School context statement
Casula High School is a co-educational comprehensive high school providing equal opportunity for all students in their pursuit of excellence. The school has a student population of 712 students. 64% of the students have a language background other than English and 3% are recognised as having an Indigenous background.

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>338</td>
<td>372</td>
<td>350</td>
<td>342</td>
<td>358</td>
<td>341</td>
<td>358</td>
</tr>
<tr>
<td>Female</td>
<td>301</td>
<td>306</td>
<td>294</td>
<td>301</td>
<td>287</td>
<td>288</td>
<td>302</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>89.5</td>
<td>92.3</td>
</tr>
<tr>
<td>8</td>
<td>89.0</td>
<td>90.0</td>
</tr>
<tr>
<td>9</td>
<td>86.5</td>
<td>88.8</td>
</tr>
<tr>
<td>10</td>
<td>87.3</td>
<td>92.6</td>
</tr>
<tr>
<td>11</td>
<td>86.6</td>
<td>90.5</td>
</tr>
<tr>
<td>12</td>
<td>87.3</td>
<td>92.6</td>
</tr>
<tr>
<td>Total</td>
<td>88.4</td>
<td>93.3</td>
</tr>
</tbody>
</table>

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAFE entry</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>university entry</td>
<td>41%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To comply with the DEC’s requirement for schools to report on destinations for students completing the HSC, a survey was conducted during the week February 2-12. This period was deemed appropriate because the majority of students have had reasonable opportunity to find employment and/or commence training or further education by this time.

Using a standard 4-part questionnaire and tally/report form, supplied by the DEC, the school was asked to calculate the number and proportion of respondents who have found places in the employment, education and further training sectors. (Students, of course, have the option of declining to answer questions or provide information and a small number did so).

Destinations were obtained using three methods: firstly by means of a telephone interview with the ex-student (and/or an adult relative), secondly by analysing the “List of Offers” document supplied to the school by the Universities Admission Centre (UAC) and thirdly, from information supplied by Mrs Emily Signorini, whose personal knowledge proved to be invaluable.
Ultimately, destination information was gathered on 64 of the 104 students who completed the HSC at Casula High School in 2014. This represents about 62% of this cohort, a good rate of return and certainly a high enough proportion to gain a very good understanding of the range of vocational outcomes.

**Technical Issues**

Survey participants were informed that information would be collated to gain an overall picture of student vocational outcomes. Further, they were assured that their personal individual destinations would not be disclosed without their express permission. Consequently, no individual results are identified in this report.

It should be noted that these figures reflect the primary destination of each student. Obviously, some students will be working and studying. Further, the percentages have been rounded and so will not add to 100%.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>68.4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. 6% of the school staff is indigenous.

**Teacher qualifications**

All teaching staff meets 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>97</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teachers at Casula High School participated in professional learning which covered a range of activities encompassing: beginning teachers courses $734, use of information communication technology $6155, focus on literacy $4186, quality teaching $14535, syllabus implementation $10566, career development $8287 and welfare $2723.

This expenditure equated to an average expenditure of $797 per teacher and a total school expenditure of $47042.

A total of 5 school development days were held in 2014 which covered a diverse range of activities incorporating the use of ICT, differentiating the curriculum, implementing and embedding formative assessment practices and strategies, continuing to embed the whole school “focus on reading” program, introduction of 21st Century learning skills, ongoing implementation of quality teaching in all aspects of lesson delivery, and the ongoing development and implementation of gifted and talented and learning support programs.

Building Leadership Capacity was another key area where opportunities were provided to staff to take on leadership responsibilities across the school in targeted areas.

There are currently 11 new scheme teachers at Casula High School working towards accreditation and 26 new scheme teachers maintaining accreditation at professional competence.

**Beginning Teachers**

The Beginning Teacher program at Casula High School has been established for many years. This program has been developed in line with DET requirements which recognises the importance of providing Early career Teachers with additional professional support. It is an essential component in the support provided to staff in the early stages of their career.
2014 has seen some significant changes to this program due to the introduction of the “Great Teaching Inspired Learning” initiative from the State Government. Under the ‘Strong Start, Great Teaching” aspect of this initiative, permanent beginning teachers have received a substantial increase in the amount of funding they receive for their professional development. This funding has helped enhance the beginning teacher’s professional competence and meet the requirements of the DET and the Australian Institute of Teachers. The funding enabled Casula High School to reduce the teaching load of first year beginning teachers and their supervisors/mentors. This reduced teaching load provided time for regular meetings to occur. These meetings often took place after classroom observations and gave the beginning teacher the opportunity to reflect on and discuss quality teaching practices and to receive constructive feedback on their performance.

Upon arrival newly appointed teachers were surveyed to determine the level of support needed, as each new teacher arrived at the school with varying experiences. Support has been provided at a faculty, whole school and regional level. A major whole school strategy involves early career teachers participating in an induction program. In 2014 a total of six teachers participated in this program based on their level of experience, two of whom were permanently appointed staff. Staff found this program highly informative and a useful tool for understanding the facilities, processes and students at the school. In particular, staff rated the learning support and accreditation process sessions as being highly effective.

Professional learning and building staff capacity has been a whole school focus. Staff have self-identified learning goals and participated in professional learning which reflects whole school priorities and strategic directions. In particular during 2014, staff focused on improved programing and creating a 21st Century classroom. Staff were also involved in a trial whiteboard explicit teaching project, differentiating the curriculum, Focus on Reading and formative assessment professional development.

For the future, staff had indicated they would like greater access to expert teacher’s classrooms and continued access to professional learning courses related to accreditation.

**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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>276306.09</td>
</tr>
<tr>
<td>Global funds</td>
<td>507645.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>692332.79</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>192609.98</td>
</tr>
<tr>
<td>Interest</td>
<td>13728.66</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>348575.06</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2031197.65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>80496.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>28598.34</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>78854.52</td>
</tr>
<tr>
<td>Library</td>
<td>7151.51</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2823.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>686262.83</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>114051.98</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>181244.16</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>95588.01</td>
</tr>
<tr>
<td>Maintenance</td>
<td>120440.51</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>202836.67</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1598349.30</td>
</tr>
</tbody>
</table>

| Balance carried forward    | 432848.35  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**ARTS**

- Our senior Drama and English students experienced a live performance of
“Mother Courage” and “The Shoe Horn Sonata”.

- Stage 6 Advanced and Extension English students accessed online learning through the introduction of “flipped” classrooms.
- 30 Year 9 students participated in the annual Casula High School Literacy and Numeracy Challenge.
- CASPERS (Creative and Performing Arts Group) was established.
- The newly formed choir ensemble performed with distinction both within the school and in the wider community.
- Excellent HSC results were achieved in our elective Music class.
- Our Special Education students became an integral part of our School and completed exemplary work in photography, social skills, writing workshops, sporting activities, horticulture and integrated movement.
- The “Lawyers in Schools” program was run in conjunction with the law firm King and Wood Mallesons.
- Year 9 students participated in the “Startsmart” financial literacy program.
- Senior Legal Studies students met with representatives from legal Aid and discussed current crime issues.
- The History faculty organized for an ANZAC memorial to be erected in the school.
- “Are You Smarter than a 7th Grader” was a very successful gifted and talented program that enabled our Year 7 students to challenge Year 6 students from our feeder primary schools in a series of challenges.

Other

- The Maths Lab was fully operational throughout 2014.
- The 21st Century learning space was established in the Maths faculty.
- The Python Challenge (computer programming) was a great success.
- The Robotics program in partnership with Macquarie University was also very successful, allowing the student’s to build and program their own computer controlled robots.
- Casula High School was invited to host a video conference with NASA to speak with the driver of the Mars Rover.
- Three students travelled to the United States to participate in the US Space Academy Program.
- Our high profile in Science education resulted in the opportunity to meet high profile scientists including the Head of NASA, the Deputy Head of NASA and the Australian Nobel Prize Winner Brian Schmidt.
- The PDHPE faculty introduced and implemented ALARM (A Learning and Responding Matrix) for the Senior PDHPE students allowing for scaffolding and modeling of HSC extended responses.
- A joint University of Western Sydney and Casula High School program called ‘AMPED’ tracked the physical activity levels of students, using accelerometers.
- The “Nicole Fitzsimons Foundation” provided a guest speaker to address the students on road safety and travel safety.
- The 2014 Pro Bono Partnership Award which was presented at the Law and Justice Foundation’s “Justice Awards” was awarded to Casula High School.

SPORT

The school swimming, cross country and athletics carnivals were all major successes. Our students participated well and showed great school spirit.

In 2014 Casula High School had five students qualify through to State Athletics. One of these students continued to represent NSW at the National Championships in Adelaide. A fantastic year on the track and field for Casula.

We entered two teams (under 13’s and under 15’s) into the West’s Leagues Cup Competition.
Our 15’s played exceptionally well and made the division two grand final. All boys showed good sportsmanship and teamwork.

Casula High School also had many students make Hume Zone sporting teams this year. Four boys made the Rugby League team; all players performed well and were an asset to the team. One of our girls competed and was high successful in the Gymnastic competition being awarded age champion of her division and going on to compete at Sydney South West Regional Championships. Another female student represented Casula with great pride in the Hume Zone hockey team.

Well done to all of our students for their efforts and achievements this year. Our sporting talents are continuing to grow and we look forward to sharing with you the many more successes we are bound to have in 2015.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select **GO** to access the school data.

Alternatively:

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

The 2014 data indicates that our Yr 7 cohort has performed around the same levels as previous Casula High School cohorts.

These graphs indicate that the literacy levels of our students can be further improved upon.

In response to this, there has been a whole school concerted drive towards developing greater student engagement and achievement. The CARS program is currently addressing this.

The establishment of a 21st Century Learning Hub is also designed to enable our students to become more self-directed learners which will in turn translate into further improvement in literacy levels.

As part of Casula High School’s ongoing development of significant educational programs, all teaching staff are continuing to further develop and enhance their teaching expertise through ongoing professional learning in metacognitive strategies designed to value add to student results.

**Year 7 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>496.3</td>
<td>524.0</td>
<td>538.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
</tr>
</tbody>
</table>

**Year 7 NAPLAN Spelling**

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>501.8</td>
<td>529.5</td>
<td>545.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
</tr>
</tbody>
</table>

**Year 7 NAPLAN Grammar and Punctuation**

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>483.5</td>
<td>519.3</td>
<td>538.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
</tr>
</tbody>
</table>
implementing cross-faculty literacy programs such as the further development of the CARS program, the continuation of the curriculum differentiation program and the further widening and embedding of the use of the 21st Century learning hub, with the explicit aim of moving more students into the upper bands.

Casula High School is also involved in the ongoing development of significant educational programs targeting literacy. The ‘Explicit Teaching’ is one such program which has been piloted with Year 9 students. Through this program, improvements have occurred in the following areas:

- Percentile ranges 75 and above increased by 10%
- 65% of students in the focus group showed growth in their reading
- 58% of students in the focus group achieved at or above expected growth in reading
- 34% of students in the focus group more than doubled their expected growth in reading.

All teaching staff are continuing to further develop their teaching expertise as part of one of the School’s strategic plans, through ongoing professional learning in metacognitive strategies designed to add value to student results.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The Year 9 NAPLAN Literacy results show pleasing improvements compared to the school average over the past 3 years. The results in Reading show a marked improvement and the spelling results also show growth in the top band. The Grammar and Punctuation results reflect a consistent application from this cohort. Overall, there has been a general upward trend across all bands.

However, these results indicate that there is room for further improvement.

In response to this, Casula High School is continuing its long term strategic plan of...
The Year 9 NAPLAN numeracy results clearly indicate a strong upward trend across the bands when compared to the School’s average for the past 3 years. It is pleasing to note that there has been significant growth in the understanding of numeracy on the part of the 2014 student cohort.

These results are a direct consequence of a whole school numeracy program focusing on providing continuity across all KLA’s.

The ongoing implementation of the ‘CAMS’ program combined with the increasing use of the specialist Maths Lab have enabled the ongoing development of the students problem solving skills. Numeracy skills are not only being embedded in Mathematics classes, but across all KLA’s.

Ongoing whole staff professional learning is also being used to further enhance the numeracy skills of the students.

**Higher School Certificate (HSC)**

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

A number of outstanding students were successful in gaining early entry into a range of university courses.

Our top achievers were ranked in the top 5% of HSC candidates in the HSC.

The Community and Family Studies results were extremely pleasing, with two of the students gaining a Band 6 result.

The 2014 cohort was successful in performing at or above the school’s three year average in Biology, Business Studies, Community and Family Studies, English Standard, Mathematics General, Mathematics, Modern History, PDHPE, Senior Science, Society and Culture and Hospitality.

All other subjects performed very close to the results attained by previous cohorts.

The overall results from the 2014 HSC examinations showed pleasing value added progress.

Continued attention will be focused on up skilling students to better prepare them for the rigors of external examinations. Regularly conducted senior school study skills days are already working towards addressing this need.
Significant programs and initiatives – policy

Improving Literacy and Numeracy National partnerships Program

Targeted funding from this program enabled continuation of all teachers professional learning of the comprehension strategies embedded in the research-based FOCUS ON READING Program and supported collaborative planning for their integration into teaching and learning programs across all school subject areas.

The Learning Support team developed teacher’s knowledge of the aspects of the Literacy Continuum and provided professional development for faculty leaders in improving learning task design that incorporates:

- Scaffolded development of specific, appropriate skills from the Literacy Continuum
- Clear learning intentions, transparent learning success and marking criteria

Reading for Pleasure Initiatives

Our whole school promotion of reading for pleasure has been successfully supported by the provision to all students of high-interest, contemporary, fiction, non-fiction and graphic novels that appeal to both students and teachers through the school library.

Regular meetings throughout the year of the Book Club witnessed robust, student-led discussion of collaboratively chosen texts.

The Boys Only Focus on Reading group has successfully explored ways of engaging reluctant teenage readers with appealing, multimodal texts and encouraging discussion.

Differentiation and formative Assessment learning Communities

These internal teacher professional learning communities met regularly for collaborative discussion, evaluation of and planning for integration of research-based Formative Assessment and Differentiation strategies formally into all teaching and learning programs to improve student learning outcomes.

Executive Conferences

In Semester 1 and 2, 2014 saw our school leaders benefiting from inspiring and productive professional learning in developing leadership capacity, 21st century teaching and learning, redesigning student assessment, interpersonal communication and contemporary, research-based educational reforms.

Aboriginal education

One of our students participated in the Vocal Identification Program where the student gained valuable experience in developing their vocal technique.

Close the Gap Day was a success with over 80 students within the school involved, creating greater awareness of Aboriginal health and cultural issues across the whole school.

Naidoc week was celebrated at the school in the first week of Term 3. Naidoc celebrates the culture and successes of the Indigenous peoples of this country. We had a guest speaker come in for the Formal Assembly and he performed a musical piece on his dijeridoo.

Big project for the year was the establishment of the Indigenous garden on the school grounds. About 40 students in total worked with the teachers, parents and the Greening Community Officer Brenden Moore from the royal Botanic Gardens. Work on the Garden went across almost three terms. Plants were donated from Liverpool Council, the royal Botanic Gardens and a couple of local nurseries. This project was a good exercise for the students as it worked on
team building, encouraged students to build on their leadership skills and of course learning some landscaping skills.

We had five students from Years 9-11 participate in the AIME program. This is the Australian Indigenous Mentor Experience, where students are mentored by University students and work on things such as setting goals, making the right life choices, teamwork exercises and developing leaders in our community. This was the first time Casula High students participated in this program and it was in partnership with Sydney University. We hope to grow numbers of participating students in 2015.

The Norta Norta homework centre gave students excellent support in their studies.

Visual Arts teacher is working with students on an Aboriginal themed mural at the school. This work will continue into 2015.

Multicultural education and anti-racism

Casula High School continues to develop its links with the wider community. The school takes great pride in its recognition, support and celebration of multicultural education. Teaching programs include a multi-cultural perspective to support learning.

Our annual International Day celebrations enable the school to celebrate harmony and multicultural education.

The EAL/D (English as an additional Language or dialect) program supports first, second and third phase learners. The school ESL program provides additional support to ESL students in the classroom, including a growing number of International students.

The school’s anti-racism officer is able to provide support to students and staff to ensure each person feels welcome and part of the school. The school also makes use of interpreters where necessary to ensure effective and meaningful communication with parents.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Use of SMART Data analysis to determine students’ literacy and numeracy needs.
- Ongoing staff professional learning to provide the expertise required for effective delivery of teaching and extension programs.
- Whole school surveys targeting students, staff and the wider community to determine the focus areas for optimum student engagement, and further development and implementation of e-learning programs and 21st century teaching skills.

School planning 2012-2014: progress in 2014

School priority 1

Literacy & Numeracy

Outcomes from 2012–2014

- Increased levels of numeracy achievement for every student in line with school targets.
- Increased levels of literacy achievement for every student in line with school targets.
- Diminished gap in literacy and numeracy achievement between Aboriginal and non-Aboriginal students.

Evidence of achievement of outcomes in 2014:

- Continuation of CAMS program aimed at improving overall student numeracy with the aim of improving where the student sits along the numeracy continuum cluster. Testing throughout 2014 showed significant student growth in this area.
- Continuation of CARS program to further develop student reading and comprehension skills. The success of this program is evidenced through students having improved from Cluster 9 to Cluster 12 along the Literacy Continuum.
- Student achievement has increased from ‘below’ expectation to ‘at or above’ expectation in both the Literacy and Numeracy program.
- Continuation of the ‘Counting On’ program which has fostered greater student engagement.
• Continuation of various programs e.g. ‘Math’s Magicians’, ‘Stepping Forward’, ‘Life skills support’, are all aimed at providing ongoing support.

Strategies to achieve these outcomes in 2014:
• Further development of the implemented school Numeracy Plan of 2012 ensured that all staff receives appropriate and ongoing professional learning support.
• Extended and further developed the school literacy plan.
• Further developed and implemented quality, specific teacher professional learning in literacy and numeracy strategies e.g. formative learning and assessment strategies, differentiating the curriculum strategies and ensured the National curriculum had been incorporated into current teaching programs.
• Ensured access to relevant curriculum resources e.g. Learning Support Team, access to specialist support through networking.
• Further developed IEP’s and PLP’s and increased Literacy and Numeracy support for ESL, learning support students and students who do not meet National benchmarks.
• Continued the embedding of a whole school focus on the use of SMART data to determine specific areas of student needs and ensure that staff use of SMART data is embedded into teacher practice.
• Continuation of intensive reading and comprehension strategies through the ‘CAMS’ program, as well as through the whole school ‘Focus on Reading’ (FOR) program.
• Continue to refine and further expand the integrated in-school numeracy activities e.g. the ‘CAMS’ program.

School priority 2
Gifted and Talented Program

Outcomes from 2012–2014
• Raised expectations of student achievement by students, staff and parents/caregivers.
• A differentiated curriculum that provided for the intellectual, psychological and social needs of students who displayed talent in a particular area.

Evidence of progress towards outcomes in 2014:
• Ongoing training of teachers in co-operation with Macquarie University to develop learning programs using Robotics.
• Over 160 students were entered into the International Centre for Assessment, English and Mathematics Competition. The results were used to identify and confirm gifted and talented students.
• Three students participated in the UOW Learning Labs to experience university life with like-minded peers who have also been excelling in their chosen field.
• Selected science students compacted the Year 10 curriculum and were accelerated into Year 11 Biology.
• Selected students from years 7 to 10 completed the “Python Challenge” – a series of computer coding challenges.
• One of these students achieved a high distinction.
• Selected students participated in the Robotics program which developed a range of skills incorporating problem solving, engineering and team work.
• Students from our Primary feeder schools participated in a “Geogebra and Robotics” course where the “circle of geometry of euler” and the “generation of fractules” where investigated. Students reported an increased appreciation of the complexity and usefulness of mathematics.

Strategies to achieve these outcomes in 2014:
• The gifted and talented student identification program was further consolidated and enhanced.
• The use of SMART and RAP data enabled the school to explore more structures to
enable gifted and talented students to work in a variety of educational contexts.

- Ongoing teacher professional learning in gifted and talented education and differentiating the curriculum of all teachers.
- Differentiated faculty programs to meet the needs of all students using appropriate modeling e.g. Williams, Hattie, Blooms, Dweek, Sinek.
- Recognised and celebrated student achievements via assemblies, student work samples, inter-school activities, awards, PBIS program etc.
- Increased use of staff and student input to the school website and facebook page. Continued promotion of student achievement both inside and outside the school.
- The identification of gifted and talented students was further developed.
- Under-achieving students were also identified and student IEP’s were developed.
- Continued school’s links with Universities and the corporate world to provide ongoing opportunities and experiences.
- Continued to provide further opportunities for students to participate in external competitions to further their knowledge and understanding in their area of interest.

School priority 3
Student Engagement and Attainment

Outcomes from 2012–2014

- School structures and practices respect and respond to the diverse needs and unique characteristics of every student.
- Enhanced wellbeing of our students.
- School environments that enable students to experience success and receive recognition for their achievements.

Evidence of achievement of outcomes in 2014:

- There has been a significant increase in the attendance and engagement rate of our Pacific Islander students as a consequence of the school being awarded the Director General’s Award for Student engagement for our Pacific Islander Engagement Program in 2013.
- The ongoing implementation of the PBIS program has provided training for all staff in order to ensure the optimum implementation of this program.
- Regular in-class extension activities to foster and increase student engagement e.g. Trivia competitions, talent quests, International Days, ‘are you smarter’ than a 7th grader, robotics interactive lessons.
- Successful ongoing CARS and CAMS programs allowing students to monitor their own progress and become more self-directed learners through the tracing of their own progress and analysis of their own results.
- Continuation of the Literacy Committee ‘Book Box’ project designed to improve overall student literacy.
- Introduction and implementation of 21st Century Learning Hubs where students take charge of their own learning through “flipping” lessons.

Strategies to achieve these outcomes in 2014:

- Continue to implement a co-ordinated approach to student identification and support of learning needs.
- There was a concerted ongoing promotion and student use of the Homework centre.
- Students at risk of not meeting Preliminary and/or HSC requirements were identified and support mechanisms were put in place via support plans developed by LST as well as the development and implementation of non ATAR pathways including Work Studies programs.
- Casula High School engaged with local community organisations and businesses to maximize support students. These included building opportunities for work-based and community-based learning for example, work experience, traineeships, Links to Learning, Lawyers in Schools,
Aspirations, Youth connections, MTC work solutions.

- The whole school attendance program was refined through the timetabling of a dedicated morning attendance officer. A variety of strategies aimed at making school a more attractive option for students (such as the introduction of a 21st century Learning hub, and a dedicated Math’s lab) were put in place.

- The monitoring and addressing of fractional truancy and lateness became a more formalised system.

- Student welfare principles underpinned all teaching and learning. There was also an increase in the range of quality student wellbeing programs and anti-bullying strategies.

- There was a continued use of the incorporation of the Aboriginal 8 ways of learning in all faculty areas.

- A continued review and further development of Aboriginal PLP’s and IEP’s for other students ensured staff incorporated these plans into their teaching programs.

- The school uniform and discipline policy was further emphasized and embedded into the whole school culture.

School priority 4

E-Learning

Outcomes from 2012–2014

- The implementation of a broad inclusive and relevant curriculum supported by state of the art information and communication technologies.

Evidence of achievement of outcomes in 2014

- 100% of staff using ICT as a teaching tool to improve learning outcomes of students.

- Students maximizing use of final year of laptop rollout to enhance classroom experiences.

- Further development of BYOD policy to ensure continued access to ICT opportunities.

- Development of 21st century Learning Hub.

Strategies to achieve these outcomes in 2014:

- Continued development and implementation of whole school technology plan.

- Staff competencies were further developed through targeted teacher professional learning of pedagogical applications of ICT.

- The use of more proficient staff members to mentor less confident staff members.

- The use of students as peer tutors.

- Ongoing purchase specialised up to date technological learning tools e.g. class sets of IPAD’s.

- Increased student access to technology. Improved digital literacy and numeracy outcomes through the Maths Lab and Learning Hub.

- Technology goals were incorporated into PLP’s and IEP’s.

- The use of technology was also utilized to focus on reducing the literacy and numeracy gap between Indigenous and non-Indigenous students.

- Staff and students were provided with the training required to enable them to effectively use the application software on e-learning devices.

- The continued use of Moodle, Edmodo etc. to facilitate student online e-learning.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The majority of students interviewed and surveyed expressed high satisfaction with the school. Students were questioned regarding their attitude to learning, their feelings of confidence within the school setting, their overall
enjoyment of school, whether or not they felt safe at school and their relationships with their teachers. The feedback from these interviews and surveys indicated that the overwhelming majority of students had a very positive attitude towards high school. The vast majority of students also reported positive experiences within the high school setting.

Casula High School is enhancing student learning experiences by introducing and implementing a range of 21st century learning initiatives such as dedicated hi-tech learning hubs. Self-esteem and anti-bullying programs were also conducted through the school’s Personal Development program to help to develop and foster understanding and build resilience.

On the whole, the students also reported that the school work was both varied and interesting and the widespread use of modern technology made the work relevant and enjoyable.

Students also reported positively in relation to their educational relationships with their teachers.

Their standard of achievement and level of progress were also perceived as satisfactory to pleasing to extremely satisfied.

Through the P&C Association parent/teacher evenings and other ongoing meetings, parents expressed satisfaction with the school, the teaching staff and the teaching and learning taking place.

Parent surveys undertaken also indicated strong support for student expectations such as students wearing the correct uniform, being to school and classes on time, being respectful to teachers, ensuring regular and relevant homework is being completed and ensuring that a safe school environment is always present.

Commendation letters, merit certificates, recognition assemblies, the school’s PBIS program and regular school newsletters received positive student and community feedback.

Our local feeder Primary Schools also provided positive feedback that Casula High School was viewed as the school that Year 6 students were happy to attend when they began Year 7.

Teacher satisfaction was expressed in committee, staff and executive meetings as well as through evaluations of school development days.

Teachers also noted an ongoing improvement in student attitudes to learning and a positive trend in student performance right through to HSC level.

Teachers also recognised the continued need to further develop students to better prepare them for external examinations as well as the world beyond high school.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.

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George Papasavva  Deputy Principal
Gareth Smith  Deputy Principal
Lisa Campbell  Head Teacher Maths
Katherine McLeod  Head Teacher Professional Development
Catherine Argyle  Head Teacher English
Ken Silburn  Head Teacher Science
Charles Gould  Head Teacher History
Robert Gandiaga  Head Teacher Social Science
Sarah Costabile  Head Teacher PDHPE
Narendra Shukla  Head Teacher TAS
Gail Kennedy Webb  Head Teacher Teaching and Learning
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: