

Casino West Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Casino West** 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.

Michael Taylor

Principal

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Message from the Principal

This report is for the 2016 school year. I hope you gain a good understanding of our school's performance over the year. Any questions you have regarding this report or on subjects not covered by this report will be welcomed. Thanks to all of our school community for what was a great year for our school.

There were many highlights for 2016. To see so many parents and community attend social and sporting days was fantastic. NAIDOC Day was attended as well as the previous year and we were fortunate enough to be visited by three other schools for what was a wonderful day of celebration and learning.

Our Mother's and Father's days were also really well attended and we were able to make and renew many connections with our parent community.

The Community Days organised as a Stronger Smarter challenge were fantastic. We were able to enjoy not only parents but the participation of other local schools. It was great to see everyone enjoy these days so much.

Once again our P&C provided another highlight for our school. The school fete was agreed to be the best ever by all who attended. Perfect weather and a big crowd ensured a great night. The fireworks were spectacular.

Thanks to our teachers who tried new things in classrooms and were dedicated in improving their practice, participating in professional development and taking this right back into the classroom.

Thank you in particular to our students, who always try their best and who always come to school ready to learn.

We are lucky to work in a community which values its kids, their education and each other.

School background

School vision statement

At Casino West Public School we dream of big futures, where all students achieve high standards academically, socially, emotionally and physically. We acknowledge our strengths, build upon and extend them, empowering students to take thoughtful, intentional and purposeful steps toward the achievement of their dreams.

School context

Casino West Public School is situated in the rural township of Casino, 27km west of Lismore on the Far North Coast of NSW. The school currently has an enrolment of 269 students which includes 35 preschool students and 7 students in the support class. The school enrolment is predominantly from the semi-rural and suburban areas of Casino. The school receives substantial funding under the Resource Allocation Module (RAM). A further allocation of 2.1 full time Learning and Support (LaST) teachers is in place.

We currently have 109 Aboriginal students (45%), and the school has 12 Aboriginal staff members. This includes two teachers, one Aboriginal Education Officer (AEO), two Personalised Learning Support tutors, two Cultural Liaison Officers and four Student Learning Support Officers (SLSOs).

The school has a principal and two assistant principals who are in substantive positions.

An instructional leader is also based at Casino West at deputy principal level.

The district guidance officer (DGO) is based at Casino West and supports counsellors across Casino and its outlying areas. A school counsellor works with our students two days per week.

Students with hearing difficulties meet with specialist teachers regularly and all classes have sound systems to support all students with hearing.

All classes have interactive whiteboards to assist in lesson delivery and each class has five Ipads and some have desktop computers for small group work.

Reading Recovery is conducted five half days per week and the school's instructional leader (Kindergarten to Year 2) is appointed under the Early Action for Success program (EaFS). The school has employed a teacher for half a week to support instruction in the Year 3 to 6 classes.

The school has an ED support class catering for 7 (4 enrolled at the start of 2016) students and a preschool accommodating 20 students (2 groups of 20).

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

In the area of learning, a learning culture has been strengthening, with a demonstrated commitment to both curriculum and the development of respectful relationships across the school. The school has well developed policies programs and processes which it uses to identify, address and monitor student need. A comprehensive framework (Positive Behaviour for Learning/Stronger Smarter/ Be The Change) is used to support our students needs in the cognitive, emotional, physical and social wellbeing areas. Quality teaching is consistent through every learning environment. Students are taught to be responsible for themselves and others, engaging in activities which contribute to the wider community. Curriculum is enhanced by learning alliances with other schools (L3/EaFS). The school has comprehensive transition programs preschool to Kindergarten and Years 6 to 7 and liaises with preschools and High Schools regularly,

sharing data such as PLAN and student information to effect stronger transitions. Parents are involved with student learning through support mechanisms such as Personalised Learning Plans (PLPs) and are encouraged to be involved in their child's education through newsletter articles, assemblies, special days and yarn-ups. The school has systematic programs and processes in place to help identify and address student learning needs and offers extra-curricular learning opportunities such as homework centre to further support student development. This aligns with our school vision and values. The school has developed explicit processes (for example learning conversations with instructional leader/ stage meetings/supervision meetings) to collect, analyse and report on student performance and has aligned staff Kindergarten to Year 6 in these processes through consistent and ongoing structured meetings. Assessment data and authentic evidence are used to monitor achievement and gaps in student learning and are used to plan for particular groups and individual students. Information is shared via learning conversations and specialist interventions are initiated. Students are aware of their achievement and where they are to go next. Teachers have an excellent understanding of their individual students and whole class performance and the school has an excellent understanding of whole school needs and future priorities from assessment data gathered from a rich variety of sources including PLAN and NAPLAN. The school achieves expected growth or above on external performance measures and often performs well in the EAfS school comparison data for literacy and numeracy.

In the area of teaching, effective classroom practice has been achieved through teachers use of regular and consistent performance data and other evidence measures. By then analysing this data in learning conversations, stage meetings and supervision meetings teaching practices are adjusted and continually improved. Teachers regularly review learning with individual students, groups of students and whole classes so that students understand where they are and where they need to go. Data skills and use have improved and all teachers incorporate data analysis in their planning (EAfS). Teachers do understand that assessment is for learning, is part of learning and is used to direct future learning. Assessment cycles are held on a 5 week basis and the analysis of each cycle determines the changes teachers, supervisors and Instructional leaders need to make in their own practice. The school leadership team, including the instructional leader, builds staff capacity in the understanding and use of data to inform change. Teachers collaborate in a variety of settings, all designed to improve student outcomes. Collaboration occurs within stages at stage meetings, as a whole staff in staff meetings and one to one or in smaller groups at learning conversations with the instructional leader. The school does have embedded and explicit systems for collaboration (timetabled meetings), observation (EAfS/PDPs) and sharing. The school has school wide practices embedded to support teacher development and has developed inter-school relationships to strengthen learning in some areas, (STEM/Be the Change). There is a culture of sharing professional development learnings with staff and a focus on Improving teaching in the areas of literacy and numeracy has been a priority. Teachers, as part of the PDP process, are actively engaged in planning their own professional development priorities and training. The school is active in providing support for new teachers with new teachers encouraged to develop areas of interest, and trainee teachers, who are often accommodated at this school. The teaching staff of the school demonstrate and share their expertise (STEM/Writing). They have a high level of contemporary content knowledge and current effective teaching practices. Teachers do rely on evidence based teaching practices and attend professional development sessions to strengthen this (L3/RR/EAfS).

In the area of leading, leadership is determined by expertise and the desire to gain expertise. The school priorities are seen as important by the community and the school is seen as effective in engaging with the wider community. Leadership is encouraged throughout the school and is encouraged in every aspect of school life. The school has excellent relationships with other agencies and continues to purposefully build on those relationships. Relationships are strong with the AECG, local Aged Care Facility, Rotary, Churches, other schools, TAFE and Universities. The school enjoys a broad support for our expectations and aspirations, and always seeks collaboration from key stake holders when developing school vision, strategy and plans. The school monitors and reviews its progress using clear and attainable milestones. School Plans are reviewed and improved using a number of processes including parent Yarn-ups, community survey, student questioning, staff critique meetings and executive review. School resources, in particular the strategic deployment of human resources and appropriate training, are always designed to strengthen our school. Financial planning is always integrated with school planning and is monitored regularly. School facilities are used by the wider community and every effort is made to make sure the community is aware of its availability. The classrooms have undergone a transformation as they adapt to the demands of 21st century learning, with flexible seating, open spaces and technology areas evident. Management practices and processes are responsive to the needs of our school community and to the wider community. We are always willing to try something new when it has academic or social benefits for our students. The staff are committed to school improvement and are encouraged to project manage ideas they want to see incorporated into our systems.

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

Quality Learning and Engagement

Purpose

The School is committed to long term growth and continuous improvement in the areas of learning and engagement. Quality programs are monitored, discussed and adjusted regularly so that student achievement is maximised and the constant search for better practice ensured.

Overall summary of progress

1. Competencies and understanding were enhanced by the instructional leader working with teachers and SLSOs to improve practice.
2. Engagement with community in understanding school initiatives in quality learning and engagement improved with much increased P&C participation, well attended yarn-ups and regular information included in the school newsletter.
3. Understanding of student progression in learning by staff, students and parents improved through professional learning, executive support and LaST liaison. Staff development in new curricula (geography and history) was completed and many other areas development for individual teachers were completed.

Overall what was planned was achieved in strategic direction.. The impact we planned was in general achieved, with a few targets not yet achieved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the number of Year 3 students in NAPLAN Reading achieving the top 2 skill bands by 10%.	There was an increase as a students achieved band 5 in 2016. The previous no children had been in bands 5 or 6. On track to achieve this goal.	\$6,000.00
To decrease the number of Year 3 students in NAPLAN band 2 by 10% and increase the number of students in bands 3 or 4 by 15% through a targeted Spelling intervention (Soundwrite).	Decrease in band 2 over one year was 28% and band 3 increase was 12%, band 4 was 7%. Increases also in top bands. This target has been achieved but will need to maintain over next 2 years.	\$6,000.00
To increase the number of Year 5 students achieving band 5 and 6 in NAPLAN Reading from 32% to 42% in 2016.	Year 5 has achieved 40.5% which exceeds the 3 year projection. This must be maintained and strengthened. No growth data for year3!	\$6,000.00
To increase the percentage of students achieving greater than or equal to expected growth between Year 3 and 5 in NAPLAN Writing from 28.6% to 35%.	Targetted exceeded with a decrease to 36% in bottom 2 bands in 2016.	\$6,000.00
To decrease the number of students in Year 3 NAPLAN Numeracy bands 1&2 from 62.5% to 45% in 2016.	No students in 2015 to 6.6% in 2016. On track for 3 year projection.	\$6,000.00
To increase the number of Year 3 students in NAPLAN Numeracy bands 5 and 6 by 10%.	33% in year 3 band 4 or above and 62% in year 5. Exceded target. (Band 4 is a higher achievement level in year 3)	\$6,000.00
To ensure continued growth in	From 0% in 2015 to 6% in 2016. Targetr needs to	\$6,000.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Aboriginal students achieving band 4 or above Numeracy (25% school, 18.4% state).	be adjusted.	
To increase the number of Year 5 NAPLAN Number, patterns and algebra bands 6 and above from 18.2% in 2015 to 26% in 2016.	Year 2 exceeded, Year 1 met and the other grades are working towards this goal.	\$6,000.00
To increase the number of Year 5 NAPLAN Number, Patterns and Algebra bands 6 and above from 18.2% in 2015 to 26% in 2016.	This practice is consistent throughout the school K-6.	\$5,500.00
To increase the number of students achieving at or above expected cluster level by 15% on average.	All teachers completed their PDPs and worked toward achieving the goals they had identified.	Nil cost.
Anecdotal – classroom visits, program sharing and learning conversations to be consolidated as practice preschool to Year 6.	This practice is consistent throughout the school Kindergarten to Year 6.	\$5,500.00
Personal development plans improve in meeting the needs of teachers academically and professionally.	All teachers completed their PDPs and worked towards achieving the goals they had identified.	Nil cost.

Next Steps

The school will largely continue with the 3 year plan in the area of quality learning and engagement. The programs that are running such as Early Action for Success, L3 and Reading Recovery will continue though they will be adjusted as need arises.

Writing will continue to be focus even though the results have been on target as it is an area the school believes can be strengthened considerably.

Reading will also be targeted as achievements were not as strong in this area.

Strategies will include training in reading and writing (including 7 steps) at staff development days, staff meetings, courses and training days.



Strategic Direction 2

Leadership and Capacity

Purpose

Casino West is a dynamic ,multi faceted and educationally focussed school. The development of leadership and capacity skills is essential at both the individual and the school level. The school requires consistency in program delivery and to maintain high expectations at all times.

Overall summary of progress

1. Our Wellbeing program has evolved to combine Positive Behavior for Learning, Stronger Smarter and Be the Change (now the Casino Way). PBL gives us a framework for consistency of rules and expectations, Stronger Smarter gives us processes to deliver high expectations relationship learning, and Be the Change breaks down the teaching of respect into associated lessons.
2. Students visit PBL and Wellbeing issues on a daily basis, with these being addressed daily at assemblies, treated during morning yarning circles, at points when the need arises and at check out times.
3. Leadership through the Stronger Smarter Leadership program has been strengthened with a further 5 staff trained. This leads to a consistent applivcation of leadership throughout school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase by 10% positive entries on RISC.	Achieved	Nil cost.
Decreased suspension by 15% over the past 3 year average.	This has reduced past the 15% targetted,	\$750.00 training.
Increase in number of students wanting opportunity through leadership such as SRC.	A record number of students tried for election as SRC representatives and an extra position was created (to 9)	\$2000 Leadership Camp.
Increased activity and initiatives by SRC.	The SRC were active in a number of new initiatives in addition to historic roles, eg: SRC enjoy breakfast with seniors at the Cedars aged care home.	Nil cost. Cost met by outside providers.
Decrease in discipline referrals as teachers take ownership of behaviour management situations.	Increase by 1%.	\$1,000.00 training and development.
Increased interest and participation through P&C evidenced through increased membership.	P&C doubled in size over 2016	\$500.00
New initiatives created by parents through yarn up process.	Parents provided school with many ideas to be carried through to school plan through the yarn up process.	\$500.00
Community members looking for employment at school level(SLSO breakdown) to increase.	2016 saw our most highly attended events occur. NAIDOC Day, Mother's and father's day, Community in the Park days were all heavily attended, as were all sporting days.	\$1,500.00 special days.
Greater participation and leadership by community in	2016 saw our most highly attended events occur. NAIDOC day, Mother's and Father"s day,	\$1,500.00 special days.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
events such as Future Dreaming, NAIDOC day, sport and cultural events.	Community in the Park days were all heavily attended, as were all sporting days.	

Next Steps

The school is committed to further development in the area of leadership and capacity for the whole school community.

We will continue training of new staff and other staff member in Stronger Smarter Leadership program.

Further expansion of the P&C is planned. this has been a valuable leadership oportunity for community.

Continued and improved Yarn-ups are planned, with this format to be trialled at P&c meetings.

SRC will be involved in extended leadership programs, particularly in playground initiatives.

The wellbeing team will further develop the wellbeing framework and its address within the school through the three programs .



Strategic Direction 3

Strong Community Connections

Purpose

Casino West enjoys a strong and purposeful connection with its school and wider community. We continually strive to improve our connections and strengthen involvement with the school as this is essential to continually improve student outcomes.

Overall summary of progress

This was a year in which community events such as NAIDOC Day were attended in record numbers. Easter hat parade, mother's and father's day morning teas, Community at the Park were all very well attended. These forums allowed us to mix with parents in an informal way. We were also able to gather data and ideas from parents who attended these events.

Our Future Dreaming Program was also highly successful (televised) and the linkages program with university and TAFE also proved to be effective.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
App is developed to facilitate community networks.	This will be held over to next year. Email groups have been established and may in fact work just as well.	Nil cost.
Facebook, school website, ASR record greater (quantify 10%)hits per annum.	These have been very successful as a way of informing community. In particular, facebook, the Electronic Sign and School Bag App have been very effective. More than 10%. Almost 100% used.	\$400.00 for Skoolbag App.
Increase in number of stalls and attendees at fete and garage sale.	The fete was very well attended and attracted people from across the whole community. The garage sale was positively received by vendors but did not attract the visits that the fete did.	\$1,200.00 in management costs.
Increased contact and interaction with other community agencies.	The school has increased contact with agencies such as Jumbunna Early Intervention Centre, Rotary and Cedars Nursing home. The Kids in Mind project has also been involved with the school and Solid Mob have also worked with us.	Outside agencies have self funded these programs.
Larger attendance by our school staff and students at community events such as Anzac March, Beef Week Parade and NAIDOC March.	We were very well represented at the ANZAC march, had a very well attended parade item at Beef Week and had many parents and students and an increased number of Teachers who attended the NAIDOC march.	\$850.00
Sharing of our Bundjalung cultural program with other schools and agencies.	This has been a very successful program and we are now being asked by other schools and agencies to share resources and ideas.	\$6,500.00

Next Steps

The program we have set to develop Strong Community Connections will continue into 2017.

We will be keeping all of the community days in place as they have become established as part of our school. We will continue with our work with the Cedars aged care home as this provides us with an opportunity for the students to provide

community service. We have our school concert this year and will take class items to the Cedars home so that we can share them with the residents.

Our Future Dreaming program will continue as this has also become an important part of our school and gives our students a much broader insight into what is available after school. This will also include a continuation of our links with TAFE and Southern Cross University.

We would like to see the P&C continue to build and look for ways that encourage a broad section of our community to attend and contribute to P&C and the school in general.

We will be looking for greater connection with the wider community and with other casino Schools through the development of a Casino wide Bundjalung Language program. This will include the creation of more resources to be used in classes, and the refinement of our language program, so that it is integrated into the teaching programs. We would like to include local preschool's in this initiative as this is essential if students are to develop and maintain a love for their language.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>This was a major area for our school as we have many Aboriginal students attending.</p> <p>This loading allows us a full time Aboriginal education officer. This officer is part of the executive team and is very effective in ensuring that issues are brought forward and addressed.</p> <p>This also allows us to employ staff members who are local Aboriginal people, enhancing our community connection and improving our understanding.</p> <p>We also had 2 SLSOs working as Norta Norta tutors and will continue this with different funding next year.</p> <p>Our Bundjalung language program is made possible by this funding. We have developed many resources and seek to share these with other local schools.</p> <p>The preschool has a Cultural Engagement Officer funded with this loading. This position has helped us grow the number of Aboriginal students in our preschool considerably.</p>	<p>There were considerable expenditures in resourcing this program. SLSOs have been employed in all classrooms for a minimum of 2 hours per day Monday to Thursday. Homework Centre with one SLSO is running for 6 weeks of three terms. The preschool CEO is working 0.6 FTE. We have purchased many Bundjalung Readers (developed at this school).</p> <p>\$134,892.00</p> <ul style="list-style-type: none"> • (\$0.00)
Low level adjustment for disability	<p>Low level adjustments for disability have been a regular feature in our school for many years.</p> <p>Literacy support was provided for small groups who required adjustments in the Kindergarten to Year 2 area. This took the form of a Reading program, predominantly for Year 2 students who were identified as needing adjustment and who had not been part of the Reading Recovery program in Year 1.</p> <p>SLSOs have been employed in every class for the literacy session. This enables a more targeted approach to delivering the differentiated curriculum needed by some students. SLSOs have also had access to training provided by the school's instructional leader to increase skills in this area.</p> <p>Norta Norta was additionally funded by funds from this area (in its final year) also targeted students who needed low level adjustments in literacy and numeracy as identified in year 3 and 5 NAPLAN data from the previous year. We intend to fund this program in 2107 using funds from other appropriate areas.</p> <p>The school has an allocation of 2.1 Learning and Support Teachers (LaSTs). We have used these positions in the areas of wellbeing, 1 teacher FTE, and 1 teacher supporting teachers with adjustment through access requests, PLP and IEP development and development of student plans. This position is held by the coordinator of the</p>	<p>The cost of extra Instructional leader. (0.5)</p> <p>LaST positions \$266,577.00</p>

Low level adjustment for disability	Learning and Support Team and liaises frequently with the other LaST and executive staff.	The cost of extra Instructional leader. (0.5) LaST positions \$266,577.00
Socio-economic background	<p>We are substantially funded through this component.</p> <p>Quicksmart is funded through this and this program has had a significant impact in developing our students automatically skills in numeracy.</p> <p>This funding also provides some of the funds which allow us to employ an SLSO in every class for the literacy session. This helps with group work, differentiated activities and individuals who need extra assistance.</p> <p>We were also able to give small group literacy support with this funding. This support was K-6 and teachers reported it as one of the most effective funded programs.</p> <p>Socio-economic background funding provided ongoing training and development of staff in curriculum areas, Be the Change, PBL, Stronger Smarter and L3.</p> <p>Library resources were considerably improved this year using this funding, and training in OLIVE was completed using this funding.</p>	<p>Human resources were considerable in resourcing this area.</p> <p>\$384,736.00</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$70 504.00) • Socio-economic background (\$0.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	120	119	131	134
Girls	104	88	96	101

School enrolments have remained fairly consistent over the past 4 years. There has been slight growth over the last 3 years. There has been consistently higher enrolment of boys in the school, though this is only in the order of 10%. Students tend to stay at the school and there is only a small number of students who are transitory. There is often movement to and from Tabulam Public School for some students and this is a result of family connections across the two schools.

Most kindergarten enrolments have attended either preschool, usually Casino West Little Jarjums, or Jumbunna Early Intervention service.

Our preschool, Casino West Little Jarjums, has had some notable changes in its enrolment. These enrolments are in addition to the Kindergarten to Year 6 enrolments noted on the above table. The preschool was at capacity by the end of term 1 (2 groups of 20 students on a five day fortnight). This is an Aboriginal preferred preschool and it now has around 50% of students who are Aboriginal. Both the full enrolment by end of term 1 and the increase to 50% of students being Aboriginal are welcomed improvements. The employment of an Aboriginal liaison officer has helped in making parents aware of this service and we will be continuing this role for 2017.

The majority of Year 6 students transition into Casino High School. A small percentage enrol at private schools for high school.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	89.7	90.8	92.4
1	89.6	92.8	89.5	90.2
2	92.9	90.1	91.5	87.8
3	92.6	91.6	90.3	91
4	89.6	91.1	91.6	89.1
5	93.2	87.9	90.6	88.8
6	91.7	90.1	86.5	85.2
All Years	91.8	90.4	90.1	89.5
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

Attendance rates at Casino West have historically been between between 88 and 92%. This is below state average by around 2–3 percentage points. Most students are very good with attendance.

There is a small percentage who do not attend regularly, with these absences sometimes being for extended periods. When this occurs every effort is made to contact the parents of the child. If the parents cannot be contacted, the home school liaison officer is contacted so that they can investigate the non attendance.

The school will contact a parent after three days of a non explained absence.

Where it is known that a child will be absent for a longer period of time parents are encouraged to collect some work for the child.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	10.99
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	2.1
Teacher Librarian	0.6
School Counsellor	0
School Administration & Support Staff	5.82
Other Positions	1.38

*Full Time Equivalent

In addition to the full time employees, the school has many staff who work in casual or temporary positions.

These include:

- 10 SLSOs who work between 2 hours and 6 hours per day. The SLSOs who work more than 2 hours a day are funded for these extra hours through funds which are targetted at providing individual students with support.
- The school also employs 2 literacy tutors for Aboriginal students and a Quicksmart tutor.
- 25% of the workforce includes local Aboriginal employees
- The Senior Psychologist Education is based at Casino West as is the school psychologist.

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	

Professional learning and teacher accreditation

Teacher Professional Learning has always been a focus area for Casino West Public School. Teachers undergo professional development in a number of ways. Whole school professional development occurs at staff development days and at staff meetings. Communication Meetings also provide opportunities to add to our professional development.

In 2016, whole school professional development was delivered for the new geography and history syllabus. This was mandatory. These were delivered, in 2 parts, at staff meetings. CPR training was also covered in staff meetings. Students centered learning, PBL, guided reading and Be the Change (respectful relationships) training were also conducted in staff meetings.

Staff development days provided opportunity for all staff to train in other mandatory training such as anaphylaxis training and Child Protection Awareness Training. We also looked at our response to the Wellbeing Framework using three programs/processes (PBL/Stronger Smarter/Be the Change). Management of stress was also treated at a school developed staff development day. The school also completed the Mental Health First Aid course at a staff development day and 2 subsequent staff meetings.

Five staff completed Stronger Smarter Leadership training, Kindergarten to Year 2 staff were involved in regular and ongoing L3 and L3S1 training, The Reading Recovery teacher completed training (2 year cycle), the preschool teacher attended early childhood courses, library staff were trained in Oliver, training in Early Action for Success and Learning Maps were all attended by staff.

STEM courses were attended by our new scheme teacher and she also delivered professional learning to another school.

Three teachers (new scheme) applied for accreditation sat proficient level and all staff began maintaining accreditation at proficient. No teachers applied for Highly Accomplished or Lead Teacher stages.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	443 296.88
Global funds	3 787.72
Tied funds	14 640.00
School & community sources	15 161.93
Interest	1 032.56
Trust receipts	294.50
Canteen	0.00
Total income	478 213.59
Expenditure	
Teaching & learning	
Key learning areas	269.35
Excursions	5 370.09
Extracurricular dissections	5 064.88
Library	0.00
Training & development	0.00
Tied funds	57 939.79
Short term relief	13 956.50
Administration & office	10 893.84
School-operated canteen	0.00
Utilities	6 900.22
Maintenance	8 654.07
Trust accounts	47.00
Capital programs	0.00
Total expenditure	109 095.74
Balance carried forward	369 117.85

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

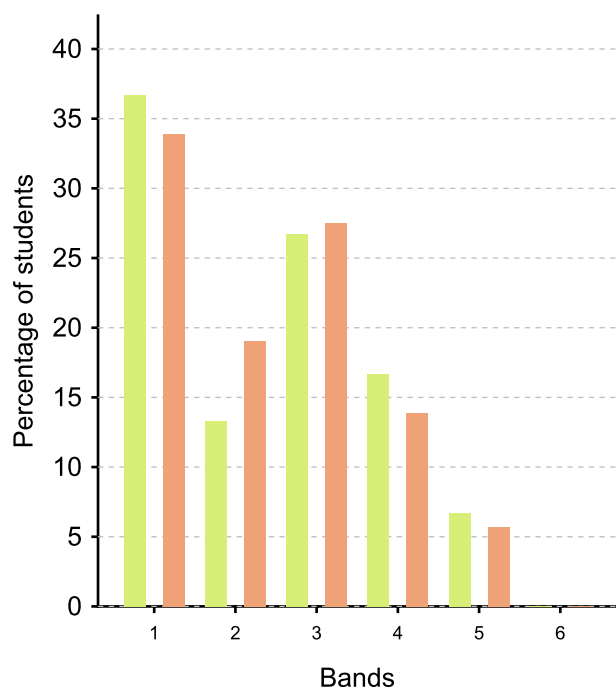
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from band 1 to band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

There were some mixed results in NAPLAN results with an overall trend to growth upward in bands. Reading showed consistent improvement, writing also improved, as did spelling for Year 3.

Numeration also improved for Year 3 but remained similar with a slight drift to lower bands for Year 5.

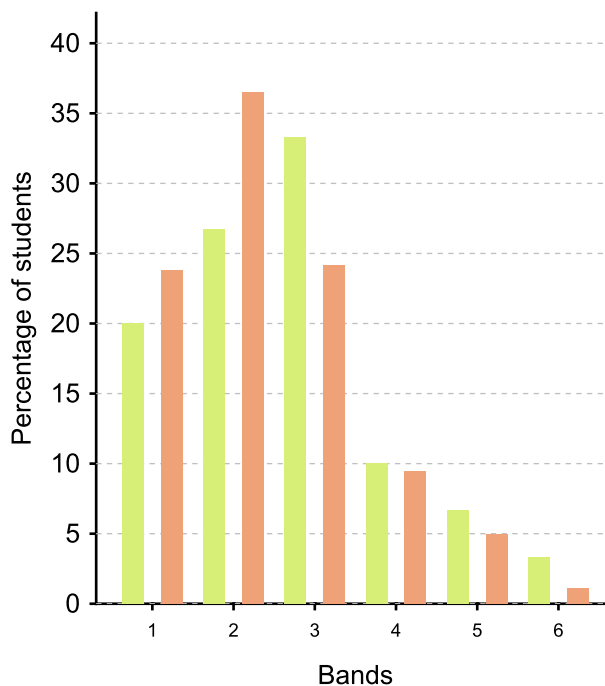
A more detailed analysis can be seen under the literacy and numeracy data.

Percentage in bands:
Year 3 Grammar & Punctuation



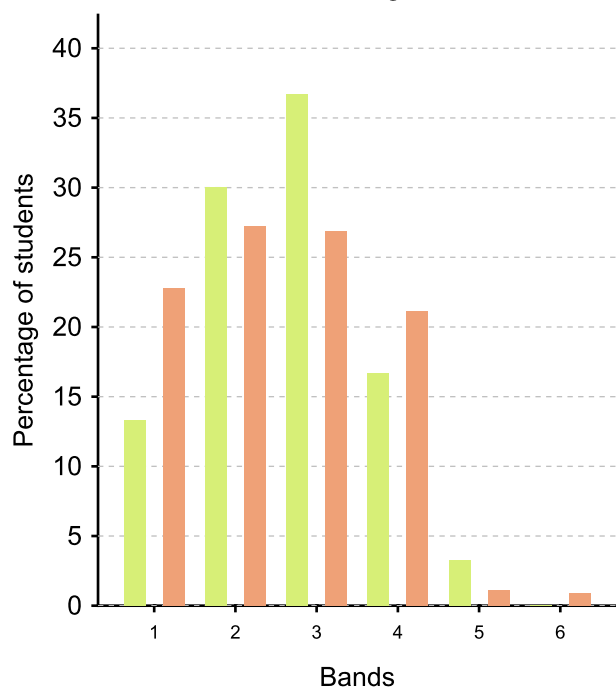
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



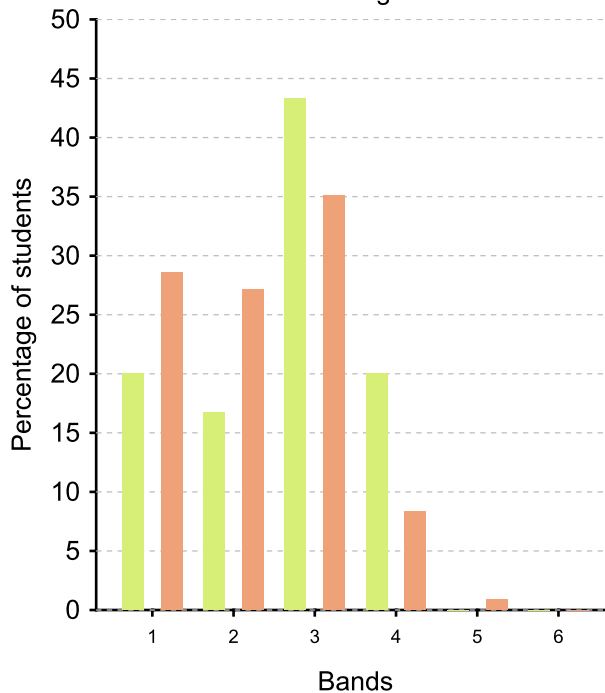
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



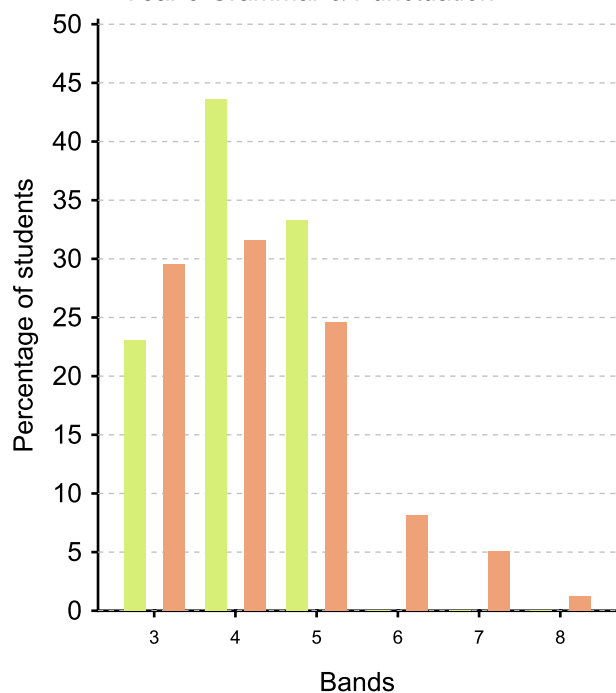
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

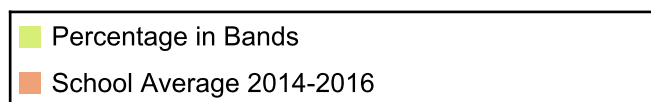
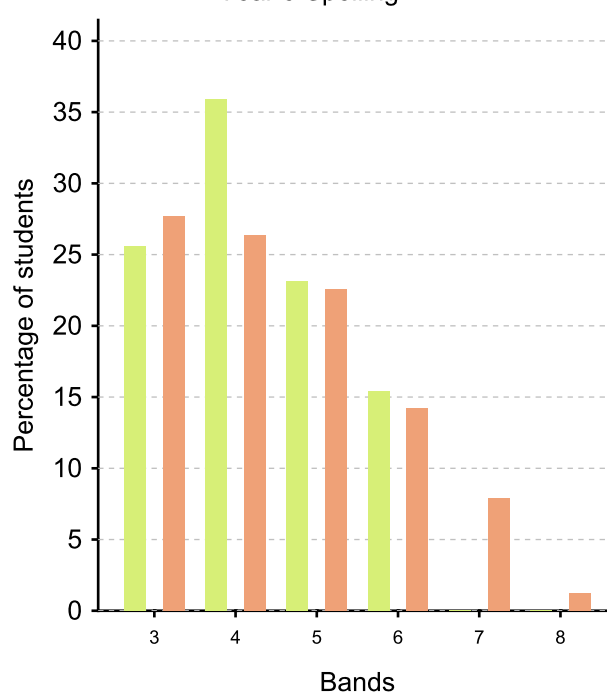


Percentage in Bands
School Average 2014-2016

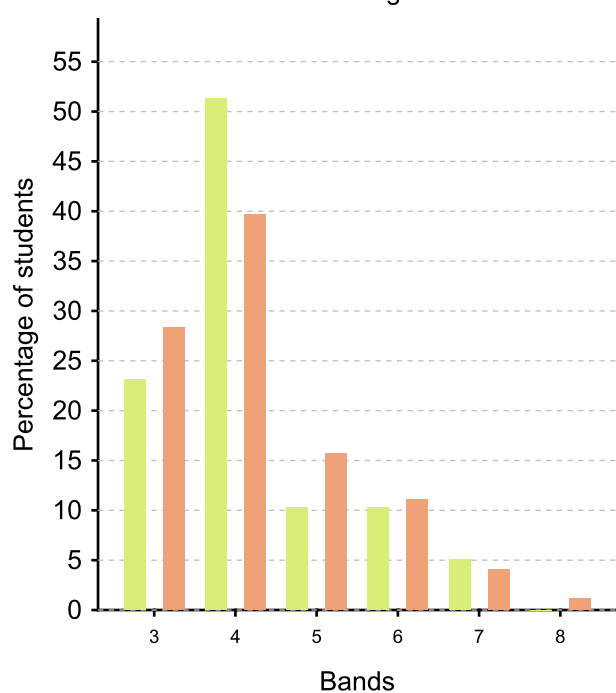
Percentage in bands:
Year 5 Grammar & Punctuation



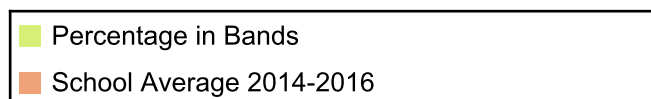
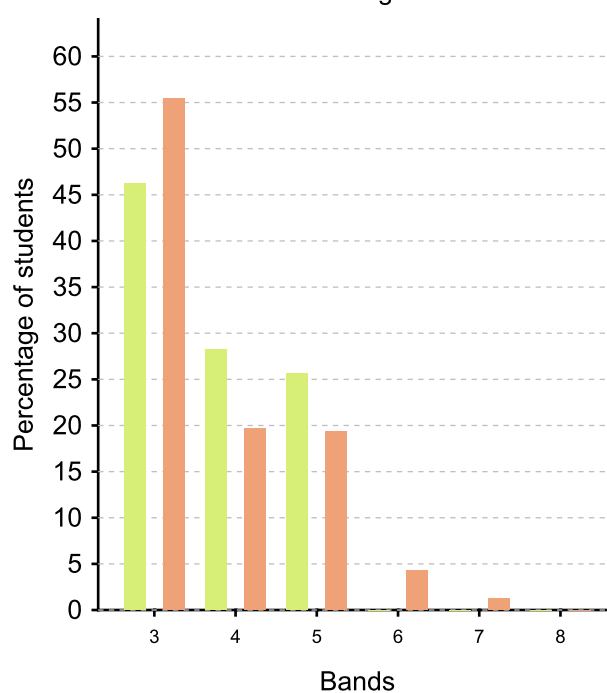
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Year 3 Reading. Students continued to move from lowest band and into band 2 and band 3. This was a substantial move with 16% moving out of band 1 and into bands 2 and 3. There was also a movement from band 4 to band 5.

Year 5 Reading showed a similar movement from band 3 into band 4, with some movement into band 6 and 7 from band 4.

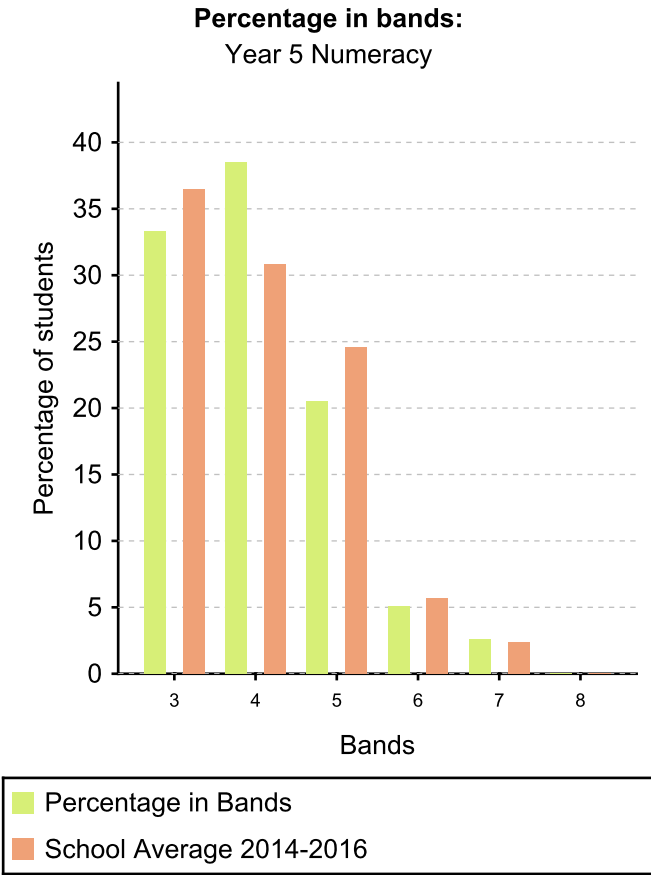
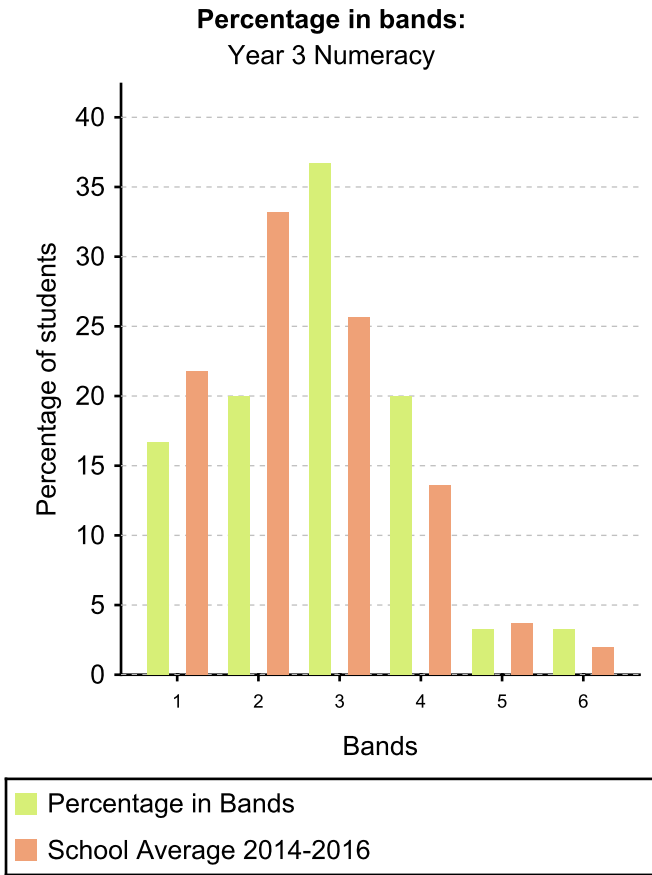
Year 3 Writing showed some big gains. 7% of students moved from band 1 into higher bands and 20% of students moved from band 2 to higher bands. There was a 7% increase in students moving to band 3 and 20% of students were in band 4, (none in 2015).

Year 5 Writing showed a consistent movement from lower bands over the past 3 years. There was an increase of 15% of students in band 4 and a consistent increase into band 5 over the past 3 years.

Year 3 Spelling showed an increase of 12% into band 3, 7% into band 4, 3% into band 5 and 3% in band 6. This has come from band 2 where in 2015 there had been 26% more students.

Year 5 Spelling showed a fall from 2015 results.

Year 5 Grammar showed students moving out of the bottom band by 7%, but no students in the top 3 bands. Students are clustered around the second quartile.



Year 3 Numeracy showed a movement out of lower bands, 9% movement out of 2015 band results and 17% out of band 2. There was an increase of 15% in students moving into band 3, 4% into band 4, 3% into band 5 and 3% into band 6.

Year 5 results showed very similar results to 2015 results with a slight drift to lower bands.

To view results in more detail, please refer to the MySchool Website.



Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction has been gathered from a variety of sources.

These include surveys, staff meetings, talks at P&C, Yarn-ups, small focus groups, newsletter requests for feedback.

Information was sought in areas such as academic programs, training, cultural programs, school grounds and any are respondents thought needed comment.

Surveys to parents and newsletter feedback provided little feedback.

Talks at P&C were effective in providing feedback as were Yarn-ups with community members.

Yarn-ups provided very effective feedback as the forum was open and unseen areas were identified.

Staff meetings also provided excellent feedback and were also conducted using a structured yarning circle.

Staff surveys also provided excellent feedback.

To summarise, parents and students were happy with what the school offers. The suggestions to consider included:

- Ongoing community days
- Bush tucker garden
- An outdoor classroom
- An art area – gathering place
- Parent workshops for literacy and numeracy
- Observation days for parents (regular)
- Additional SLSOs employed
- Dance and music to be more prolific
- A guitar group
- Audio language books to support Bundjalung books.
- Teachers to have a day with Cultural Engagement Officer learning language
- Full sentence books in Bundjalung to be developed.

Programs identified as effective included:

- Quicksmart
- Norta Norta
- L3
- SLSO support
- Integration support.



Policy requirements

Aboriginal education

Aboriginal Education is a major focus area for Casino West Public School.

We have been and continue to be very active in the area of Aboriginal education over many years.

We have integrated most of our programs which address the requirements throughout this report.

As this is such a focus area it is felt that our programs will be included in this section.

To Promote Quality Teaching and include Aboriginal perspectives, we have:

- Trained all teaching staff in the Stronger Smarter Leadership program.
- Engaged local Aboriginal people as SLSOs in the school and provided training to increase competencies, particularly in the area of teaching literacy.
- Developed a Bundjalung Language program and resources such as books, palm cards and playing cards which is taught in all classes and provides local perspectives across all KLAs.
- Conducted Yarn-ups regularly to gather feedback from our local community on what they see as directions we should take in Aboriginal education.
- Continued to implement Personalised Learning Support (PLS) to target Aboriginal students identified through NAPLAN results as needing extra help in literacy and numeracy.

To educate students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia, we have:

- Continued to develop our Bundjalung language and cultural studies program, including the development of local readers, cards, posters etcetera (to be extended in 2017 to other schools)
- Employed a Cultural Engagement Officer in the preschool, resulting in a much greater enrolment of Aboriginal students and increased attention to cultural perspectives in the preschool.
- Employed a Cultural Liaison Officer to deliver our Bundjalung program.
- Continued to run a very thorough NAIDOC program, with large attendance from local community and other schools to join in the celebration and cultural learning.
- Worked with our AECG to ensure we are meeting their expectations.

Multicultural and anti-racism education

Multi Cultural Education is addressed as perspective through all the KLAs and taught explicitly at points in time such as Harmony Day, which becomes a week of related work.

Anti-Racism education becomes a part of our respectful relationships program, 'Be The Change', which builds competencies in respect through providing lessons on the building blocks of respect.

This program is implemented Kindergarten to Year 6 and is part of our Wellbeing strategy.