

# 2022 Annual Report

## Casino West Public School



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## Introduction

The Annual Report for 2022 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.

### School contact details

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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	2022 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	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.

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$285,563.30

**QTSS release:** \$48,151.90

**AP Curriculum & Instruction:** \$210,799.40

**Aboriginal background:** \$385,786.40

**Integration funding support:** \$103,725.00

### Summary of progress

During 2022 Casino West Public School has shown some progress in literacy and numeracy as shown in NAPLAN and other external sources. The school has had a strong focus on Instructional Leadership introducing the role of APC&I. The school leadership team engaged the whole staff in regular and strategic Learning Conversations and professional learning to familiarise the whole staff with the new syllabus materials in readiness for new curriculum implementation in 2023.

Successful professional learning and collaboration was evident as staff engaged in professional learning for writing. 2022 NAPLAN student achievement data reflected 43% of Year 3 students achieved in the top 3 bands for writing, with 36% of Year 5 students achieving in the top 3 bands for writing. Tell Them From Me survey results show teaching staff indicated a higher confidence in the explicit teaching of writing, recognising consistent teacher judgement through collaboration was a critical success element. Student work samples demonstrated high demonstrated high levels of student confidence in their use of and inclusion of sophisticated language features.

In 2023 educational leadership at the school will support all teachers in further embedding Learning Intentions and identifying Success Criteria with specific application in literacy and numeracy.

In 2023 all teachers will engage in explicit phonics instruction professional learning in addition to the effective use of decodable texts, supporting implementation of the new English curriculum K-6 teachers. Teaching staff will maintain a continued focus on teaching Additive Strategies and opportunities for staff professional learning prioritised in further professional learning in Working Mathematics, Reasoning and Quantifying Numbers.

### 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
<i>In the absence of NAPLAN Growth data</i>	Check in 2022 Assessment Data for years 4 & 5 did not reflect significant

<i>in 2022, positive growth data evident in Check In assessments for Stage 2 and Stage 3 tracked years 2021-2022.</i>	growth in student achievement 2021-2022
<i>In the absence of NAPLAN Growth data in 2022, positive growth data evident in Check In assessments for Stage 2 and Stage 3 tracked years 2021-2022.</i>	Check in 2022 Assessment Data for years 4 & 5 did not reflect significant growth in student achievement 2021-2022
8% uplift of students in the top 2 bands in Reading from baseline data.	In 2022 NAPLAN reading 6.38% of students achieved in the top 2 bands, below anticipated uplift.
8% uplift of students in the top 2 bands Numeracy from baseline data.	In 2022 NAPLAN numeracy 2.27% of students achieved in the top 2 bands, reflecting the system negotiated target not being achieved.
9% uplift of students in top 3 bands Numeracy from baseline data.	In 2022 NAPLAN numeracy 8.83% of students achieved in the top 3 bands, slightly below the baseline data.
11% uplift of students top 3 bands Reading from baseline data.	In 2022 NAPLAN reading 11.11% of students achieved in the top 3 bands, this reflects an uplift from baseline data of 3.49%.
5% uplift of students attending over 90% from baseline data.	This target was not achieve due to the impact of COVID restrictions.

## 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

**Socio-economic background:** \$259,635.50

**Professional learning:** \$22,000.00

**Low level adjustment for disability:** \$264,608.70

**English language proficiency:** \$2,400.00

### Summary of progress

Staged-based Learning Conversations with APC&I were to take place weekly, giving teachers three sessions per term, to analyse student data, facilitate planning, collaboration and reflection. These rarely occurred during Terms 1-3 due to APC&I's being on class relieving absent staff, primarily due to COVID and flood-affected issues. Classroom visits and opportunities to collaborate with teachers were limited during Terms 1-3, and this may have affected our student results. While student growth was evident in Literacy, results were not as high as expected. In numeracy, growth was evident for in-school data. Triangulation of external (NAPLAN, Check-in Assessment) and internal student data showed the following:

- NAPLAN scores for Y3 Reading showed gradual improvement over last 3 years; SSSG reduced from 39 to 20 points. Steep improvement in Writing perhaps due to implementing 'Seven Steps'. Spelling uplift of 143 points from 2021 to 2022. Y5 literacy scores in NAPLAN did not share the same successes; effects of COVID and flood-affected absences may have contributed greater with this cohort. Numeracy results did not show uplift but we did experience technical difficulties on testing day which may have influenced scores. Top 2 Bands in Literacy scores remained similar as in 2021, however, there was a significant shift from Bands 1 & 2 to Band 3. In numeracy, the Top 3 bands were a bit lower than last year.

- Check-in Assessments showed an improvement in numeracy across the year in all grades, with Measurement & Geometry an area of strength. In Reading, comprehension & vocabulary are areas of strength which have been our focus.

- Students achieving Benchmarks in Reading showed a 2.5% up-lift in 3-6; in Writing a 3% uplift; and in Numeracy a 21% uplift.

- We will continue with collaboration around Learning Conversations and classroom visits in order to strengthen teacher practice in literacy and numeracy and to collect and effectively analyse student data to inform practice.

Analysis of student data, including PLAN2 Areas of Focus, shows improvement in small group and individual work. 100% of teachers responded positively to their SLSO's increase in growth in knowledge, skills and improved practice when engaging with students. Students improvement through observations and data showed growth, and SLSO's felt more confident in their work with students. All planned SLSO training sessions didn't occur due to COVID and flood interruptions, however, Whole staff PL with SLSO's did occur.. APC&I opportunities to implement SLSO training will continue, twice per term. APC&I will continue to train SLSO's for small group work in classrooms for targeted students. SLSO's will be included in staff PL where applicable. SLSO continued work in classrooms has shown to be of value and will continue.

All students successfully engaged in wider world experiences and school excursions. Equitable engagement for all students in school activities to enhance curriculum through experiences in the wider world.

### Progress towards achieving improvement measures

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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 students and their family engaging in Personal Learning Plan with teachers from 2020 baseline data.	We have consistent engagement in Personal Learning Plans across the school. An uplift in Personal Learning Plan engagement by families has been impacted throughout 2022 by the COVID restrictions.
100% teachers engage in data analysis, stage planning and reflection twice per term.  PDPs will reflect school targets and professional standards.	100% classroom teachers engage in data analysis, stage planning and reflection twice per term.  Personal Development Plans reflect school targets and professional standards.
75% students engage in curriculum based stage excursions to enhance student outcomes through experiences in the wider world.	90% of students engaged in curriculum based stage excursions to in 2022., well surpassing our target of 75%.



## 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

**Low level adjustment for disability:** \$7,856.00

**Socio-economic background:** \$52,000.00

**Professional learning:** \$8,728.60

### Summary of progress

Whilst we have seen some positive outcomes it is evident that the use of Learning Intentions and Success Criteria needs to be further developed as does student voice in feedback around learning. Training in this area will continue into 2023.

All staff are familiar with the School Improvement Plan and engage in term reviews and reflections of the strategic directions. Data analysis was refined to be used by teams to improve practice across the school.

Teachers are taking greater responsibility for in class behaviour as a result of PBL reboot and explicit lessons ensuring consistency of language and messaging re behavior, active supervision and staff collaboration; feedback to students is improving including the effective use of the lanyards, high viz vests embedding restorative practices and language prompts in the playground. Bullying has decreased directly related to reboot of PBL, development of language giving students a voice, wellbeing team is strong in addressing repeat offending students through Smiling Minds and Restorative Justice practices; staff have developed a Wellbeing room where students are explicitly taught positive behaviours.

Attendance data - declining in 2022, conflicts with COVID regulations and attendance, patterns of poor attendance occurring, **school will continue to focus on improving attendance in 2023;**

Positive Behaviour for Learning SET assessment - 99.5% positive.

### 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
All staff engage in Visible Learning professional development, involving ongoing coaching and support.	100% of staff engaged in Visible Learning Professional Development. Further professional learning in 2023 for all staff.
All staff engage in data analysis and understanding to inform school programs and initiatives.	100% of teaching staff are engaged in data analysis individually, across stage teams and as a whole staff, informing teaching programs and school initiatives.

<p>15% decrease in suspension rate from 2019 baseline data.</p> <p>TTFM indicates 90% students with a positive sense of well being at school.</p>	<p>2022 Suspension data identifies 8.02% of students were suspended, compared to 35.71% of students suspended in 2019. This represents a decrease of 27.69%, well above the anticipated school target.</p> <p>2022 Tell Them From Me student survey results reflected 87% students felt they had someone they could go to; the school supported their sense of belonging. 82.61% of students referred to having a positive sense of Wellbeing at Casino West Public School, slightly below anticipated system target.</p> <p>Attendance programs were interrupted by flood events and COVID restrictions. Programs to reboot in 2023.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$103,725.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Intensive Literacy and Numeracy Program.</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Year 3 NAPLAN Reading scores showed 14% in Top2 bands; 43% in Writing in top bands; Grammar &amp; Punctuation top 2 bands increased by 6%.  Year 5 NAPLAN scores showed a 7% increase in top 2 bands in Writing.  Our in-school data showed 5% uplift in students Achieved Benchmark Reading levels across the year; a 4.5% uplift in student Achieved Benchmark Writing across the year; and an 11% uplift in students Achieved Benchmark Numeracy across the year.  Classroom teachers and SLSO's observed improved student engagement and willingness to complete learning tasks.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The increased knowledge, skills and support of SLSO's to implement effective targeted intervention programs in the classroom has improved student engagement, enthusiasm to learn, outcomes and PLP's across all classes in the school. This program will continue into 2023 and SLSO training sessions each term, as well as PL throughout the year will continue.</p>
<p>Socio-economic background</p> <p>\$597,198.80</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Seven Steps Writing</li> <li>• Quality Teacher Practice</li> <li>• Personal Learning Plans (PLPs) for all students.</li> <li>• Collaborative Planning</li> <li>• Visible Learning</li> <li>• Whole school attendance program</li> <li>• Intensive literacy and numeracy support.</li> <li>• Whole school well-being program.</li> <li>• Intensive Literacy and Numeracy Program.</li> <li>• Enhancing curriculum through experience in the wider world.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through support from APC&amp;I and Learning Conversations to support student learning</li> <li>• resourcing to increase equitability of resources and services in literacy and numeracy across the stages.</li> <li>• All students at Casino West PS are provided with opportunities to broaden their understanding of the world in which they live:</li> <li>• Small groups of students with identified needs to work with SLSOs on targeted program</li> <li>• Personal Learning Plan (PLP) days for families to discuss learning targets</li> </ul>

<p>Socio-economic background</p> <p>\$597,198.80</p>	<p>with students and teacher</p> <ul style="list-style-type: none"> <li>• Visible Learning PL across the school with a focus on 1. Learning Intentions and Success Criteria 2. Collective Student Efficacy.:</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Check-in Assessment data for Year 4 students showed a 1.1% uplift in Reading from Term 1 to Term 4; and a 6.4% uplift in Numeracy from Term 1 to Term 4.</p> <p>All classes are using the Seven Steps program to teach writing, feedback from teachers has been very positive and students are demonstrating more confidence in writing.</p> <p>Classroom teachers and SLSO's observed improved student engagement and willingness to complete learning tasks.</p> <p>Top 2 Bands in Literacy scores remained similar as in 2021, however, there was a significant shift from Bands 1 &amp; 2 to Band 3. In numeracy.. Students achieving Benchmarks in Reading showed a 2.5% up-lift in 3-6; in Writing a 3% uplift; and in Numeracy a 21% uplift. Although the uplift in Literacy did not meet expectations, significant disruptions through COVID and Floods may have contributed to these results.</p> <p>Scope and sequence for excursions at Casino West was developed. PBL SET undertaken with 99% positive rating. 100% of students engaged in school incursions to enhance curriculum outcomes. 90% of students engaged in excursions with their Stage/class.</p> <p>Analysis of student data, including PLAN2 Areas of Focus, showing improvement in small group and individual work.</p> <p>The use of effective feedback has been our focus and has had a positive effect across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teacher collaborative learning will continue to improve knowledge and practice around the new pedagogy. A shared drive has been developed to further enhance staff collaboration into 2023.</p> <p>We will continue to implement Seven Steps across the school in 2023</p> <p>The impact of COVID and flood in 2022 has been significant on school attendance and we suspended attendance reward programs until 2023</p> <p>The SLSO program will continue into 2023 with training sessions each term, as well as PL throughout the year.</p> <p>.It is anticipated that the Learning Conversations will be more regular in 2023, supporting staff to build on their expertise.</p> <p>Continuation of equitable engagement for all students in school activities to enhance curriculum through experiences in the wider world in 2023.</p> <p>APC&amp;I opportunities to implement SLSO training will continue, twice per term. APC&amp;I will continue to train SLSO's for small group work in classrooms for targeted students.</p> <p>Continued implementation of Learning Intentions and Success Criteria to be further developed as does student voice in feedback around learning.</p> <p>Training in this area will continue into 2023.</p>
<p>Aboriginal background</p> <p>\$385,786.40</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Intensive Literacy and Numeracy Program.</li> <li>• Gullibal Culture and Language Program</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal</li> </ul>

<p>Aboriginal background</p> <p>\$385,786.40</p>	<p>students</p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• 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</li> <li>• creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% classes demonstrate an Aboriginal perspective across the curriculum and timetable Language and Cuklture lessons with Aboriginal tutor over 2 terms. AEO supports language and Culture lessons and Aboriginal Education Committee meets every 3 weeks. Language and Culture Leadership Group created and meets weekly to review programs across the school. Traditional Aboriginal Dance Group has grown in size and experience and has been invited to open many wider community events as well as perform at school functions in the local area..</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff will continue to develop an Aboriginal perspective across the curriculum and engagement in Connecting to Country training will be ongoing.. Our Traditional Aboriginal Dance Group will continue to develop over 2023 and beyond. Uncle Charlie will record didgeridoo music to be used for our bell music in 2023.. Language and culture classes will be delivered to each class every term in 2023.</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Intensive literacy and numeracy support.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> SLSOs continue to support students with identified needs to build oral and written language capability.</p> <p><b>After evaluation, the next steps to support our students will be:</b> English Language Proficiency funds will be used to support targeted students into 2023.</p>
<p>Low level adjustment for disability</p> <p>\$272,464.70</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Planning</li> <li>• Visible Learning</li> <li>• Intensive literacy and numeracy support.</li> <li>• Enhancing curriculum through experience in the wider world.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$272,464.70</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of LaST and interventionist teacher</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Check-in Assessments showed an improvement in numeracy across the year in all grades, with Measurement &amp; Geometry an area of strength. In Reading, comprehension &amp; vocabulary are areas of strength which have been our focus.  Students achieving Benchmarks in Reading showed a 2.5% up-lift in 3-6; in Writing a 3% uplift; and in Numeracy a 21% uplift. Although the uplift in Literacy did not meet expectations, significant disruptions through Covid and Floods may have contributed to these results.  Analysis of student data, including PLAN2 Areas of Focus, showing improvement in small group and individual work.  Classroom teacher' and SLSO reflection and evaluation of their Implementation of PL - strategies for Reading, Writing and Number.; Phonics; 'Seven Steps'; Vocabulary; Additive Strategies; Number Talks.  100% of teachers responded positively to their SLSO's increase in growth in knowledge, skills and improved practice when engaging with students.  Students improvement through observations and data showed growth, and SLSO's felt more confident in their work with students</p> <p><b>After evaluation, the next steps to support our students will be:</b>  APC&amp;I opportunities to implement SLSO training will continue, twice per term. APC&amp;I will continue to train SLSO's for small group work in classrooms for targeted students.</p>
<p>Location</p> <p>\$6,616.50</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All students have experienced school excursions and incursions connected to the curriculum to enhance learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  This funding will continue to support student access to excursions and incursions in 2023.</p>
<p>Professional learning</p> <p>\$30,728.60</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Casino West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Planning</li> <li>• Intensive literacy and numeracy support.</li> <li>• Whole school well-being program.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>



<p>Professional learning</p> <p>\$30,728.60</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Through PL; modelling best practice; classroom work-shoulder to shoulder; co-developing instructional interventions for students.</li> <li>• Learning Conversations for all teaching staff, three times per term with the AP C&amp;I, planned to facilitate stage collaboration, reflection and planning</li> <li>• Data collection to inform targets.</li> </ul> <ul style="list-style-type: none"> <li>- manage the collection and effective analysis of data to inform future teaching and learning.</li> <li>- identify strengths, areas of growth; targeted students; design intervention program; monitor &amp; assess, in collaboration with teachers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Frequency of Learning Conversations was interrupted during Terms 1-3 due to floods and COVID. Check-in Assessments showed an improvement in numeracy across the year in all grades, with Measurement &amp; Geometry an area of strength. In Reading, comprehension &amp; vocabulary are areas of strength which have been our focus</p> <p><b>After evaluation, the next steps to support our students will be:</b> Learning Conversations will continue into 2023 for all teaching staff, three times per term to facilitate stage collaboration, reflection and planning. Strengthening teacher practice in the area of literacy and numeracy. Identifying teacher needs from student data; building teacher capacity in pedagogy; requested needs; observed areas of growth</p>
<p>QTSS release</p> <p>\$48,151.90</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teacher Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• Teaching staff engaging in collaborative learning conversations and lesson planning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff are feeling more knowledgeable and confident in best teaching practice, with students being more engaged and understanding why, what and where to next in their learning. Collaborative opportunities with other classroom teachers, APC&amp;I, APs are provided and utilised to support all Classroom Teachers in this area. Our collaborative culture has significantly improved. In school data shows a 5% uplift in student Achieved Benchmark Reading Levels across the year K-6; 4.5% Achieved Benchmark Writing across the year K-6; 11% Achieved Benchmark Numeracy across the year K-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff will continue to develop their skills, understanding and knowledge in best teaching practice and to build on collaboration around quality teaching practice.</p>
<p>COVID ILSP</p> <p>\$219,326.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>COVID ILSP</p> <p>\$219,326.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• leading/providing professional learning for COVID educators</li> <li>• releasing staff to participate in professional learning</li> <li>• employing/releasing teaching staff to support the administration of the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>End Semester 1 - Impact of floods and staff illness relating to COVID resulted in lack of consistency for program implementation.</p> <p>Implication for Semester 2: COVID ILSP teachers to refine programs, continue to implement and provide feedback to families, staff and students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Director has approved the carry over of COVID ILSP funding into 2023 for program continuation. due to impact of floods and COVID on the program in 2022.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	116	105	116	110
Girls	108	94	96	82

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.0	73.2	85.8	75.2
1	84.2	79.9	86.1	80.8
2	90.6	79.9	84.0	79.1
3	89.7	81.7	81.0	79.1
4	91.9	84.2	87.9	75.2
5	86.6	87.4	89.7	80.6
6	82.5	79.8	86.9	79.0
All Years	87.4	80.7	85.8	78.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	5.4
Classroom Teacher(s)	8.69
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.4
School Counsellor	2
School Administration and Support Staff	7.42

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	267,000
<b>Revenue</b>	5,200,860
Appropriation	5,056,359
Sale of Goods and Services	92,482
Grants and contributions	47,482
Investment income	3,274
Other revenue	1,263
<b>Expenses</b>	-4,911,545
Employee related	-4,246,952
Operating expenses	-664,593
<b>Surplus / deficit for the year</b>	289,316
<b>Closing Balance</b>	556,316

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	79,205
<b>Equity Total</b>	1,257,851
Equity - Aboriginal	385,787
Equity - Socio-economic	597,200
Equity - Language	2,400
Equity - Disability	272,465
<b>Base Total</b>	2,227,041
Base - Per Capita	59,375
Base - Location	6,616
Base - Other	2,161,050
<b>Other Total</b>	952,696
<b>Grand Total</b>	4,516,793

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Casino West Public School parent survey with 'Tell Them From Me' for 2022 indicates that whilst our school is at the NSW school average for safety at school we scored substantially higher than the NSW school average in the areas of supporting learning, supporting positive behaviour, inclusivity, parents feeling welcome, parents feeling informed and parents supporting learning at home. The report also indicated that we are at the NSW school average for safety at school.

Feedback from visitors indicates that our school environment is warm and welcoming. Casino West Public School will continue to build on our positive school culture into 2023 and beyond.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.