

2023 Annual Report

Casula High School



8476

Introduction

The Annual Report for 2023 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 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	2023 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 growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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

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

Socio-economic background

Low level adjustment for disability

Professional learning

English language proficiency

Summary of progress

Significant progress has been achieved in the identified goals, with student performance in key metrics demonstrating growth and development in line with established targets.

Sustained reinforcement of instructional practices has been instrumental in facilitating this progress. The ongoing implementation of both small and large-scale programs has maintained a dedicated emphasis on enhancing core skills among students. Notably, explicit instruction in literacy and numeracy has been a focal point, bolstered by comprehensive school-wide professional development efforts. Resources supporting these endeavors encompass a diverse array of stakeholders, including Head Teacher Teaching and Learning, Pedagogy coaches, Learning and Support staff, our EALD support staff, and our COVID Individual Learning Support Plan (ILSP). Intensive interventions such as Macqlit and Quicksmart have provided targeted assistance to individuals requiring additional support. The COVID ILSP has further enabled consistent and widespread support for students across various capacities and challenges.

The allocation of funding to these initiatives underscores the commitment to fostering student achievement and growth. Future directions for this strategic direction will see a continuation of the small group tuition programs to meet the needs of our identified students. The identification of students will be based on tracking student progress in diagnostic assessments and allow an evaluation of the effectiveness of the school's interventions.

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 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>The school has met the annual progress measure by maintaining delivering in the SEF element. The school is moving towards sustaining and growing with the growth in reading and numeracy check-in results.</p> <p>In Term 4 2022, Year 7 check-in results showed 38.9% questions correct for Numeracy. In 2023 the Year 8 cohort improved their results to 48.3%. Reading results for the same cohort improved slightly from 42.9% in 2022 to 44.3% in 2023.</p> <p>All QuickSmart students improved during the 2023 program and 7 students have completed the full program.</p> <p>A targeted selection of students form Year 7 and 8 completed the MacqLit program in 2023. All students showed growth during the program, with all students increasing their word reading per minute rate.</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>COVID ILSP supported meeting the annual progress measure through small group reading comprehension and numeracy strategy interventions. Students received explicit instruction in their levelled groups to improve reading comprehension and numeracy competency across a range of strategies.</p> <p>Results from COVID ILSP groups for this year indicate all students have demonstrated growth within the program.</p>
<p>Increase of 2.6% in the Reading domain of Check-in assessment for Year 9.</p>	<p>The school met the annual progress measure for an increase of 2.6% in Reading Domain of Check-in assessment for Year 9. Literacy Skills places emphasis on reading and comprehension skills that are reinforced through repetition, focusing on mastery across variety of subject areas. Check-in data for both Year 9 and Year 8 have increased on previous years, showing an upward trend in literacy skill proficiency. Literacy Skills will continue its focus on reading and comprehension skills, while simultaneously develop student writing skills and abilities.</p> <p>Vocabulary and Assessment supported meeting the annual progress measure by placing emphasis on tiered language that is accessible across a range of subject areas and contexts. Vocabulary and Assessment will continue to develop across all Stages, as well as further implementation of sentence starters and assessment checklists for students.</p> <p>COVID tutoring supported meeting the annual progress measure through small group reading comprehension interventions. Students received explicit instruction in their leveled groups to improve reading comprehension across a range of strategies.</p> <p>Results from COVID tutoring groups for this year indicate all Year 9 students have demonstrated growth within the program.</p>
<p>An uplift of 5.4% of students moving up 3 Comprehensive Assessment of Reading Strategies (CARS) levels.</p>	<p>The school met the annual progress measure for an uplift of 5.4% of students moving up 3 CARS levels. MacqLit supported students in basic reading, giving the skills of decoding, fluency and comprehension together with vocabulary development. These students are then able to engage in further learning interventions (including COVID tutoring) and class-based learning.</p> <p>Literacy Skills lessons placed greater emphasis on effective reading and comprehension strategies across a range of texts and contexts.</p> <p>Explicitly teaching vocabulary through assessment annual progress measure student use and proficiency of key words and terms that demonstrate understanding of skills and content.</p> <p>In 2023, 45.5% of students on the COVID ILSP moved up 3 levels compared to 24.6% in 2022. This is an uplift of 20.9%. Small group explicit instruction for targeted students has enabled students to focus on a range of comprehension strategies to close gaps in learning. We have worked with a range of students, those needing additional support and students who needed a bump up to achieve higher success. One reason for the improvement in growth is how the program has been structured this year. With increased tutors, students have been offered support for a longer period when needed. This has allowed them to move up multiple levels.</p>
<p>An uplift 4.8% of students moving up 2 Comprehensive Assessment of Mathematics Strategies (CAMS) levels.</p>	<p>The school met the annual progress measure for an uplift in 4.8% of students moving up 2 CAMS levels. QuickSmart supported students by building automaticity of basic number facts. This provides students with the skills required to access a range of mathematics strategies.</p> <p>In 2023, 46.5% of numeracy students moved up 2 or more levels compared with 34.6% in 2022. This is an uplift of 11.9%. COVID ILSP tutoring directly impacts this annual progress measure through small group explicit instruction across a range of levels and mathematics strategies. COVID ILSP tutors track student progress through the levels and Years 8/9 students also receive one period a cycle in a whole class numeracy skills</p>

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

program.

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
Beginning teacher support
Professional learning

Summary of progress

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

In relation to achievement of improvement measures informed by HSC achievement. The school continues to make positive growth in all areas. The school has met the target for the percentage of students in the top 3 bands but has sustained positive trends in the others.

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.

Coaching and mentoring has been a focus through PDP processes. The school invests in support school leaders to genuinely engage in the PDP process for staff and provide personalised professional support. New and beginning teachers benefit from bespoke professional learning plans that aim to meet their needs.

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.

Strategies to support collaborative practice has been a feature of this strategic direction in 2023. Staff have worked together to observe, reflect and refine practice through our observations and impact cycles. An observation framework developed through co-design continued to be utilised and structures supporting it developed and expanded on from the previous year.

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	The school has made significant progress towards achieving this progress measure. Through a sustained focus on the development of coaching and mentoring structures that exist at a whole school level and provide mentoring support to those identified the school has developed relationships

<p>excelling in the theme 'coaching and mentoring'.</p>	<p>that ensure improvement in staff practice.</p> <p>Coaching and Mentoring involves direct teacher-to-teacher and staff-wide collaborative practices. The school's aim is to identify areas of need throughout the school and target resources for coaching at these areas. Coaching and Mentoring aims to build staff capacity in direct and explicit instruction, as well as make more dynamic and versatile educators who understand their purpose in the wider scope of the school. The focus group ranges from beginning teachers to experienced teachers.</p> <p>There has been an increase in the numbers of staff that have undergone coaching and mentoring in 2023. The Head Teacher Teaching and Learning, Pedagogy Coach and the Teaching Quality Advisor have taken on a wider range of teachers across the year, including beginning teachers, experienced teachers, aspiring leaders and Head Teachers. The purpose of this intervention is to develop quality teaching practices through support and collaboration. School leadership takes an active role in this process as well to ensure that elements of practice are embedded within faculties, assessment and school professional development.</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>The school achieved this progress measure through the provision of professional learning. The school made a focus area of instructional observations as a part of the whole school professional learning. Staff identified and planned for an impact cycle centred around an area of concern or possible development. All teaching staff participated in this process. Staff worked with a faculty member to review observations, were provided feedback and then implemented the feedback in a follow up cycle. The introduction of the additional cycle was a development on practice from the previous year and was well received by participants.</p>
<p>Reduce the bottom two HSC Bands across the school to below 24.8%.</p>	<p>The school did not meet the target of reducing bottom two bands to below 24.8%. There was, however, an improvement to in comparison to 2022, with a further 2.2% reduction in bottom two bands. The school maintained a focus on the achievement of students in the HSC. Whole school professional learning was tailored to ensure that elements of pedagogy, review of internal and external assessment data and individual planning for students was a priority. Coaching and Mentoring focused on subject areas who were experiencing large volumes of results in the bottom two bands.</p>
<p>Increase HSC course results in top two bands to 16.1%.</p>	<p>The School did not meet the target of increasing top two band results to 16.1%. There was a 0.5% increase from 2022. The school maintained a focus on the achievement of students in the HSC. Whole school professional learning was tailored to ensure that elements of pedagogy, review of internal and external assessment data and individual planning for students was a priority. All staff engaged in data analysis of student achievement results and leadership plans were developed to plan for future growth and improvement in teaching practice.</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 met the target set with 40.08% of students achieving in the top 3 bands. This is a continued improvement in comparison to the previous year, with a 4% increase year to year. The school maintained a focus on the achievement of students in the HSC. Whole school professional learning was tailored to ensure that elements of pedagogy, review of internal and external assessment data and individual planning for students was a priority.</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
English language proficiency
Professional learning
Student Support Officer

Summary of progress

Significant progress was seen in relation to the strategic direction, Connected Learning Culture. Building on the uplift as a result of previous attendance focus, the school has continued to work with our community to reinforce the importance of regular school attendance and engagement. The school has sustained, regular and supportive mechanisms to respond to student attendance and engagement in education.

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 2023, 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.

A range of school wellbeing initiatives supported the positive engagement of students in planned wellbeing responses. These programs engaged with students that may be at risk of disengagement, have a shared cultural identity or are identified by the Wellbeing team.

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 70.06% of students indicating this. The target was not met but all categories saw a positive trend and growth has been demonstrated.</p> <p>Supporting the transition from school to training or employment has continued to be a significant focus. Students have been presented with a range of opportunities including engagement with TAFE, completing White Card training, direct support from the Careers Advisor, supporting their engagement in eVet courses at TAFE during 2024 and work experience opportunities.</p> <p>Year 12 students were supported with personalised learning pathways. This planning process provides all students an opportunity to work with a staff member to set clear goals and identify the support required to achieve them. These plans are then shared with their teachers to help connect</p>

<p>72.7% of students reporting expectations of success, advocacy and sense of belonging at school.</p>	<p>learning outcomes to future goals and aspirations. Students considered at risk or those that may require additional support receive case management from one staff member to provide more intense support through this process.</p> <p>Student engagement in reward systems continued to be strong. There was continued growth in the number of students that were invited to participate in rewards excursions and activities. All staff engaged in actively reviewing positive behavioural expectations within their classrooms, allowing the creation of contextually specific behaviours that were explicitly taught and reinforced by rewards.</p>
<p>Decrease proportion of students attending below 80% of the time to 19%.</p>	<p>The school did not achieve this progress measure but worked to make positive progress towards it. The school continued to actively work towards the goal set through a range of measures. These measures included an Attendance Leadership team, the formation and implementation of the Attendance Improvement Plan, direct interventions with students through interviews and counselling, a focus on students who arrive late to school and regular communication with families.</p> <p>The school continued to share with its community the importance of regular attendance for students. In newsletters, through direct communication and during parent interviews the message about the importance of attendance was reinforced.</p>
<p>67.2% of students attending more than 90% of the time.</p>	<p>The school did not meet this target, however, there was an increase in the percentage of students attendance more than 90% of the time in comparison to 2022. The school continued to actively work towards the goal set through a range of measures. These measures included an Attendance Leadership team, the formation and implementation of the Attendance Improvement Plan, direct interventions with students through interviews and counselling, a focus on students who arrive late to school and regular communication with families.</p> <p>The school continued to share with its community the importance of regular attendance for students. In newsletters, through direct communication and during parent interviews the message about the importance of attendance was reinforced.</p>
<p>School well-being check indicates students engaged with targeted wellbeing initiatives and demonstrated an increase in student engagement measures.</p>	<p>Targeted well-being programs have continued at the school. These programs have included a range of students and were proactive responses to the needs of students. Positive trends in achieving school wellbeing targets indicates the impact of these programs.</p> <p>Students have engaged in a range of programs including NRL School to Work, Top Blokes, ASPIRE, From the Roots, Write it Together (WIT) journal groups, and Health and Fitness programs. Larger scale programs have been held involving whole cohorts of students, they have engaged in the MY Resilience, My Strength or My Future programs.</p> <p>The impact of these programs has been reflected in Tell Them From Me survey results where we have seen a positive trend in areas of the student sense of belonging whilst at school.</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 its commitment to enhancing student wellbeing, progressing from sustaining and growing in the SEF element of 'Wellbeing' to excelling in the theme of 'Caring for Students'. Throughout 2023, various programs and initiatives were implemented in a planned response to the diverse needs of all students.</p> <p>Efforts to monitor student wellbeing, particularly among Stage 6 students, were proactive. Regular feedback was solicited to gauge progress, and support structures were tailored based on student responses. The school's wellbeing team convenes regularly to strategise responses to student needs, drawing insights from consultations with various stakeholders to explore both responsive and proactive measures.</p> <p>Continued efforts are directed towards meeting the unique learning needs of</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>every student, with intensified support provided to those facing greater complexities in their school engagement. This endeavor, spearheaded by the Wellbeing and Learning Support Teams, involves direct communication with caregivers and families, formulation of support plans, and allocation of additional resources.</p> <p>Professional development initiatives were undertaken to enhance staff capacity in addressing student behavioral needs. Emphasis was placed on reinforcing school-wide expectations, acknowledging positive behaviors through reward systems, and accessing specialised support for students with challenging needs. This professional learning aimed to foster school-wide consistency in expectations.</p> <p>A concerted effort towards addressing specific support needs remains a priority within the school. Led by the Wellbeing and Learning Support Teams, there is a focus on connecting students with suitable support mechanisms. Personalised support involves the collaboration of various staff members, as the school strives to strengthen 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 collaborated with students, parents and caregivers to develop student Personalised Learning Pathways (PLPs). The PLPs are a way teachers can support our students in meeting their individual needs. 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. Whole school professional learning was provided, with a focus on Aboriginal education and all staff getting to know our students. Staff also engaged in various cultural workshops, sharing their ideas and knowledge to support and inform how they may incorporate Aboriginal and Torres Strait Islander histories and culture into their practice.</p> <p>This professional learning has provided greater confidence to embed specific pedagogical strategies and understanding the preferred learning styles of our students. Allowing staff the time to reflect on their own practices and how to best meet the needs of all our students.</p> <p>Student and community focused programs and initiatives has helped participating students with their confidence and sense of identity. It has also led to improved attendance levels among our students. Students participated in various community events held by Gandangara Land Council, the Aboriginal Education Consultative Group and Souths Cares, allowing our students to engage in days of culture celebration with other Aboriginal and Torres Strait Islander students from local schools and make further connection with local community members and possible employment opportunities.</p> <p>Aboriginal and Torres Strait Islander students that were completing their HSC in 2023 received individualised support through personalised learning plans with our Secondary Studies faculty. These plans were closely monitored to support ongoing student engagement. We had 66% of Aboriginal students, who were eligible, complete their HSC.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,727.57</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"> • Targeted/ personalised support provided by Refugee support coordinator, including bilingual SLSO support, mentoring, and tutoring. Targeted FOR class to further support their learning. • Assistance with essential equipment, excursion fees and uniform to facilitate active participation in school activities and the community. <p>The allocation of this funding has resulted in the following impact: Assistance with uniform and KLA specific equipment helped to develop a sense of school identity. Positive learning environment leading to lowered anxiety and increased attendance.</p> <p>Newly arrived refugee students participated in RAW (Ready arrive work by Job quest) program and expo designed to upskill and prepare them for future job opportunities. Regular support of bilingual SLSO's ensured that communication between students, staff and parents/carers was timely and a pathway to positive relationships.</p> <p>After evaluation, the next steps to support our students will be: Provide all recent arrivals with School Starter Pack including books, stationery, and calculators. Coordinate more wellbeing initiatives such as incursions with motivational speakers and at least 2 excursions per year to promote cross curricular learning and social connectedness. Whole school PL based on the STARS framework (Safety, Trust, Awareness, Responsibility and Skills), this professional learning will assist school staff in responding with sensitivity and awareness to provide effective teaching, learning and wellbeing strategies. Encourage and engage parents and community to share ideas and views through forums such as the CHS Community Café.</p>
<p>Integration funding support</p> <p>\$462,702.00</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> <ul style="list-style-type: none"> • All targeted students are supported by SLSOs and LSTs in regular classes. • Additional staffing to assist students with additional learning needs • Employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Students are supported to engage effectively with curriculum and behavioural expectations in regular classes. Identified students are shadowed to engage successfully in playground expectations or for their safety.</p>

<p>Integration funding support</p> <p>\$462,702.00</p>	<p>Identified students engaged in the MacqLit and QuickSmart Programs to build capacity in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students through SLSOs and LSTs in classes and in the playground. Review data to select students for MacqLit, QuickSmart and the Small Group Tuition program in 2024. Conduct functional behaviour interviews for identified students to refine strategies used.</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>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 • Professional Learning Community • Personalised Learning Pathways • Fostering agency and wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff release to increase community engagement • Resourcing to increase equitability of resources and services • Employment of external providers to support students with additional learning needs • Providing students without economic support for educational materials, uniform, equipment and other items • Professional development of staff through Social Ventures Australia to support student learning • Employment of additional staff to support senior study hub implementation. <p>The allocation of this funding has resulted in the following impact: Professional learning for staff has supported the continued refinement and development of practice. Students have engaged in a range of support based programs, including MacqLit, QuickSmart and EALD programs, in order to support students with additional learning needs. Personalised learning plans for Year 12 students have been developed and shared to ensure students are known within the school and supported to achieve their goals. Additional physical resources have been purchased and distributed to students, including educational materials, uniform and other equipment to reduce the impact of socio-economic disadvantage within our school community.</p> <p>After evaluation, the next steps to support our students will be: School resources will continue to be targeted to support students impacted by socio-economic disadvantage. The provision and supply of education resources will continue to be a focus. Allocation of resources to support students with additional learning needs and support the personalised support for Year 12 students will continue to be resourced and supported. School staff will be afforded the opportunity to engage in regular, planned and well resourced professional learning. The development of capacity of staff is central to effectively meeting the needs of students and this will be a focus in 2024.</p>
<p>Aboriginal background</p> <p>\$40,874.14</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>Aboriginal background</p> <p>\$40,874.14</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 equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support literacy and numeracy programs • Employment of additional staff to deliver personalised support for Aboriginal students • Community consultation and engagement to support the development of cultural competency • Staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: There has been a continued focus on supporting Aboriginal students connect with their culture through programs and events at school and within the community. Students are afforded opportunities to received personalised support and reinforce their connection to shared culture and identity.</p> <p>After evaluation, the next steps to support our students will be: Programs will continue to focus on building student connection to culture and their sense of identity. Students will be offered opportunities to connect with school and community based programs to support their engagement in learning and focus on their success at school.</p>
<p>English language proficiency</p> <p>\$439,607.79</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional PL and teacher time - This has helped to develop programs to support EAL/D students after reviewing NAPLAN and check in data including- integration of high impact teaching strategies into programs, explicit scaffolding, creating resources such as ALARM workbooks, Literacy in Numeracy for minimum standards workbooks. • Targeted transition year 7 class- This class was designed to assist EAL/D students and address their complex needs by using differentiated and scaffolded strategies to enhance learning along with regular bilingual SLSO support. • Expansion of EAL/D support team to support delivery of targeted initiatives. • Intensive literacy/numeracy groups supported by Covid tutors and EAL/D Team - year 9 NAPLAN EAL/D group <p>The allocation of this funding has resulted in the following impact: Additional time has resulted in teachers being able to collaborate, observe practices and share professional knowledge leading to tailored programs better suited for students. Strong relationships between teachers and EAL/D students creating positive behaviours and high expectations in the classroom including easier transition into high school.</p> <p>Early interventions using explicit programs such as Quick Smart, Macqlit, NAPLAN covid tutoring group led to improved learning outcomes. Literacy and Numeracy (for Minimum standards) resulted in a high success rate of students passing minimum standards.</p> <p>After evaluation, the next steps to support our students will be: A Stage 6, streamed class with extensive differentiation/ scaffolding with regular EAL/D support in 2024.</p>

<p>English language proficiency</p> <p>\$439,607.79</p>	<p>To continue to extend opportunities and provide initiatives such as incursions/ excursions, partnerships/ programs.</p> <p>Review school practice on the EAL/D school evaluation Framework and use tools to translate all important documents and excursion notes to assist EAL/D students and parents in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$529,935.08</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 • Data and assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Numeracy Skills program in Years 7-9 with LST and SLSO support. • SLSO support in classrooms for targeted students and classes. • Targeted literacy and numeracy learning support interventions. MacqLit and QuickSmart for students in Years 7 and 8. COVID tutoring for students in Years 8 and 9. <p>The allocation of this funding has resulted in the following impact: Through Numeracy Skills all students are provided with differentiated numeracy work to allow for gaps in learning to be addressed. Additional support in regular classes by SLSOs who support student learning across a range of subjects. Students with significant literacy or numeracy needs are supported through an evidence-based targeted intervention in either MacqLit or QuickSmart.</p> <p>After evaluation, the next steps to support our students will be: The Numeracy Skills program will be refined in 2024. The program will run in regular classes for Year 7 only. Years 8 and 9 students will access the program as needed within the Small Group Tuition program. SLSOs will continue to support students across and range of subjects and year groups. MacqLit and QuickSmart will continue with identified Years 7 and 8 students in 2024.</p>
<p>Professional learning</p> <p>\$106,121.56</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>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 • Fostering agency and wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Teacher relief for staff engaging in professional learning • Course costs for staff undertaking recognised courses • Presentations by suitable and qualified facilitators, for example first aid workshops <p>The allocation of this funding has resulted in the following impact: The allocation of resources towards the professional development of staff has supported schoolwide priorities aimed at developing the pedagogical</p>

<p>Professional learning</p> <p>\$106,121.56</p>	<p>capacity of staff. Opportunities to engage in external professional learning coupled with a planned implementation of school priorities has seen positive engagement for all staff.</p> <p>Professional learning has been tailored to the needs of specific groupings and priorities including the implementation of new curriculum, supporting new and beginning teachers and supporting the development of school leaders.</p> <p>After evaluation, the next steps to support our students will be: Professional learning in 2024 will be targeted and specific. Focus areas include consistent instructional practices, embedding shared assessment practices and focusing on the collective development of student skills and capacities across all key learning areas.</p>
<p>COVID ILSP</p> <p>\$319,078.53</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 2023.</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"> • Year 8 and 9 students are selected and grouped for one semester of either literacy or numeracy small group intervention. • COVID tutors provide differentiated work within small groups using the CAMS/STAMS and CARS/STARS numeracy and reading comprehension programs. • Higher level students are supported through exam practice questions. • A small group of students were supported prior to completing a second attempt of the HSC Minimum Standard test. <p>The allocation of this funding has resulted in the following impact: Students have built their capacity in numeracy and literacy with all students moving up at least one level in the programs. Students were supported to access worded and higher order mathematics questions in exam style format. Students felt better prepared and were able to pass their HSC Minimum Standards test.</p> <p>After evaluation, the next steps to support our students will be: Students who were identified by NAPLAN as 'Needs Additional Support' will be supported through the Small Group Tuition program in 2024. In addition, students identified as needing support through check-in data and internal school assessments. Targeted exam question practice will continue to support students in accessing worded maths problems.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Casula High School</p> <p>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"> • Fostering agency and wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • working collaboratively with external and other government agencies in

<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>their support of students and their families.</p> <p>The allocation of this funding has resulted in the following impact: The Student Support Officer has supported the facilitation of wellbeing programs and initiatives within the school. These programs met the diverse needs of our students and supported their positive engagement in school.</p> <p>After evaluation, the next steps to support our students will be: Ongoing reflection of the wellbeing programs and initiatives to support meeting the specific wellbeing needs of our students into 2024.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	588	627	618	640
Girls	513	550	579	597

Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.5	88.5	83.0	87.1
8	88.9	85.9	78.4	84.0
9	87.0	84.1	77.9	81.6
10	85.8	84.9	76.5	79.8
11	79.8	82.8	76.5	77.2
12	86.9	84.9	82.0	81.1
All Years	86.9	85.3	78.9	81.8
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	0	0	0
Employment	1	2	1
TAFE entry	3	5	2
University Entry	0	0	26
Other	10	6	7
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

31.21% of Year 12 students at Casula High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

91.1% of all Year 12 students at Casula High School expected to complete Year 12 in 2023 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)	63.1
Learning and Support Teacher(s)	2.9
Teacher Librarian	1.2
Teacher EAL/D	3.2
School Counsellor	2
School Administration and Support Staff	19.37
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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	2,256,667.72
Revenue	17,775,364.80
Appropriation	17,372,480.07
Sale of Goods and Services	94,342.99
Grants and contributions	244,240.82
Investment income	25,166.30
Other revenue	39,134.62
Expenses	-17,341,579.48
Employee related	-14,706,621.39
Operating expenses	-2,634,958.09
Surplus / deficit for the year	433,785.32
Closing Balance	2,690,453.04

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.

	2023 SBAR Adjustments (\$)
Targeted Total	402,122
Equity Total	2,310,417
Equity - Aboriginal	40,874
Equity - Socio-economic	1,300,000
Equity - Language	439,608
Equity - Disability	529,935
Base Total	12,563,872
Base - Per Capita	319,709
Base - Location	0
Base - Other	12,244,163
Other Total	916,919
Grand Total	16,193,329

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

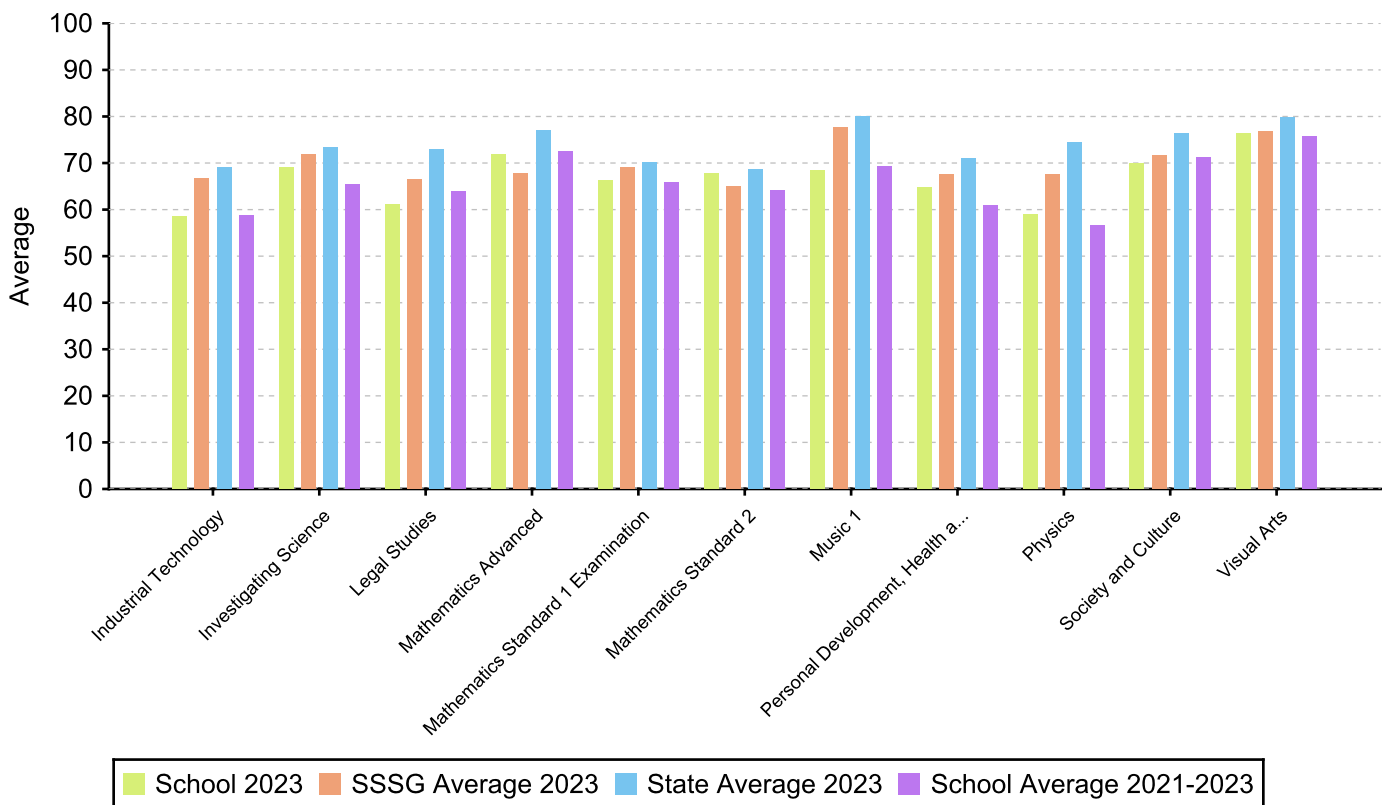
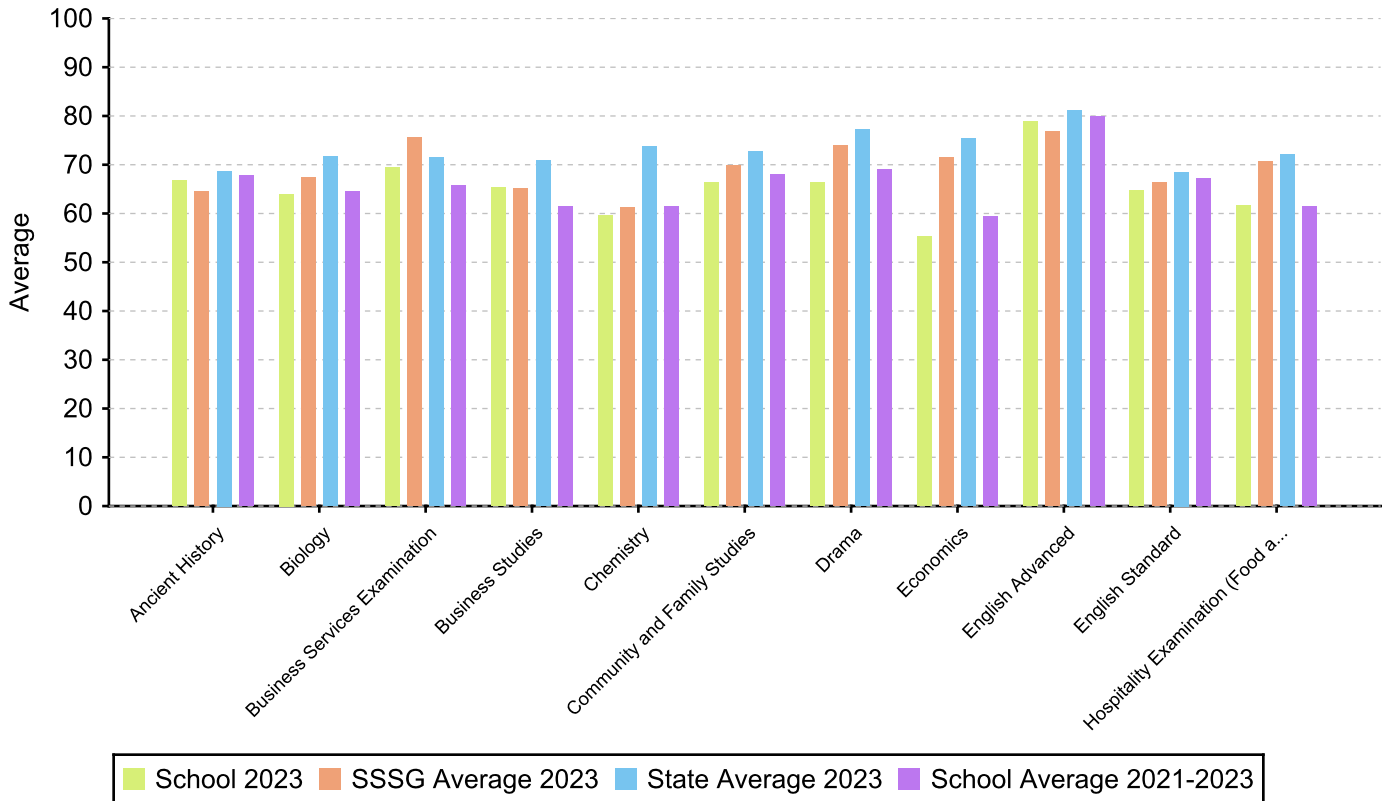
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Ancient History	66.8	64.5	68.7	67.7
Biology	64.0	67.5	71.8	64.5
Business Services Examination	69.4	75.6	71.6	65.8
Business Studies	65.4	65.1	70.9	61.5
Chemistry	59.6	61.2	73.7	61.5
Community and Family Studies	66.4	69.8	72.7	68.1
Drama	66.4	74.0	77.3	69.1
Economics	55.2	71.4	75.5	59.4
English Advanced	78.8	76.9	81.2	79.9
English Standard	64.7	66.4	68.5	67.2
Hospitality Examination (Food and Beverage)	61.6	70.7	72.1	61.4
Industrial Technology	58.5	66.6	69.1	58.7
Investigating Science	69.0	71.8	73.4	65.4
Legal Studies	61.0	66.4	72.9	63.8
Mathematics Advanced	71.9	67.7	77.0	72.6
Mathematics Standard 1 Examination	66.3	69.0	70.1	65.9
Mathematics Standard 2	67.7	65.0	68.7	64.0
Music 1	68.5	77.6	80.0	69.2
Personal Development, Health and Physical Education	64.8	67.5	71.0	60.9
Physics	59.0	67.6	74.4	56.6
Society and Culture	69.9	71.5	76.3	71.3
Visual Arts	76.4	76.7	79.8	75.7

Parent/caregiver, student, teacher satisfaction

In 2023 students at Casula High School completed the Tell Them From Me survey.

The data indicated a continued upward trajectory for students feeling a sense of advocacy at school, 63% of students indicated this. This was in comparison to 57% of students indicating the same in 2022. These results exceeded the lower bound target set and has maintained the positive uplift observed since 2018.

Students indicating the expectations of success at Casula High School fell in 2023, reducing to 83%. This is in comparison to 86% of students indicating this in 2022. This result fell just outside the lower bound target.

The sense of belonging reported by students increased in 2023, rising from 62% to 63%. This rise is minor and the results fell below the lower bound target. Overall wellbeing results indicated that there was a continued upward trend, results increased from 68% to 70%.

In 2023 staff at Casula High School completed the People Matters Survey. This is an annual survey to help understand how staff experience their workplace.

Overall, it was evidenced that staff at Casula High School reported a more positive perception of their workplace compared with other schools within the network, this was rated at 75% at Casula High School and 66.5% at other schools in the network.

It was noted that the key categories that were most positive included the ethics and values, Senior Managers, employee voice and the inclusion and diversity within the school.

The school sought frequent consultation with our parent community through 2023. Parent reflection was sought on key changes and developments within the school. Primarily feedback was sought around changes to the structure of the school day and school based programs. The school proposed an adjustment to our day structure and community consultation was critical. Community consultation was also sought around planned major works and the implementation of the Mobile Phone Policy.

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.