Casula High School
Annual School Report

2012
Our school at a glance

Messages

Principal’s message

At Casula High School we are justifiably proud of our co-educational, comprehensive high school which caters for the needs of students of diverse ability and backgrounds. This report outlines the school’s activities and achievements throughout 2012 and has been collaboratively developed by the leaders of the school community.

The staff and parent groups at Casula High School have a deep commitment to their school and the well-being and learning of all students. Student motivation and achievement is 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 and holds a high profile and active role within the school. The staff and students are guided by three overriding school values of Courage, Courtesy and Concern. All students are supported 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.

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Jennifer French

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, helps to fundraise, gives general feedback and participates in school decision making.

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 meet the teacher BBQ, assessment information evenings and presentation evenings. They also attend carnival days, sporting matches and special celebration days.

P&C are the main sponsors of presentation evening.

Trudy Smith, President

Student representative’s message

The Student Representative Council (SRC) comprises of 30 students representing their year groups from Years 7-12, including two indigenous representatives, Prefects, Vice Captains and School Captains. Throughout 2012, the students had 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.

A Year 11 SRC student, Bonnie Birch, was also elected as the School Ambassador for Public Education for 2012.

As well as Leadership opportunities, the SRC were also proud to fundraise for various charities throughout the year. The charities chosen for this past year included the World’s Greatest Shave, with four students and a teacher shaving their heads to raise over $4,000. Legacy Day was also a success, with over $1,400 raised by Casula High School students. A BBQ was also held and contributed over $1,100 to school funds in Term 4. Many leadership opportunities and community work have made the 2012 SRC a very successful team.
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>Gender</th>
<th>2008</th>
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<th>2012</th>
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<tr>
<td>Female</td>
<td>301</td>
<td>306</td>
<td>294</td>
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Student attendance profile

<table>
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<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State DEC</th>
<th>2008</th>
<th>2009</th>
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<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
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Management of non-attendance

Casula High School conducts a very comprehensive program in managing non-attendance issues.

Ongoing support, guidance and monitoring to address non-attendance issues are provided through a combination of the following:

- Year Adviser mentoring sessions
- Regular attendance alert letters
- Parent/Student interviews
- Use of and access to the HSLO
- Principal and Deputy Principal parent/student intervention meetings
- Ongoing School counselor sessions

Retention to Year 12

The following charts clearly indicate that Casula High School has been very successful in ensuring that the retention rate from Year 10 to Year 12 is showing positive growth. Our 2012 statistics show that our school is outperforming both our SEG group as well as the State average.
Post-school destinations

As part of the school’s responsibility to report on destinations for students completing the HSC a survey was conducted on Friday 5th April 2013. This date was deemed appropriate because the majority of students have had reasonable opportunity to find employment and/or commence training to further education by this time.

Using a standard 4 part questionnaire and tally/report form, supplied by the DEC, the school is required to calculate the number 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.)

Destinations were obtained using three methods, firstly by means of a telephone interview with the ex-student (and/or an adult relative), secondly by analyzing the ‘List of Offers’ document supplied to the school by the Universities Admission Centre (UAC) and thirdly, from information supplied by the Student Adviser of this cohort, Ms Susan Lee.

Ultimately destination information was gathered on 41 of the 87 students who completed the HSC at Casula High in 2012. This represents about half this cohort, a satisfactory rate of return and a high enough proportion to gain a 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 up and so will not add to 100%.

Year 12 students undertaking vocational or trade training

Destinations for 41 of 87 students were obtained.

- 3/41 (7%) have commenced the first year of an Apprenticeship
- 1/41 (1%) are in full time employment
- 4/41 (10%) are in part time employment
- 5/41 (12%) are still looking for employment

Further Study Outcomes

- 9/41 (22%) are studying at TAFE
- 13/41 (31%) are studying at University
- 3/41 (7%) are studying at private educational institutions.

Other

- The University Admission Centre has separately informed us that a total of 18 of our students received University offers.

VETTVET Outcomes

Destinations for students completing VET ‘framework’ courses at School (or TAFE) and destinations for other TVET students were identified. The survey highlighted the positive employment and training outcomes for these students.

Year 12 students attaining HSC or equivalent vocational educational qualification

96% of the Year 12 cohort was successful in attaining the HSC or equivalent education qualification.
Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
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<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>35</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.4</td>
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<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</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>60.4</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

3% of the school staff is indigenous.

Staff retention

The teaching staff retained from 2011 has remained unchanged due to a negligible variation in total student numbers which had no impact on the school’s staffing allocation.

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>98</td>
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<tr>
<td>Postgraduate</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.

Date of financial summary 30/11/2012

Income

- Balance brought forward $395532.68
- Global funds $393338.89
- Tied funds $149755.19
- School & community sources $174975.11
- Interest $17935.62
- Trust receipts $134737.80
- Canteen $0.00

Total income $1266275.29

Expenditure

- Teaching & learning
  - Key learning areas $112943.72
  - Excursions $28917.41
  - Extracurricular dissections $50031.74
- Library $8994.90
- Training & development $0.00
- Tied funds $150851.26
- Casual relief teachers $104787.98
- Administration & office $105800.18
- School-operated canteen $0.00
- Utilities $108350.72
- Maintenance $98127.19
- Trust accounts $184958.24
- Capital programs $7740

Total expenditure $961503.34

Balance carried forward $304771.95

A full copy of the school’s 2012 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 2012

Achievements

Arts

- Merit awards attained by history students in National and State History competition.
- Students in our Gifted and Talented Program successfully completed the Annual Casula High School History Challenge.
• Extension History has seen a significant increase in the number of students studying this course.

• HSC students attended the Sydney Writer’s Festival and gained valuable ‘hands’ on experience.

• A Year 9 student participated in the quota International Student of the Year program.

• 30 Year 8 students participated in the annual Casula High School Literacy and Numeracy Challenge.

• 20 Year 9 students successfully completed the GOALS program.

• Year 10 students successfully completed the ‘Lawyers in Schools’ program.

• Mandarin introduced into Stage 4 learning.

• Cultural excursions conducted for language students.

• International Day Concert highlighted the performing arts talents of our students.

• Pacific Islander Program showcased the talents and rich cultural heritage of our Pacific Islander students.

• Appreciation of contemporary musical theatre through ongoing excursions.

**Sport**

Casula High School had 8 teams participate in the Hume Zone Grade Sport competition with 2 teams reaching the final.

Casula High School’s boy’s Cricket, Touch and Hockey teams performed well in the Sydney South West Knockout competition.

2 teams entered the West Leagues Cup in the u/13’s and u/15’s division. The u/13’s and u/15’s were both quarter finalists.

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

19 students represented the school at the Hume Zone Athletics carnival with 9 students progressing to the Sydney South West championships. These students also represented the region at the NSW Combined High Schools swimming championships.

41 students represented the school at the Hume Zone Athletics carnival with 9 students progressing to the Sydney South West championships. One student continued on to represent the Region at the NSW Combined High Schools Carnival.

**Other**

• Enrichment activities for Science students to environmental centres, Science centres, Museums and Universities continue to be made available to students.

• Two students participated in the NASA Sydney Powerhouse ‘Pathways to Space’ program.

• One student was recognized by the Australian Institute of Physics for her outstanding work.

• Stage 4 and Stage 5 students undertook a study of Robotics through the Gifted and Talented program.

• Year 8 students engaged in a program where Mathematics was applied to ‘real world applications’.

• Students achieved pleasing results in the Australian Mathematics competition.

• One student achieved the Regional VET Student of the Year Award.

• 2 HSC Graphics students had their projects selected for Statewide display.

• Introduction of a new course – Automotive Industries.

• All Year 9 students participated in the Start Smart program, working in conjunction with a major bank.

• Year 11 students completed the ‘Aspirations’ program.

• Certificate II in Business was attained by all Business Services students.

**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 these 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)
and/or
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).

**Reading – NAPLAN Year 7**
The 2012 data indicates that our Year 7 cohort performed better than the school average over the last three years in the middle bands. It was also pleasing to report that there was a decrease in the percentage of students scoring in the lower bands.

All staff at Casula High School is continuing to develop and further enhance their expertise through ongoing Professional Learning in metacognitive strategies designed to continue to value add to the students results.

Over 90% of Year 7 students achieved results at or above the National minimum standards in reading.

Literacy remains a focus area for further development across the school.

**Numeracy – NAPLAN Year 7**
The 2012 data shows a pleasing increase in the percentage of students moving out of the lower bands towards the higher bands.

There was also overall school growth in the upper bands.

Significant educational programs incorporating whole-school strategies have been put in place in order to consolidate and improve upon existing programs with the explicit aim of moving more students into the upper bands.

**Reading – NAPLAN Year 9**
The Year 9 Naplan results show an improvement in the percentage of students placing in the lower bands as compared to the school three year average. There is also a pleasing improvement being shown in the middle bands.

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

Casula High School is continuing its long term strategic plan of implementing cross-faculty literacy programs with the aim of placing more students in the upper bands. Ongoing whole staff professional learning is being used to further embed this goal.
The Year 9 Naplan numeracy results show that there is room for further improvement across the middle to higher bands.

A whole school numeracy program focusing on providing continuity across all KLA’s is continuing. The current implementation and ongoing use of the ‘CAMS’ program is designed to further develop the problem solving skills students need. This program is also further embedding literacy skills in Mathematics.

‘Counting On’ strategies are also being used by classroom teachers to support students develop greater numeracy skills.

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

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.

**Higher School Certificate**

Two students were shortlisted for the prestigious University of NSW co-op scholarship. Another student received a scholarship to the University of Western Sydney and the Dux of Casula High School ranked in the top 8% in the State.

The 2012 HSC cohort was successful in performing better than the three year school average in Biology, Business Services, English Standard, General Mathematics, Hospitality and Senior Science.

All other subjects performed very close to the results attained by previous cohorts. These results showed pleasing value added progress as compared to this cohort’s School Certificate results.

Continued attention will be given to up skilling students to better prepare them for the rigours of external examinations.
Significant programs and initiatives

Aboriginal education

- One Year 12 student completed school-based traineeship with the Commonwealth Bank at the Casula branch with an opportunity for future employment.

- Two Year 9 students participated in the IndigArt program set up by KARI. Students worked with artist Danielle Mate and community elders to work on individual art projects. Both students’ artwork was presented at the Milpra exhibition at the Casula Powerhouse.

- One student received first prize at the Milpra exhibition for most outstanding artwork for a High School student in SWS area. The other student received a certificate for excellence and contribution to Indigenous culture for her artwork.

- Incorporated Reconciliation Week in Term 2 with an assembly and encouraged all students across the whole school to participate in at least one activity that related to the theme of Reconciliation i.e. art, music, creative writing, brochures, etc.

- Close the Gap Day was a success with over 90 students involved in creating greater awareness of Aboriginal health and cultural issues across the whole school. This was incorporated this year with NAIDOC Week. NAIDOC week was celebrated at the school with a special assembly acknowledging successes of the Indigenous peoples of this country and our Aboriginal student leader participated, organized and led how the assembly was conducted.

- We had one Year 12 student actively participate in the Nura Gili Winter School Program, which aims to give high school students a university experience by partnering them up with a university student as a mentor for a week. She experienced University life and worked with her mentor on goal setting, study hints and potential career paths.

- The Norta Norta homework centre gave Aboriginal students excellent support in their studies and this program is continuing.

Multicultural education

Casula High School continues to develop its links with the Community both locally and internationally. The school takes pride in its recognition, support and celebration of multicultural education. All teaching programs
include a multicultural perspective to support learning. Our annual International Day celebrations enable the school to celebrate harmony and multicultural education.

The English as a Second Language (ESL) program supports first, second and third phase learners. The school ESL program provides additional support to ESL students in the classroom.

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.

Casula High School has also participated in the TODA exchange program with students visiting Japan and Japanese students reciprocating by visiting our school.

Progress on 2012 targets

Target 1

Improve Student literacy with a particular focus on Reading Skills.

Our achievements include

- Ongoing staff professional learning in the use of SMART data and the RAP data to locate and critically analyses school, class and student NAPLAN data to further improve their teaching techniques
- Ongoing Regional support in the development of a School Literacy Plan, with a focus on Reading.
- The School Literacy Team analysed data, developed whole school literacy strategies and delivered professional learning to staff.
- The addition of an extra 1.4 Learning Support Teachers enabled more resources to be directed to literacy areas of need.
- Staff collaboratively developed and implemented whole school and faculty literacy strategies.
- The ongoing DEAR program which provides a dedicated daily timetabled time for an intensive literacy focus.

Target 2

Improvement in student Numeracy skills Years 7-12.

Our achievements include

- Ongoing Staff professional learning in the use of SMART data and the RAP data to locate and critically analyses school, class and student NAPLAN and HSC data to better inform teaching staff. This has resulted in improved teaching techniques
- The ongoing work of the school Numeracy Team which analysed school data, further developed whole school numeracy strategies and delivered more professional learning to staff.
- Whole school and faculty numeracy strategies were implemented in individual classrooms.

Target 3

Improved student attendance and engagement Years 7 – 12.

Our achievements include

- Ongoing implementation of a whole school attendance program. Two Head Teacher co-ordinators and other Senior Executive oversee the implantation of this plan
- 100% of all staff taking ownership and responsibility for the implementation of the School Attendance Plan. Daily monitoring of student attendance, identification of ‘at risk’ students and referral of targeted students to Head Teachers and Welfare Team for counseling and parental contact.
- Development and implementation of individual attendance improvement plans for identified students.
- Ongoing work through the school student engagement team. This team developed and implemented school initiatives to improve student engagement and attendance and identified students most at risk of disengaging from school.
- Introduction of external program conducted through a school/industry partnership which
has provided ongoing mentoring to re-establish student engagement.

- Ongoing work with teacher mentors and PLP’s for ‘at risk’ students.
- Increased parental contact for identified students with attendance and/or engagement concerns.
- 100% of staff using electronic recording of student percentage attendance Years 7-12. Student percentage attendance communicated to parents and also recorded on student school reports.
- Development and ongoing monitoring of Personalised Learning Plans (PLP’s) for all Aboriginal students in consultation with parents via the school Aboriginal Education Team.
- 1.2% improvement in overall student attendance.
- Increase in parent participation in school programs and school decision making.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of

Background

The student attainment and engagement program was developed and systems were put in place to ensure that all students are not only attending school on a regular basis, but are also actively engaged whilst attending.

A comprehensive lock-step program is in place to ensure that the projected targets of improving student attendance and increasing the percentage of students completing their HSC or transitioning to further training are being met.

Ensuring that appropriate subject choices were available to students incorporating more VET and TAFE options gave the students wider and more relevant study options.

The introduction of the Pacific Islander Engagement Program was aimed at creating an environment where our Pacific Islander students were presented with the opportunities to further develop their educational opportunities whilst at the same time, further embed an appreciation of their rich cultural heritage.

Findings and conclusions

Attendance data collected showed an improvement in both full day and partial absences indicating a more engaged student cohort.

Teachers also reported that as a result of these engagement and attainment programs, the classroom environment was a more settled one with students at school and on time to class.

The ongoing support provided by the School Executive, Year Advisers, the school welfare team and the Pacific Islander Program organizing committee created a sustainable program of improved student engagement.

A particularly effective technique was the use of teacher mentors which ensured that students made appropriate subject choices. This translated into a corresponding decrease in full day and fractional truancies.

The Pacific Islander program also created a cohort of students more aware of the educational opportunities afforded to them.

All stakeholders i.e. teachers, parents, mentors, outside agencies, Year Advisers and Counsellors agreed that regular meetings with all parties were essential in maintaining communication channels to ensure the continuing improvement in the set targets.

Future directions

Ensure that varied programs of study are made available to ensure maximum engagement.

Provide continued guidance and support to students to ensure that regular attendance is maintained. Reviews the success of these programs and adjusts where and when necessary to determine if they are achieving their set aims.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The majority of students spoken to expressed 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 relationship to teachers. The feedback indicated that the overwhelming majority of students had a very positive attitude towards high school. The great majority of students also reported positive experiences within the high school setting.

Casula High School is continuing to run self-esteem and anti-bullying programs through the school’s Personal Development program to help to develop 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 positive responses in relation to their educational relationships with their teachers.

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

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

Commendation letters, merit certificates, recognition assemblies 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 a 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 improvement in student attitudes to learning and a positive trend in student performance right through to HSC level.

Teachers also recognized the continued need to further develop students to better prepare them for external examinations.

**Professional learning**

All teachers at Casula High School participated in professional learning which covered a range of activities encompassing digital education $5366, use of information communication technology $765, quality teaching $2796, syllabus implementation $2031, career development $6037 and welfare $1343.

The expenditure equated to an average expenditure of $418 per teacher and a total school expenditure of $20911.

A total of 5 school development days were held in 2012 which covered a diverse range of activities incorporating the use of ICT, the ongoing implementation of quality teaching in all aspects of lesson delivery, the further development of gifted and talented programs and learning support programs.

There are currently 12 new scheme teachers at Casula High School working towards accreditation and 22 new scheme teachers maintaining accreditation at professional competence.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1 – Literacy and Numeracy**

**Outcome for 2012–2014**

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

**2013 Targets to achieve this outcome include:**

- To increase the number of students in year 9 testing at or above the national minimum standards in reading from 84.9 to 90%.
- To increase the number of students in Year 9 testing at or above national minimum standards in numeracy from 87.4% to 90%.

**Strategies to achieve these targets include:**

- Further develop the implemented school Numeracy Plan of 2012 by ensuring that all staff receives appropriate professional learning support.
- Extend and further develop the school Literacy Plan.
- Further develop and implement quality, specific teacher professional learning in Literacy and Numeracy strategies and ensure access to relevant curriculum resources e.g. Learning Support Team, Regional Literacy and Numeracy consultants.
- Further develop IEP’s and PLP’s and increase Literacy and Numeracy support for ESL, learning support students and students who do not meet National Benchmarks.
- Continue the implementation of a whole school focus on the use of SMART data to determine specific areas of students needs and ensure staff use of SMART data is embedded into teacher practice.
- Continue to improve DEAR and Peer Tutor roll call literacy strategies and further expand the integrated numeracy activities.

**School priority 2 – Gifted and Talented**

**Outcome for 2012–2014**

- Raised expectations of student achievement by students, staff and parents/caregivers.
- A differentiated curriculum that provides for the intellectual, psychological and social needs of more able students.

**2013 Targets to achieve this outcome include:**

- To increase the proportion of Year 9 students achieving Band 8 or higher in NAPLAN reading from 22% to 25%.
- To increase the proportion of Year 9 students achieving Band 8 or higher in NAPLAN numeracy from 21% to 23%.
- To increase the proportion of Year 12 students achieving Band 5 or higher in the HSC by 10%.

**Strategies to achieve these targets include:**

- Consolidate Year 7 and 8 academically selective classes. Further explore School structures that enable Gifted and Talented students to be grouped and to work together in a variety of educational contexts e.g. use of NAPLAN data to group Year 9 and Year 10 students.

- Provide ongoing teacher professional learning in gifted and talented education and differentiating the curriculum for all teachers. Priority given to the designated Year 7 & 8 G&T classes.

- Differentiate faculty programs using appropriate G&T model e.g. Williams, Blooms.

- Recognise and celebrate student achievement via assemblies, student work samples, inter school activities, awards etc. Increase staff and student input to the school website. Promote student academic achievement inside and outside the school.

- Improve the identification of Gifted and Talented students including identification of G&T Aboriginal students. Identify underachieving students in each year group and develop student IEP’s.

- Establish links with Universities e.g. ‘Aspire’ and ‘Nura Gili’.

- Develop contract work with students and negotiate the components of the contract. Provide more opportunities for online learning.

**School priority 3 – Student Engagement and Attainment**

**Outcome for 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 attainments.

**2013 Targets to achieve this outcome include:**

- To improve student attendance by 1%.

- To increase the number of students completing their HSC or transitioning to further training by 1%.

**Strategies to achieve these targets include:**
• Continue to implement a co-ordinated approach to student identification and support of learning needs.

• Ongoing promotion of student use of the Homework Centre.

• Identify students ‘at risk’ of not meeting Preliminary and/or HSC requirements. Plan of support to be developed by LST. Development and implementation of non-ATAR pathway including ‘hands on skills’ and Work Studies program.

• Engage with local community organisations and businesses to maximize support for every student including 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, Boys only programs.

• Refine the whole school attendance plan incorporating a variety of strategies aimed at making school a more attractive option for students. Monitor and address fractional truancy and lateness.

• Ensure student welfare principles underpin teaching and learning. Increase the range of quality student wellbeing programs and anti-bullying strategies. Continued use of Aboriginal 8 ways of learning in all faculty areas.

• Review and further develop all Aboriginal PLP’s and ensure staff use PLP’s within their teaching.

• Implement school uniform policy and discipline policy.

School priority – e-Learning

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

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

Strategies to achieve these targets include:

• Implementation of a whole school Technology Plan 2013.

• Develop staff competencies through targeted teacher professional learning of pedagogical applications of ICT and engage more proficient staff to mentor other staff and facilitate students as peer tutors.

• Purchase specialised up to date technological learning tools.

• Improve digital literacy and numeracy outcomes and reduce literacy and numeracy gap for Aboriginal students e.g. technology goals in PLP’s. Increase student access to technology.

• Provide staff and students training in the use of application software on DET laptops.

• Implement Moodle, Edmodo etc. to facilitate student online learning.

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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Jennifer French          Principal
George Papasavva          Deputy Principal
Lisa Campbell             Head Teacher Maths
Catherine Argyle          Head Teacher English
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

Rosanna Lavite  Head Teacher Administration

Brenda Hart  School Administrative Manager

Brett Gorham  Careers Adviser

Steven Stojkanovic  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: