

Casino West Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

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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 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 1.7 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. A full-time Business Manager is also employed.

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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- To increase the proportion of students in the top two NAPLAN bands for reading and numeracy by 8% by 2019.
- 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.
- To increase the number of year 5 students achieving band 5 and 6 in NAPLAN Reading from 26.9% to 35% in 2018.
- 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%.
- To decrease the number of students in Year 3 NAPLAN Numeracy bands 1&2 from 46.9% to 40% in 2019.
- To increase the number of Year 3 students in NAPLAN Numeracy bands 5 and 6 by 10%.
- To ensure continued growth in Aboriginal students aiming to meet state average.
- To increase the number of students achieving at or above expected level by 15% on average across all curriculum areas.

Progress towards achieving improvement measures

Process 1: Instructional leader works directly with teachers, beginning teachers and SLSO's to develop competencies and understanding through learning conversations and targeted professional learning.

Evaluation	Funds Expended (Resources)
Consistent and accurate data collected on PLAN informed student learning, stages all working collegially, led by executive team. Instructional Leader supported all teachers through Learning Conversations, Professional Learning and classroom visits.. Support staff supported with PL	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$140000.00)

Process 2: Yarn ups, newsletters and regular meetings with P&C and parents are used to improve community understanding and involvement in developing quality learning and engagement.

Evaluation	Funds Expended (Resources)
Increase in community engagement through Yarn ups, community newsletter, Skoolbag App and Facebook. Change to executive committee of P&C. Review due in 2020	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$3300.00)

Process 3: Improve capacity and understanding of teachers, students and parents in what constitutes evidence in performance of students in the progressions through professional learning, executive support, LaST liaison and instructional leaders support.

Evaluation	Funds Expended (Resources)
All staff accessed Professional Learning in quality literacy and numeracy and data collection. Future directions based on evidence from PLAN 2, Best Start,	Funding Sources: <ul style="list-style-type: none">• Socio-economic background

Progress towards achieving improvement measures

SCOUT and SMART data.

(\$179000.00)

Process 4: Building capacity to deliver STEM lessons and the new Digital Technology syllabus through ongoing training and purchase of resources.

Evaluation	Funds Expended (Resources)
All classrooms updated with the technology and teachers provided with PL and targeted technology lessons for all students. Increased student access to devices for learning across the KLAs. Participation and PL through Digital Technology in Focus Project with University of New England increased whole school capacity in technology.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$147000.00)

Process 5: Ongoing training and support in the curriculum priority areas of Literacy and numeracy for all staff.

Evaluation	Funds Expended (Resources)
Training of support staff increased student access to targeted support in the classroom. Teachers and SLSO's using observations and data gathering evidence to support students with accessing the curriculum.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$14000.00)

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.

Improvement Measures

Decrease in suspension by 15%.

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.

Further initiatives suggested by parents and community members at Yarn Ups.

Increased participation and leadership by community in events such as Future Dreaming, NAIDOC Day, sport and cultural events.

Progress towards achieving improvement measures

Process 1: Students in leadership positions are given leadership opportunities and experience instruction, such as the SRC training day, which builds capacity in leadership. Students across the school are given roles and responsibilities throughout the year.

Evaluation	Funds Expended (Resources)
Students, especially student SRC, were involved in many leadership opportunities and events. Students ran fund raising events and surveyed the school community to assist in resource building for the school. Student SRC ran community assemblies and events such as ANZAC, mother's Day, Kinder Orientation, etc.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$15900.00)

Process 2: Teachers are trained as Stronger Smarter leaders and this is revised on a yearly basis. Strategies from this program are enacted in many group situations.

Evaluation	Funds Expended (Resources)
Four staff attended the training in keeping with the plan to train the whole staff. Around 90% of staff have now attended the training.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$26200.00)

Process 3: Students are taught and revisit regularly with explicit teaching , Positive Behaviour Learning (PBL) school expectations and rules

Evaluation	Funds Expended (Resources)
Review data as a staff at a staff meeting to see if students are becoming more autonomous and confident in their manner and presentation.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$50229.00)

Process 4: Parents and community are encouraged to participate in both P&C meetings and our community yarn ups, building capacity in group situations and taking on responsible roles. Parents are exposed to regular parenting articles, through our newsletter and website, to help develop their capacity as effective parents.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

P&C – Survey of members to see if members are happy with achievements, community involvement and running of the P&C and for future directions 2019. Yarnups – Feedback about programs and practices at the school recorded and used to inform and develop best practice.

Funding Sources:

- Socio-economic background (\$600.00)

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.

Improvement Measures

Skoolbag, Facebook, school website, ASR record greater (quantify 25%) hits per annum.

Increase in number of staff attending Beef Week parade, Naidoc march and ANZAC Day ceremony.

Increase in number of Hall bookings for community events.

Increase in contact and interaction with community agencies.

Increase in our sharing of Bundjalung Cultural resources such as our books, readers, and Uncle Shane with other schools and outside agencies.

Establishment of an outside community meeting place in our school playground. Extension of Stage 4,5 and 6 of the playground equipment. Concept idea of outdoor learning environment in playground.

Progress towards achieving improvement measures

Process 1: COS network meetings take place regularly with directed conversation reporting targets and setting goals.

Evaluation	Funds Expended (Resources)
Meeting held and future directions discussed. Any participants invited to attend for future expansion of COS group.	\$100.00

Process 2: School and community events, with promotion through the P&C, such as our school fete, concert night, socials, parent information nights, yarnups, police talks and movie nights.

Evaluation	Funds Expended (Resources)
Successful participation in the boxing program. Bushfires and major building works impacted on a number of school activities in Semester 2.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$7000.00)

Process 3: Improved transition to preschool and kindergarten with regular local preschool meetings and networking through the email group.

Evaluation	Funds Expended (Resources)
Great success with preschool transition programs and Kindy orientation days.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Language program \$50,000 Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$306 378.00) • Socio-economic background (\$5 000.00) 	Greater engagement with community at an educational and cultural level. All classes take part in language and culture lessons and AEO's community engagement is very positive. Strong representation of whole community at NAIDOC and Yarn ups. Additional SLSO and teacher support to improve outcomes for students.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$263 543.00) 	All classes have SLSO's actively engaging with and facilitating learning. IEPs in place for all students who require them.
Quality Teaching, Successful Students (QTSS)	EaFS \$130,603 Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$49 030.00) 	Learning conversations held regularly and creating positive and educational change within the school leading to capacity building in staff and students. Improved understanding by staff of the progressions and PLAN2 systems. Programs reflecting quality teaching and engagement. An expansion of STEM being delivered and programmed for across KLA's.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$578 675.00) 	Student capacity and engagement facilitated through reduction in class size. Students individual needs addressed through classroom SLSO's. Year 5 and 6 students capacity in mathematics extended through Quicksmart program and the same with Stage 2 MultiLit. Playground development facilitating engagement and development of social skills.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	134	125	136	116
Girls	101	106	118	108

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.4	87.8	86.9	87
1	90.2	92.2	90.4	84.2
2	87.8	91	92	90.6
3	91	89.1	90.9	89.7
4	89.1	89.5	86.3	91.9
5	88.8	84.4	87.2	86.6
6	85.2	89.4	86	82.5
All Years	89.5	89.2	88.5	87.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.79
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	987,981
Revenue	4,448,814
Appropriation	4,396,126
Sale of Goods and Services	16,240
Grants and contributions	33,180
Investment income	3,267
Expenses	-5,125,309
Employee related	-4,262,742
Operating expenses	-862,567
Surplus / deficit for the year	-676,495

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	434,909
Equity Total	1,149,230
Equity - Aboriginal	306,378
Equity - Socio-economic	578,675
Equity - Language	634
Equity - Disability	263,543
Base Total	1,808,529
Base - Per Capita	64,476
Base - Location	6,663
Base - Other	1,737,390
Other Total	819,957
Grand Total	4,212,625

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers are very supportive of the school, its policies and its processes. Staff....

2020 will see the school undertake the Tell Them From Me survey to gather more data in this area.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.