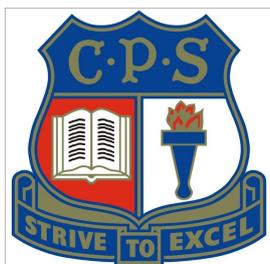


Casino Public School Annual Report



2017



1526

Introduction

The Annual Report for **2017** is provided to the community of **Casino Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Garry Carter

Principal

School contact details

Casino Public School

31 Walker St

Casino, 2470

www.casino-p.schools.nsw.edu.au

casino-p.School@det.nsw.edu.au

6662 1113

School background

School vision statement

Positive respectful relationships will support students to develop as confident self-directed learners while promoting a culture of high expectations and shared responsibilities to engage all students in a school where everyone is valued.

School context

Casino Public School is a Pre-school to Year 6 primary school and is situated in the rural township of Casino. The students are from diverse backgrounds with a wide range of abilities and achievements represented in each year group. Aboriginal students represent 24% of enrolments. The Special Education Support Unit is made up of an IM class and three support classes. The school is organised into five teams, four stage teams and the Support Unit team. Each team is led by an Assistant Principal with the support of a Deputy Principal, an Instructional Leader and the Principal.

The school is a member of the Hub of Summerland Learning Community of Schools that also includes Casino West Public School and Casino High School. As a community of schools we have embraced the Stronger Smarter Institute's way of thinking and philosophy in developing relationships and connections within and across our schools and community, such as the Casino Aboriginal Education Consultative Group. We aim to grow the relationships and connections being developed in the Casino community that are supporting high expectations for our students.

Our school culture is one of high expectations for achievement, a shared sense of responsibility for student engagement, learning development and success. Positive respectful relationships underpinning productive learning environments are supporting students developing their identities as learners. Expectations are formed around the syllabus standards framework, the capabilities of the individual child and the school's values.

Evidence, strength based conversations are leading transformational change through identifying opportunities for new directions, strengths and areas for improving the quality of our teaching practice. There is a high level of professionalism and commitment. We are growing the collective capacity of parents and staff in the pursuit of providing high quality educational opportunities for each and every student.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

There is demonstrated commitment within the school community that all students make learning progress. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

Teaching

Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of programs and lessons, which meet the needs of all students. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

The leadership team analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and Performance Development Plans to identify and monitor specific areas for development or continual improvement.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Leading

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community

The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. Technology that supports learning is available and integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality teaching and learning that facilitates students developing the necessary literacy skills to be successful 21st century learners.

Purpose

To support all students to become competent readers and writers through the effective implementation of quality school literacy programs, strengthening staff capacity and engaging students in purposeful learning.

To support all students to develop as confident, self-motivated learners through student centred learning opportunities supported by quality teaching focused, on 'point in time' needs.

Overall summary of progress

Collegiate meetings, learning conversations and ongoing professional learning in stage and staff meetings provided a platform to deepen staff knowledge of the English K–10 Syllabus. Deepening staff understanding and knowledge of the English Syllabus has provided for greater consistency across classrooms in differentiation for individual student's learning needs. The analysis of PLAN data to inform planning for teaching was a key component of this professional learning. Instructional Leaders facilitated teacher quality in integrating literacy learning across the curriculum through the teaching and learning cycle. Observation of student writing work samples taken across the year indicate student growth in writing, particularly when the student understood the purpose and audience for their writing and the success criteria on which to assess their writing.

A growing number of teachers demonstrate deeper understanding of how to create continuity of learning across the school, Preschool to Year 6, as students transition from one year group to the next. Through the provision of professional learning and teachers working in collaboration with the Instructional Leaders developed a plan of action using the spiral of inquiry approach. Our familiar learning end of year expectations were enacted to enable teachers to support students with familiar learning as they commence the 2018 school year. Our school has been successful in reducing the drop off in literacy skills over vacation breaks, particularly the end of year holidays, for a significant number of students by planning for familiar learning in the first weeks of school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% increase of student achieving in the top two bands of NAPLAN in Years 3 and 5	<p>Early Action for Success – collegial state wide networking, adobe and face to face professional learning</p> <p>learning support and intervention teachers</p> <p>school based professional development</p> <p>provision of digital technology and computers</p> <p>Individual Learning Plans</p> <p>English K–10 Syllabus</p> <p>flexible staffing – Local Schools, Local Decisions</p>	<p>Percentage of students achieving in the top two bands of NAPLAN 2017</p> <p>Reading – Year 3 28% (26% 2015–2017),</p> <p>Year 5 12% (13% 2015–2017)</p> <p>Writing – Year 3 29% (33% 2015–2017),</p> <p>Year 5 1% (4% 2015–2017),</p> <p>Year 3 students in Band 3 or higher – reading 76% (75% 2015–2017), writing 84% (85% 2015–2017)</p> <p>Year 5 students in Band 5 or higher – reading 64% (53% 2015–2017) , writing 62% (62% 2015–2017)</p>
% increase of students achieving at or above expected clusters on the literacy continuum – PLAN data	<p>Learning and Support Officers</p> <p>Early Action for Success Instructional</p>	<p>69% of Kindergarten achieved cluster 4 or higher in reading, 69% achieved cluster 4 or higher in comprehension and 73% achieved cluster 4 or higher in writing.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% increase of students achieving at or above expected clusters on the literacy continuum – PLAN data	Leaders Instructional Leader Curriculum – school funded Department of Education intranet resources literacy resources shared digital recordings and reciprocal observations Language, Learning and Literacy training Kindergarten to Year 2	66% of Year 1 achieved cluster 6 or higher in reading, 65% achieved cluster 6 or higher in comprehension and 39% achieved cluster 6 or higher in writing. 71% of Year 2 achieved cluster 8 or higher in reading, 68% achieved cluster 8 or higher in comprehension and 25% achieved cluster 8 or higher in writing 84% of Year 3 achieved cluster 9 or higher in reading, 63% achieved cluster 9 or higher in comprehension and 51% achieved cluster 9 or higher in writing
Survey students to gauge their intellectual engagement in learning – interest and motivation, effort and quality instruction.	Tell Them from Me – student survey Casino Way Learning Action Team and consultant parent surveys and post workshop feedback	Tell Them from Me – student survey (Years 4–6) interested and motivated 2017 75% (NSW Norm 78%) 2015–2017 75% try hard to succeed 2017 89% (NSW norm 88%)2015–2017 87% quality instruction 2017 84% (NSW norm 82%) 2015–2017 85% expectations for success 2017 82% (NSW norm 87%)2015–2017 85%

Next Steps

Continue to build consistency across all classes for multiple opportunities to write everyday using a variety of authentic learning opportunities for example, integrated cross curricula learning and embedded use of information communication technology (ICT). Support teacher quality programming through including rich texts in their planned lesson sequences to promote discussion and enhance vocabulary, comprehension and writing. Deliver differentiated professional learning for teachers in transitioning to using the Learning Progressions and co-planning phases of successive teaching and learning cycles. Embed systems where teachers seek and have planned opportunities to make informed and consistent judgements about student progress. Use of anticipatory planning of teaching actions to map the potential of where students' learning can go, extending the zone of potential development for each student's literacy skills.

Strategic Direction 2

Quality teaching and learning that facilitate students effectively using mathematics in their daily lives and to make sense of the world.

Purpose

To support all students to become competent mathematicians through the effective implementation of quality school numeracy programs, strengthening staff capacity and engaging students in purposeful learning with high expectations for success and progress.

To support all students to develop as confident, self-motivated learners through student centred learning opportunities supported by explicit quality teaching focused on point in time needs.

Overall summary of progress

A growing understanding of mathematic investigation has developed across the staff which is evident in observations of student learning. Some teachers are experimenting with open-ended mathematics and encouraging children to explore and investigate concepts allowing students to enter at their individual entry point. The Maths Action Team has established a focus on cross concept planning and teaching. The Maths Action Group discussed the effectiveness of using the North Coast Scope and Sequence and is differentiated providing professional learning to staff around the connectedness of concepts rather than a long list of disconnected topics.

Teachers' planning and time tabling reflect an understanding that numeracy is taught across the day in addition to the maths block. The Maths Action Team has sought out opportunities to support teacher quality for example, placing an expression of interest for our school to participate in the Building Numeracy Leaders initiative in 2018.

Elements of Teaching Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) were implemented across K-6. PLAN and NAPLAN data was analysed in detail to focus teacher quality in targeted areas, for example multiplication. Results showed an increase in all year groups except Year 3. Multiplication had an increase in all grades except Years 4 and 5. In Mathematics, all areas except multiplication, place value and pattern and number structure were met or exceeded. The end of 2017 data informed targeted intervention planned for 2018. Student results reflected the successful implementation of small group/individual intervention in the areas of identified need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% increase of student achieving in the top two bands of NAPLAN in Years 3 and 5.	<p>Early Action for Success – collegial state wide networking, adobe and face to face professional learning</p> <p>School Learning and Support Officers</p> <p>QuickSmart</p> <p>Individual Learning Plans</p> <p>allocation of time for shared best practice –Maths Talk (Working Mathematically)</p>	<p>Percentage of students achieving in the top two bands of NAPLAN 2017</p> <p>Year 3 15% (14% 2015–2017),</p> <p>Year 5 4% (7% 2015–2017)</p> <p>67% of Year 3 students in Band 3 or higher (68% 2015–2017)</p> <p>66% of Year 5 students in Band 5 or higher (60% 2015–2017)</p>
% increase of students achieving at or above expected clusters on the numeracy continuum – PLAN data	<p>learning support and intervention teachers</p> <p>professional development – TEN and TOWN</p> <p>Aboriginal School Learning Support Officers</p>	<p>99% of Kindergarten students achieved Level 1(perceptual) or higher in Early Arithmetical Strategies, 84% achieved Level 4 or higher in Forward Number Word Sequence and 87% achieved Level 2 or higher in Numeral Id</p> <p>91% of Year 1 achieved Level 3 (facile) or higher in Early Arithmetical Strategies, 95% achieved Level 4</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>% increase of students achieving at or above expected clusters on the numeracy continuum – PLAN data</p>	<p>literacy resources</p> <p>digital technology and computers</p> <p>Early Action for Success – Instructional Leaders</p> <p>Instructional Leader Curriculum Year 3 – 6</p>	<p>or higher in Forward Number Word Sequence and 98% achieved Level 3 or higher in Numeral Id</p> <p>62% of Year 2 students achieved Level 4 (facile) in Early Arithmetical Strategies, 84% achieved Level 6 in Forward Number Word Sequence</p>
<p>% increase of classes implementing strategies to motivate students through student centred learning opportunities – Focus on Learning – teacher survey</p>	<p>Focus on Learning – teacher survey</p>	<p>Focus on Learning – teacher survey. Teacher self assessment of their teaching on a scale 1 to 10.</p> <p>set challenging and visible learning goals 7.5 (NSW Government Schools Norm 7.5)</p> <p>planned learning opportunities 7.5 (NSW Government Schools Norm 7.6)</p> <p>provide quality feedback 7.4 (NSW Government Schools Norm 7.3)</p> <p>overcoming obstacles to learning 7.6 (NSW Government Schools Norm 7.7)</p>

Next Steps

Through the analysis of data, multiplication was identified as an area of investigation into 2018. A mathematics audit was undertaken to inform the purchase of relevant resources to support mathematics learning in 2018.

Familiar learning strategies will be enacted to support students mathematics learning across the school vacation into their 2018 classroom. Learning stories outlining effective strategies that have supported individual students in their learning during 2017 have been shared on the school's data base for teacher quality in establishing an enabling learning environment for these students from the beginning of Term 1 2018.

The success of students' growth in knowledge, skills and understanding of working mathematically will be further enabled through teachers sharing best practice and establishing consistency in embedding Maths Talk into their planning for teaching. Maths Talk will extend opportunities for students to explore multiple pathways in discovering solutions when problem solving.

Strategic Direction 3

The school will deliver quality teaching and learning opportunities that foster resilience and wellbeing in all our students and staff.

Purpose

To work together as a learning community to enable every student to build respectful healthy relationships with peers, staff and family to be the best they can be and the best learners they can be – having high expectations and confident as learners to achieve their personal goals and lead successful lives in the 21st century.

Overall summary of progress

All teaching and non teaching staff developed individual Performance Development Plan (PDP) goals which guided their professional learning and development during the year. The goals for the teachers' plans were developed utilising the Australian Professional Teaching Standards

The Language, Learning and Literacy (L3) Advisory Group representing schools in the Casino –Lismore area continued to provide high quality professional learning experiences to Kindergarten, Year 1 and Year 2 teachers through ongoing and beginning training in L3 Kindergarten and Stage 1. Teachers from the community of schools actively participated in reflecting and refining teaching practice. Teaching observation visits by the L3 Trainers supported continual teacher growth and development. This ensured all students are working in their zone of potential development.

The school wide Positive Behaviour for Learning (PBL) teaching matrix and the analysis of classroom and playground reports from student welfare data guided the ongoing development and implementation of PBL lessons. The PBL Team met every fortnight where staff and parents provided ongoing feedback to ensure PBL is meeting the social and emotional learning needs of the students.

Ongoing Participatory Action Research supported the integration of the Casino Way – Healthy Relationships within the teaching learning cycle for an increasing number of classrooms. Ongoing learning conversations and analysis of teachers' responses that were plotted on the Casino Way matrix have guided school planning for 2018–2020.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Analysis of individual learning/ education plans for students requiring adjustments.	integration support learning assistance occupational and speech therapist furniture, technology and resources	All students you were achieving two clusters of more below age/grade expectations were supported with an Individual Learning Plan (ILP). Each student's ILP was updated with the next point in time learning focus each term which contributed differentiation of the curriculum in making adjustments for individual students.
Staff evaluation of the PBL and The Casino Way systems to inform future directions via analysis of PBL data, The Casino Way matrix and one on one learning conversations.	professional development learning support physical literacy and creative arts Create Space Consultancy and Muarri Matters	Tell Them from Me – student survey 78% – students with positive relationships at school NSW Government Schools Norm – 85% 82% –students with positive behaviour at school NSW Government Schools Norm – 84%
Student survey of teacher–student relationships, learning climate and expectations of success.	Tell Them from Me – student survey Casino Way	83% – positive teacher–student relationships NSW Government Schools Norm – 84% 82% – high expectations for success NSW Government Schools Norm – 84%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Analysis of the PDP process and the achievement of professional goals.	allocation of time for learning conversations and differential professional learning	100% of teaching staff completed the Professional Development Plan process and were successful in achieving or making progress towards their professional goals. 100% of non teaching staff engaged in the Professional Development Plan process for the first time and were successful in working towards their professional learning goal.
Staff analysis of at the shoulder professional learning through evidence contained in learning conversations and challenge goals, growth data, work samples and teaching and learning programs.	Early Action for Success and school funded Instructional Leaders	The case study of writing samples collected progressively across the year and point in time writing samples provided the context for shared reflection for stage and cross stage teams. Validation of teacher judgement was achieved through sharing these samples of work and referencing professional discussions to the literacy English K–10 Syllabus.
Parent survey of relations between the school and community, encouragement of parent involvement and partnership in their child's learning.	allocation of time for one on one survey of parents and recording of conversational responses	Parents welcomed opportunities to provide feedback and respond to inquiry approach questions.

Next Steps

Teachers as school leaders sharing best practice in using Learning Maps as a tool to facilitate understanding of the learning connections of individual students and the possibilities provided for enabling student learning. Engage a mentor, Brian Annan, to review current practice and model the .

Familiarise teachers with the new Physical Education, Health, Personal Development K–10 Syllabus and develop a physical education and sport scope and sequence to guide teacher quality in selecting strategies to improve the level of physical skills of every student.

The provision of training and professional learning in the are of supporting students who have experience trauma is a focus for our school in 2018.

Develop and model distributive leadership through the Aboriginal Education, Casino Way, Positive Behaviour for Learning, Learning Support, Maths Action, Technology, Accreditation and Performance, Physical Literacy and Learning for Learning Teams implementing and monitoring the progress of our school's improve measures through the School Plan milestones.

All staff participating in professional conversations and sharing best practice in applying constructive, evidence based feedback to improve knowledge, understanding and practice.

Implement a whole school integrated approach to student wellbeing to provide an enabling school environment in which students can connect, succeed and thrive at each stage of their schooling.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officers</p> <p>Aboriginal Preschool</p> <p>Tunin' In Initiative</p>	<p>Two full time Aboriginal Education Officers provided support to students and parents, and linking the school with community.</p> <p>32% of our students in Years 4 to 6 are of Aboriginal or Torres Strait Islander origin. 82% of this group of students indicated in the Tell Them from Me Survey that they agreed or strongly agreed that, " I feel good about my culture when I am at school." 72% of the students indicated that, "My teachers have a good understanding of my culture." In both responses 13% of students neither agreed or disagreed with the survey statement.</p>
Low level adjustment for disability	<p>Integration support</p> <p>learning assistance</p> <p>occupational therapist</p> <p>furniture, technology and resources</p> <p>staff training</p> <p>School Counsellor</p>	<p>Three School Learning Support Officers (SLSOs)increased student engagement and social connectedness in play settings by modelling and guiding play interactions. Additional supported students at key transition points during the year.</p> <p>Strategies to support individual's needs were incorporated into Individual Education Plans, Behaviour Support Plans and into the classroom structure and organisation.</p>
Socio–economic background	<p>Create Space and MurriMatters Consultancies</p> <p>School Learning Support Officers</p> <p>teaching and learning resources</p> <p>professional learning for all staff</p>	<p>Refer to the <i>Progress made this year</i> sections of this report for each of the school's three strategic directions. Refer also to the <i>Parent/caregiver, student, teacher satisfaction</i> section of this <i>report</i> regarding impact on student engagement.</p>
Support for beginning teachers	<p>release from face to face teaching and mentoring</p> <p>Instructional Leaders</p> <p>Quality Teacher Advisor</p> <p>Aboriginal Early Years Advisor</p>	<p>Four teachers appointed at the beginning of 2015 received Beginning Teacher Support in the form of additional weekly release from face to face teaching and planned days to work with mentors on classroom programs and professional learning. These teachers have worked towards gaining accreditation at the proficient standard.</p>
Early Action for Success	<p>Early Action for Success Instructional Leaders</p> <p>State wide collegial networking, training and professional development</p>	<p>Literacy targets show growth towards state expectations in areas of reading and comprehension in K–2 with Stage 1 writing remaining the ongoing challenge. Cohort data has shifted across each year group, with the majority of students either achieving at expected levels or only one cluster below expectations. Teachers' feedback indicates the EAfS model of support is highly valued by all participants.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	298	318	340	346
Girls	312	341	345	370

At the time of the enrolment audit Casino Public School had seven hundred and sixteen students enrolled in twenty seven main stream classes Kindergarten to Year 6 and four Support Unit classes. Forty students were attending our preschool.

There were one hundred and thirty six Aboriginal students enrolled at the school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	93.8	93.6	94.1
1	94.9	92.7	94.2	93.7
2	94.2	93.1	92.2	94
3	94.2	94.1	94.5	93.3
4	94.1	94.1	92.2	93.1
5	93.8	91	93.2	92.1
6	94.6	91.6	92.4	93.5
All Years	94.3	93	93.2	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Casino Public School has an electronic attendance system with student attendance and non-attendance monitored on the state wide data base and a third party data base, Sentral. Class teachers contact parents when students return from an absence without having an explanation provided for their absence. Parents are

also contacted if a student is absent for a number of days or if their pattern of attendance changes.

Unexplained absences are monitored and flagged with letters sent to parents. Ongoing issues or concerns regarding attendance are referred to the Learning and Support Team, Home School Liaison Officer and the Child Well Being Unit. Each student's attendance is noted on their semester report to parents.

Participation in whole school events and celebrations is encouraged through recognition in the school awards system. Differentiated teaching and learning programs provide point in time support for individual student's learning needs. The increased engagement level supports students wanting to be a school. Individual behaviour support, health care and individual education plans further support students being part of the learning culture of their school and wanting to participate.

By working in partnership with parents the school supports families in having their children attend school and arrive at school to commence to commence their morning lessons.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	33.26
Teacher of Reading Recovery	1.03
Learning & Support Teacher(s)	2.3
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.67
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. We are proud to have six members of our school staff who identify as Aboriginal people. The school staffing entitlement allows our school to have two Aboriginal Education Officers working in the Preschool and Kindergarten to Year 6. One of the Teacher Aide Special positions in the Support Unit is a designated position for the employment of an Aboriginal person. The Tunin' In Initiative enabled the employment

of a Community Engagement Officer during 2017. CPS actively seeks to utilise school funding to employ Aboriginal School Learning Support Officers in classrooms and the preschool. The Community Engagement Officer's employment will continue into 2018 utilising both school and a Commonwealth Employment Program funding. Staff employed in temporary positions at our school have a high success rate of gaining permanent employment in Aboriginal designated positions through the merit selection process.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	6

Professional learning and teacher accreditation

All staff completed the mandatory training in regards to anaphylaxis, child protection, emergency care and cardiopulmonary resuscitation.

Teachers have engaged in collective reflection and analysis of their teaching with Instructional Leaders aimed at strengthening classroom practice and assisting teachers to provide a differentiated curriculum. Staff and stage meetings on Tuesday afternoons, as well as the allocation of time for differential professional learning on the weekly timetable provided flexible opportunities for individuals and teams to focus on point in time staff learning needs.

Office staff undertook extensive training with the change over of the computerised administration and finance systems. Although this process was an enormous challenge the administration team successfully negotiated changes in systems and new learning.

The Casino Way Team delivered workshops to staff from schools across the local area in a conference setting. The focus being on: learning maps, check ins, metalanguage of healthy relationships, engaging parents, lesson blocks (scaffolds), the Casino Way matrix and celebrating success. A spiral of inquiry was initiated around supporting students who have experienced trauma. Future training and professional learning in this area is planned for 2018.

All Kindergarten to Year 2 teachers participated in L3 (Literacy, Language and Learning) training and classroom visitations.

Instructional Leaders and school executive

staff delivered school based professional learning for staff based on the Early Action for Success (EAfS) presentations and resources provided through the EAfS conferences each term, adobe sessions and state wide collegial networking.

Nine beginning new scheme teachers are working towards the NSW Education Standards Authority (NESA) accreditation at the Proficient standard. A further fourteen teachers are maintaining accreditation as Proficient. The remaining teaching staff who commenced teaching prior to 2004 will be accredited as Proficient from the beginning of 2018.

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

Financial information

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

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

Receipts	\$
Balance brought forward	960,800
Global funds	738,788
Tied funds	1,401,820
School & community sources	213,307
Interest	12,242
Trust receipts	17,727
Canteen	0
Total Receipts	2,383,883
Payments	
Teaching & learning	
Key Learning Areas	28,392
Excursions	40,214
Extracurricular dissections	193,485
Library	7,274
Training & Development	477
Tied Funds Payments	824,780
Short Term Relief	176,817
Administration & Office	78,583
Canteen Payments	0
Utilities	80,844
Maintenance	20,482
Trust Payments	18,196
Capital Programs	0
Total Payments	1,469,543
Balance carried forward	1,875,141

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	1,961,141
Appropriation	1,877,822
Sale of Goods and Services	1,409
Grants and Contributions	80,885
Gain and Loss	0
Other Revenue	0
Investment Income	1,025
Expenses	-960,437
Recurrent Expenses	-960,437
Employee Related	-539,612
Operating Expenses	-420,826
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,000,703
Balance Carried Forward	1,000,703

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

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

The intended use of available funds includes: outstanding payments of casual relief staff wages; funds held on behalf of the Lismore-Casino Community of Schools for Language, Learning and Literacy (L3) trainers and lead trainers; planned capital expenditure – preschool playground; planned capital expenditure – Kindergarten playground; planned replacement of technology (computers and interactive whiteboard projectors) and planned replacement of air conditioning units reaching the end of their expected service life.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,577,877
Base Per Capita	110,776
Base Location	16,443
Other Base	4,450,658
Equity Total	1,406,306
Equity Aboriginal	202,138
Equity Socio economic	867,295
Equity Language	0
Equity Disability	336,874
Targeted Total	763,173
Other Total	1,100,715
Grand Total	7,848,071

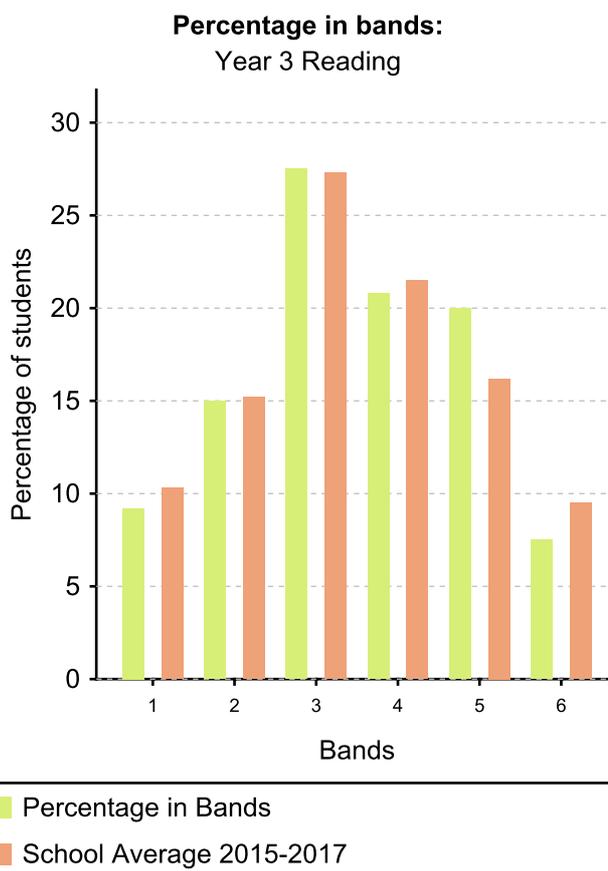
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

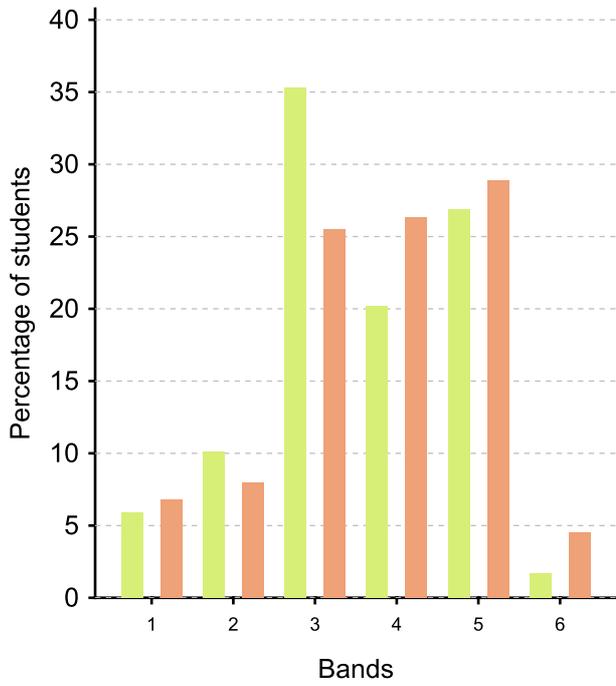
School performance

NAPLAN

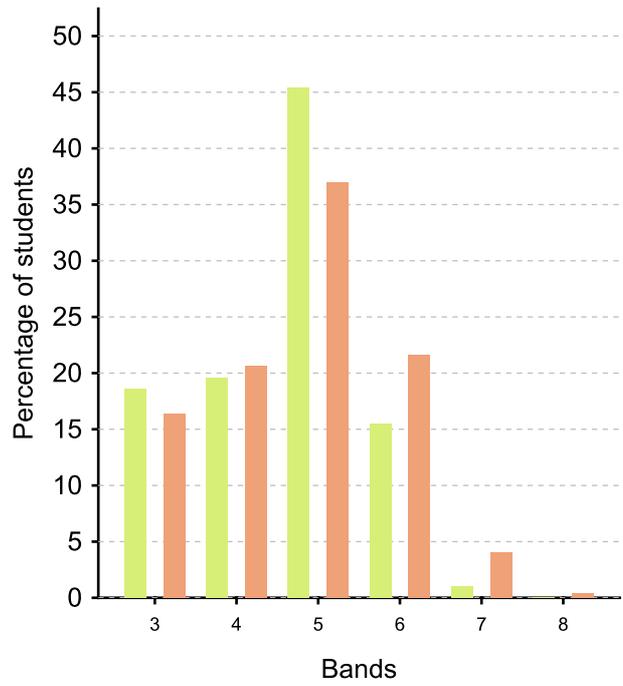
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



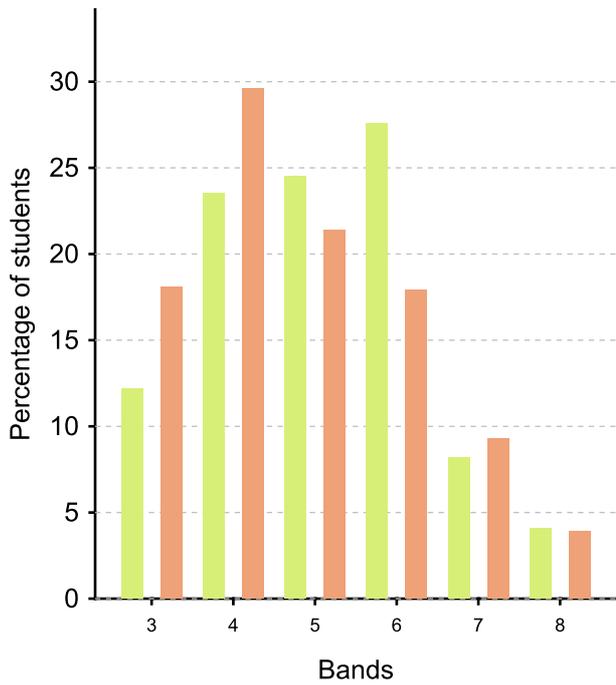
Percentage in bands:
Year 3 Writing



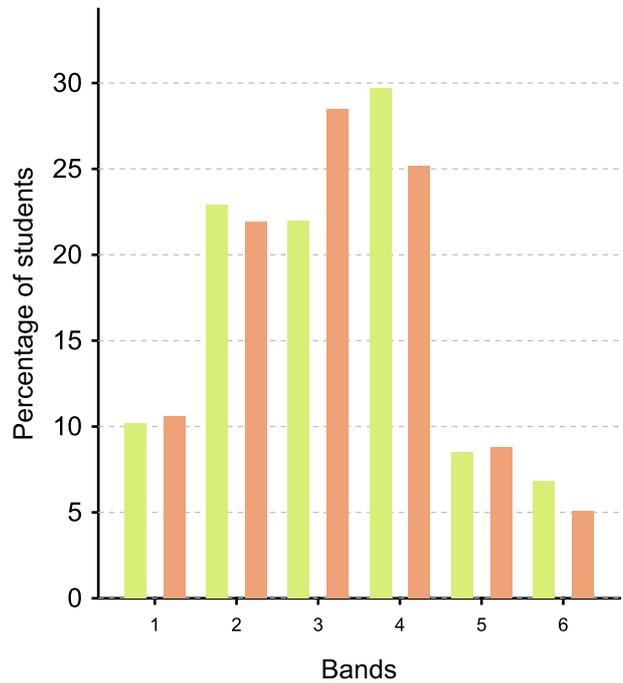
Percentage in bands:
Year 5 Writing



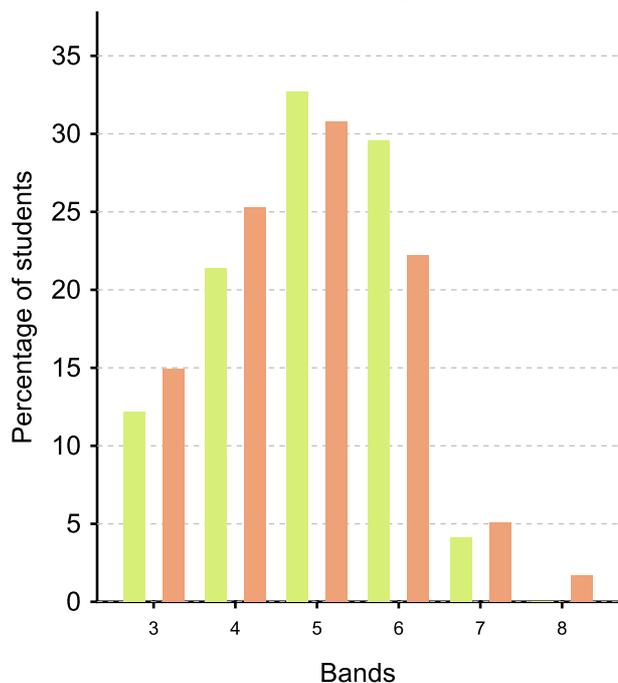
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

Premier's Priorities: Improving education results
Students who scored in the top two bands of our Year 3 cohort – Numeracy 15.3%, Reading 27.5% and Writing 28.6%. Students who scored in the top two bands of our Year 5 cohort – Numeracy 4.1%, Reading 12.3% and Writing 1%.

The impact of the Early Action for Success of ensure learning is data driven, based on ongoing authentic assessment practices and syllabus expectations is bringing about improved education results. Our challenge is to provide the professional learning and support to teachers Kindergarten to Year 6 that will enable the success to grow through to all year cohorts.

State Priorities: Better services – Improving Aboriginal education outcomes This year eighteen students who identified as Aboriginal or Torres Strait Islander sat the Year 5 NAPLAN test. None of our students scored in the top two bands and eleven scored in the middle bands for writing and numeracy. The number of students represented in the bottom two bands was less than for the Similar School Group for writing and numeracy.

In Year 5 Numeracy there has been a positive growth trend from 2015 –2017 of 36 points, in 2017 scoring 1 point below all NSW DoE (Aboriginal) students. In Year 5 Reading there has been a positive growth trend from 2015–2017 of 24 points. In Year 5 Writing there has been a positive growth trend from 2015 –2017 of 18 points. Although forward positive growth is displayed

our Aboriginal students are over represented in the middle bands.

A focus for 2018 is to provide learning environments that enable students to understand the learning intention and success criteria in order to set and achieve their learning goals. To enable Aboriginal students to achieve their potential zone of development

Parent/caregiver, student, teacher satisfaction

Parents were surveyed through informal one on one interviews conducted at the annual presentation days. Parents provided reflective feedback in open responses to three key questions which focused on the School Excellence Framework domains of learning, teaching and leading. This feedback has informed the 2018–2020 school planning process. Parent feedback will guide opportunities for growing home –school partnerships and workshops for parents in 2018.

School Learning Support Officers (SLSOs) completed the Performance Development Plan (PDP) process for the first time in 2017. Through evaluation of professional learning experiences that were linked to their PDP goal SLSOs indicated that they felt supported in developing understanding of their role of assisting teachers with student learning in the classroom and beyond.

An external consultancy, MurriMatters, undertook a review of the Principal's and executive leadership practices and workplace challenges. Individual teachers, including all members of the executive team, responded to inquiry questions in one to one conversations to provide an understanding of the school's leadership culture. Each member of the executive team developed their own personal leadership challenge in consultation with the consultant. The executive team challenge is to enacting our personal challenges through rigorous self reflection, utilise the language of perceptual positioning to be inclusive of other's perceptions and to be curious about the possibilities it can bring for the whole school learning culture.

The Student Representative Council (SRC) met weekly and was joined fortnightly by two class representatives from each of the Year 3 to 6 classes. The Strong Deadly Eagles group was initiated by Mrs Taylor to provide a forum for students to have a voice in discussions about Aboriginal Education and to bring forward suggestions for integrating into the school curriculum. The SRC, Strong Deadly Eagles and the class yarning circles provided regular forums for all students to have a voice and to have valued input into developing the culture of their classroom, playground settings and the culture of their school.

Students from Years 4 to 6 completed the Tell Them From Me student survey in May and October 2017. The data about student engagement from the survey is being utilised to inform professional learning for staff

and developing the School Plan 2018–2020, particularly in Strategic Direction 3 – *Develop a culture of inclusion through which we are applying a common language to talk about learning, reflection and future focused learning. Enabling cohesive partnerships resulting in sustained, measurable whole school improvement.*

From the analysis of responses provided in the Tell Them From Me – teacher survey areas identified for focused support were:

- more opportunities for school leaders to observe my teaching
- teachers sharing their lesson plans and other materials with me
- help students set challenging learning goals

Policy requirements

Aboriginal education

The CPS Aboriginal Education Team met fortnightly to promote and support quality teaching and inclusion of Aboriginal perspectives and content across all key learning areas in classrooms Preschool to Year 6. The Deadly Futures Day 2017 and special events that were organised by the team supported students developing knowledge and understanding of local Aboriginal cultural perspectives, including special sites and events. Aunty Carmel, Aboriginal Education Officer, and Aunty Viv, Learning Support Officer – Casino High School, supported the students and teachers in two Year 2 classes in speaking Bundjalung. Sonia Makings and Aunty Carmel were trained in and facilitated the Sista Speak program for Year 5 and Year 6 girls.

Stages 2 and 3 students participated in the Deadly Futures Day where students interviewed the presenters about their chosen career and the path they took to achieve their dream. The support of local business people and individuals, their enthusiasm and the information they provide is impacting positively on the aspirations that students have for gaining an education and the career paths they are seeking.

Our preschool, Djanenjam Preschool, which is a dedicated preschool for Aboriginal children, continued to provide a high quality learning environment for children in their transition year to school. The preschool was fully enrolled at commencement of the year. Being in contact and working in partnership with parents is contributing to this success. The Tunin' In initiative facilitated the employ on Belinda Hickling as a Community Engagement Officer. Belinda completed her training for Certificate Three – Early Childhood during the year and will continue her employment as a School Learning Support Officer in 2018.

Staff from Bonalbo Central School and from Casino West, Kyogle, Tabulam, Lismore South, Wyrallah Road, Kyogle, Lismore and Casino Public Schools undertook training in the Stronger Smarter Leadership Program. The participation of staff from a range of schools in this professional learning helped to strengthen networks and connections between

individuals and school teams. The improved literacy and numeracy attainments of Aboriginal students have been supported through these connections delivering high expectations and quality teaching practice.

Our school is a strong supporter of the Casino AECG and its members who have and are continue deliver high quality cultural awareness opportunities to the staff of the Casino schools.

Multicultural and anti-racism education

The theme of Harmony Day 2017 "Strength in Harmony" was celebrated with a display of student work in the school's foyer. In addition a large visual display at the school's entrance provided a representation of the cultural diversity of Australia and of our student population.

The selection and purchase of literacy resources to support the implementation of the English, Geography and History Syllabuses included multicultural resources. Teachers co-planned integrated learning units and utilised the Casino Way lesson blocks to promote tolerance towards different cultures and beliefs.