2009 Annual School Report
Casula High School

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal's message

2009 was another outstanding year. The dux of Casula High ranked in the top 3 per cent in the State. The Higher School Certificate class won eight scholarships to university.

Casula High serves a diverse community in greater Liverpool and to the north and south of the school including its local population. 2010 is predicted to have a similar enrolment of students.

The parents and community members will share an understanding of the efforts of our students during 2009 in this report.

The staff of Casula High is committed to supporting every student in the achievement of their full potential.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Damian Ellis

Parents & Citizens (P&C) message

The partnership between school and parents is a thriving relationship. The Parents and Citizens Association supports the selection of staff, the academic achievement of our students, the welfare of our students, fundraising and gives general feedback.

The parent teacher evenings and information evenings give parents and teachers time to discuss progress of students. We encourage all parents to attend. They also learn about the latest developments in education.

Parents are welcomed to graduation of Year 10 and Year 12 and presentation evening. They also attend carnival days, sporting matches and special celebration days.

P&C are the main sponsors of presentation evening.

Lisa Siddons, President

Student representative’s message

The Student Representative Council comprises of 32 students representing their Year groups from Years 7 - 12 including the Prefects, Vice Captains and School Captains. Throughout 2009 the students have been involved in many leadership activities such as Leadership Training days, Youth Leadership Conferences and the Halogen Foundation's National Young Leader's Day.

Throughout the year, members of the SRC also took part in the Inter School Group (ISG) meetings and Regional SRC Conferences. Lani Fonomaalii-Sene of Year 11 was elected as Secretary of the Inter School Group discussing ideas and programs with SRC members from surrounding High Schools.

Other than Leadership opportunities, the SRC were proud to fundraise for various charities throughout the year. The charities chosen for this past year include the Red Cross Victoria Bushfire Appeal, the World's Greatest Shave where students coloured their hair to raise funds for the Leukaemia Foundation, Stewart House Fundraiser, Red Nose Day, Jeans for Genes Day and Legacy Day.

The many leadership opportunities and community work have made this year’s SRC a very successful team. We look forward to building on our great successes in 2010.

Deepak Singh and Lani Fonomaalii-Sene
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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School Enrolments

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Student attendance profile

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<td>89.9</td>
<td>89.9</td>
<td>89.7</td>
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</table>

Management of non-attendance

Casula High School has a very comprehensive program to manage non-attendance issues. Ongoing guidance and support to address these issues are provided through a combination of the following:

- Year adviser mentoring sessions
- Regular attendance alert letters
- Parent interviews
- Use of and access to the HSLO
- Principal and Deputy Principal parent/student intervention meetings
- School Counsellor sessions
- Boys and girls advisers

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC03- HSC05</th>
<th>SC04- HSC06</th>
<th>SC05- HSC07</th>
<th>SC06- HSC08</th>
<th>SC07 - HSC09</th>
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<tr>
<td>SEG</td>
<td>59.9</td>
<td>64.1</td>
<td>65.3</td>
<td>63.1</td>
<td>65.8</td>
</tr>
<tr>
<td>State</td>
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<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
</tr>
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</table>

Post-school destinations

Of the 2009 Year 12 cohort:

Students won eight scholarships to university and the dux ranked in the top three per cent in the state.

Forty one per cent of students gained university admission. Twenty three per cent enrolled in TAFE/private colleges. Seven per cent have taken up apprenticeships and traineeships. Fourteen per cent are in full time employment. Fifteen per cent are seeking employment. Fifty eight students in Years 10 and 11 left for either training, employment, overseas travel or other schools.
Year 12 students undertaking vocational or trade training

The 2009 Year 12 cohort consisted of 74 students. Twenty nine per cent successfully completed a vocational or trade training course.

Year 12 students attaining HSC or equivalent vocational educational qualification

Ninety eight per cent of the Year 12 cohort was successful in attaining the HSC or equivalent vocational educational qualification.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>40</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>11/30/2009</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>134 948.59</td>
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<tr>
<td>School &amp; community sources</td>
<td>163 860.93</td>
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<tr>
<td>Interest</td>
<td>13 905.85</td>
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<tr>
<td>Trust receipts</td>
<td>99 160.50</td>
</tr>
<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>1 102 545.69</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 69 406.67  |
| Excursions                 | 29 942.77  |
| Extracurricular dissections| 66 351.21  |
| Library                    | 5 962.75   |
| Training & development     | 0.00       |
| Tied funds                 | 111 785.96 |
| Casual relief teachers     | 106 303.15 |
| Administration & office    | 99 088.24  |
| School-operated canteen    | 0.00       |
| Utilities                  | 100 080.09 |
| Maintenance                | 73 814.64  |
| Trust accounts             | 116 273.96 |
| Capital programs           | 26 277.75  |
| **Total expenditure**      | **805 287.19** |
| **Balance carried forward**| **297 258.50** |

The school has a leased canteen which is currently held by Atrium Catering Services. Funds raised through the lease are included in the School and Community Sources.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
Achievements

Arts

Year 11 Advanced English students presented a live performance at the Pilgrim Theatre.

A HSC drama student was nominated for “Onstage” for her brilliant individual performance.

The music ensemble continues its performances at school and community functions.

Our students participated in the prestigious “Writers in Residence Program”.

Visual Arts students continued their ongoing association with the resident artists from the Casula Powerhouse.

Sport

Casula High School’s boys cricket team, university shield rugby league team, girls basketball team performed well in the Sydney South West knockout competitions.

Two teams entered the West Leagues cup in the u/13’s and u/15’s division. U/13’s were quarterfinalist and u/15’s were semi finalists.

Five students represented the Hume Zone at the Sydney South West Cross Country.

Twenty five students represented the school at the Hume Zone Swimming Carnival with two students progressing to the Sydney South West championships.

Fifty students represented the school at the Hume Zone Athletics carnival with 9 students progressing to the Sydney South West Championships.

Five students represented Sydney South West at the NSW Combined High Schools championships in volleyball, soccer, touch football, rugby union and athletics.

One student was selected in the NSW CHS boys soccer team.

Other

One student received the highly prestigious Victor Chang Science Award.

One student received a science focused scholarship and attended a national program in Adelaide.

One HSC student had his major graphics technology project selected for display at the NSW State Industrial Technology Display.

Two students were nominated for Regional VET awards for excellence in hospitality and information technology.

Students received 8 distinctions and credits through the Australian mathematics competition.

Students received 48 distinctions and credits through the NSW geography competition.

Academic

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 the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 7

The 2009 data shows that the Year 7 cohort performed better than the Year 7 average over the last three years in literacy and numeracy. Casula High School is currently instituting programs designed to close the gap between the school and state averages.

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in bands: Year 7 reading</th>
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<tbody>
<tr>
<td>4</td>
<td>Percentage in band 2009</td>
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<tr>
<td>5</td>
<td>School average 2007 - 2009</td>
</tr>
<tr>
<td>6</td>
<td>LSG average 2009</td>
</tr>
<tr>
<td>7</td>
<td>State average 2009</td>
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<td>8</td>
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Percentage of students in bands: Year 7 reading

Band

Percentage of students

0 5 10 15 20 25 30 35 40 45

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
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<td>9</td>
<td>30</td>
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Percentage in band 2009

School average 2007 - 2009

LSG average 2009

State average 2009
Numeracy – NAPLAN Year 7

The 2009 data indicates that the Year 7 cohort is achieving results across all of the bands. There are significant numbers in the middle bands and current educational programs are focusing on the upper bands.

Literacy – NAPLAN Year 9

The 2009 data indicates positive results in the middle bands in both reading and writing. There is area for development in both areas of reading and writing.
Numeracy – NAPLAN Year 9

Strong results were achieved in the middle bands. Current school programs are targeting all bands.

School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In all School Certificate results, a number of student performances indicated that the school had added value to their performance compared with the previous basic skill results.

The 2009 cohort showed an overall improvement in English literacy and mathematics. Science also showed significant improvement in the upper Bands compared to the school average. History and geography showed gains in some bands. In other areas there is room for further growth against the school and state average.

School based assessment indicates a greater percentage of students in grades A and B in science, geography, food technology, information and software technology and drama. Results in English, mathematics and history were similar to 2008.
School Certificate relative performance comparison to Year 5 (value-adding)

This chart shows pleasing value-added growth in English, mathematics and geography. There is room for further growth in the other subjects.

Higher School Certificate

Eight scholarships were won by students to university and the dux of Casula High School ranked in the top 3 per cent in the state.

2009 was a very successful year for our Year 12 students, who performed better against the school average in biology, business studies, chemistry, drama, economics, English advanced, English extension, information processes and technology, legal studies, mathematics, maths extension 1, modern history, history extension and music.

All other subjects performed very close to previous cohorts. These results were a clear improvement on School Certificate results from two years ago.

Continued attention will be given to preparing students for the techniques required in performing at examinations.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

The value-added data shows that there has been an improvement in all Bands against the school average. There was a significant improvement particularly in Bands 5 and 6 in terms of relative performance with the School Certificate.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

| Percentage of Year 7 students achieving at and above minimum standard |
|------------------|------------------|
| **Reading**      | **Spelling**     |
| 87.4             | 96.8             |
| **Writing**      | **Punctuation and grammar** |
| 94.4             | 87.9             |
| **Numeracy**     |                  |
| 91.5             |                  |

Significant programs and initiatives

Aboriginal education

2009 has been a successful year in indigenous education.

One HSC student was successful and accepted into UNSW with an Equity scholarship achieved through the Nuri Gili winter school program. Another HSC student received a School Based Traineeship with the Commonwealth Bank through the Aboriginal Employment Strategy. This is a very positive outcome for our 2009 HSC students.

The indigenous tutoring assistance program was run again in 2009. Ten students participated in the program offered by teachers from English, mathematics and science. The program contributed to improved learning outcomes for our Year 7 and Year 9 students in the NAPLAN tests.

Implementation of the Aboriginal Education and training Policy 2009-2012, started in 2009 with success. All staff were made aware of changes to the policy and asked to reflect how the policy is impacting on their Key Learning Area (KLA). All staff members are also aware that learning strategies should incorporate where relevant, the learning of Aboriginal histories, cultures and current issues, within each KLA. As a result, a greater understanding has been achieved across the whole school community. This is an ongoing process and more events will be held in the future.

Other success stories were a Year 10 student being awarded an ASSETS scholarship where the student spent 2 weeks in Adelaide doing various workshops in the field of science. Two other students also received Regional Director Awards for sporting excellence and academic excellence in maths.

Multicultural education

Casula High School continues to develop its links with the community both locally and internationally. The school celebrates and promotes the benefits of cultural diversity. All key learning areas include a multicultural perspective to support learning. International Day provides
the opportunity to share the importance of diversity and multicultural harmony.

Casula High School has continued to support the needs of all students. The English as a Second Language (ESL) program supports first, second and third phase learners. The ESL teacher provides additional support to students and ESL aware staff impart multicultural values. School programs meet the teaching and learning needs of students from non-English speaking backgrounds.

The anti-racism officer provides ongoing support to students and staff to ensure that each person feels valued and part of the school community.

Casula High School has provided the opportunity for overseas students to participate in Australian education programs. Each year the school hosts international students from countries around the world including Vietnam.

Respect and responsibility

The respect and responsibility plan launched by the Premier is designed to strengthen social cohesion and civic responsibility in New South Wales. In response to this, the Department of Education and Training has a set of “Core Rules” in place for student behaviour in all government schools to reflect these “Core Values” of public education. At Casula High School, our school motto “Courage, Courtesy and Concern” emphasise these values by encouraging our students to follow core rules based on respect and responsibility.

Our students are heavily involved in inter-school leadership programs, business community links, cultural exchange programs such as the Toda Exchange Program and a very comprehensive anti-bullying program.

Progress on 2009

Target 1

Improve the literacy and numeracy skills of Year 7 and Year 9 students.

Our achievements include:

- Improved student reading performance across KLAS particularly in Year 7. Year 9 needs further development.
- Improved reading skills programs achieved through integration into faculty, whole school and class programs.

Target 2

Improved outcomes for students in the Stage 5 program.

Our achievements include:

- Improved Stage 5 mathematics results as a direct result of a Liverpool Region Action Learning program which targeted this area.
- Improved English and geography results were also achieved. Further development is required in science, history and computing.
- Successful Middle Years program delivered through whole school approach focusing on literacy and numeracy.

Target 3

Improve the engagement of Stages 4, 5 and 6 and improved access to support by students at risk.

Our achievements include:

- Greater student engagement through using cross faculty and cross curriculum measures such as common theme units of work in the Middle Years project.
- Ongoing improvement in student attendance continues to be an area that requires further support.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of

Educational and management practice

Early Career Teacher (ECT) Program

Background

The Early Career Teacher (ECT) program has been a feature of the school professional learning for many years. In recent years, since 2004, the Institute of Teachers (IOT) has been introduced to cover all teachers in NSW. Casula High offers a program for all early career teachers that offers support at faculty, whole school level and regional level. Teachers in their first three years at Casula High have been surveyed to determine the level of support, what can be improved and future directions.

Findings and conclusions

The teachers found the program informative. They considered the seminars on classroom management effective. They appreciated the
encouragement and support which promoted professional development.

Access to a mentor teacher was regarded as a particularly effective support. The opportunity to observe effective teachers in the classroom was rated highly.

The accreditation process seminars were rated as particularly useful in preparing the evidence for submission to the Institute of Teachers.

Areas for improvement included more access to communications from the institute. Teachers considered regular meetings with supervisors as essential. Continued access to accreditation inservices was also seen as a need. Teachers would also like more opportunity to observe effective teachers and more access to a teacher-mentor.

Future directions
Ensure ECT teachers know how to access and use the IOT website.
Review the schedule of meetings between supervisors and ECT teachers.
Provide continued access to inservice courses related to accreditation.
Review the access ECT teachers have to observing other teachers in the classroom.

Curriculum

Stage 5 Mathematics Curriculum Delivery

Background
The aim to create an upward trend in Stage 5 mathematics results using innovative and creative methods was the focal point behind this program. To achieve this goal, the Connected Learning Initiative was developed to encourage and develop student engagement. Interactive whiteboards were also extensively used that created a student centred learning environment.

Findings and conclusions
A comparison of results showed a statistically significant difference between the 2009 cohort compared to the previous year. The upward trend showed that value added results were achieved not only through the School Certificate results, but also through the increase in student distinctions and credits recorded in the Australian Mathematics Competition.

A student survey also clearly showed an increasing student awareness of the importance of mathematics as well as an increased confidence in this subject. Student engagement and learning was clearly evident.

Further analysis of this data showed the increasing use of IWB's enhanced student engagement and learning.

The student laptops also generated student enthusiasm and this was combined with greater staff professional learning in the use of laptops. This hands-on approach not only made the learning of mathematics fun, but also embedded the Quality Teaching aspect of 'deep knowledge'.

The benefits of this project have resulted in higher student engagement and greater student and teacher motivation.

Future directions
Continue to develop student centred programs.
Ensure ongoing staff professional learning is available.
Review progress of this program with the aim of integrating into KLA’s.
Provide continued access to IWB’s and laptops to further enhance this program.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The majority of students sampled expressed satisfaction with the school. The survey presented the students with forty questions covering their attitude to learning, their feelings of confidence in the school setting, their enjoyment of school and their relationship to teachers in terms of teaching and learning. Twenty seven of the questions showed 75% or more were positive about life in secondary school. Eleven questions indicated the majority of students were positive about their experience. The two questions “People think a lot of me” and “I feel important” reflected a 50/50 response. The issue of self-esteem amongst students is a matter for consideration for all teachers and parents and needs constant monitoring. While the majority of students found the work interesting and challenging these are areas that need monitoring in the delivery of lessons. Students were very positive about the learning and teaching relationships with their teachers, enjoyed their work and were satisfied with their standard of achievement. This survey was completed at the beginning of 2010.
Parents, through the Parents and Citizen Association, parent-teacher evenings and one-on-one consultation generally expressed satisfaction with the school, the teachers and the teaching and learning. Commendation letters, merit certificates and newsletters received positive responses.

Teacher satisfaction was expressed in staff, executive meetings and evaluations of school development days. Teachers were particularly satisfied with the improvement in student performance in external measures particularly the Higher School Certificate. They recognised the continued need to further develop students in performance at external exams.

**Professional learning**

All teachers at Casula High School participated in professional learning which covered a range of activities encompassing digital education ($200), beginning teachers ($424), use of information communication technology ($5634), literacy ($420), quality teaching ($12745), syllabus implementation ($6684), career development ($6087) and welfare ($2115).

The school expended in excess of $34,000.

**School development 2009 – 2011**

The school plan Targets for 2010

**Target 1**

- Improve the reading skills of Year 7 and Year 9 students.

Strategies to achieve this target include:

- Further training of staff on integration of reading skills into class and faculty programs.
- Further preparation of students for NAPLAN tests and ensuring staff access to initiatives that improve staff understanding of reading skills.

Our success will be measured by:

- Improvement of student performance in reading skills particularly Year 9
- Improved programming of reading skills through integration into faculty and class programs.

**Target 2**

- Improved outcomes for students in the Stage 5 program.

Strategies to achieve this target include:

- Continue raising of staff expectations of students at the school certificate.
- Continue development of strategies to support students in preparation for state wide exams.

Our success will be measured by:

- Raised expectations of students by staff.
- Improved preparation of students for state wide exams.

**Target 3**

- Improve the engagement of Stages 4, 5 and 6.
- Improved access to support by students at risk.

Strategies to achieve this target include:

- Continue the development of programs to support students at risk.
- Continue follow-up of student absence through counselling and support.

Our success will be measured by:

- Improved attendance across all groups.
- Ongoing student welfare initiatives aimed at supporting our students.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Damian Ellis  Principal
George Papasavva  Deputy Principal
Catherine Argyle  Head Teacher English
Lisa Campbell  Head Teacher Mathematics
Ken Silburn  Head Teacher Science
Charles Gould  Head Teacher History
Robert Gandiaga  Head Teacher Social Science
Gareth Smith  Head Teacher PDHPE
Narendra Shukla  Head Teacher TAS
Carolyn Compton  Head Teacher Administration
Mira Dokmanovic  Careers Adviser
Brenda Hart  School Administrative Manager
Lisa Siddons  Parent Representative
Mary Ismail  SRC Co-ordinator
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:
