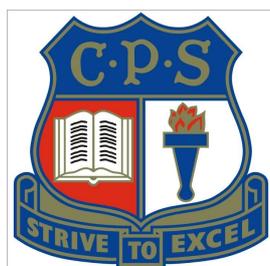


Casino Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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

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School background

School vision statement

Fostering a diverse and inclusive culture, building capacity through high expectations and authentic connections with community and country – where self-directed, lifelong learning; enriched curriculum and the wellbeing of all is valued.

School context

Casino Public School is a Preschool 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 a moderate intellectual disability (IM) class and three autism and/or moderate intellectual 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 which also includes Casino West Public School and Casino High School. As a community of schools we have embraced the Stronger Smarter Institute's philosophy and way of thinking 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 underpin productive learning environments that support students in setting their learning goals and using success criteria to assess their own learning. Expectations are formed around the syllabus outcomes, the learning capabilities of the individual child and the school's values.

Evidence based reflective learning conversations are eliciting continuity of learning by enabling students in creative thinking and problem solving. We are growing the collective capacity of parents and staff to work together 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domains of:

Learning

- Learning culture – sustaining and growing
- Wellbeing – excelling
- Curriculum – sustaining and growing
- Assessment – sustaining and growing
- Reporting – sustaining and growing
- Student Performance Measures – sustaining and growing

Teaching

- Effective classroom practice – sustaining and growing
- Data Skills and Use – sustaining and growing
- Professional Standards – sustaining and growing
- Learning and development – excelling

Leading

- Educational Leadership – sustaining and growing
- School Planning, Implementation and Reporting – delivering
- School Resources – excelling
- Management Practices and Processes – sustaining and growing

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. The self assessment process is built within the milestones of our school plan, aligned with the school excellence framework. Focus areas within our updated milestones are:

- Upskill staff in data collection and analysis.
- Exploring, using and interpreting a variety of data (qualitative and quantitative) to evaluate milestones.
- Evaluative thinking guiding our inquiry of data and evidence.
- Collection of baseline data to strengthen our evaluation and explain change / impact or improvement.
- Develop and utilise a whole school assessment and reporting schedule to guide – assessment – for learning, of learning and as learning.
- Build a repository of evidence gathering using the One Drive to gather and store artefacts for the self-assessment process.
- Provide professional learning and opportunities for individual and teams to utilise One Drive in the school self-assessment process.
- Reflective practice supporting sound judgements in our self-assessment process.
- Promoting to the community the quality of learning practices and the impact of this on students as life long learners.
- Build relationships to work collaboratively with parents to support connected partnerships in supporting student learning and well being.

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

Raise expectations and enhance the quality of learning and wellbeing for every student through an enabling environment.

Purpose

Teachers evaluate and adopt learning practices to enable students to access their learning. There is a strong focus on understanding and using various forms of evidence based teaching and learning strategies to select the most effective strategies to engage every student in meaningful and challenging learning. Wellbeing processes and practices are implemented, evaluated and refined so that all students thrive as learners and responsible productive citizens.

Overall summary of progress

Professional learning for staff revisited and revised the CPS Familiar Learning Plan. Teachers' input has created greater value and buy in, in relation to the process and continuity of learning. Greater connection has been made with Casino High in the transition of students from Year 6 to 7 in 2019. Students' Learning Stories and writing books will be given to the high school and feedback will be sought early Term 1. Deadly Futures Day ran with past students returning to CPS as presenters for current students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increase the proportion of students achieving proficiency in line with the Premier's Priorities. 	<p>Ipads, swirls and keyboards for all classrooms were provided for assessment and reflective purposes</p> <p>NESA work samples</p> <p>Sharon Gale</p> <p>Instructional Leaders (ILs)</p> <p>Staff and staff meeting time</p> <p>Differential PL time allocations</p> <p>Syllabus documents</p> <p>Voice to Text and supportive technology</p> <p>Reading Eggs</p> <p>Early Action for Success</p> <p>P-2 Initiatives Officer</p> <p>SCOUT</p> <p>Individual Learning Plans (IEPs)</p>	<p>Students experienced positive growth across all areas. Over 25% of students exceeding expected growth across literacy and numeracy.</p> <p>Staff are utilising new technologies in planning, reflection and assessment. Collection of authentic evidence of student progress and growth is being captured and shared with parents.</p> <p>Student reports were analysed to identify students requiring an IEP. Classroom teachers were supported by ILs and provided time through the differentiated professional learning timetable, to write IEPs using the syllabus and Learning Progressions. IL's followed up on resources required and staff up-skilling which ensured implementation was successful.</p> <p>Kindergarten students 'of the boil' were assessed and identified to participate in intervention during Term 4.</p> <p>Across the year between 70–100% of students who were supported by interventionist teachers in Stage 1 for literacy, achieved end of Year 1 benchmarks for reading.</p>
<ul style="list-style-type: none"> improved levels of student wellbeing and engagement, as measured by a variety of school data 	<p>School Development Day</p> <p>familiar texts</p> <p>student writing journals</p> <p>Learning Stories – Sentral</p>	<p>100% of classroom teachers provided a written response to the introductory letters written by students in 2017 to their 2018 teacher, resulting in teachers gaining insight into students' strengths, learning styles, concerns and interests. Students felt valued and connections were made quickly. Familiar rich texts and guided readers were used</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> improved levels of student wellbeing and engagement, as measured by a variety of school data 	Instructional Leaders L3 Trainers SCOUT PBL – student survey Tell Them from Me Survey PBL posters Survey Monkey Create Space Consultancy	<p>for students reading levelled texts across Year 1–3, resulting in students regaining 2017 exit reading levels quickly. Students continued to use 2017 writing work books, frequently reflecting on previous achievements, resulting in confidence and willingness to challenge themselves.</p> <p>As a result of using the Reading Eggs program and regular guided reading lessons, 80% of students have shown growth in text reading levels.</p> <p>Students using Voice to Text and other digital platforms have displayed 'in-task' behaviours during writing. All SLSO staff were provided with PL in using technology in the classroom which has resulted in more purposeful and frequent technology usage.</p> <p>Student survey responses indicated an understanding of the PBL processes, including the use of the onya circle in the classrooms. Students enjoy having a voice in the onya circle and using the language of PBL to empower themselves and their peers.</p>

Next Steps

Strategic planning has begun with Early Stage 1 and Stage 1 ready to begin 2019 with Stages 2 and 3 to access professional learning early Term 1 2019 (prior to week 8). John Stewart and Sharon Gale to support Casino Public School with 'big picture' collective efficacy professional learning, leading to a whole school assessment schedule that aligns with the school's strategic directions.

Strategic Direction 2

Build staff capacity – intentionally striving for effective, quality teaching and leadership.

Purpose

Develop enabling and quality teaching practice through the teaching and learning cycle to drive significant gains in student learning outcomes. Through the principle of distributed leadership there is a cultural expectation that staff share evidence based best practice on an ongoing basis. With a focus on skills and learning capabilities, students thrive in a rapidly changing and interconnected world – students are connected and engaged through a sense of curiosity where creative and critical thinking is valued and acknowledged.

Overall summary of progress

All teachers have engaged in a variety of professional learning this year to build and deepen their knowledge of curriculum. This has enabled planning and delivery to meet the differentiated needs of the students in their classrooms. The school has taken a responsive approach in terms of meeting the needs of all staff members considering modes of delivery and reflecting upon these to inform future directions in sustaining teacher quality.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> increased use of evidence informed pedagogy by all teachers number of teachers taking on pedagogical leadership 	<p>External Support Officers – Michael Loy, Kimberlii Austen–Baker, Sharon Gale, Mikyla and John Stewart.</p> <p>L3 Trainers, ILs, EAfS</p> <p>Differentiated professional learning timetable</p> <p>Staff Development Days</p>	<p>Teachers are seeking out colleagues as mentors. Collegial visits have taken place with teachers working on a change action in their practice as a result, for example, maths investigative learning. Some staff attended after school professional learning in leadership to extend current knowledge.</p> <p>The Maths Action Team members have facilitated and led communities of practice to support differentiated professional learning for stage teams, non teaching staff and the whole school.</p> <p>As a result of the L3 and L3S1 professional learning, over 85% of K–1 have shown a growth of over 7 text reading levels across the year. 54% of students in Year 2 met end of year expectations throughout the year, with an additional 53% demonstrating growth between 4 to 10 reading levels.</p>
<ul style="list-style-type: none"> meeting Early Action for Success expectations 	<p>Instructional Leaders</p> <p>Building Numeracy Leaders</p> <p>Michael Loy – BNL coach</p> <p>Early Action for Success</p>	<p>As a result of the Building Numeracy Leadership coaching visit, the team devised an action plan to be implemented in 2019. Staff have requested more professional learning and are keen to grow beyond 'Number Talks'.</p> <p>All teaching staff monitored three to five students across the identified seven sub–elements. Progressions are starting to guide teachers' 'where to next' for students' learning.</p> <p>There has been a significant shift in how students perceived mathematics and their ability to be mathematicians. There has been growth in students' mathematical vocabulary. Backward by Design conceptual planning continues to grow in momentum.</p>
<ul style="list-style-type: none"> high levels of teacher consistency in assessing student 	<p>PLAN2</p>	<p>Data was collected from teachers training in Building Numeracy Leadership . Students</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning as measured by PLAN 2 data, NAPLAN Years 3,5,7 and regular collaborative evaluation of consistency of teacher judgements.	Learning progressions Syllabus documents Instructional Leaders Interventionist Teachers	interviewed prior to changing how mathematics was taught showed 33% of students had a negative mindset towards mathematics. After targeted teaching, students were reinterviewed, showing 95% of students having a positive mindset towards mathematics and themselves as mathematicians. Analysis of writing supported consistency in teacher judgement resulting in increased teacher confidence in grading students' writing achievements for reports.

Next Steps

From our analysis of Strategic Direction 2, Excellence in Teaching, we will be focusing on the following areas:

- Upskill staff in data collection and analysis.
- Exploring, using and interpreting a variety of data (qualitative and quantitative) to evaluate milestones.
- Evaluative thinking guiding our inquiry of data and evidence.
- Collection of baseline data to strengthen our evaluation and explain change / impact or improvement.
- Develop and utilise a whole school assessment and reporting schedule to guide – assessment – for learning, of learning and as learning.

Strategic Direction 3

Build a school culture of reflection and responsiveness that promotes productive, professional and cohesive relationships.

Purpose

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.

Overall summary of progress

Staff were upskilled in how to respond to trauma in behaviour. This has helped support students within the school environment and has achieved positive outcomes for student and staff well being and increasing student engagement in learning.

Communities of practice have shared success and strategies of support for students who have experienced or are experiencing trauma. The skills and strategies staff are using to create safe learning spaces is acknowledged.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> planned whole staff meetings twice per term made up of three teams representative of the three strategic directions each lead by a staff member. 	John Baker, DEL SCOUT External Validation Adobe Connect – EAfS PBL Meetings Alison Coote Nathan Wallis BNL Group EAfS Instructional Leaders CP P–6 Instructional Leader Casino Way – Creative Space consultant School Psychologists Weekly Staff Meetings	<p>PBL matrix photos were pivotal in re-booting PBL across the school, allowing staff to see the connectedness of the whole school matrix with lesson planning and visuals in playgrounds and classrooms. This is ensuring all staff are clear and consistent for students to understand our whole school value system and expectations in all settings.</p> <p>Through whole school collaboration the "traffic light", minor and major behaviour system, was reviewed and modified. Differential professional learning and ongoing reflection has promoted cohesive and responsive mindset.</p> <p>The use of differentiated breakout groups and communities of practice groups during planned professional learning has facilitated classroom teachers demonstrating pedagogical leadership.</p> <p>Teacher videos were used as a powerful tool for teachers to identify their 'where to next'. Those teachers who did not have their video had an opportunity to unpack where they were up to in their learning and what was required to support them to grow the quality of their practice through implementing strategies such as number talks.</p> <p>The Executive Team analysed SCOUT data to identify growth and areas of interest. It was noted that the growth of our Aboriginal students and growth from K–3 was positive.</p> <p>All classroom teachers can now use the National Numeracy Learning Progression and are tracking five targeted students across three sub-elements on PLAN2.</p> <p>All staff completed PL provided by Alison Cootes, and readings that accompanied the presentation. Staff undertook pre-readings which allowed for</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> planned whole staff meetings twice per term made up of three teams representative of the three strategic directions each lead by a staff member. 		<p>reflection and discussion of strategies introduced for trauma responsive practice. Trauma was included in the school's matrix.</p>
<ul style="list-style-type: none"> increased the variety of modes utilised by parents and community members to access workshops and information communication. 	<p>AECG Partnership Agreement 2010–2020</p> <p>Protocols of Welcome</p> <p>Aboriginal Education Officers CPS Aboriginal Education Team CPS</p> <p>local preschools</p> <p>Sentral reports</p> <p>Casino AECG</p> <p>IT co-ordinator</p> <p>Deadly Futures Day</p> <p>Aboriginal Education Officers</p>	<p>The Casino Way language has been incorporated into the PBL lessons across all stages. During the mid year parent teacher interviews, all parents completed a paper survey. Parents felt comfortable with their understanding of PBL and felt all 4 values were important for their child to learn about and many wrote that their child is often using PBL language in the home context.</p> <p>Parents were surveyed to determine personal mindset around mathematics and how it is taught in schools currently. 80% of parents expressed interest in attending a workshop.</p> <p>A parent workshop was held in the community centre next door to the school. Parents' feedback was very positive, they enjoyed working with other parents whilst learning in a practical setting.</p>

Next Steps

From our analysis of Strategic Direction 3, Excellence in Leading, we will be focusing on the following areas:

- Build a repository of evidence gathering using the One Drive to gather and store artefacts for the self-assessment process.
- Provide professional learning and opportunities for individuals and teams to utilise One Drive in the school self-assessment process.
- Reflective practice supporting sound judgements in our self-assessment process.
- Promoting to the community the quality of learning practices and the impact of this on students as life long learners.
- Build relationships to work collaboratively with parents to support connected partnerships in supporting student learning and well being.

Enact our whole school wellbeing expectations to provide consistency through the shared vision of communities of practice. The wellbeing team is developing an action plan for 2019 professional learning, which will be differentiated to meet individual and group staff needs.

Each stage team with the support of the Instructional Leaders, Intervention Teachers and P–2 Initiatives Officer will develop a scope and sequence for each stage using a conceptual and inquiry approach.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Total for 2018 of \$218,599, inclusive of a staffing allocation of 2 Aboriginal Education Officers and the employment of 1.5 Aboriginal School Learning Support Officers	<p>Casino Way (Healthy Relationships) and Positive Behaviour for Learning professional learning has supported positive classroom and playground learning cultures where students are engaged in learning (social, emotional and academic). SLSOs supporting students in classrooms and play sessions has led to enhanced student engagement and understanding of the values of Perseverance and Presence.</p> <p>Stronger Smarter professional learning, 8 Ways pedagogy, the establishment of a yarning circle and bush tucker garden and SLSOs supporting ATSI students in classrooms has led to enhanced student engagement and understanding of the values of Challenge and Presence, in addition to improved staff understanding of connecting students to different learning styles and techniques.</p> <p>Attendance at Casino AECG meetings by staff twice each term. Fortnightly meetings of Aboriginal Education Team.</p> <p>Continuation of L3 Kindergarten and L3 Stage 1.</p> <p>Employment of two Aboriginal SLSOs in main stream classrooms and an Aboriginal CEO in the Preschool.</p>
Low level adjustment for disability	Total for 2018 of \$435,344 supporting the: employment of a Speech Therapist 2 days per week, Occupational Therapist for 3 days per week, 6 part time School Learning Support Officers, supporting families to enable their children to engage in learning opportunities in different settings, providing specialist equipment and resources in classrooms and playgrounds to support the interaction and engagement of all students, providing assistive technologies for student use.	Students with learning, behaviour, disability and health needs were able to better access the curriculum in Literacy and Numeracy through the in class support of Intervention Teachers, School Learning support Officers, Speech Therapist, Occupational Therapist and Instructional Leaders. Casino Public School has employed additional teaching and non teaching staff to provide individualised learning support for students in accordance with their learning needs.
Quality Teaching, Successful Students (QTSS)	1.33 staffing allocation	<p>Reciprocal observations linked to the Performance and Development Plan goals of individual teachers supported staff to actively implement teaching strategies and programs to support students in Literacy and Numeracy. Number Talks K–6, elements of L3/L3S1, using PLAN2 and "Quick Write" were focus areas for at the shoulder mentoring support.</p> <p>Time was allocated on the Release From</p>

Quality Teaching, Successful Students (QTSS)	1.33 staffing allocation	Face to Teaching timetable for small group differential professional learning
Socio-economic background	<p>Total for 2018 of \$934,928 supporting the:</p> <p>employment of 9 part time School Learning Support Officers, supporting families to enable their children to engage in learning opportunities in different settings, providing a wider variety of multimodal texts (including rich texts), equipping classrooms with furniture and resources to meet future focused learning settings, providing assistive technologies for staff and student use, employment of Creative Space consultant for the Casino Way– Healthy Relationships initiative, providing professional learning opportunities for staff and parents, meeting the part cost of personal development and creative arts programs.</p>	<p>As an EAfS school, in 2018, we trialled a new Department data collection platform which has shifted from using markers to map student learning to observable student learning behaviours which inform teaching practice. As a result CPS is looking at new ways of consistently measuring student growth across all KLAs. In 2019, CPS will be working with Educational Changemakers with a focus on data collection.</p> <p>The employment of SLSOs across 9 classes and their ongoing, school based professional learning, has supported the excellent growth in Literacy and Numeracy K–3, with greater numbers of students achieving stage expectations across the critical areas of reading, comprehension, writing and number knowledge. Students with additional behaviour needs benefited from improved levels of support from SLSOs in classrooms. It was also utilised to supply student assistance funding to ensure equitable access to school programs.</p> <p>This funding was used to employ SLSO staff to support the implementation of the L3 program in Kindergarten and Stage 1 as well as to run targeted programs across the school.</p>
Support for beginning teachers	Total for 2018 of \$41,358	Beginning teachers accessed additional release from face-to-face teaching responsibilities, professional learning and designated time to work with a supervisor/mentor.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	318	340	346	348
Girls	341	345	370	359

At the time of the enrolment audit Casino Public School had seven hundred and seven 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 twenty four Aboriginal students enrolled at the school.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	93.6	94.1	94.4
1	92.7	94.2	93.7	93.7
2	93.1	92.2	94	93.6
3	94.1	94.5	93.3	93.8
4	94.1	92.2	93.1	91.7
5	91	93.2	92.1	91.8
6	91.6	92.4	93.5	90.3
All Years	93	93.2	93.4	92.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

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. In 2018 our school had success with working in partnership with parents in reducing the frequency of students who were arriving late to school.

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 Wellbeing 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 at 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 their morning lessons.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	33.25
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	2.8
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	10.67

*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 School Learning and Support Officer in the Preschool during 2018. CPS actively seeks to utilise school funding to employ Aboriginal School Learning Support Officers in classrooms and the preschool. The employment of the School Learning and Support Officer will continue into 2019 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 utilising the communities of practice model to share best practice and celebrate success. The spiral of inquiry initiated around supporting students who have experienced trauma continued in 2018 with training and professional learning. The school co-ordinator and coach for the Positive Behaviour for Learning (PBL) program provided training for staff new to the school and refresher training to continuing staff.

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. The Instructional Leaders and four classroom teachers engaged in the state wide Building Numeracy Leadership initiative in developing a deeper knowledge and understanding of quality teacher practice in teaching numeracy.

A model of differentiated professional learning for individual, small group, stage teams and whole school provided point in time shoulder to shoulder training and support for both teaching and non-teaching staff.

Three beginning new scheme teachers gained their accreditation at the Proficient standard. Eight beginning new scheme teachers are working towards the NSW Education Standards Authority (NESA) accreditation at the Proficient standard. A further thirty five teachers are maintaining accreditation as Proficient. Teaching staff who commenced teaching prior to 2004 were accredited as Proficient from the beginning of 2018.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,000,703
Revenue	8,985,209
Appropriation	8,801,221
Sale of Goods and Services	11,552
Grants and Contributions	162,729
Gain and Loss	0
Other Revenue	0
Investment Income	9,707
Expenses	-9,154,319
Recurrent Expenses	-9,154,319
Employee Related	-8,227,173
Operating Expenses	-927,146
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-169,110
Balance Carried Forward	831,594

- The school's financial management processes and governance structures were adjusted to meet financial policy requirements for the cut over to the Department of Education's SAP Finance system.
- The school significantly improved the range and availability of technology for all classrooms during 2018 with the purchase of Phonak Digimaster systems to replace the Redcat systems, notebooks and ipads, and replacements for interactive whiteboards.
- 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 – Kindergarten playground; planned replacement of technology (computers and interactive whiteboard projectors) and planned replacement of air conditioning units.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,783,838
Base Per Capita	147,204
Base Location	17,432
Other Base	4,619,202
Equity Total	1,588,871
Equity Aboriginal	218,599
Equity Socio economic	934,928
Equity Language	0
Equity Disability	435,344
Targeted Total	768,690
Other Total	1,269,089
Grand Total	8,410,488

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

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

School performance

NAPLAN

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

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

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

The following advice has been provided by the Deputy Secretary:

Results for both paper and online formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results should take into consideration the different test formats.

ACARA develops the NAPLAN tests and releases the data. This year, their task of 'equating the test' to make them comparable, when some students did tests online and some on paper, has been complex.

For some schools, there may be variability in the results this year which was unexpected and not consistent with previous years.

Activities that rely on comparisons with previous results, such as value-add calculations, student growth and trend performance, should all be treated with care.

In 2018 students in Year 3 and 5 sat Literacy NAPLAN online. The only pen and paper test was the writing test in Year 3.

Year 3 students who achieved at or above expectations, Band 3 and above:

59.8% in reading

82.8% in writing

Year 5 students who achieved at or above expectations, Band 5 and above:

56.5% in reading

55.6% in writing

64.1% in numeracy

In 2018 students in Year 3 and 5 sat Numeracy NAPLAN online.

Year 3 students who achieved at or above expectations, Band 3 or above, in numeracy 77.7%

Year 5 students who achieved at or above expectations, Band 5 or above, in numeracy 64.1%

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

9 students

achieved results in the top 2 bands of Year 3 Numeracy and 8 students (1 ATSI student) achieved results in the top 2 bands of Year 3 Reading.

2 students achieved results in the top 2 bands of Year 5 Numeracy and 5 students achieved results in the top 2 bands of Reading.

Parent/caregiver, student, teacher satisfaction

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 Eagles group provided 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, 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 2018. The data about student engagement from the survey is being utilised to inform professional learning for staff and revising 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.*

Parents were surveyed through informal one on one interviews conducted at the annual presentation days and special events. 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 been utilised in reviewing 2018–2020 School Plan and its milestones. Parent feedback will maintain the focus on growing opportunities for developing home –school partnerships.

Staff were surveyed during one on one learning conversations and through written feedback during the year regarding the level of support provided in their professional growth and well being. Leadership for transformative change has supported staff in being collaboratively engaged in a range of school based initiatives and programs.

Policy requirements

Aboriginal education

The establishment of two Aboriginal Education meetings held each term resulted in active student and parent voice concerning Aboriginal Education. Fortnightly Strong Deadly Eagles meetings are providing a platform for future leaders to develop the skills and capacity to lead teams and run meetings. Student and community voice is high priority with opportunities for parent, student and community priorities to be enacted on. Students are encouraged to take leadership roles and exchange knowledge.

Minutes of both student and staff meetings are kept and distributed to all staff.

Of our thirteen Student Representative Council members, three Aboriginal students were successful in gaining a position, with many other students involved in the self-nominated process.

In NAPLAN results 2018, thirty eight students undertook the assessment of literacy and numeracy skills. Of the thirty Aboriginal students, 25% of the students achieved results higher than the National Benchmark. All students showed growth from Year 3 to Year 5.

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 continued the employ on Belinda Hickling as a Community Engagement Officer.

Tamara, Aboriginal Education Officer –Preschool, completed her training as an Early Childhood teacher during the year and will continue her employment as, Aboriginal Education Officer in 2019.

Our school is a strong supporter of the Casino AECG and its members who have and are continuing to deliver high quality cultural awareness opportunities to the staff of the Casino schools. Two staff members regularly attended the Casino AECG meetings held twice a term. Auntie Carmel and Sonia are members of the Casino AECG team who are developing the Casino Connecting to Country professional learning that will be delivered to staff from schools in the local area in 2019.

Our annual Deadly Futures Day was successful with 18 community members volunteering their time to expose our students to a wider range of career opportunities. Former students were involved as presenters. Deadly Futures is attended by Years 3 to 6 students.

To celebrate NAIDOC with the theme being "Because of Her We Can", a whole school display of important artefacts from a strong female role model, was displayed in our central playground, visible for parents and community members to view as part of our NAIDOC celebration, at which our school choir

performed and the efforts of students celebrated.

Multicultural and anti-racism education

The theme of Harmony Day 2018 "Racism – No Way" was linked to the Positive Behaviour for Learning lessons with a focus on "what you say you can't take back". 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.

Other school programs

Casino Public School Preschool

Djanenjam Preschool, Casino Public School Preschool, is a Department of Education designated Aboriginal preschool. Our preschool caters for Aboriginal, Torres Strait Islander and Non-Aboriginal children the year before school. We are licensed to have 20 children attend each day. We provide a five-day per fortnight program so we can offer each child the required 15 hours of preschool for 38 weeks per year. The preschool operates during NSW school terms and is closed during school holidays and staff professional development days.

We value the importance of play-based learning and present a wide range of experiences that follows the children's interests, are active and meaningful to them and incorporate independent choice as well as opportunities for interactions with others.

Our experience, environments and interactions reflect the principles, practices and outcomes of the Belonging, Being and Becoming National Early Years Learning Framework of Australia. At Djanenjam preschool children are promoted as capable and competent learners within their life and community.

Children interact with and explore indoor and outdoor environments and are provided with endless opportunities to interact with peers and educators. We have several times a day when we all come together as a group for yarning time, to share stories, songs and to help plan their learning projects. At Djanenjam Preschool we value the importance of active exploration during the day balanced with more quieter and relaxed times.

We value and encourage the support of our families and community within the preschool and value the diversity that enriches our community. Parents and families are encouraged to contribute to learning projects and comment on their child's learning journeys. Our program encompasses Aboriginal ways of learning

and perspectives. We value the partnerships that develop between families and our community. We always strive to establish and sustain a strong sense of belonging.

Our program and daily experiences and interactions with the children reflect and promote the five learning outcomes of the Early Years Learning Framework:

- Having a strong sense of identity
- Being connected with and contributing to their world
- Having a strong sense of well-being
- Are confident and involved learners
- Are effective communicators

We record observations of children in play and use this information to plan, implement and create experiences that reflect the children's needs and interests.

Educators plan for each child's learning via the core curriculum, intentional teaching and learning cycle and an inquiry and project based learning approach.

The core curriculum supports the notion that "the environment is the child's third teacher". The core curriculum has targeted areas where staff use provisions and provocations to plan effectively for children, which stems from their current interests. The planning is displayed on the classroom wall and communicated to families about their child's learning and progress. Learning objectives may be planned for individual children or small groups. We invite families to give feedback and input into this process.

Children have a choice of experiences from our core curriculum areas:

- creative art
- dramatic play
- fine motor
- gross motor
- language and literacy
- math
- science
- technology and communication
- connecting to community
- construction

Educators observe children in play and extend their learning through ongoing experiences relating to their interests. A snapshot of the children's Intentional Teaching and Learning is recorded and accessible to families to view and provide input and feedback.