

Casino West Public School

Annual Report



2017



5166

Introduction

The Annual Report for **2017** is provided to the community of **Casino West 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.

Mr Michael Taylor

Principal

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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 I pads 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

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of Year 3 students in NAPLAN Reading achieving the top 2 skill bands by 10%.		
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).		
To increase the number of Year 5 students achieving band 5 and 6 in NAPLAN Reading from 32% to 42% in 2016.		
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%.		
To decrease the number of students in Year 3 NAPLAN Numeracy bands 1&2 from 62.5% to 45% in 2016.		
To increase the number of Year 3 students in NAPLAN Numeracy bands 5 and 6 by 10%.		
To ensure continued growth in Aboriginal students achieving band 4 or above Numeracy (25% school, 18.4% state).		
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.		
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.		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the number of students achieving at or above expected cluster level by 15% on average.		
Anecdotal – classroom visits, program sharing and learning conversations to be consolidated as practice preschool to Year 6.		
Personal development plans improve in meeting the needs of teachers academically and professionally.		

Next Steps

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase by 10% positive entries on RISC.		
Decreased suspension by 15% over the past 3 year average.		
Increase in number of students wanting opportunity through leadership such as SRC.		
Increased activity and initiatives by SRC.		
Decrease in discipline referrals as teachers take ownership of behaviour management situations.		
Increased interest and participation through P&C evidenced through increased membership.		
New initiatives created by parents through yarn up process.		
Community members looking for employment at school level(SLSO breakdown) to		
Greater participation and leadership by community in events such as Future Dreaming, NAIDOC day, sport and cultural events.		

Next Steps

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
App is developed to facilitate community networks.		
Facebook, school website, ASR record greater (quantify 10%)hits per annum.		
Increase in number of stalls and attendees at fete and garage sale.		
Increased contact and interaction with other community agencies.		
Larger attendance by our school staff and students atcommunity events such as Anzac March, Beef Week Parade and NAIDOC March.		
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Sharing of our Bundjalung cultural program with other schools and agencies.		

Next Steps

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>As per mid year.</p> <ul style="list-style-type: none"> Aboriginal background loading (\$264 929.00) 	<p>Developed in both staff ongoing professional development in roles of AEO and Home School Liaison Officer. Strengthening school community and connections.</p> <p>Four Aboriginal SLSO were employed to support student learning in the classrooms in literacy and numeracy. Hours were also extended to deliver personalised learning support for students. Hours were also extended to full time in the preschool for our Aboriginal SLSO, this saw a substantial increase in Aboriginal student enrolments. Homework Centre saw an average of 6–8 students attending on a regular basis throughout the school year.. The program supported students learning and project base activities students were working on. Our Bundjalung language program has seen all students using basic words in both classroom and outside school. Each class has a full resource pack to support the program. Two additional books and flash cards were added to the program. Casino West has formed strong links with the Aboriginal Medical Centre, which purchased seven sets of readers/resources to distribute through the local north coast area. Other local schools and community organisations purchased school resources to link to their language programs.</p> <p>Casino West in Term 4 conducted a successful Future Dreaming Day with a large attendance from local businesses, families and students to engage in pathways for future employment. Links with Unibound Southern Cross University allowed students to attend a campus day to discover the options of tertiary education.</p> <p>Three staff attended the Stronger Smarter program in Term one and two.</p> <p>Sista Speaks program was conducted over Term three and four with a session each week, cumulating in an excursion to Evans Head, this was an extremely successful program and will continue in 2018 with a Bro Speaks program, targeting all year 6 students.</p>
Low level adjustment for disability	<p>These positions are appointed as 2.1 FTE, and funded within our RAM allocation.</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$214 244.00) 	<p>A significant improvement in the number of students working 2 clusters below expectations on the literacy and numeracy continuum in ES1 and S1 classes. An improvement of 10% over 2014 is the target.</p> <p>Significantly improved and expanded Access Request submissions to be developed and implemented.</p> <p>Improved school tone and engagement, indicated by attendance data, RISC data, conversation and survey.</p>
Socio-economic background	Human resources were considerable in resourcing	Students recognised their own personal strengths and how they used them in a

Socio-economic background	<p>this area.</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$20 000.00) • Socio-economic background (\$15 000.00) 	<p>positive way to help them grow and develop their own interpersonal skills. The students learnt about themselves and how to construct their own identity within the context of their families and communities. This included their relationships with people, places and things. Students recognised the people that inspire us and to examine the personal qualities of these role models and how it links them to us as individuals. Sister Speaks program students developed empathy for others by being aware of the many different types of bullying and the effects it has on the victims. Students became more active learners by developing collaborative and co-operative skills, critical thinking skills and learn how to support, trust and be co-operative with each other. This created 100% participation and engaged within the group.</p>
Support for beginning teachers		

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	119	131	134	125
Girls	88	96	101	106

Student attendance profile

School				
Year	2014	2015	2016	2017
K	89.7	90.8	92.4	87.8
1	92.8	89.5	90.2	92.2
2	90.1	91.5	87.8	91
3	91.6	90.3	91	89.1
4	91.1	91.6	89.1	89.5
5	87.9	90.6	88.8	84.4
6	90.1	86.5	85.2	89.4
All Years	90.4	90.1	89.5	89.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

<Use this text box to:

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

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Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.36
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	2.1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	4.82
Other Positions	0

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

Teacher qualifications

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

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Figures presented in this report may be subject to

rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,241,732
Appropriation	1,207,690
Sale of Goods and Services	2,208
Grants and Contributions	31,834
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-406,058
Recurrent Expenses	-406,058
Employee Related	-277,203
Operating Expenses	-128,855
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	835,674
Balance Carried Forward	835,674

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)

- intended use of funds available>

Delete text not required.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,721,799
Base Per Capita	37,705
Base Location	6,089
Other Base	1,678,005
Equity Total	1,036,732
Equity Aboriginal	212,122
Equity Socio economic	555,132
Equity Language	0
Equity Disability	269,479
Targeted Total	105,980
Other Total	605,321
Grand Total	3,469,833

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

<Use this text box to comment on literacy NAPLAN data>

Delete text not required.

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.