

# 2022 Annual Report

## Casula High School



8476

# Introduction

The Annual Report for 2022 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.

## School contact details

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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 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.

## 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	2022 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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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

**Low level adjustment for disability:** \$177,226.60

**Socio-economic background:** \$10,162.00

**Professional learning:** \$9,074.80

**English language proficiency:** \$312,496.02

**Aboriginal background:** \$4,620.00

### 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 been consistent.

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 continued delivery and refinement 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. With the addition of regular, targeted and intensive tutorial support for students through the COVID ILSP the school has been able to increase the scope of support offered to students to achieve goals as it relates to this strategic direction.

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 12.3%	<p>The school continues to work towards achieving the 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 COVID ILSP.</p> <p>In 2022 the school made progress towards achieving the target of 12.3% of students in the top two bands in NAPLAN reading, with an increase of 3.7% on 2021's result.</p> <p>The specific teaching of literacy in Literacy Skills lessons has had a positive impact on reading results. Through utilising various data sources for planning, teachers were able to target specific areas requiring improvement.</p> <p>The Read to Write program had a significant impact on its target students (those in the middle bands), where there was an increase of 14.1% of students achieving in the middle two bands, as well as an 18.95% decrease</p>

<p>Proportion of students in the top two bands in reading to reach 12.3%</p>	<p>of students in the bottom two bands. Targeting specific skills for students in the middle bands has seen an upward trend in moving students from the bottom bands.</p> <p>Students also participated in direct tutorial based support where needs were identified. Student assessment data was analysed and groupings were identified to work within the COVID ILSP. The school invested in the provision of dedicated staffing and assessment resources to support the development of fundamental skills and track achievement.</p>
<p>Proportion of students achieving expected growth in reading to reach 66.5%</p>	<p>Student growth cannot be calculated for 2022 as NAPLAN test was not run in 2020.</p>
<p>Proportion of students in top 2 bands in numeracy to reach 12.8%</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 Numeracy Skills Lessons, Mapping Learning Progressions and the COVID ILSP.</p> <p>In 2022 the school made progress towards achieving the target of 12.8% of students in the top two bands in NAPLAN numeracy, with an increase of 0.3% on 2021's result and showed a positive trend over recent years.</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>Students also participated in direct tutorial based support where needs were identified. Student assessment data was analysed and groupings were identified to work within the COVID ILSP. The school invested in the provision of dedicated staffing and assessment resources to support the development of fundamental skills and track achievement.</p>
<p>Proportion of students achieving expected growth in numeracy to reach 70.3%.</p>	<p>Student growth cannot be calculated for 2022 as NAPLAN test was not run in 2020.</p>
<p>PAT and PLAN data has been utilised by all Stage 4 and 5 teachers in HSIE, PDHPE and Science to inform practice as evidenced by adjustments and differentiation in teaching and learning programs in HSIE, Science and PDHPE faculties.</p>	<p>PAT testing did not occur during 2022. This was replaced with the participation in check in assessment in years 7, 8 and 9.</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 'Student growth'.</p>	<p>The school continues to work towards making progress towards sustaining and growing in the SEF element 'Student Performance Measures'.</p> <p>Indicators of student growth continue to be positive within the school. Submission of assessment marks in Years 10-12 reflect consistency in comparison to previous years. Students continue to achieve results that reflect continued growth. Analysis of internal assessment data for Year 12 is a feature of whole school professional learning and planning.</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 'Student growth'.

In consideration of the value-add, it is not possible to identify as students did not complete NAPLAN in 2020. Overall achievement in external measures indicates sustained achievement or positive progress towards target measures.

Progress was made in achieving targets for NAPLAN. There was an increase in the proportion of students achieving in the top 2 bands but this did not meet the threshold for the judgement of sustaining and growing.

## 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:** \$199,206.50

**Professional learning:** \$40,150.71

### 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. School leaders have used this reflection of data to inform faculty leadership plans that aim to reflect on strengths and challenges as presented by external data sources.

Collaborative practice has been a feature of this strategic direction in 2022. Staff have worked together to observe, reflect and refine practice through our observations and impact cycles. Co-design of the observation frameworks have enabled staff to willingly share elements of practice with others and then being able to give and receive valuable feedback.

### 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 'coaching and mentoring'.	<p>The school has maintained sustaining and growing in the SEF element 'Learning and Development' in the teaching domain. There has been progress on moving towards excelling in the theme 'coaching and mentoring'.</p> <p>Collaborative practice and feedback has been a central component to the school professional learning through 2022. Staff were able to work with colleagues around observations of practice with a focus on feedback and</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 'coaching and mentoring'.</p>	<p>the development of pedagogy. The development of professional practice was central to this initiative with staff able to reflect and share in an open and safe space.</p> <p>Staff were key stakeholders in the development of school professional learning plans. Feedback was sought by school leaders to support the direction and plans for the upcoming year. The voice of staff helped identify and drive planning within the school to ensure the needs of all staff were met.</p> <p>Staff were encouraged to develop areas of expertise and innovation to support the development of practice within the school. Teachers were supported through the allocation of resources to build and develop their skills and share with colleagues.</p> <p>The development of aspiring leaders was a focus within the school. Middle leaders were offered opportunities to develop their leadership skills through program management and the delivering of professional learning.</p>
<p>All staff have completed impact cycle using instructional observations and Videos of Practice focus on school priorities; ALARM, PBIS , Collaborative Practice and Feedback/Feedforward.</p>	<p>All staff completed instructional observations to develop their expertise in one of the four areas of focus within the school.</p> <p>Staff collaboratively identified the structure of the observations, discussed the provision of feedback and future directions with colleagues and school leaders. The observations were shared in a safe space that allowed staff to feel comfortable with sharing elements of their practice.</p> <p>Due to our inability to complete this element of our professional learning prior to this point, limitations from COVID, staff received direct professional learning on goal setting, sharing feedback with peers and using this information to plan for future professional development.</p>
<p>Reduce the bottom two HSC Bands across the school to below 24.8%.</p>	<p>The school continues to work towards achieving targets set in relation to results in the bottom two HSC bands. The school was not able to reach the target set but there was a reduction of students achieving in the lowest band, from 10% to 7.7%</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>Through the use of a learning and responding matrix, ALARM and other resources attributed to supporting the submission of assessments there has been a reduction of non-submission rates for HSC assessment tasks of 35.2%. Through the use of ALARM and assessment based supports, students of all abilities are able to access and submit assessment tasks. Increased teacher collaboration in creating common marking criteria, the majority of teachers reported they consistently collaborated with colleagues, supported a more consistent approach to assessment.</p> <p>The capacity of staff was developed through the use of the Head Teacher Teaching and Learning and the ongoing role of Pedagogy Coach. Through analysis of internal and external assessment data faculties and staff were prioritised to receive additional support. Focused interventions around developing student understanding of assessment and content were used to support the achievement of this target.</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 2023.</p>
<p>Increase HSC course results in top two bands to 16.1%.</p>	<p>The school has continued to work towards achieving the target set in regards to increasing HSC course results in the top two bands. 12.8% of our students achieved in the top two bands, falling short of the set target.</p>

<p>Increase HSC course results in top two bands to 16.1%.</p>	<p>In order to support students achieving this target consistent teacher judgement, provision of effective feedback and feedforward loops were the focus of professional learning. Through the focus on these elements teachers have shown progress in understanding the discriminating features between grades in student responses.</p> <p>Continued professional development using ALARM to support effective assessment was also a key component of professional learning for staff. The majority of staff reported that they engaged in collaborative assessment creation, as well as many staff reporting that they shared assessments with colleagues.</p> <p>The capacity of staff was developed through the use of the Head Teacher Teaching and Learning and the ongoing role of Pedagogy Coach. Through analysis of internal and external assessment data faculties and staff were prioritised to receive additional support. Focused interventions around developing student understanding of assessment and content were used to support the achievement of this goals.</p> <p>All staff and leaderships teams have completed an 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 2023.</p>
<p>Increase HSC course results in top three bands above the lower bound target 39.7% to the upper bound target of 44.7%.</p>	<p>The school continues to work towards achieving targets set in relation to results in the top 3 HSC bands. The school was not able to reach the target, with 36.6% of our students achieving in the top 3 HSC bands.</p> <p>In order to support students achieving this target consistent teacher judgement, provision of effective feedback and feedforward loops were the focus of professional learning. Through the focus on these elements teachers have shown progress in understanding the discriminating features between grades in student responses.</p> <p>Continued professional development using ALARM to support effective assessment was also a key component of professional learning for staff. The majority of staff reported that they engaged in collaborative assessment creation, as well as many staff reporting that they shared assessments with colleagues.</p> <p>The capacity of staff was developed through the use of the Head Teacher Teaching and Learning and the ongoing role of Pedagogy Coach. Through analysis of internal and external assessment data faculties and staff were prioritised to receive additional support. Focused interventions around developing student understanding of assessment and content were used to support the achievement of this goals.</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 2023.</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:** \$177,283.00

**English language proficiency:** \$22,984.10

**Professional learning:** \$2,268.70

**Student support officer (SSO):** \$96,058.00

### Summary of progress

Significant progress was seen in relation to the strategic direction, Connected Learning Culture. As the school returned to more stable and regular patterns of engagement, post COVID impacts, there was an increased focus on supporting student agency and wellbeing through the allocation of additional resources to supporting positive attendance engagement from students.

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 role of the team increased through 2022, with daily attendance interventions aimed at communicating with students and community members about the importance of regular attendance. The development of professional learning, resources and communication to all stakeholders around attendance and its impacts on achievement has again been a key component with staff taking responsibility to pastoral care initiatives based on attendance data. Continued efforts have been made to communicate with our stakeholders around these concerns. Progress in this measure has been impacted by COVID and the return to regular patterns of schooling.

Student support returned to pre-COVID settings with the school able to engage with a range of external facilitators and programs to support the fostering of students agency and supporting their wellbeing. Student pathways have continued to develop and into 2023 there is a significant increase in students engaging in eVET courses. 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
72.7% of students reporting expectations of success, advocacy and sense of belonging at school.	<p>The school has continued to work towards achieving the target for students reporting expectations for success, advocacy and sense of belonging at school, with 68.4% of students indicating this. Whilst the target was not met there was continued positive trends in moving towards achieving the target.</p> <p>The school has continued to develop personalised pathways for Stage 5 students. These students have demonstrated an increase in their expectations of success and advocacy compared to previous years. Students were able to enrol in TAFE, complete White Card qualifications, access support from the careers advisor and transition teams, apply for TAFE courses into 2023 and engage in work experience.</p> <p>Personalised learning pathways for Stage 6 students continued to be a</p>

<p>72.7% of students reporting expectations of success, advocacy and sense of belonging at school.</p>	<p>focus. Students in year 12 were supported to identify goals, challenges and successes as they navigated their HSC year. These students showed an increase in their sense of belonging in comparison to other years. 93% of year 12 students reported receiving assistance via resources from Secondary Studies Staff and 88% of students reported receiving direct support with assessment tasks.</p> <p>Student engagement in reward systems continued to be strong. Almost 300 students achieved significant rewards as a part of whole school programs. Students demonstrated a commitment to school values. There was a range of students engaged in the rewards programs, from year 7 to 12. Staff demonstrated a commitment to using reward systems to promote positive engagement at school.</p>
<p>Decrease proportion of students attending below 80% of the time to 19%.</p>	<p>The school continues to achieve a decrease in the proportion of students attending below 80% of the time. We did not meet this target for 2022 but it was time where a range of new initiatives were trialled.</p> <p>A significant amount of resources were invested to support a range of measures to support engagement from students in a more positive perception of attendance and its importance. Transition out of COVID impacted years, the navigation of a changing landscape around responses to COVID and promoting engagement in face to face learning was a priority. Resources were allocated to daily interventions supporting attendance. Programs were created to support regular check in with students that found it challenging to attend regularly. Staff were professionally developed to monitor students attendance and engage in a supportive fashion to promote improvements in attendance.</p> <p>The school continues to work to create a greater awareness within students and community of the importance of regular attendance. The impact of non-attendance is reinforced at regular intervals with students and has been a feature of our communication with community members and parents.</p>
<p>67.2% of students attending more than 90% of the time.</p>	<p>The school continues to work towards achieving the target of 67.2% of students attending more than 90% of the time. We did not meet this target for 2022 but it was time where a range of new initiatives were trialed.</p> <p>Factors that have contributed to this shortfall included COVID-19, such as mandatory isolations. In Terms 3 and 4, we implemented the daily attendance intervention strategies where teachers were able to have supportive conversations with students. This was in addition to supportive student and parent conversations that were led by the attendance team in Terms 2, 3 and 4.</p> <p>The overall attendance rate for our students in 2022 was 78%. However, the rate increased from 76.9% in Semester 1 to 79.5% in Semester 2.</p>
<p>School well-being check indicates students engaged with targeted wellbeing initiatives and demonstrated an increase in student engagement measures.</p>	<p>The school continued to engage with targeted wellbeing interventions that focus on the needs of particular students or groups of students. Wellbeing programs that the school engaged with in 2022 included My Strengths, Pulse, League in Harmony, NRL School to Work, ASPIRE, Top Blokes and Headspace presentations.</p> <p>These programs had positive impacts on student engagement. Students were profiled using the My Strengths program that gave insight to student personality traits and strengths. Leadership programs, including League in Harmony, saw students afforded the opportunity to demonstrate their leadership skills as they engaged with other schools and community members. At-risk student engagement in programs, including ASPIRE and Top Blokes, resulted in positive trends in relation to attendance and student engagement.</p>
<p>Maintain Sustaining and Growing in the SEF element 'Wellbeing' in the Learning Domain with a focus to moving towards excelling in the theme 'Caring for students'.</p>	<p>The school has maintained sustaining and growing in the SEF element 'Wellbeing' and moved towards excelling in the theme 'Caring for Students'. In order to meet the diverse needs of all students a range of programs and initiatives were engaged with throughout 2022 in a planned response to the needs of our students.</p>

<p>Maintain Sustaining and Growing in the SEF element 'Wellbeing' in the Learning Domain with a focus to moving towards excelling in the theme 'Caring for students'.</p>	<p>The school actively tracked students data in regards to wellbeing within our Stage 6 students. Regular feedback was sought about their progress and support structures were developed around students responses. The school wellbeing team meets regularly as a leadership team that plans responses to student needs. Through consultation with a range of stakeholders student needs are identified and responsive and proactive measures are explored.</p> <p>The school continues to work towards ensuring that we are meeting the individual learning needs of all students. More intensive support is offered to those students that present increased complexities in relation to their engagement at school. This work is led by the Wellbeing team and the Learning and Support Team. Direct communication with carers and families, the formation of support plans and the allocation of additional resources supports this.</p> <p>Professional learning was conducted to support developing the capacity of staff to respond to the behavioural needs of students. Through the focus on enforcing school-wide expectations, acknowledgement of positive behaviours through our reward systems and accessing specialised support for students with challenging needs. This professional learning supported the development of school-wide and consistent expectations.</p> <p>A planned approach to specific support needs continues to be a focus within the school. Through the leadership of the Wellbeing Team and the Learning and Support Team there was a focus on connecting students with the appropriate support. Personalised support involved a range of staff members and the school continues to work to build connections with students.</p>
<p>Proportionally contribute to the Glenfield Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity</p>	<p>The Aboriginal Education team worked with students, parents and caregivers to develop student Personalised Learning Plans (PLPs), which were completed in the first semester of 2022. Staff accessed PLPs to support meeting the individual needs of these students. It was identified that there was a need to continue to support staff in understanding who our Aboriginal and Torres Strait Islander students are and their specific goals and needs.</p> <p>Staff accessed PLPs and have used them as a tool in their teaching and learning planning and programming. Through embedding specific pedagogical strategies and understanding the preferred learning styles of the students, adjustments made have supported continued engagement in learning.</p> <p>This has helped participating students with their confidence and sense of identity. This has also led to improved attendance levels among our students. Students also participated in two Employment Expos run by Souths Cares at the Whitlam Centre, building ties and connections with employers and tertiary education providers. Students were also able to access regular tutorial support and engage in days of culture celebration with other Aboriginal and Torres Strait Islander students from local schools.</p> <p>Aboriginal and Torres Strait Islander students that were completing their HSC in 2022 received individualised support through personalised learning plans with our Secondary Studies faculty. These plans were closely monitored to support ongoing student engagement.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,150.59</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• Expansion of the EAL/D support team to support delivery of targeted initiatives</li> <li>• Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Building capacity of staff to understand and effectively meet the educational needs of refugee and EAL/D students, through professional development workshops at a whole school level at a staff meeting.</p> <p>The integration of high impact differentiated teaching strategies including common language through explicit scaffolding and creation of student resources including ALARM workbooks and Stage 6, 'road map to HSC' handbooks has led to enhanced language proficiency and levels of student engagement.</p> <p>Explicit and systematic evidence-based intervention programs (Off2class, MacqLit and QuickSmart) implemented to meet the individual literacy and numeracy needs of students, improving learning outcomes.</p> <p>Enhanced collaboration between EAL/D teachers and co-teaching programs have minimized behavioural issues by allowing for timely and effective support and referral pathways, including well-being team, learning support and counsellor.</p> <p>Building strong relationships between teachers and EAL/D students, creating a positive school and classroom culture of high care and high expectations.</p> <p>Initiating and participating in professional engagement by building collaborative relationships with network schools facilitated by the EAL/D instructional leader for the South-West directorate, enabling teachers to engage in professional dialogue, observational practices and strategy sharing to improve the educational outcomes of students.</p> <p>Pedagogy and future directions of the program informed by reviewing and reflecting on data derived from these interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To use allocation to extend opportunities and provide new initiatives such as incursions/excursions, partnerships/programs.</p> <p>Create intensive literacy/ numeracy targeted EAL/D groups: NAPLAN extension group, Macqlit group, Covid tutoring groups, Stage 6 Excellence Hub group.</p> <p>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.</p> <p>Continue the structure of the EAL/D support as a stage-based approach to lead staff in identifying essential skills and concepts that students are expected to learn and need for success.</p> <p>Continue to engage the support of the network EAL/D Education Leader for teacher professional learning of the EAL/D learning progression to</p>

<p>Refugee Student Support</p> <p>\$9,150.59</p>	<p>strengthen consistent teacher judgement and expand the collaborative relationships with network schools.</p> <p>Working towards an improved level of school practice on the EAL/D School Evaluation Framework.</p>
<p>Integration funding support</p> <p>\$254,853.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• All targeted students are supported by SLSOs and LSTs in regular classes.</li> <li>• Some students with IFS are also supported in the playground and within intervention programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Students are supported to engage effectively with curriculum in regular classes.</p> <p>Identified students are shadowed to engage successfully in playground expectations.</p> <p>Identified students engaged in the MacqLit and QuickSmart programs to build capacity in Reading and Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to support students through SLSOs and LSTs in classes and in the playground.</p> <p>Review literacy and numeracy needs to select students for MacqLit and QuickSmart.</p> <p>Review suitability for the COVID ILSP.</p> <p>Conduct student functional behaviour interview to refine individual strategies.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Progression of learning and differentiation</li> <li>• Professional Learning Community</li> <li>• Collaborative and Effective Practice</li> <li>• Personalised Learning Pathways</li> <li>• Fostering agency and wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through ALARM to support student learning</li> <li>• employment of additional staff to support ALARM program implementation.</li> <li>• engage with external providers to support student engagement and retention</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The allocation of this funding has allowed for the development of the professional capacity of our staff to support the learning needs of our</p>

<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>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>Direct student support for students from disadvantaged backgrounds to support engagement in learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$33,976.62</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 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Souths Cares - This program is a mentor program for Aboriginal and Torres Strait Islander students. There will be representatives from South Sydney Rabbitohs who will work with students at Casula High. The intended outcomes of this program is to build cultural knowledge and identity among students and to support them in building career pathways post school.</li> <li>• Tutor Squads - Happens fortnightly across 2 periods for students who want to come and are given extra support for any homework or assignments they may need help with.</li> <li>• School to Work - This is with the Canterbury Bankstown club where staff representatives form the club, work closely with Stage 6 students in their final years of school. They play a mentor role and give guidance and advice on study tips whilst at school, also help plan and prepare students for further study and/or employment after school. The mentors also follow up on the students during the first year after leaving school.</li> <li>• PLPs - The PLP document is used by schools to ensure Aboriginal students and their parents/carers are actively engaged in meaningful planning and decision-making in education. PLP conversations are of great importance as they identify and strengthen shared understanding of goals, expectations and responsibilities. This process is ongoing and reviewed at least once a semester.</li> <li>• Reconciliation Action Plan (RAP) - this is a formal commitment to reconciliation by the school. It documents how the school will strengthen relationships, respect and opportunities in the classroom, around the school and with the community. Parents/carers, students and staff at Casula collaborate to work on the RAP.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Higher percentage of our Aboriginal students completing Year 12 and attaining a HSC. Providing student and community voice to education through PLPs and RAP. Improvement in student attendance rates across Year 7-12. Greater one-on-one support for identified students in the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to aim to give personalised support to our students in providing career guidance and learning support across all stages. Aim to reconnect</p>



<p>Aboriginal background</p> <p>\$33,976.62</p>	<p>with community groups with support and guidance from the LLAECG. Complete and review the RAP. Assess and review PLPs. Continue to professionally develop staff in building their cultural competence, in doing this we will ensure that staff are better prepared to provide teaching and learning programs that cater for our Aboriginal students and all students.</p>
<p>English language proficiency</p> <p>\$335,480.12</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and assessment</li> <li>• Personalised Learning Pathways</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• Expansion of the EAL/D support team to support delivery of targeted initiatives</li> <li>• Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Building capacity of staff to understand and effectively meet the educational needs of refugee and EAL/D students, through professional development workshops at a whole school level at a staff meeting.</p> <p>The integration of high impact differentiated teaching strategies including common language through explicit scaffolding and creation of student resources including ALARM workbooks and Stage 6, 'road map to HSC' handbooks has led to enhanced language proficiency and levels of student engagement.</p> <p>Explicit and systematic evidence-based intervention programs (Off2class, MacqLit and QuickSmart) implemented to meet the individual literacy and numeracy needs of students, improving learning outcomes.</p> <p>Enhanced collaboration between EAL/D teachers and co-teaching programs have minimized behavioural issues by allowing for timely and effective support and referral pathways, including well-being team, learning support and counsellor.</p> <p>Building strong relationships between teachers and EAL/D students, creating a positive school and classroom culture of high care and high expectations.</p> <p>Initiating and participating in professional engagement by building collaborative relationships with network schools facilitated by the EAL/D instructional leader for the South-West directorate, enabling teachers to engage in professional dialogue, observational practices and strategy sharing to improve the educational outcomes of students.</p> <p>Pedagogy and future directions of the program informed by reviewing and reflecting on data derived from these interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To use allocation to extend opportunities and provide new initiatives such as incursions/excursions, partnerships/programs.</p> <p>Create intensive literacy/ numeracy targeted EAL/D groups: NAPLAN extension group, Macqlit group, Covid tutoring groups, Stage 6 Excellence Hub group.</p> <p>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.</p> <p>Continue the structure of the EAL/D support as a stage-based approach to lead staff in identifying essential skills and concepts that students are expected to learn and need for success.</p> <p>Continue to engage the support of the network EAL/D Education Leader for</p>

<p>English language proficiency</p> <p>\$335,480.12</p>	<p>teacher professional learning of the EAL/D learning progression to strengthen consistent teacher judgement and expand the collaborative relationships with network schools.</p> <p>Working towards an improved level of school practice on the EAL/D School Evaluation Framework.</p>
<p>Low level adjustment for disability</p> <p>\$418,560.70</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Progression of learning and differentiation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• targeted students are provided with an evidence-based intervention including Macqlit and Quicksmart to increase learning outcomes.</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Students with significant needs in literacy and numeracy have been supported through a targeted intervention program enabling them to make progress at their own level.</p> <p>Students in regular classrooms are supported by SLSOs and differentiation to engage in curriculum across a variety of subjects.</p> <p>Numeracy Skills program in Years 7-9 allows students to access differentiation work to support growth across all numeracy skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue MacqLit and QuickSmart with Years 7 and 8 in 2023.</p> <p>Continue SLSO support across a variety of classes.</p> <p>The Numeracy Skills program will also continue in 2023. A refinement of the processes shared between the team and the COVID tutors will be occurring to increase student engagement and independence in the program.</p>
<p>Professional learning</p> <p>\$103,720.21</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Casula High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Progression of learning and differentiation</li> <li>• Data and assessment</li> <li>• Collaborative and Effective Practice</li> <li>• Fostering agency and wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Teachers to map students across the progression using Numeracy Skills Lesson</li> <li>• Observations - peer observations, faculty/whole school observations, videos of practice, learning walks, instructional rounds.</li> </ul>

<p>Professional learning</p> <p>\$103,720.21</p>	<ul style="list-style-type: none"> <li>• Professional learning to support Strategic Improvement Plan and whole school professional learning plan including:</li> <li>* Consistent teacher judgement</li> <li>*ALARM</li> <li>* Social Ventures Australia</li> <li>* Data analysis and use</li> <li>* Effective feedback</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The provision of research informed professional learning delivered to staff that supports developments in practice and impacts on student performance.</p> <p>Engagement in evaluative practice to refine schoolwide focus areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued development of a structured response to professional learning with a focus on developing a highly skilled teacher group able to meet the needs of our students.</p>
<p>COVID ILSP</p> <p>\$412,409.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• Covid tutors support students through the CAMS/STAMS programs for numeracy and CARS/STARS programs for literacy.</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students built their capacity in numeracy and literacy with all students moving up at least one level in the program. Many students moved up three or four levels in a scaffolded intervention. Students were supported to access worded and higher order mathematics questions in exam style format.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the program will be continuing. Semester 1 will focus on Year 9 students with some students Year 8. In Semester 2, Year 8 students will be the focus. A small group trial of students needing support with the HSC Minimum Standards test will happen with targeted support to breakdown and understand questions for numeracy and basic writing skills and punctuation for writing test. Targeted exam question practice will also continue to support students in accessing questions, particularly for the worded maths questions.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Casula High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Fostering agency and wellbeing</li> </ul>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Organising and sourcing wellbeing programs to support student</li> <li>• Collating data and providing recommendations in order to meet the needs of students</li> <li>• Building connections between school and students to support their sense of agency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A range of wellbeing programs have been run within the school by specialist staff and external providers. These programs were tailored to meet the needs of complex student groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Reflection on the specific wellbeing needs of our students to inform the allocation of resources into 2023.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	541	588	627	618
Girls	460	513	550	579

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.6	90.5	88.5	83.0
8	86.6	88.9	85.9	78.4
9	87.7	87.0	84.1	77.9
10	81.1	85.8	84.9	76.5
11	76.5	79.8	82.8	76.5
12	83.8	86.9	84.9	82.0
All Years	84.9	86.9	85.3	78.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	0	0	0
Employment	1	6	7
TAFE entry	1	3	7
University Entry	0	0	46
Other	8	1	7
Unknown	1	0	33

## Year 12 students undertaking vocational or trade training

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24.39% of Year 12 students at Casula High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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92.5% of all Year 12 students at Casula High School expected to complete Year 12 in 2022 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)	13
Classroom Teacher(s)	61.1
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	2
School Administration and Support Staff	18.97
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	2,133,723
<b>Revenue</b>	16,159,976
Appropriation	15,870,496
Sale of Goods and Services	92,898
Grants and contributions	160,703
Investment income	6,862
Other revenue	29,017
<b>Expenses</b>	-15,840,838
Employee related	-13,858,864
Operating expenses	-1,981,974
<b>Surplus / deficit for the year</b>	319,138
<b>Closing Balance</b>	2,452,861

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	264,004
<b>Equity Total</b>	2,088,017
Equity - Aboriginal	33,977
Equity - Socio-economic	1,300,000
Equity - Language	335,480
Equity - Disability	418,561
<b>Base Total</b>	11,917,802
Base - Per Capita	305,126
Base - Location	0
Base - Other	11,612,676
<b>Other Total</b>	888,591
<b>Grand Total</b>	15,158,414

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

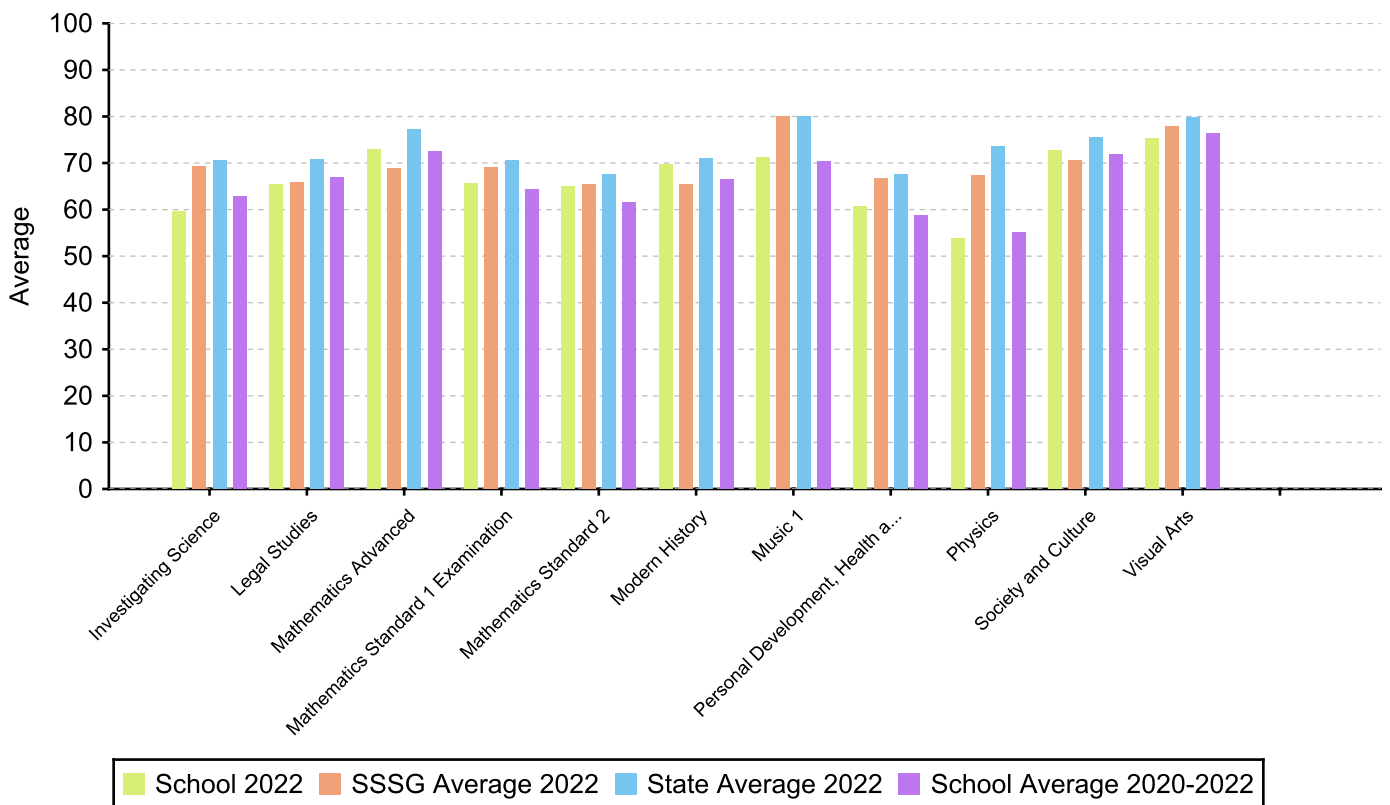
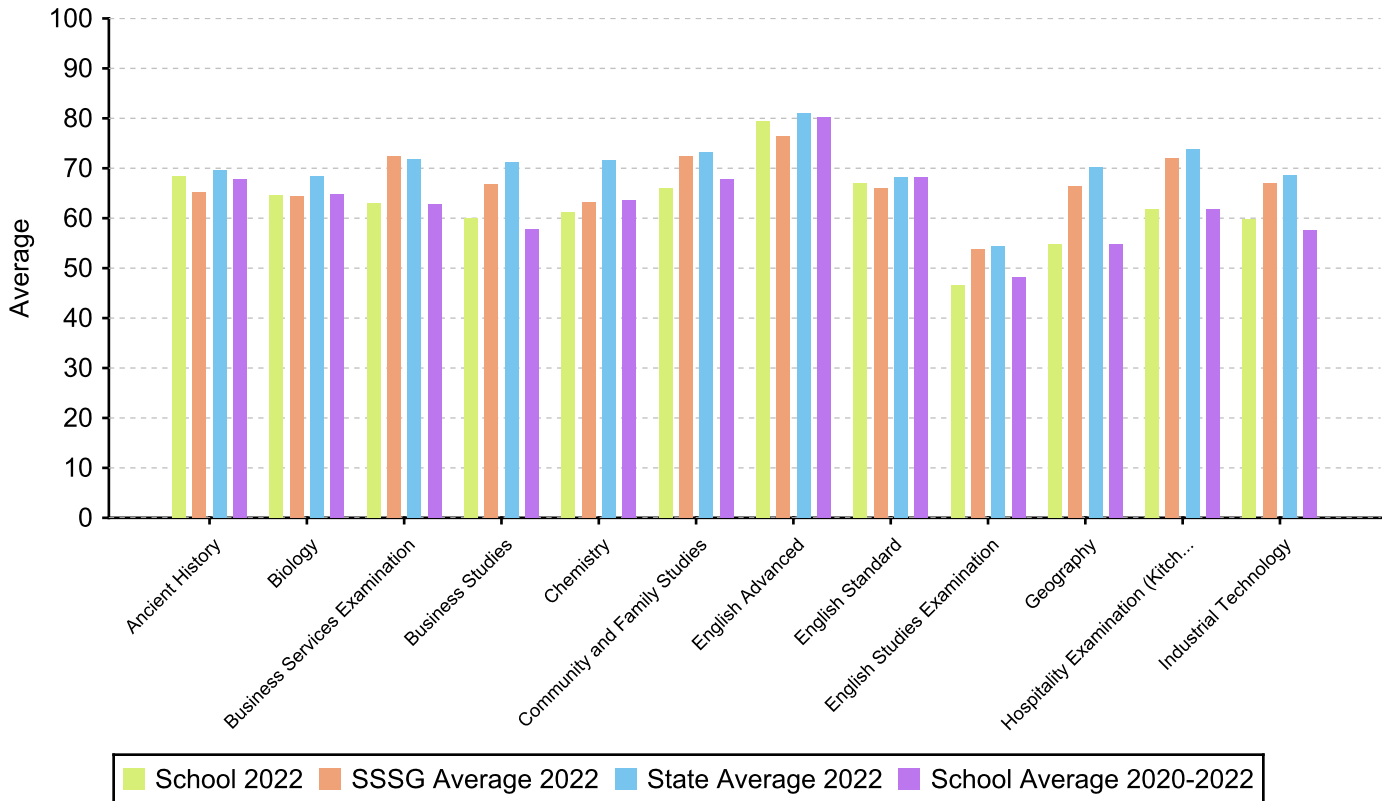
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	68.4	65.1	69.6	67.9
Biology	64.6	64.4	68.5	64.7
Business Services Examination	63.0	72.4	71.8	62.8
Business Studies	60.0	66.8	71.2	57.8
Chemistry	61.2	63.2	71.7	63.5
Community and Family Studies	66.0	72.4	73.2	67.8
English Advanced	79.3	76.4	81.0	80.3
English Standard	66.9	65.9	68.1	68.2
English Studies Examination	46.5	53.7	54.3	48.1
Geography	54.8	66.3	70.2	54.8
Hospitality Examination (Kitchen Operations and Cookery)	61.8	72.1	73.7	61.8
Industrial Technology	59.8	67.1	68.6	57.6
Investigating Science	59.6	69.3	70.6	62.8
Legal Studies	65.5	65.9	70.8	66.9
Mathematics Advanced	72.9	68.7	77.1	72.6
Mathematics Standard 1 Examination	65.7	69.1	70.5	64.3
Mathematics Standard 2	65.0	65.4	67.6	61.5
Modern History	69.7	65.4	70.9	66.5
Music 1	71.2	80.0	79.9	70.4
Personal Development, Health and Physical Education	60.6	66.7	67.5	58.7
Physics	53.7	67.3	73.5	55.1
Society and Culture	72.6	70.5	75.5	71.9
Visual Arts	75.3	77.9	79.8	76.5

## Parent/caregiver, student, teacher satisfaction

In 2022 students at Casula High School completed the Tell Them From Me survey.

86% of students felt that the expectations for success with Casula High School were high, a higher rate than statistically similar schools. 62% of students felt a high sense of belonging as well as high expectations within the school. These results are improvements upon the results from 2021 reflecting a positive trend in this data.

Students sense of advocacy at school showed continued signs of improvement. 57% of students recorded a positive response, improving 3% in comparison to the previous years result and continued to be at a higher rate than similar schools. This indicator has continued its positive growth trend since 2018.

Expectations for success showed an 7% increase in year to year comparison, 86% of students indicated expectations for success were high. This result was 12% higher than similar schools and 2% higher than scores across the state.

Indicated sense of belonging from students rose in comparison to 2021 results, rising 5%. The result was still higher than similar schools and the difference between school and state results reduced to just 2%.

In 2022 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 that they played an active role in supporting learning at home. They indicated that they engage well with providing praise to their children, discuss their feelings about other children at school and take an interest in school assignments.

Families indicated that they believe the teachers try to understand the learning needs of students with special needs. They reported that the school had a positive reputation within the school community and that they were satisfied with the communication between school and families.

Parents reports the believed that TAFE and vocational education was a training or qualification that would provide their children with good employment opportunities. Families reported that the school was a culturally safe place for their children to attend and that reports provide clear information on how they can support their children's learning.

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:

- They believe that they can speak up and share a different view to others in their organisation
- They believe that their job gives them opportunities to use a variety of skills
- They believe that senior managers support the careers advancement of all employees
- They were confident that senior managers listen to employees
- They are confident that their managers encourage people in their workgroup to keep improving the work that they do

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.