

# Casula Public School Annual Report



2016



4198

## Introduction

The Annual Report for 2016 is provided to the community of Casula Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

In preparing this report, information was gathered by staff throughout the year about the school's practices and student learning outcomes.

Shelley Diamond, Relieving Principal

Karen Goulder, Relieving Deputy Principal

David King, Teacher

Michael Davis, Teacher

Donna Mann, Teacher

### School contact details

Casula Public School

De Meyrick Ave

Casula, 2170

[www.casula-p.schools.nsw.edu.au](http://www.casula-p.schools.nsw.edu.au)

[casula-p.School@det.nsw.edu.au](mailto:casula-p.School@det.nsw.edu.au)

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### Message from the Principal

2016 at Casula Public School has been a year of continued student improvement, change and reflection. It has been an honour to have led Casula Public School until August 2016 when new principal Robyn Evans was appointed. Together we worked to continue the great successes our school has enjoyed over many years.

Our dedicated staff committed their time to rewarding professional learning opportunities in 2016 and to achieving the milestones set out in our school plan. We welcomed new staff and farewelled long term staff who received promotions in other public schools. We formed close partnerships with Miranda Jefferson and Sydney University to undergo extensive learning in the 4C's – collaboration, communication, creativity and critical reflection. Ongoing partnerships with the Sydney Opera House, Museum of Contemporary Art and Casula Powerhouse continued.

Our goal at Casula Public School is to continue to nurture the development of confident and creative individuals; active and informed citizens and successful lifelong learners. Casula Public School strives to ensure that all students learn in a safe, stimulating and inclusive environment that challenges each individual child to reach their full potential. Positive Behaviour for Learning was embedded into the school in 2016 and allowed staff to deliver consistent responses to learning and behaviour. Positive social expectations were established with students knowing and demonstrating what a safe, respectful learner is.

At Casula Public School we acknowledge the importance of parent and carer partnerships to enhance student learning. Our P&C membership grew throughout the year, parent forum participation rates remained high and a small group of parents underwent extensive training with the PaTCH (Parents as Classroom Helpers) program.

Shelley Diamond

Relieving Principal

## School background

### School vision statement

Our purpose at Casula Public School is to educate our students to be **critical and creative thinkers, active citizens, successful learners, skilled communicators** and **self-aware and confident individuals**.

This is achieved in a **supportive, engaging** and **safe** learning environment where we work in authentic partnership with our broader school community.

### School context

Casula Public School has approximately 849 students, including 81% of students from a non-English speaking background and 2% Aboriginal or Torres Strait Islander students. The school is situated in south west Sydney and is experiencing significant growth in student enrolments.

A positive and engaging learning environment is provided by both experienced and early career teachers with a focus on highly effective programs in English, mathematics, creative and performing arts and technology resulting in outstanding student achievement.

In addition to an opportunity class, students engage in a range of Gifted and Talented programs. A current focus of the school is **curriculum differentiation**, working with the **Australian Curriculum** and an emphasis on **engaging students using 21st Century learning** methods, **work spaces** and **thinking tools** through **innovation, best practice** and **inquiry learning projects**.

The parent community is actively engaged in the school and has high expectations for teaching and learning. The school has a very committed and hard working P&C, with membership numbers on the increase.

There is a strong ethos of inclusion, student welfare and teamwork. The school is a proactive member of the Kurrajong Learning Community, working closely with Dalmeny Public School, Lurnea Public School, Prestons Public School, Casula High School and Lurnea High School.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

In the domain of Learning our school has focused specifically on Wellbeing. In 2016 we began Positive Behaviour for Learning (PBL). We looked at our school rules and determined that we only required three core rules that would encompass positive behaviour for learning in the classroom and all areas of the school. Signage was posted in all areas displaying the rules and expectations for those areas.

To ensure that PBL was being implemented well and embedded in all that we do at Casula, an Assistant Principal worked one day a week with beginning teachers to support the implementation and to collect data related to behaviour.

A school chaplain worked closely with targeted students to support their learning, resolve conflict and to encourage safe and happy play.

Outside support was also provided for students in their transition to high school and for social skills development. We enlisted "Life Skills" to come and support students in how to manage any anxiety they may have transitioning to high school in 2017.

In Term 3, Year 5 participated in a mindfulness program. This program gave students skills in self regulating and self monitoring well being, built on their ability to focus and work as a team to develop their social skills especially when interacting with unknown students and teachers.

## **Teaching**

In the domain of Teaching, our focus has been Learning and Development. Staff at Casula Public School negotiated professional learning goals with their supervisor based on school and system priorities and career aspirations. These plans then became working documents – visible in all classrooms and reflected upon regularly at grade meetings to collect evidence and discuss impact. School funds were used to extensively develop all staff to meet their PDP goals in 2016.

In 2016, a Teacher Mentor for temporary teachers was appointed to Casula Public School one day a week. Sonia Byrnes worked with six targeted staff to support them to attain their Accreditation and to support experienced staff in Maintenance. She regularly observed lessons with staff providing extensive feedback and goals for future lessons. Sonia Byrnes worked closely with the executive team in knowing how to support teachers with their accreditation. Quality induction and support programs continued for beginning teachers at Casula in 2016. Each fortnight they would meet with a mentor to discuss and share challenges, successes and areas requiring further support including parent/teacher interviews, report writing and programming.

All staff were responsible for identifying professional learning opportunities based on their PDP plans and school priorities. Each Friday at communication meetings, time was allocated for staff to share their professional learning with colleagues.

## **Leading**

In the domain of Leading, our focus has been School Planning, Implementation and Reporting. Throughout 2016 parent forums and Coffee and Chat sessions with the Principal saw the school plan and the projects associated with the plan shared with parents. Most of the nine school projects across the three strategic directions ran a parent forum session.

Each staff member belonged to a strategic direction group that met regularly to plan, update milestones, share successes and review current action plans. Milestones were visible in the staffroom, monitored and reviewed regularly.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Successful Students

#### Purpose

To develop within students the skills, knowledge and understanding needed to be active participants in the 21st century. Students develop strategies to critically reflect on their work and the work of others. To develop thinking skills to solve problems and celebrate success.

#### Overall summary of progress

##### Quality Differentiated Teaching and Learning

In 2016 professional learning played a significant role in establishing the skills, knowledge and understanding of staff to implement quality teaching and learning programs that focused on differentiation. Staff collaborated to create quality programs using the History syllabus with a focus on Project Based Learning. This ensured students were able to investigate at their own level while meeting the content.

Teachers, students and parents were involved in three way interviews at the end of Semester 1. This was highly successful as students were able to have a voice and share with parents their achievements and where to next.

In 2016 the Seesaw app was introduced to teachers and parents. Teachers used Seesaw to assist with their formative assessment practices. 20% of teachers connected with parents on Seesaw so they could be part of the learning that was happening in the class.

##### Positive Behaviour for Learning (PBL)

In 2016 PBL has ensured the use of a consistent approach to teaching and learning of behaviours. There have been significant observable changes in more positive and respectful relationships across the school. Staff displayed the three school rules in their learning environment with expectations of what this means in their classroom after discussion with students. School signage was placed in each area around the school. Classes visit these areas to discuss what behaviours are acceptable. The Casula Champions (awards) were redesigned to reflect the school rules.

##### 21st Century learning – coding, 3D printer, apps being utilised to support quality pedagogy

In 2016 a 3D printer was purchased with staff and students being upskilled on the best programs to use to create successful 3D objects. Students were involved in coding club at lunch times. This involved students learning how to program a character to follow instructions. Years 3–6 teachers taught coding to their class as part of the curriculum. A selected group of students worked with a teacher to develop their programming skills using Lego mind storm.

##### Student Voice

Through the commencement of the 4C's program at Casula Public School, student voice has been promoted in all classrooms K–6 and sees students as the drivers of their learning. Teachers have actively engaged in professional learning that has resulted in improved teaching strategies, providing quality learning environments where students are the centre of all inquiry and learn from each other through a collective genius. Across the school, students take ownership of learning and adopt 21st century life skills of collaboration, creativity, communication and critical thinking. Students have developed their voice in the reporting process through the introduction of 3 way interviews, creating productive partnerships between students, teachers and parents. Formal student voice leadership teams such as SRC and Parliament have continued to encourage the formalisation process of problem solving and decision making at a whole school level. This process includes formal fortnightly meetings to discuss issues that need to be raised and reflect and report on current progress of existing initiatives. Individual supporting roles within parliament encourage collaboration with a variety of teachers across the school community. The school ambassador program has extended across the Kurrajong Learning Community, resulting in stronger networks being formed.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Inquiry learning evident in all classrooms.	Professional learning on the History Syllabus with a focus on project based learning	Miranda Jefferson 15 x 2hrs sessions working with

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	4C's professional learning with Miranda Jefferson  Inquiry learning occurring in classrooms	teachers and classroom observations  \$11 250
80% of students meeting benchmarks for Literacy and Numeracy using PLAN data/syllabus outcomes.	PLAN data summary reports sent home in Terms 1 and 3 to all K–2 parents  Semester 2 A to E grades for English and Mathematics– percentage of students at or above grade expectations  Kindergarten: 79% (English) 90% (Mathematics)  Year 1: 85% (English) 89% (Mathematics)  Year 2: 78% (English) 88% (Mathematics)  Year 3: 83% (English) 84% (Mathematics)  Year 4: 76% (English) 78% (Mathematics)  Year 5: 86% (English) 83% (Mathematics)  Year 6: 86% (English) 85% (Mathematics)	Professional Learning \$1400
Growth in NAPLAN testing from Yrs 3–7 >10 points above state average.	<p><b>Year 5 NAPLAN growth</b></p> Reading – State (80.1) Casula PS (68.5) – 11.6 points below state average  Spelling – State (77.6) Casula PS (74) – 3.6 points below state average  Grammar & Punctuation – State (76.3) Casula PS (75.3) – 1 point below state average  Numeracy – State (91.7) Casula PS (95.7) – 4 points above state average  <p><b>Year 7 NAPLAN growth</b></p> Reading – State (38.1) Casula PS (49.2) – 4 points above state average  Spelling – State (43.7) Casula PS (26.2) – 17.2 below state average  Grammar & Punctuation – State (32.2) Casula PS (27.2) – 5 points below state average  Numeracy – State (58.9) Casula PS (57.5) – 1.4 points below state average	
80% of all ATSI students meet grade level expectations.	Personalised Learning Pathways created for Aboriginal students  56% of all ATSI students met grade level expectations in English	Teacher Release \$766

## Next Steps

- All staff participating in professional learning about Positive Behaviour for Learning to ensure consistent language and expectations are used.
- 21st Century learning– coding, 3D printer being utilised to support quality pedagogy.
- Professional learning with Dr Miranda Jefferson around the 4C's – a transformative approach.
- Seesaw implementation in all classes K–6 with a minimum of 60% of parents connected.

## Strategic Direction 2

### Exemplary Teachers

#### Purpose

To ensure teachers receive the most relevant, innovative and research driven professional learning to cater for the needs of all students. Every teacher is committed to having high expectations of students and implementing exemplary teaching and learning to provide all students with a world-class education.

#### Overall summary of progress

##### Teacher Professional Learning

Extensive needs based professional learning opportunities were in abundance in 2016 at Casula Public School. 2016 was the first full cycle of the performance and development framework. All staff worked collaboratively with their supervisor to create a plan that included 3–5 goals based on school, system and career aspirations. These plans were visible in all classrooms with teachers collecting evidence and measuring their impact. Performance and Development plans were shared at executive and grade meetings with staff outlining their progress and colleagues providing feedback and support to achieve set goals. Staff undertook extensive professional learning in future focused teaching such as flipped classrooms, coding, STEM, robotics, Project Based Learning and School Transformation through the 4C's – creativity, critical reflection, communication and collaboration. Lesson studies continued throughout 2016 with each team participated in Numeracy and Writing days, involving team teaching and reflection. Classroom Walk Throughs were introduced on a voluntary basis and 12 teachers participated, with the feedback overwhelmingly positive.

##### Appointment of Teacher Mentor

In 2016 Sonia Byrne was appointed Teacher Mentor one day a week to support temporary teachers in the classroom and to assist with the completion of Accreditation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers working towards accreditation at appropriate levels.	Database created by teacher mentor, Sonia Byrne to track staff in achieving accreditation.	0.2 Staffing Allocation of Teacher Mentor position
100% of teachers using their PDPs, with one goal aligned to the school plan.	All staff developed PDPs that were 'working documents'. 100% of staff aligned a minimum of one goal to the school plan through the project group they worked with.	Allocated time to meet regularly with supervisor and team to update evidence on PDP
Increase in participant numbers and opportunities available for teachers through the Kurrajong Learning Community.	<ul style="list-style-type: none"><li>• Termly Principal meetings</li><li>• Visited the Coding Factory at Casula HS</li><li>• Collaborated in future focused activities like robotics and coding.</li></ul>	

#### Next Steps

- Celebration opportunities where staff share their successes and challenges in achieving their PDP goals.
- All professional learning is linked to school plan, PDP goals and system priorities in order to be embedded practice.
- Employ teacher mentor one day a week in 2017 to support high numbers of temporary teachers in the school.
- Classroom Walk Throughs with a specific focus involving all staff.

## Strategic Direction 3

### Authentic and Rigorous Community Partnerships

#### Purpose

To build partnerships based on mutual trust and respect. To learn from each other and understand 'it takes a community to raise a child'. To work together for the collective good of ensuring all students are learning, are happy and safe at school.

#### Overall summary of progress

In 2016 a modified program for parents to undertake specific training around how students learn to read and write was introduced. Twelve parents participated in this program which developed their knowledge and understanding of the link between speaking and listening, reading and writing.

Mini iPads were purchased for all class teachers to use as a way of assessing students' work. Ten teachers trialed using the Seesaw app to record the work of students and share the learning of their child with parents.

Continuation of parent forums twice a term occurred on topics that related to learning, welfare and school needs. Many forums were held in classrooms across the school so parents were able to see learning in action such as how 3D printing is used across the school, future focus learning in rooms and TEN and TOWN mathematics programs just to name a few. There was an average of 15 – 20 parents/caregivers who attended these forums.

Grade letters were sent home at the beginning of each term to let parents know what topics, activities and events were happening in the term. This ensured all parents could be connected with their child's learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase parent participation in forums, classrooms and school events.	Participation of parents in forums increased to provide information about PBL, future focus learning, OC/selective high school applications, TEN and TOWN  Continued communication with parents on a variety of platforms through the use of Twitter, the school website, Skoolbag app, Facebook and Seesaw app.  Introduction of online booking for school interviews	School interview booking program \$295
Increase opportunities to partner with other organisations for the improvement of school practices.	Partnership formed with Miranda Jefferson to embed the 4C's across all Key Learning Areas	
Improved parent capacity and confidence in supporting student learning.	Positive Parenting course delivered to support parents and their child/ren.	Course \$2000

#### Next Steps

- Continuation of parent forums around how children learn, well being and curriculum.
- All staff engaged in professional learning and using Seesaw to communicate and celebrate classroom teaching and learning.
- Continuation of strong communication between school and home about school policy and practice.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Aboriginal PLPs were developed for all Aboriginal students.</p> <p>All Aboriginal students attended a free excursion to Australian Museum to increase their knowledge of Aboriginal culture.</p> <p>Koomurri Aboriginal performance.</p> <p>Group led NAIDOC celebrations in July.</p> <p>Talk our Language Project.</p>	\$8660.00
<b>English language proficiency</b>	<p>Funding was used to employ an EAL/D teacher for an additional one day each week to meet the needs of EAL/D students.</p> <p>An Arabic speaking SLSO was employed to support students who were new to Australia with their acquisition of English language.</p>	\$25551
<b>Low level adjustment for disability</b>	<p>All students requiring adjustments and accommodations are catered for in the school.</p> <p>In the Nationally Consistent Collection of Data on students with disabilities, 128 students were identified as being provided with a supplementary adjustment to their learning and most of these were identified as having a cognitive disability.</p> <p>Additional SLSOs were employed to work with students requiring additional learning and behaviour support.</p>	\$78767
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Executives released to support their teams through, team teaching, lesson observations, programming.</p>	0.625
<b>Socio-economic background</b>	<p>Funding was used to provide speech therapy and occupational therapy for Kindergarten and Year 1 students (one day a week).</p> <p>Technology, 21st Century learning spaces (including playground), student assistance and pre-kinder program were also funded.</p> <p>Professional learning for Early Stage 1 and Stage 1 in L3 was provided for teachers.</p> <p>Planning days each term for all grades.</p> <p>Lesson Study for writing and Mathematics</p>	<p>Speech Therapy \$12375</p> <p>OT \$14025</p> <p>Technology \$25000</p> <p>Learning Spaces \$40668</p> <p>Pre Kindy program \$1592</p>
<b>Support for beginning teachers</b>	<p>All permanent beginning teachers received an additional two hours of RFF in their first year of teaching. Beginning teachers were provided with extensive professional and mentoring support.</p> <p>Sonia Byrnes was appointed 0.2 (one day) each week to support beginning temporary teachers to achieve accreditation.</p>	\$77475
<b>Targeted student support for</b>	<p>Funding was used to provide uniforms, school</p>	\$145026

<b>refugees and new arrivals</b>	resources and payments for excursions for refugee students.  An additional SLSO and EAL/D teacher was employed to meet the needs of refugee and newly arrived students.	\$145026
<b>Community Consultation Funding</b>	Positive Parenting program  Casula Café– Arabic community	\$18520

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	396	420	406	429
Girls	342	389	405	420

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	94.4	92.3	94.2
1	93.8	92.6	92.2	91.6
2	93.2	94.5	93	93.4
3	93.5	94.3	93.2	91.9
4	93.5	94.6	94	92.2
5	94.6	93.8	93.3	92.9
6	94.3	93.2	92.5	92.1
All Years	93.9	93.9	92.9	92.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career options.

Student attendance was closely monitored by teachers, team leaders and Deputy principals throughout 2016. The school used an online roll marking system. The Home School Liaison officer worked closely with the school to monitor rolls, and when needed phones calls, letters and meetings occurred with families of students not regularly attending school. Newsletter reminders about the importance of regular attendance were used as well as teachers creating their own classroom incentives. 100% attendance awards were presented each term to students who attended school everyday.

### Class sizes

Class	Total
KM	19
KB	21
KG	18
KE	20
KD	19
KC	20
1L	22
1Z	22
1N	20
1MC	22
1M	22
2W	24
2MI	25
2L	26
2D	24
2BD	26
3M	28
3G	29
3C	28
3-4D	20
3T	28
4J	31
4G	30
4C	30
4-5B	32
4K	30
5K	30
5A	30
5-6D	30
5N	30
6W	30
6V	30
6R	30

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	31.87
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.4
Teacher of ESL	2.4
School Counsellor	0
School Administration & Support Staff	4.87
Other Positions	0

\*Full Time Equivalent

In 2016, there were no Aboriginal staff members at Casula Public School.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	29

### Professional learning and teacher accreditation

Casula Public School is committed to the professional learning of all staff. Research suggests that there is a strong link between the professional qualities of teachers and the learning outcomes of students.

To support the school's strategic directions all teachers, School Learning Support Officers and Administration staff participated in an extensive range of professional learning opportunities in 2016. The school committed a large amount of money towards professional learning, particularly for beginning teachers.

At Casula Public School professional learning takes on many forms which includes grade meetings, whole school learning, online courses, external courses,

mentoring, coaching and lesson studies.

Ongoing professional learning was provided in behaviour management, future focused learning, 21st Century learning including 3D printing, coding, implementation of new syllabus documents, mentoring including team teaching opportunities for beginning teachers.

2016 saw the continuation of L3 (Language, Learning and Literacy) in kindergarten. Stage 1 continued training in L3 as this was their second year of training.

Mandatory compliance training was also undertaken including– Anaphylaxis Training; Child Protection; Code of Conduct; CPR; Emergency Management; Asthma Management; and Nationally Consistent Collection of Data (NCCD).

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>410 164.97</b>
Global funds	513 827.99
Tied funds	922 293.36
School & community sources	196 953.75
Interest	10 327.43
Trust receipts	25 569.10
Canteen	0.00
Total income	2 079 136.60
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	132 419.18
Excursions	34 573.24
Extracurricular dissections	58 268.49
Library	13 786.11
Training & development	3 078.41
Tied funds	841 292.20
Short term relief	103 449.72
Administration & office	114 499.04
School-operated canteen	0.00
Utilities	51 114.81
Maintenance	50 098.70
Trust accounts	28 100.79
Capital programs	17 960.00
Total expenditure	1 448 640.69
<b>Balance carried forward</b>	<b>630 495.91</b>

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	669 367.74
(2a) Appropriation	630 895.91
(2b) Sale of Goods and Services	725.51
(2c) Grants and Contributions	37 340.57
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	405.75
<b>Expenses</b>	-426 033.48
Recurrent Expenses	-426 033.48
(3a) Employee Related	-309 467.50
(3b) Operating Expenses	-116 565.98
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	243 334.26
<b>Balance Carried Forward</b>	243 334.26

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	5 110 825.51
Base Per Capita	43 552.88
Base Location	0.00
Other Base	5 067 272.63
<b>Equity Total</b>	638 051.68
Equity Aboriginal	8 660.80
Equity Socio economic	116 512.90
Equity Language	275 495.57
Equity Disability	237 382.41
<b>Targeted Total</b>	30 599.37
<b>Other Total</b>	203 869.61
<b>Grand Total</b>	5 983 346.17

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

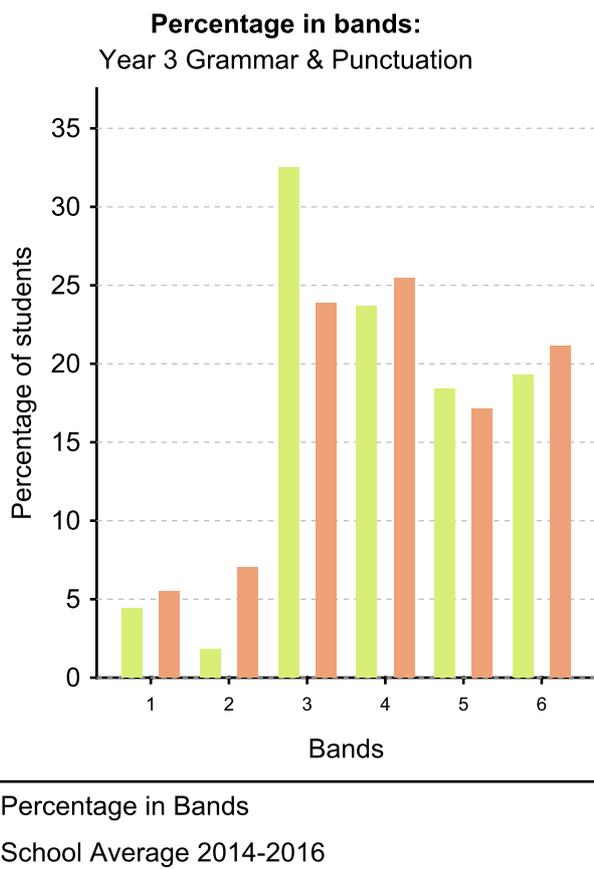
### NAPLAN

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

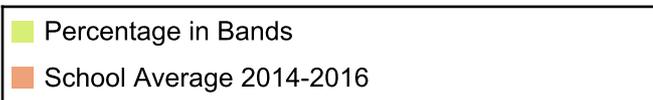
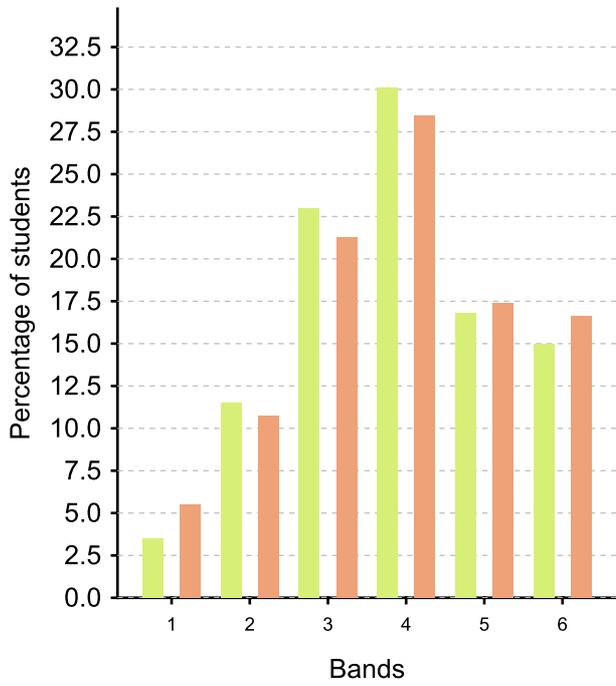
### Literacy

Year 3 reading results indicate that 31% of students are in the top two bands. Writing results indicate 43% of students are performing in the top two bands. Year 3 spelling results indicate 48% of students are performing in the top two bands and 38% in Grammar and Punctuation.

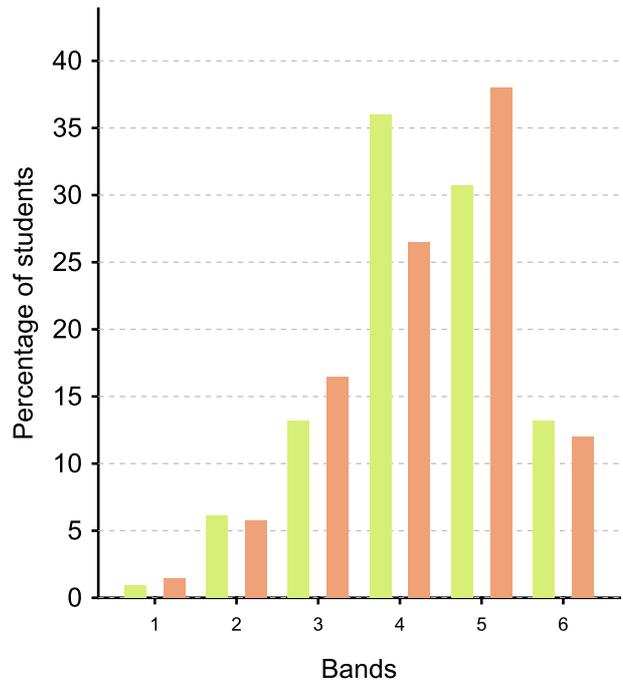
Year 5 reading results indicate that 28% of students are performing in the top two bands. In writing 13% of students are achieving in the top two bands.



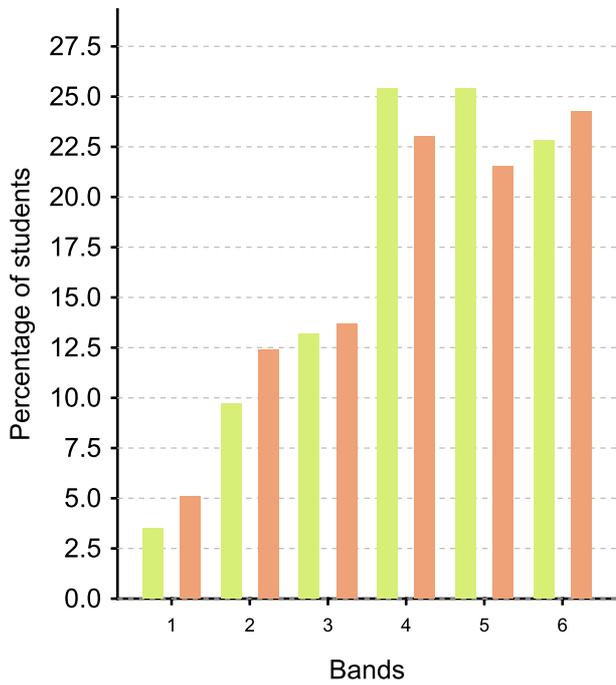
**Percentage in bands:**  
Year 3 Reading



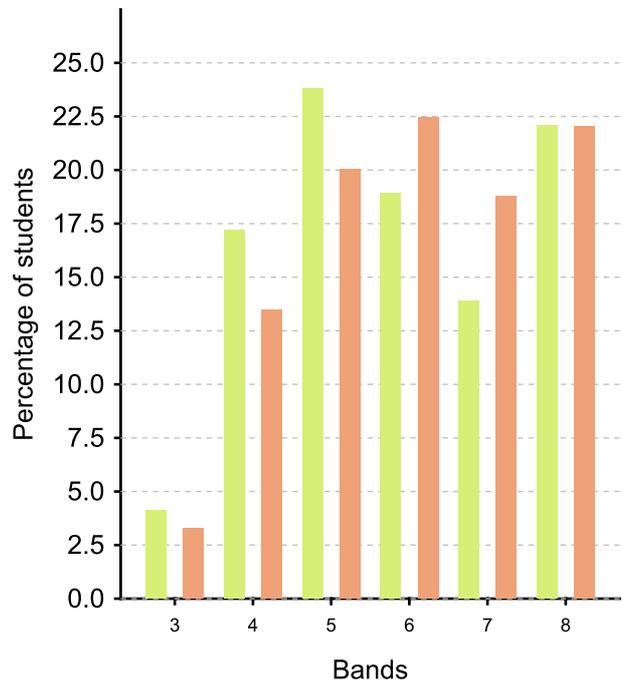
**Percentage in bands:**  
Year 3 Writing



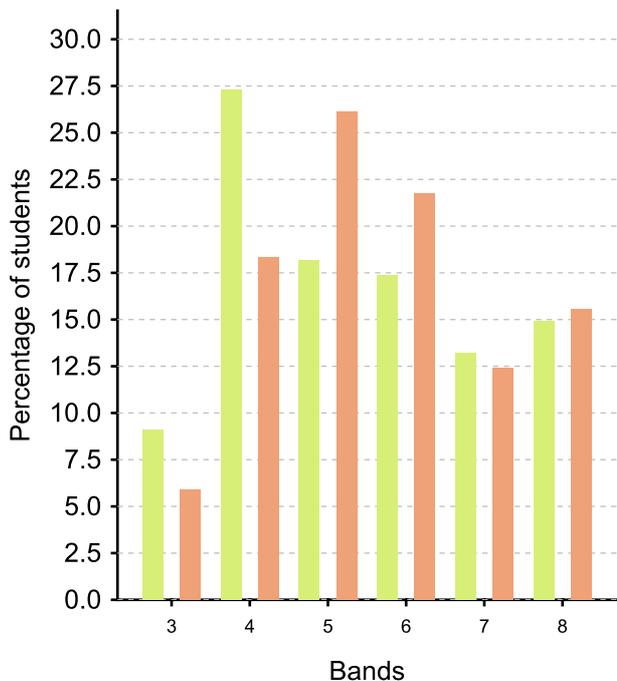
**Percentage in bands:**  
Year 3 Spelling



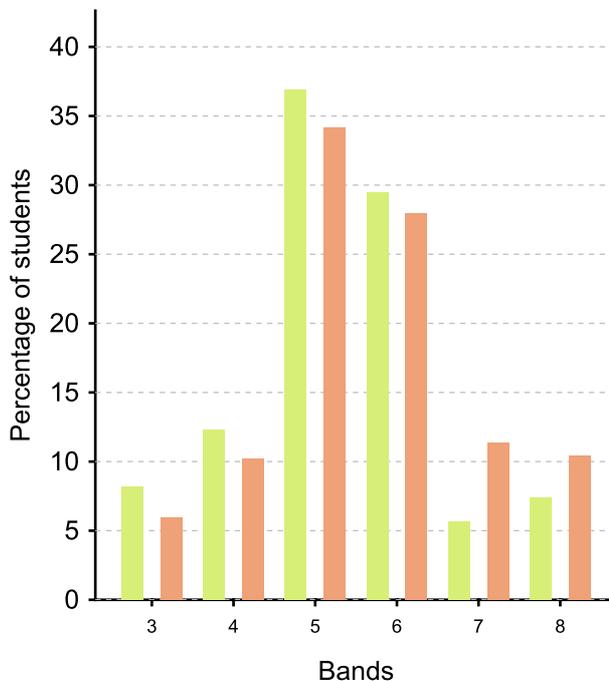
**Percentage in bands:**  
Year 5 Grammar & Punctuation



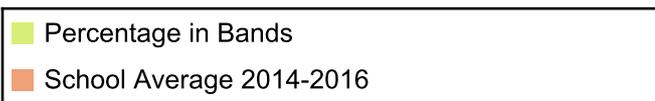
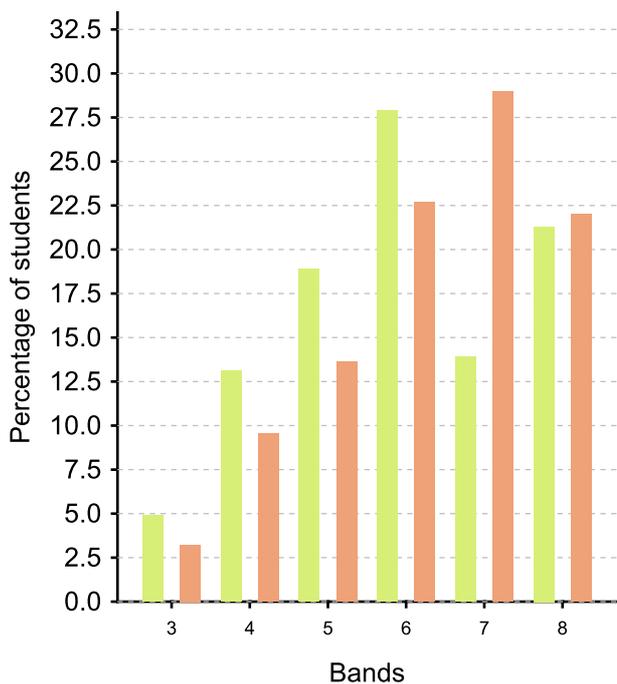
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



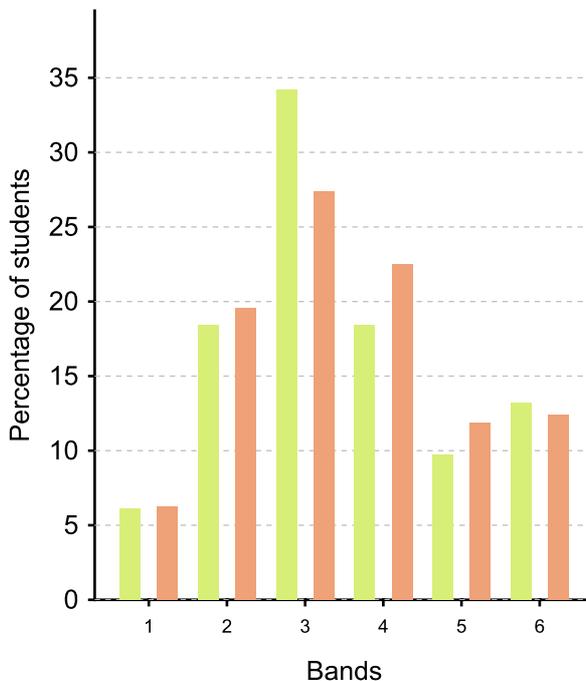
**Percentage in bands:**  
Year 5 Spelling



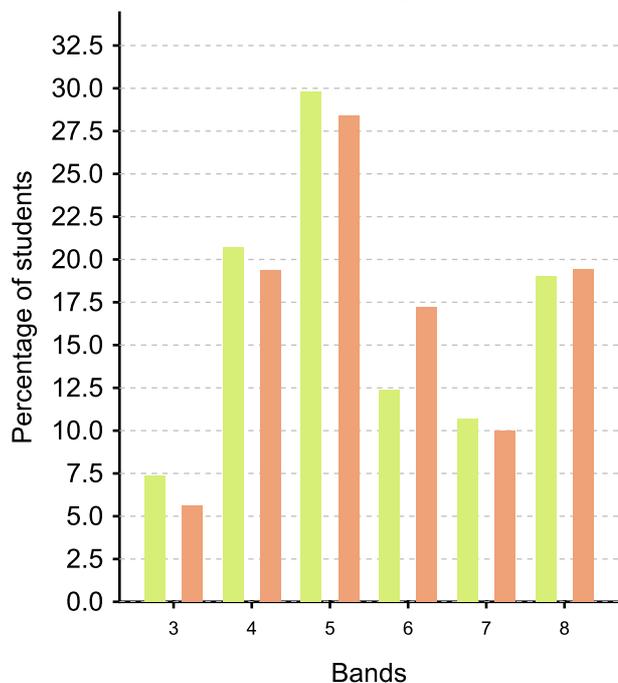
**Numeracy**

Year 3 results show 23% of students are in the top two bands in Numeracy and Year 5 students are at 29%, which is consistent with 2015 results.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The Premier's priorities call for an increase by 8% of student performance in the top two bands. The overall performance in the top two bands indicates a fall from 2015 to 2016 results for Year 3. Year 5 students remained consistent in reading and numeracy.

Only 7 ATSI students have sat the Year 5 NAPLAN at Casula Public School during 2014–2016 and as such we are unable to provide a statistically valid measure of Aboriginal performance by this measure.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 Casula Public School used the "Tell Them From Me" online surveys to gather feedback from parents, students and teachers. Their responses are presented below.

### Parents

The Partners in Learning Survey was based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey provided feedback about the extent to which parents feel supports learning and positive behaviour and promotes a safe and inclusive

environment.

48 families in the school community provided responses to the survey. The key findings from the survey include:

- Parents feel that they can easily speak to their child's teacher.
- Teachers encourage children to do their best.
- Children are clear about the rules for school behaviour.
- Parents feel welcomed when visiting the school.

### Students

The survey measured 20 indicators based on the most recent research on school and classroom effectiveness. 306 students in years 4–6 participated in the survey. The key findings from the survey include:

- 83% of students have positive relationships at school.
- 91% of students display positive behaviour at school.
- 89% of students try hard to succeed in their learning.
- Students feel teachers are responsive to their needs and encourage independence 8.6 out of 10.

### Teachers

The Tell Them From Me "Focus on Learning" survey was used as a self-evaluation tool for the school. The key findings from the survey include:

- Teachers work with school leaders to create a safe and orderly school environment.
- Teachers in our school share their lesson plans and other materials with each other.
- Teachers carefully monitor the progress of individual students.
- Teachers make links to previously mastered skills and knowledge when presenting a new concept.
- Teachers strive to understand the learning needs of students with special learning needs.

## Policy requirements

### Aboriginal education

Casula Public School is committed to improving Aboriginal and Torres Strait Islander students' educational outcomes by providing students with the opportunity to participate in a range of cultural activities. Students participated in NAIDOC Day celebrations where all students had the opportunity to involve themselves in Aboriginal and Torres Strait Islander dance, stories, artefacts and art. Students attended an Aboriginal Cultural Experience excursions to the Australian museum where they had the opportunity to connect and learn about their culture. Acknowledgement of Country was recited by students from K–6. Older students supported and helped younger students learn the Acknowledgment of Country. Twelve students participated in the Talk Our Language

### Multicultural and anti-racism education

Casula Public School has approximately 81% of students from language backgrounds other than English. Our school programs reflect a strong commitment to multicultural education. The school received an EAL/D (English as an Additional Language or Dialect) teaching allocation of 2.4 plus an additional 0.2 teacher (one day a week) for Refugee Support.

Throughout 2016, there was a strong teaching focus on oral activities and writing. Much of the EAL/D support time was given to Kindergarten and Year 1 to boost language development, as well as reading and writing abilities, setting up a strong foundation for them to build their skills in future years. Some of the support was given to students in their classrooms, while some students participated in withdrawal groups to focus on specific English skills.

Ten newly arrived and refugee students were seen daily in a withdrawal group with an EAL/D teacher to give them more intensive English support and ensure a successful start to school in Australia.

In March, Casula Public School celebrated Harmony Day. By participating in Harmony Day activities, students learnt and understood about how Australians from all backgrounds work together to enrich our great country. The EAL/D team planned an outstanding Harmony Day, which included an assembly showcasing a range of multicultural music, dance and public speaking. A multicultural lunch was enjoyed by all students.

The school has a trained Anti Racism Contact Officer and an Anti-Racism policy in operation. The message of anti racism is promoted throughout the school and any incidents of racism are reported to the Anti Racism Contact Officer for follow up and resolution.

Arabic Community Language lessons continued for students from an Arabic language background in Year 1 to Year 6. Each student received one session of in

class language support and two sessions of withdrawal language learning.

### Other school programs

#### SPORT

Sport continued to grow in profile in 2016, as a record number of students participated in the programs on offer. For the first time, Casula students took part in the Federal government's 'Sporting Schools' program. One hundred and eighty students took part in free after school clinics run by the NRL and Western Sydney Wanderers. Students also participated in the AFL 'Auskick' program run by the GWS Giants in term 1.

Another first was the involvement of Casula in the ballroom dancing program known as DanceSport. In its inaugural year at Casula Public School, DanceSport had twenty four participants engage in a fifteen week ballroom dancing course culminating in a gala event at the State Sports Centre. Over the fifteen weeks, the students learnt 5 dances taught by an expert instructor. Lessons were designed to teach the students a new skill as well as foster respect, resilience and nurture self confidence. All students thoroughly enjoyed the experience. At the DanceSport Gala Challenge event at Homebush, four of Casula's twelve couples were selected as finalists in a specific dance and one couple progressed to the second round of finals, placing them in the top sixteen from schools around the state.

There were many notable team and individual sporting performances in 2016. Senior netball were again victorious in their Winter P.S.S.A. grand final, defeating Holsworthy fifteen goals to nine. Bunker House was victorious at the swimming trials, Throsby House took out the cross country carnival and Meehan won the athletics carnival. Individually, James K and Chris K achieved the 'Lion's Head Certificate', for representing Liverpool Zone at Sydney South West Carnivals in Cross Country, Athletics and Football. Natalia J represented Sydney South West at the State Swimming Championships at Homebush, whilst Cameron B represented Sydney South West at the State Athletics Championships.

The School Swimming and Water Safety Program again improved the basic swim skills of sixty students, whilst both the K–2 and Years 3–6 athletics carnivals were the sporting highlights of the year.

#### The Australian Primary Schools Mathematical Olympiad

This year we entered two teams in the Australian Primary School's Mathematical Olympiad. At the end of the competition rounds we were presented with an Outstanding Team Achievement Award because our A team finished in the top 10% of all the teams competing throughout Australia and some other Pacific and Asian Countries. Eleven of our students were in the top 10% of all 31351 contestants. One student achieved a perfect score in the competition. She was one of only 320 students to achieve this honour (she was placed in the top 1.02% of all participants)

## **The Maths Games**

We entered the Maths Games for the second year. This competition was designed to provide students who are showing emerging talent in mathematics an opportunity to participate in a challenging but very supportive competition and further develop their skills. Five students were presented with awards recognising improvement, achievement or team work in this competition.

## **Debating**

This year we witnessed some remarkable debating skills from our students in the Premier's Debating Challenge and the Liverpool District competition. Twenty two students competed throughout the year in our debating teams.

One of the notable achievements this year was our school winning the Sydney South West Regional final and then competing at the state debating competition.

At the NSW State Debating Championships, our school team was undefeated in the preliminary rounds and was ranked no 1 at the end of 4 debates. The team went onto to debate in the State Semi-final. Unfortunately, our team lost this semi.

One student was selected to trial out for the Sydney South West Regional Debating Team. This student was successful in gaining a place in this team which competed in the State Primary Schools Debating Championships at Collaroy the SSW team which also reached the semi-finals.

## **Public Speaking**

Our School held two school competitions this year for public speaking. We entered in the Ultimo Directorate Public Speaking Competition for Early Stage 1, Stage 1, Stage 2 and Stage 3. Two students (one from Early Stage 1 and Stage 3) achieved a highly commended place.

In the second competition The Multicultural Perspectives Public Speaking Competition a student from Stage 3 won the final in the Multicultural Perspectives Public Speaking Competition at District and Regional level. She then went on to represent the Sydney South West at the State Finals at the ABC centre.

## **Design An Ad**

We submitted ten entries for this competition and one student achieved second place in the local section for this competition.

## **The University of NSW Solar Car and Solar Boat Challenge**

A group of fifteen Year 6 students from our school entered the UNSW Solar Car and Solar Boat Competition. They experimented with some solar panels and other materials to construct a solar boat or

car. The competition presented the students with numerous challenges such as gear ratios, reducing friction and reducing the weight of the car or boat. The students tested these models at school to ascertain the angle to the sun the solar panels must be placed to achieve the peak performance. They experimented on the body shape of the car or hull design of the boat, the size of wheels of the car. The students competed at The UNSW Open Day against students from other schools. We achieved some amazing results:

1st, 2nd and third place in the solar boat competition

3rd place in the Mini Sprint Competition

1st place in the Pursuit Competition with the solar cars

## **Dorothea Mackellar Poetry Competition**

This year a group of Gifted and Talented English students from our school undertook a poetry project in class. Part of this task was to write a poem for the Dorothea Poetry competition. We entered eight poems. One of students achieved 2nd place in this national poetry competition and another student was highly commended. Our school was presented with a commendation as well.

## **Maths Cup**

During Term 3 Casula Public School entered three teams in a mathematics competition at Amity College Prestons. Public and private school teams were asked to solve challenging puzzles using creative problem solving and teamwork. One of our teams finished in a very high position in this competition. One team was successful in making the grandfinal for this competition.

## **East Hills Boys Mind Marathon**

Casula Public School sent four teams of six boys to the East Hills Boys Mind Marathon Competition for a fabulous day of brain-teasers, mind-boggling exercises and fun. The students were given a series of challenging exercises in science, English, history general knowledge, mathematics. One of our Year 6 Girls team was awarded second place at the end of the day and a team of Year 5 boys was awarded 3rd place.

## **SSW Orienteering**

This year 50 students from our school competed at the Sydney South West Regional Orienteering Championships at Bicentennial Equestrian Park Camden. The students were divided into teams and competed against many other talented students in our region. Orienteering is the original adventure race: part athletics, part geography, part maths, part problem solving. Using a special map, students navigate their way around a course set through parkland and/or bush. The students competed in two events: the age championship and a relay event. One student achieved second place in his age division.

## **Number Crunchers**

Trials were held throughout the school for students who

could calculate numbers quickly, solve a rubics cube and recall the numbers for Pi. Three students were selected to attend a group final. Two of these students then went onto compete in the Grand final event.

### **Spelling Bee**

Classes across Stages 2 and 3 organised mini class spelling bee competitions. Forty two class representatives were then selected from each class to compete in a whole school competition for Stages 2 and 3. Four students then represented the school in the local final. One student made into a round with four students remaining in this Regional Final.

### **Gifted and Talented Groups**

This year Gifted and Talented Committee formed some Gifted and Talented Groups to address some of the needs of students who were nominated and identified as Gifted and Talented. This program was held during Terms 1 to 4. Teacher release was provided so up to four teachers could take a one hour session in a chosen area of need each week; Stage 1 Writing, Stage 2 Writing, Mathematics Years 1 & 2, Creative Mathematical problem-solving groups, Years 4, 5 and 6 Science, Stage 3 Computer Coding Course and Stage 3 Photography.

### **Future Focused learning**

This year Gifted and Talented 60 students were given the opportunity to participate in a future focused learning time over 3 terms for an hour each week. The activities included Coding with the Edison Robots, Claymation and film, 3D design and printing.