expenses	-2,243,456
Surplus / deficit for the year	139,042
Closing Balance	2,203,388

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	170,470
Equity Total	1,922,040
Equity - Aboriginal	33,487
Equity - Socio-economic	1,267,377
Equity - Language	227,412
Equity - Disability	393,763
Base Total	11,433,115
Base - Per Capita	279,471
Base - Location	0
Base - Other	11,153,644
Other Total	717,430
Grand Total	14,243,055

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

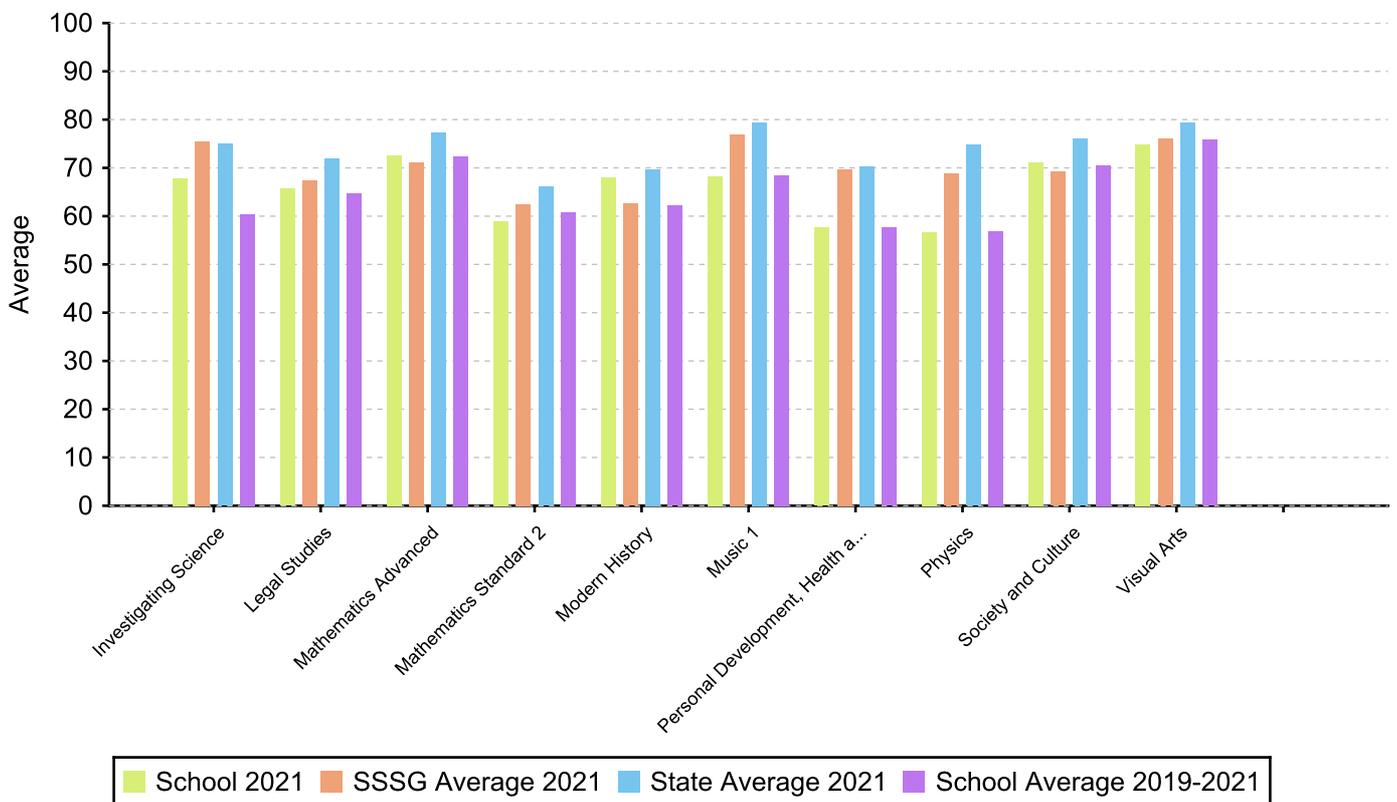
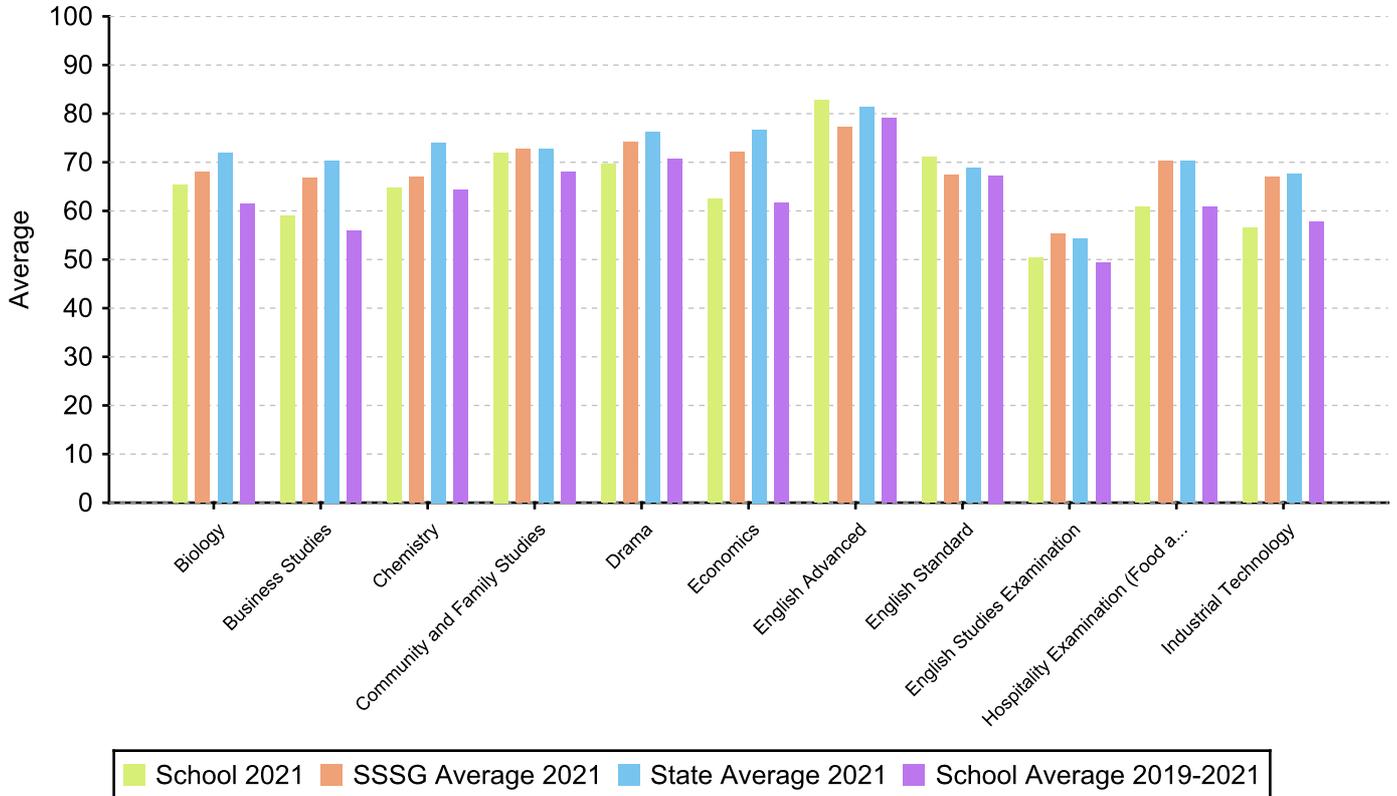
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	65.3	68.1	71.9	61.5
Business Studies	59.0	66.9	70.4	55.9
Chemistry	64.8	67.1	74.1	64.3
Community and Family Studies	72.0	72.8	72.7	68.1
Drama	69.6	74.1	76.1	70.6
Economics	62.4	72.1	76.7	61.7
English Advanced	82.7	77.2	81.4	79.1
English Standard	71.0	67.3	68.8	67.3
English Studies Examination	50.4	55.2	54.3	49.3
Hospitality Examination (Food and Beverage)	60.8	70.2	70.3	60.8
Industrial Technology	56.6	66.9	67.7	57.7
Investigating Science	67.9	75.5	74.9	60.4
Legal Studies	65.7	67.4	72.0	64.8
Mathematics Advanced	72.6	71.1	77.4	72.4
Mathematics Standard 2	59.0	62.5	66.1	60.8
Modern History	68.1	62.6	69.7	62.1
Music 1	68.2	76.9	79.4	68.4
Personal Development, Health and Physical Education	57.6	69.7	70.3	57.6
Physics	56.7	68.8	74.8	56.8
Society and Culture	71.2	69.2	76.0	70.5
Visual Arts	74.9	76.0	79.4	75.8

Parent/caregiver, student, teacher satisfaction

In 2021 students at Casula High School completed the Tell Them From Me survey.

79% of students felt that the expectations for success with Casula High School were high, a higher rate than statistically similar schools. 49% of students felt a high sense of belonging as well as high expectations within the school.

Students sense of advocacy at school showed continued signs of improvement. 54% of students recorded a positive response, improving 5% in comparison to the previous years result and improved to be at a higher rate than similar schools. This indicator has continued its positive growth trend since 2018.

Expectations for success showed an 8% increase in year to year comparison, 79% of students indicated expectations for success were high. This result was 6% higher than similar schools and reduced the difference between school and state averages from 16% in 2020 to just 6% in 2021.

Indicated sense of belonging from students declined in comparison to 2020 results, falling 3%. The result was still higher than similar schools and the difference between school and state results remained consistent, there was an 8% difference between the two measures.

In 2021 our parent community completed the Tell Them From Me survey.

The parent Tell Them From Me data is compared to averages across other schools. Below are areas where there was positive feedback provided by our parent community.

Our parents indicated that they felt welcome at the school. They indicated that when they visit the school they feel welcomed and that written information from the school is in clear, plain language.

Families indicated that reports on their child's progress was reported clearly and in terms that they understand. Parents indicated if there were concerns with their child's behavior that teacher communicate promptly and clearly regardless of the nature of the behavior.

Parents reports the believed that their child was encouraged to do their best when at school. It was also identified that families believe that teachers expect their child to work hard. It was identified that our community believed that children are clear about the rules for school behavior and that they are expected to pay attention in class. Finally parents indicated that their child feels safe going to school.

Our school teaching and leadership staff completed the People Matter Employee Survey. Key drivers were identified as supporting the ongoing development of Casula High School and they include:

- Their organisation selects capable people to do the job
- They had confidence in the way their organisation manages grievances
- They had confidence in the decisions that school leaders made
- They were appropriately recognized by school leaders
- Their organisation was committed to developing their employees
- The organisation responds appropriately to work health and safety issues

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.