

2021 Annual Report

Casino West Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

Casino West Public School values of being a safe, responsible and respectful learner are upheld throughout the whole school community enabling our students to 'Dream, Believe and Achieve'. We have a well resourced and aesthetically pleasing learning environment supported by quality teaching, engaged students with parents and community members active in the learning process.

The school has a strong sense of community demonstrated through relationships with the students and families and across the staff. The Casino community of schools work together in partnership to build excellence in student learning and staff development.

Quality teaching programs are accessible to all students in a rich learning environment where individual strengths are embraced, encouraging and supporting students to become responsible and respectful members of the wider community. All students enrich and enhance their experiences and knowledge through a broad and inclusive curriculum.

Our students are safe, responsible and respectful learners who are proud members of the wider community.

School context

Casino West Public School has a population of 240 students, including 58% Aboriginal students. There are 200 K-6 students, including our 3 support class students and 40 students in the preschool. The school services a predominately low socio economic community and has strong community connections. The school receives a high level of funding to support student learning and development.

Strong student growth is evident in literacy and numeracy and as a school community our focus is to increase student representation in the top bands of NAPLAN in reading and numeracy. The teaching staff is experienced and dedicated and access current, regular professional learning to support student academic outcomes. All staff collaborate to support academic, social and emotional development for students with student well being a high priority school focus.

Effective literacy and numeracy teaching, leadership, extra curricula activities, Aboriginal perspectives across the curriculum and the teaching of Aboriginal language are a major focus of school programs.

Casino West Public School ensures strong community connections, we have a strong and supportive P&C and a close partnership with the Djanangmum Aboriginal Education Consultative Group (AECG). The school provides and undertakes many community events through out the year. School communication is effective and regular through personal, digital and written platforms.

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

For teaching at Casino West Public School to be dynamic and thorough with strong strategic, financial and resource planning. Staff will be provided with ongoing opportunities to develop their teaching and leadership skills through developing an explicit focus on excellence in teaching with strong purposeful professional development programs and collaborative relationships. Through developing relevant, inclusive, reflective and purposeful teaching and learning practices we will increase student engagement and outcomes

Australian Professional Standards for Teachers; 1, 3 and 5 1. Know students and how they learn 3. Plan for and implement effective teaching and learning 5. Assess, provide feedback and report on student learning. Target High Achievers.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Seven Steps Writing
- Quality Teacher Practice
- Whole school attendance program
- Intensive Literacy and Numeracy Program.
- Galigal Culture and Language Program

Resources allocated to this strategic direction

Early Action for Success (EAfS): \$137,210.40

QTSS release: \$44,847.00

Socio-economic background: \$5,000.00

Literacy and numeracy intervention: \$47,090.00

Literacy and numeracy: \$9,659.00

Aboriginal background: \$197,000.00

Integration funding support: \$100,674.00

Summary of progress

Despite the numerous interruptions during 2021 due to COVID the school has demonstrated positive movement on most targets. The implementation of Seven Steps Writing has supported students to better understand the requirements and complexities of quality writing, this program has also supported staff to reflect on quality teacher practice in this area. Staff have had the opportunity to plan and reflect in stage groups which has resulted in strong teacher collaboration across the school.

Attendance has continued to improve after the implementation of our whole school attendance program, we look forward to less interruptions in 2022 to build on this success.

The Galigal Culture and Language Program engages all students in developing a deeper understanding of local Galigal culture and language. All teachers support our language and culture tutors to integrate this learning across the curriculum. The program has extended to the creation of a Traditional Aboriginal Dance group which is building confidence and cultural pride in our students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
10% uplift of students achieving expected growth in Numeracy from baseline data.	Student growth in numeracy as determined from expected benchmark achievement has evidenced a downturn at -3.14% from Week 5 to Week 40..
6% uplift of students achieving expected growth in Reading from	Our numeracy growth at Week 20 showed a downward trend of -1%. This further trend downward may have been effected by the disruptions of lock down and lack of consistency in students working from home.

baseline data.	At Week 20 in reading, the uplift in students achieving expected growth from baseline data was 6.5%.. During the second semester our data showed a downward trend which may be attributed to the COVID interruptions to learning. Our annual results from Week 5 to Week 40 evidenced an uplift of 1%.
4% uplift of students in top 2 bands in Reading from baseline data.	12% of our Year 3 & Year 5 students achieved the Top 2 Bands in Reading this year, which is an uplift of 5% .
4% uplift of students in the top 2 bands Numeracy from baseline data.	6% of our Year 3 & Year 5 students achieved in the Top 2 Bands in Numeracy this year, which is an uplift of 2% .
5% uplift of students in top 3 bands for Numeracy from baseline data.	28% of our Year 3 & Year 5 students achieved the Top 3 Bands in Numeracy this year, which is an uplift of 11% .
6% uplift of students in top 3 bands for Reading from baseline data..	29% of our Year 3 & Year 5 students achieved the Top 3 Bands in Reading this year, which is an uplift of 9% .
3% uplift of students attending over 90% from baseline data.	Whilst our overall attendance has improved from 65% in 2020 to 85% in 2021 we have not achieved our target for the number of students attending over 90% of the time. a number of attendance incentives have been put in place and students will actively monitor their own attendance in 2022. The impact of COVID is difficult to assess and we look forward to a more regular year of school attendance in 2022.

Strategic Direction 2: Quality Teaching Practice

Purpose

To develop an inclusive culture of learning which focuses on the whole student through data analysis and a curriculum that reflects student need with a growth mindset focus: Personalising and differentiating learning under the umbrella of a growth mindset in all our learners; offering a range of innovative and engaging learning experiences both in and out of the classroom, to lead to growing a culture of learning across the entire school setting. Staff will deliver engaging learning opportunities for students which are reflective of need. Support structures will be featured for all students as they progress through stages of their cognitive and emotional growth.

Australian Professional Standards for Teachers; 1, 2 and 4 1. Know students and how they learn 2. Know the content and how to teach it 4. Create and maintain safe and supportive learning environments

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personal Learning Plans (PLPs) for all students.
- Collaborative Planning
- Intensive literacy and numeracy support.
- Enhancing curriculum through experience in the wider world.

Resources allocated to this strategic direction

Aboriginal background: \$18,500.00

Socio-economic background: \$208,117.00

Location: \$6,040.46

Summary of progress

PLP program proved effective but impeded due to COVID. Despite this there has been an increase in the number of families engaging in PLPs through class dojo and by phone to discuss student targets each term. Data shows that 75% of families discussed their child's learning targets with the class teacher.

100% of classroom teachers attended Stage-based Learning Conversations twice per term. Collaborative stage planning has had a positive impact on teaching programs and focused learning targets for all students.

Reflective practice and the regular analysis of student data resulted in targeted teaching and learning for all students. Interruption to intensive literacy and numeracy support due to COVID lessened the impact for targeted student groups.

Scope and sequences have been completed for all stages for a two year cycle of school excursions to provide students experiences both inside and outside of the community. Families and students were very disappointed at the impact on COVID restrictions to the excursion program and we look forward to resuming the program in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
5% uplift students and their family engaging in Personal Learning Plan with teachers from 2020 baseline data.	Disruption to PLP program due to COVID but there has been an increase in the number of families engaging through class dojo and by phone to discuss student targets each term. Data shows that 75% of families discussed their child's learning targets with the class teacher.
80% teachers engage in data analysis, stage planning and reflection twice per term.	100% of classroom teachers attended Stage-based Learning Conversations twice per term. During these sessions data from Reading Levels was analysed and targeted students identified. Planning in Literacy and Numeracy to accommodate student needs was collaboratively

<p>80% teachers engage in data analysis, stage planning and reflection twice per term.</p>	<p>completed.</p> <p>During one session per term, data from Writing and Numeracy in conjunction with PLAN2 was analysed and discussed. Planning and evidence-based strategies to meet student learning needs occurred collaboratively. A focus on continual reflective practice was emphasized.</p>
<p>Scope and sequence introduced for curriculum based stage excursions across the school to enhance student outcomes through experiences in the wider world.</p>	<p>Scope and sequences have been completed for all stages for a two year cycle of school excursions to provide students experiences both inside and outside of the community. Families and students were very disappointed at the impact on COVID restrictions to the excursion program and we look forward to resuming the program in 2022.</p>

Strategic Direction 3: Effective Leadership

Purpose

For effective leadership to raise the school's standing in the community as a school of learning opportunity, high expectations and pride. Leading school partnerships to support student growth and well-being for a constantly changing world through effective curriculum development and innovation resulting in increased student and staff capability. Through authentically engaging with our community we will develop a learning environment that supports a culture of high expectations resulting in sustained and measurable whole school improvement.

Australian Professional Standards for Teachers; 6 and 7 6. Professional Engagement 7. Engage professionally with colleagues, parents/carers and community

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Visible Learning
- Data analysis PL
- Whole school well being program.

Resources allocated to this strategic direction

Professional learning: \$26,721.00

Aboriginal background: \$20,000.00

Socio-economic background: \$238,508.00

Summary of progress

The implementation of Visible Learning processes has resulted in effective feedback dramatically improving across all classrooms with many students reporting a clear understanding of what and how they do to can improve their learning. Effective feedback processes have also strengthened the capacity of teaching and support staff to reflect on their practice in the classroom.

A focus on continual reflective practice through the use of student data has strengthened quality teacher practice across the school .

Whole school wellbeing programs have been implemented to build student resilience and emotional awareness. These programs have had a positive impact on our school culture with 'Tell Them From Me' data indicating that we have 92.39% of students with a positive sense of well-being at school. Suspension has shown a decrease of over 35% in number of suspensions and there has been a 55% decrease in the number of students who have had a suspension. The suspension rate is the lowest in over 7 years.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
PL in Effective Feedback, ongoing support for teachers to develop strategies for effective feedback in the class and for supervisors to provide effective feedback for their team.	Instructional Leader supports teachers and SLSO's to implement Effective Feedback - a range of practices and strategies that ensure feedback to students is deliberate, planned, and focused on learning intentions and success criteria were discussed and shared in professional dialogue, and modeled, scaffolded and guided in every classroom. Effective feedback has dramatically improved across all classrooms and many students report they have a clear understanding of what and how they can improve their learning in these classrooms. I.L. also practices effective feedback to teacher/SLSO practice.
All staff engage in data analysis PL and demonstrate the use of data to inform effective classroom practice.	All staff engage in Learning Conversations twice per term where data analysis (Reading) is conducted, practiced and action planned, monitored and reflected upon.

<p>All staff engage in data analysis PL and demonstrate the use of data to inform effective classroom practice.</p>	<p>During one session per term, data from Writing and Numeracy in conjunction with PLAN2 was analysed and discussed. Planning and evidence-based strategies to meet student learning needs occurred collaboratively. A focus on continual reflective practice was emphasized.</p> <p>In addition to this, PL was conducted with Stage 2 & 3 teachers on the Check-In Assessment data - Access; analyse and action phases.</p> <p>PL was conducted with all teachers on Phonics Diagnostic Assessment; Phonological Diagnostic Assessment; and Phonics Screening Check, and how to analyse and action data. Monitoring and reflecting on actions was emphasized.</p>
<p>Restorative practice and Smiling Minds implemented within school.</p> <p>10% decrease in suspension rate from 2019 baseline data..</p> <p>TTFM indicates 85% with a positive sense of wellbeing at school</p>	<p>TTFM data indicates that we have 92.39% of students with a positive sense of wellbeing at school.</p> <p>Suspension has shown a decrease of over 35% in number of suspensions and there has been a 55% decrease in the number of students who have had a suspension. The suspension rate is the lowest in over 7 years.</p> <p>Restorative Practice and Smiling minds have been implemented to build student resilience and emotional awareness.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$100,674.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Casino West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Literacy and Numeracy Program. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$626,655.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Casino West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school attendance program • Whole school well being program. • Collaborative Planning • Intensive literacy and numeracy support. • Enhancing curriculum through experience in the wider world. • Data analysis PL • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Implementation of Positive Behaviour for Learning (PBL) across the school.. • employment of additional staff to support Intensive Literacy and Numeracy program implementation. • employment of additional teaching and admin staff to support improved student performance and well being program implementation. • Whole staff development in effective feedback with John Hattie. • All teachers take part in collaborative planning for learning with stage team. Data analysis to lead evidence based practice. • excursions and creative arts activities to support syllabus outcomes each term <p>The allocation of this funding has resulted in: Increase in the percentage of student in Year 3 and Year 5 in the top two</p>

<p>Socio-economic background</p> <p>\$626,655.00</p>	<p>bands.</p> <p>Year 5 Numeracy NAPLAN results showing growth above state and statistically similar school groups (SSSG)</p> <p>Year 5 NAPLAN results higher than SSSG and increased in all areas from 2019.</p> <p>Year 5 and Year 3 demonstrated a major lift in Writing from 2019</p> <p>Behaviour data demonstrates a major decrease in negative incidents and a deeper understanding of PBL practices.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to engage the literacy and numeracy strategies to support our trajectory towards achieving targets.</p> <p>Well being data shows that attendance rates for students in this equity cohort is not consistent and will continue to be a focus next year.</p> <p>Staff will be supported to further develop collaborative planning and data skills to inform teaching and learning.</p> <p>PL in Visible Learning will continue to build the capacity of staff across the school.</p>
<p>Aboriginal background</p> <p>\$356,358.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Casino West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personal Learning Plans (PLPs) for all students. • Intensive literacy and numeracy support. • Visible Learning • Intensive Literacy and Numeracy Program. • Galigal Culture and Language Program • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <p>an increase >50% in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated 78% of Aboriginal students feel like their culture is valued at school.</p> <p>NAPLAN data demonstrated that Year 5 Aboriginal students have growth in writing equal to the state and higher than like schools in all areas excluding grammar and punctuation. Year 3 student results show more targeted intervention is required.</p> <p>All students have access to authentic and local Bundjalung language and culture instruction which is respected as a strength at our school. All staff engage in including culturally appropriate Aboriginal perspectives across the curriculum.</p> <p>Aboriginal staff support intensive small group learning for all students across the school and engage in PL to facilitate this.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Development of a school Reconciliation Action Plan to formalise the</p>

<p>Aboriginal background</p> <p>\$356,358.00</p>	<p>strength of cultural practices across the school and the systematic analysis of data for Aboriginal student learning and well being.</p> <p>Continue to employ Aboriginal staff to support student well being and the improvement of Aboriginal student learning outcomes.</p> <p>Review the PLP process to more effectively engage parents in the learning.</p>
<p>Low level adjustment for disability</p> <p>\$278,225.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Casino West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging 1.7 learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>Teaching staff provided with time to work closely with LST in developing detailed and responsive Individual Learning Plans.</p> <p>All students accessing the curriculum in accordance with the Disability Standards for Education (2005)</p> <p>A increase of positive behaviour support for targeted students.</p> <p>Implementation of Restorative Justice practices and strengthening of PBL across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued employment of 1.7 LST to support identified students in their learning and development.</p> <p>Timetabled sessions for teaching staff to work through student learning plans with LST and family members.</p> <p>Ongoing employment of well being teacher to support social development of identified students.</p>
<p>Location</p> <p>\$6,040.46</p>	<p>The location funding allocation is provided to Casino West Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing curriculum through experience in the wider world. <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in:</p> <p>Teaching programs reflecting real world experiences to address syllabus outcomes.</p> <p>Students engaging in and reflecting upon wider world experiences in the teaching and learning cycle.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>developing and delivering further programs to build student knowledge of</p>

Location \$6,040.46	curriculum through wider world experiences, supporting the school to increase community collaboration and overcome isolation.
Literacy and numeracy \$9,659.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Casino West Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Literacy and Numeracy Program. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: professional learning delivered to support strengthening capacity of SLSOs supporting student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further support for SLSOs in the use of intensive support for students in literacy and numeracy.</p>
Early Action for Success (EAfS) \$137,210.40	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Casino West Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teacher Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Daily explicit vocabulary instruction in all classrooms; system of modelling and collaborative sharing of strategies and successes for continuous and coherent improvement. Reading assessments, PLAN2, Check-in Assessment and NAPLAN data showed an uplift in vocabulary specific indicators and levels. - Measurement & Geometry data has shown uplift, especially Check-in Assessment. Improved methods of formative assessments are being developed through LEED project. Auditing and effective organisation of resources are developing. - Phonics diagnostic assessment used throughout school K-6 and analysis used to plan intervention programmes. - All staff use a range of data and understand how to analyse and use this information effectively to plan learning for each student. Teaching and learning cycle framework is referenced throughout. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Consistent and collaborative analysis of a range of student data to

<p>Early Action for Success (EAfS)</p> <p>\$137,210.40</p>	<p>monitor progress and identify other areas of growth; ensure continuous and coherent PL for constant student improvement and quality teaching practice based on evidence.</p>
<p>QTSS release</p> <p>\$47,986.50</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Casino West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teacher Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Professional growth in best practice across the school reflected in improved student outcomes. Learning conversations and time for stage planning to build quality teaching practice across the school. (COVID has reduced the implementation this year). Student data utilised to inform progress on specific targets, followed by targeted action.</p> <p>After evaluation, the next steps to support our students with this funding will be: Learning conversations will continue to further professional growth in best practice across the school. Continued release for AP and stage groups to evaluate and co plan student learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Casino West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Literacy and Numeracy Program. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Identified and targeted students benefiting from additional school supports in improving their learning outcomes. Student engagement and assessment results across literacy and numeracy, PLAN2 data, NAPLAN and Check In data growth patterns are showing positive results. Engagement of all students in Bundjalung Language and Culture Program.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>funding will be: Continue to employ SLSO staff to facilitate differentiated, small group, literacy and numeracy in collaboration with classroom teachers. Aboriginal support staff to support teachers with culturally appropriate instruction in literacy and numeracy. Ongoing PL for support staff to strengthen capacity to support the literacy and numeracy learning for students.</p>
<p>COVID ILSP</p> <p>\$222,232.90</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Implement intensive small group tuition program, meeting students 'point of need' in literacy, numeracy and oral language as identified through rigorous student assessments. • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify and monitor students for small group tuition • employing/releasing teaching staff to support the administration of the program • employment of additional staff to support the monitoring of COVID ILSP funding • Intervention programs of MacqLit and QuickSmart implemented. <p>The allocation of this funding has resulted in: 75% of students reached their personal learning goals and showed growth on focus indicators. small group tuition has been implemented well for both year 3 and 4. The small group allows all students to focus and remain on task. 100 % of students show increased confidence in their abilities. 86% of the participating students have reached their personal learning goals based on the selected numeracy indicators. COVID lockdown and absences have interrupted the implementation of this program.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Casino West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Student support in the area of oral language.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

English language proficiency \$2,400.00	Continue to support students in English language proficiency.
Per capita \$53,681.49	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Casino West Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Per Capita funding supports the purchase of classroom resources including: stationery supplies and consumables; student online learning subscriptions subsidised student request for uniforms, hats, cost of excursions/incursions and provided emergency foods for student lunches. <p>The allocation of this funding has resulted in: In 2021 Per Capita funding supported students at Casino West Public School to equitably access the curriculum and support their sense of wellbeing and readiness to engage in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 Per Capita funding will continue to support students to access the school curriculum equitably.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	136	116	105	116
Girls	118	108	94	96

Student attendance profile

School				
Year	2018	2019	2020	2021
K	86.9	87	73.2	85.8
1	90.4	84.2	79.9	86.1
2	92	90.6	79.9	84
3	90.9	89.7	81.7	81
4	86.3	91.9	84.2	87.9
5	87.2	86.6	87.4	89.7
6	86	82.5	79.8	86.9
All Years	88.5	87.4	80.7	85.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	4
Classroom Teacher(s)	9.74
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.4
School Counsellor	2
School Administration and Support Staff	7.82

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	266,892
Revenue	5,083,777
Appropriation	4,985,173
Sale of Goods and Services	57,561
Grants and contributions	40,737
Investment income	305
Expenses	-4,838,878
Employee related	-4,433,562
Operating expenses	-405,316
Surplus / deficit for the year	244,899
Closing Balance	511,791

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.

	2021 SBAR Adjustments (\$)
Targeted Total	157,672
Equity Total	1,263,641
Equity - Aboriginal	356,359
Equity - Socio-economic	626,655
Equity - Language	2,400
Equity - Disability	278,227
Base Total	2,337,209
Base - Per Capita	53,681
Base - Location	6,040
Base - Other	2,277,487
Other Total	860,142
Grand Total	4,618,663

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.

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.

Parent/caregiver, student, teacher satisfaction

Information gathered through the 2021 'Tell Them From Me' survey demonstrated 83% of parents surveyed would recommend our school and 86% attended meetings at the school around their child's learning in 2021.

Parents reported feeling welcome at the school however with COVID restrictions interrupting many activities we had a reduction in face to face interaction. Families appreciated staff continuing communication about their child's learning through Class Dojo, learning from home packs and by phone.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.