

# Casino West Public School

## Annual Report



2018



Casino West  
PUBLIC SCHOOL

5166

## Introduction

The Annual Report for **2018** 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.

Michael Taylor

Principal

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### Message from the Principal

2018 saw some significant changes to Casino West Public School. It also saw the continuation and consolidation of many programs within the school.

Our ongoing playground improvement program saw the addition of four quality pieces of equipment. These were used heavily by students and have proved to be very robust. New equipment to be placed in early 2019 were chosen by the student counsellors. 3/4S worked with Mr James Nash who was the landscape architect who designed our preschool playground. They worked on a concept outdoor learning place which should be constructed in the first semester of 2018.

Two new classes were established at the beginning of 2018. They were operational from day 1 which was a credit to the two teachers. These were support classes. One an IO/AU class which is a discreet class with its own playground. The other was an MC class with the domains being (AU/IO/MH). These classes were very successful and the students progressed extremely well. They will be offered to permanent teachers in 2019 through the merit selection process.

The school curriculum focus for 2018 were writing, reading and problem based learning. Teachers were exposed to training and development in these areas. This was facilitated by Ms Speck who started as our Instructional Leader in semester 2. The training in problem based learning was provided over the year and included conferences, specific personalised learning, staff meetings and demonstration days. One of these were full days studying and making animated films. The students were extremely engaged during these days and teachers were exposed to 21st Century learning practices which can easily be applied to the class.

The preschool had a complete makeover at the end of 2018 so that it better accommodates the Early Years Learning Framework expectations. The planning for this was completed over 2018 and the revamp was completed over the end of year break. The change is dramatic, and walking into the preschool at the beginning of term revealed an exciting and inspiring learning place.

Our school continued with its literacy and numeracy

programs and these are to continue in 2019.

They include Quicksmart, a mathematics automaticity program. This program targets year 5 students and provides a thorough foundation in numerical facts.

Another program we are continuing is L3. This is a program which enhances literacy skills in kindergarten students.

We are still part of the Early Action for Success program. Ms Cathie Foldes had been our Instructional Leader for the previous four years but moved to a higher position and Ms George Speck was successful in gaining the position at the beginning of semester 2. This program is targeted at teacher development, helping teachers improve students in their maths and literacy teaching, particularly when the student is not moving on.

The teachers still actively use strategies from the programs they have attended in previous years. These include L3S1 for literacy stage 1.

TEN and TOWN for numeracy k–6.

The school has also started to use the MacLit program for individual literacy support of targeted year 5 students. This is proving to be a very successful program.

Our school has a very strong Bundjalung language and cultural program and this was further strengthened over the year. The school welcomed Mr Charlie Caldwell as an additional language tutor supporting Mr Shane Caldwell. A focus for 2018 was to start the embedding of Bundjalung words and phrases into the regular school day. It is our belief that the language needs to be used regularly and that words become automatic if we are to see a strengthening of language in our school.

The school also continued with the sisterspeak program and started its first brospeak program. Thanks to all the teachers who worked to make these a success.

Our Aboriginal Education Committee was very active all year and many school members were involved in these meetings.

A large group of Casino West staff were fortunate enough to attend the Connecting to Country program run by our local AECG. This was very well received by the staff with many commenting that it was the best training they had experienced.

Our NAIDOC day was attended by many parents and community members. Local schools also joined us for the celebrations. This day was a really great family day and my thanks go to Aunty Sue Freeburn for all her organisation.

Casino West is very fortunate in that we have a teachers Aid (SLSO) in every class. In 2018 we were able to provide some training for SLSOs and for 2019 we are looking to extend the support offered by SLSOs. We are also looking to increase professional learning for SLSOs next year as this has benefits for our students.

We look forward to 2019 and we are excited about the plans we have for next year.

## 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 and empower 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 275 students which includes 36 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 129 Aboriginal students (47%), and the school has 13 Aboriginal staff members. This includes two teachers and one Assistant Principal, one Aboriginal Education Officer (AEO), two Personalised Learning and Support tutors, two Cultural Liaison Officers and four Student Learning and Support Officers (SLSOs).

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

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

The Senior Psychologist is based at Casino West and supports counsellors across the Casino district and its outlying areas. A school psychologist works with our students two days per week. We also have a School counsellor in training (SCIT) based at CWPS. She works 2 days per fortnight at Casino West and at other local schools.

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

The school has regular support in Occupational therapy and Speech Therapy provided by students from University Sydney and Sothern Cross University.

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 two support classes catering for 7 Autism children (AU) and 7 Multi Cat students. Casino West also has a preschool accommodating 40 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.

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/ The Casino Way) 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/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 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

Our school is committed to a culture of continuous improvement, setting and maintaining high expectations in literacy and numeracy outcomes for all students through quality teaching, which is evidence based, data informed and supported by future focused collaborative practices and processes.

### 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)	Funds Expended (Resources)	Progress achieved this year
To increase the proportion of students in the top two NAPLAN bands for reading and numeracy by 8% by 2019.	Naplan planning and training \$3,000.00	Year 3 saw an improvement of 3.7% in the year and for numeracy there was 6.4% improvement. The 10% target over 3 years is on track  Year 5 literacy saw no improvement and for numeracy there were 7.7% movement into top two bands.
Students demonstrate engagement in class through decrease of 5% in sister class visits evidenced through LMBR records.		
Student participation and engagement in STEM activities that are regularly organised by staff.	STEM teacher.	100% of classes worked with digital technologies and some integrated this with project based learning.
To increase the number of year 5 students achieving band 5 and 6 in NAPLAN Reading from 26.9% to 35% in 2018.		There were 29..2 students in these bands which increased but not reach the target for the year. This will be a three year target.
To increase the percentage of students achieving greater than or equal to state average growth between Year 3 and 5 in NAPLAN Writing to a further 9%.		Growth in 2017 was 44% higher than state average but this fell to 15% below state average in 2018. This could be that strategies were not as successful or that the deep knowledge required for the NAPLAN test was not there.
To decrease the number of students in Year 3 NAPLAN Numeracy bands 1&2 from 46.9% to 40% in 2019.		There was a 20% increase in students in these two bands in 2018. This was a large increase so strategies will have to be modified,

## 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 Year 3 students in NAPLAN Numeracy bands 5 and 6 by 10%.		There was a 6.6% increase in students in bands 5 and 6. Target is achievable over the three years.
To ensure continued growth in Aboriginal students aiming to meet state average.		Though grammar and punctuation fell over the year it joined all areas except for reading in being close to state average for 2018.  The reading growth was very low and new strategies will be implemented.
To increase the number of students achieving at or above expected level by 15% on average across all curriculum areas.		This target has been met in some areas but not others. As it is a three year target it is suggested that the school revise the target as it is too broad.

## 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 and L3 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 committed to capacity building for all areas. This includes promoting positive , collaborative leadership skills and capacity for all staff, students and community. The programs and processes employed to build leadership and capacity will also ensure that high expectations and ownership are maintained 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 application of leadership throughout school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in suspension by 15%.		The number of students suspended in 2017 was XXX.  In 2018 XXX were suspended.  This represents a XX% I/d
Increase in number of students participating in leadership opportunities such as Student Representative Council.		
Increase in positive behaviours at school as students take responsibility of their behaviours.		Playground awards  Bronze silver gold  End of year class parties
Further initiatives suggested by parents and community members at Yarn Ups.		eGats  Language broadening to speech.
Increased participation and leadership by community in events such as Future Dreaming, NAIDOC Day, sport and cultural events.		Numbers for mothers day, fathers day, NAIDOC, Athletics, Sports, yarn ups, PLPs, P&C

#### 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 opportunity 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

Building strong community partnerships and continually strengthening connections with an empowered and informed community is essential in ensuring continuous improvement of student outcomes and student and community wellbeing.

#### 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)	Funds Expended (Resources)	Progress achieved this year
Skoobag, Facebook, school website, ASR record greater (quantify 25% ) hits per annum.	Administration Staff Professional Learning Website \$500.00	The school website has been upgraded in 2018 and the school has improved the site. Activity on the website has had substantial increase over 2018. In the past year the school has increased the skoobag app usage by 40%. with a total of 485 users. 100 surveys were returned, 94% of stakeholders were happy with the new social media platforms and felt well informed. Only 5% requested paper copies of news articles.
Increase in number of staff attending Beef Week parade, Naidoc march and ANZAC Day ceremony.	Resources \$800.00 Wages \$500.00	Beef Week Parade was the best attended ever and a big Thank you to Mrs Megan Keogh for all of her hard work. NAIDOC march was also the best attended ever with students as young as kindergarten by all Aboriginal and non Aboriginal students.
Increase in number of Hall bookings for community events.		The hall is now used for Vacation care and is proposed to be used for before and after care in 2019.
Increase in contact and interaction with community agencies.		We have been more active in securing support for parents, carers, families and children. The family referral service is usually our first agency called to help triage the need.
Increase in our sharing of Bundjalung Cultural resources such as our books, readers, and Uncle Shane with other schools and outside agencies.	Resources and Wages \$1,000.00	Continuing to do all of these things and we intend to continue into the distant future as Aboriginal Education is everyone's business.
Establishment of an outside community meeting place in our school playground. Extension of Stage 4 and 5 of the playground equipment. Concept idea of outdoor learning environment in playground.		We are building an outdoor learning and play area which is very attractive to community and serves multiple purposes.

## Next Steps

The program we have set to develop Strong Community Connections will continue into 2018..

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	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Education Officer – \$67,042.00</p> <p>School Learning Support Officers – 178,052.65</p>	<p>Employed of fulltime Aboriginal Education Officer</p> <p>6 School Learning Support Officers in classrooms and Bundjalung Language program preschool to year 6.</p> <p>Participation of community.</p>
<b>Low level adjustment for disability</b>	<p>School Learning Support wages \$75,175.00</p> <p>Learning and Support Teachers 1.7 – \$104,113.00</p>	<p>Support staff in classrooms for Literacy and Numeracy morning programs.</p> <p>Feedback from staff.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Staff programs. Executive staff, Teachers.</p> <p>Instructional Leader \$127,418.00</p> <p>QTSS release and programming \$42,790.00</p> <p>• Socio-economic background (\$10 000.00)</p>	<p>Executive feedback on inclusion of STEM in programs across KLA's.</p>
<b>Socio-economic background</b>	<p>Classroom Teacher – \$31,234.00</p> <p>SLSO Quicksmart program – \$28,000.00</p> <p>SLSO wages \$342,000.00</p> <p>Business Manager wages \$106,000.00</p> <p>Play equipment Stage 4 – \$37,175.00</p> <p>Teaching Resources and new furniture for preschool in both learning and office. \$49,696.00</p> <p>Professional Learning Stronger Smarter \$17,068</p> <p>L3 Professional Learning – \$15,000.00</p> <p>• Socio-economic background (\$30 000.00)</p>	<p>additional Classroom Teacher – smaller class sizes.</p> <p>Quicksmart Maths program each morning for Stage 2–3 students.</p> <p>14 SLSO in classroom to support literacy and numeracy morning and middle session programs.</p> <p>Business Manager employed to support principal and administration services within the school environment.</p> <p>Results from PLAN 2, progressions and NAPLAN.</p> <p>Teaching and classroom resources purchase to align with the internal National Quality Framework and Early Years Learning Framework for preschools.</p> <p>Development of playground for 21st Century learning and health and physical development programs in the school. Ground improvements and landscaping of grounds beautifications.</p> <p>Professional learning of staff in literacy, numeracy, cultural awareness to support student and teacher outcomes.</p> <p>L3 program for two kindergarten teachers.</p>
<b>Support for beginning teachers</b>	<p>Teacher classroom resources – 300.00</p> <p>Professional Learning</p>	<p>Teaching resources purchased to support new teachers.</p> <p>Professional Learning conducted in areas of</p>

<b>Support for beginning teachers</b>	<p>Courses – 1,520.93</p> <p>Classroom release – 5,955.27</p> <ul style="list-style-type: none"><li>• Socio-economic background (\$45 696.00)</li></ul>	<p>Autism, well-being and early childhood education programs.</p> <p>Additional classroom release for beginning teachers.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	131	134	125	136
Girls	96	101	106	118

School enrolments

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.8	92.4	87.8	86.9
1	89.5	90.2	92.2	90.4
2	91.5	87.8	91	92
3	90.3	91	89.1	90.9
4	91.6	89.1	89.5	86.3
5	90.6	88.8	84.4	87.2
6	86.5	85.2	89.4	86
All Years	90.1	89.5	89.2	88.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

HSLP is engaged when the non attendance becomes repetitive and the parents do not respond to phone calls made by class teacher after 3 days unexplained absence. HSLP organises a meeting with parents or carers and a process is devised to help the child return to school. This is reviewed after 2 to 4 weeks usually and subsequent actions are devised if the attendance does not improve. On some occasions structural attendance frameworks (eg. partial attendance ) are enacted so that the needs of the child are included in the return to school.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.78
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	6.82

\*Full Time Equivalent

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

These include:

\* 13 SLSO's who work 12 hours a week Monday to Thursday. The SLSO's who work more than 2 hours a day are funded for these extra hours through funds which are targeted providing individual students with support.

\* The school also employs 1 literacy teacher for a Quicksmart program.

\* 25% of the workforce includes local Aboriginal employees.

\* The Senior Psychologist Education is based at Casino West as is the 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	0

## 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 2018, Whole school professional learning was

Staff Development days provided opportunity for all staff to train on other mandatory training such as anaphylaxis training and Child Protection Awareness Training. We also looked at our response to the Wellbeing Framework using the three programs of Positive Behaviour for Learning / Stronger Smarter / Casino Way. Management of stress was also treated at a staff development day in Term 4. Learning Progressions information presented by The Instructional Leader, The preschool teacher attended a Tuning in conference in Sydney and a Quality Improvement Plan from beginning teacher funds. Four teachers attended 21st Century Learning conference. STEAM curriculum team delivered professional learning to staff meeting regarding robotics programming and creating an APP for STEAM.

Two teachers were new scheme teachers and one teacher applied for accreditation at proficient level and all staff maintained accreditation at proficient. No teachers applied for High accomplished or lead teacher stages.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	835,674
<b>Revenue</b>	4,516,866
Appropriation	4,449,005
Sale of Goods and Services	9,990
Grants and Contributions	54,403
Gain and Loss	0
Other Revenue	0
Investment Income	3,468
<b>Expenses</b>	-4,364,559
Recurrent Expenses	-4,364,559
Employee Related	-3,912,726
Operating Expenses	-451,833
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	152,307
<b>Balance Carried Forward</b>	987,981

The school financial committee meets on a regular basis to monitor the school budget and spending.

The school has been building funds to improve our playground and outdoor learning environment and furniture and equipment has been purchased for the pre-school to meet National Quality Framework standards.

Continued improvement of the outdoor learning environment and a focus on the use of ICT in all classes.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,917,573
Base Per Capita	48,536
Base Location	6,092
Other Base	1,862,945
<b>Equity Total</b>	1,100,311
Equity Aboriginal	264,252
Equity Socio economic	582,600
Equity Language	1,292
Equity Disability	252,167
<b>Targeted Total</b>	388,834
<b>Other Total</b>	683,526
<b>Grand Total</b>	4,090,243

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students have demonstrated strong growth in spelling and writing, equal to state growth. We have seen an increase in students performing in the top 2 bands of NAPLAN in Grammar and Punctuation and Spelling in both year 3 and 5. Year 3 shows consistent growth in the top 2 bands for reading. There is still a need to have a further focus on the development of writing skills across the school.

Year 5 have demonstrated an increase of students operating in the top 2 bands and decreasing the number of students operating in the lower bands. We need to focus on skill development in the area of numeracy to improve Year 3 student performance in the top 2 bands.

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.>

Year 3 Aboriginal students have shown a marked improvement in the top 2 bands for reading and spelling. Year 5 Numeracy for Aboriginal students has shown an increase in band 5, but not the top 2 bands. School resources are utilised to further skill development in all areas in order to achieve the Premier's Priorities of improving Aboriginal student outcomes in the top 2 bands across the curriculum.

## Parent/caregiver, student, teacher satisfaction

In our school written surveys are historically unsuccessful with very few ever returned. The school has employed other methods to obtain feedback and ideas for future directions. The most successful method for parents is the Yarn Up. We conduct community consultation during these Yarn Up each semester. The feedback from these has been honest and informative. For example the parents indicated they felt the school needed to do more for Gifted and Talented students and this was duly organised a Casino Enrichment and Engagement Program.

We find the best way to get teacher feedback is by also holding Yarn Ups. All staff circle up and act an authentic yarning circle and this is a structured Yarning circle with a specific purpose for feedback and establishing future directions. The major feedback circle is held Term 4 in a staff meeting and consumes the entire staff meeting. This also provides excellent feedback to executive and informs the school planning process.

P&C meetings are another venue in which feedback is sought. They provide feedback throughout the year and highlight area's of concern to them.

The office has an open door policy and parents feel free to engage with executive with concerns and suggestions.

## Policy requirements

### Aboriginal education

Aboriginal Education is everybody's business at Casino West Public School. We take great pride being on Galibul land, part of the Bundjalung Nation. Many of our students identify as Aboriginal and their parents have attended this school.

For 11 years we have been developing our Bundjalung Language and Cultural program. The school is recognised as a leader in Aboriginal Education and is still continually improving it's delivery in this area. The school has embedded Language lessons across all stages including the preschool and produced many dance groups and art initiatives which have been recognised in our region.

We have been developing Bundjalung Language books for the past 5 years including a book which is completely Bundjalung. We also have developed many teaching resources to assist in the delivery of our programs.

It is widely recognised in the school but the most important change in our approach to Aboriginal Education came when staff first attended the Stronger Smarter Leadership Program. Nearly all staff are trained in this program and it has been the inspiration for many of the changes we have made.

The school sees employment of Aboriginal staff as essential if a school is to make true cultural change. Around 50% of our students identify as Aboriginal and we believe this should be reflected in the staffing of the school. This has made a huge impact on the culture of our school as our community connections and understanding has improved markedly with the community feeling valued and staff feeling connected. Barriers have been removed and a strong collegial atmosphere is evident in the school.

One of the biggest impacts in employing Aboriginal people is that students are seeing Aboriginal people being successful and valued in careers that contribute to society.

### Multicultural and anti-racism education

The students are aware and know that racism is not tolerated or accepted in this school and that is unacceptable in any situation outside of school.

We use Harmony Day as a way of celebrating Cultural difference amongst Australians. The school also runs a comprehensive respectful relationships program which develops the building blocks of empathy and understanding and teaching children how to be together.