Our school at a glance

Casuarina School is one of a number of specialist schools and learning centres across New South Wales (NSW) that provide intensive educational and behavioural support for students who have exhausted all other school-based and regional behaviour support provisions and for whom, a more intense level of support is required. For this reason, our school is one of a continuum of regional student support services.

Students

Schools, in collaboration with parents/carers, apply for students to access this level of support through a regional placement process. The access request is considered by a regional panel consisting of regional student support staff, principals and head teachers of special school settings and professional association representatives from schools within the region.

Staff

Casuarina School is fortunate to have teaching and non-teaching staff with extensive experience in many areas of education.

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

Significant programs and initiatives

In 2008, Casuarina School implemented a number of programs and initiatives to provide all students quality educational and behavioural programs and initiatives.

Student achievement in 2008

Students are registered to participate in the National Assessment Program, through either Casuarina School or through the mainstream school sharing the student’s enrolment.

Due to the small number of students participating in 2008 through Casuarina School, detailed student achievement results cannot be reported for privacy reasons. Participation rates were as follows:

**NAPLAN - Year 5**
Three (3) students participated in the National Assessment Program Literacy and Numeracy.

**NAPLAN - Year 7**
One (1) student participated in the National Assessment Program Literacy and Numeracy.

Principal's message

Like all public schools, Casuarina School’s core business is to improve the learning outcomes of all students.

Casuarina School students generally present with diverse, complex and dynamic needs, therefore to be successful at our core business, it is vital that we continuously review our policies, practices and programs to ensure the specific needs of individual students are effectively identified and addressed and that students are provided with optimal support to maximise the likelihood that they will improve and achieve learning outcomes.

To achieve this, we have continued to strive to deliver quality educational and behavioural programs to our students and monitored student progress to ensure our policies, practices and programs continued to be effective in meeting our students’ needs. We have continued to forge strong partnerships with our students, the parents/carers of our students, staff of a range of agencies involved in the provision of support services to our students and their families, and with state and regional DET support staff.

I would like to take this opportunity to recognise and thank my staff and our partners, for their ongoing support and commitment to our students and to the school’s programs and services. The quality of our programs and our many achievements throughout the year, are reflective of this support and commitment.

Also, on behalf of the school’s self-evaluation committee, thank you to the staff, students, parents/carers and community members who contributed in varying ways to the production of this report.

As the 2009 school year approaches, I look forward to continuing to work together with Casuarina School staff and with our partners, to improve the learning outcomes of all our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Kylee Thorson

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Student enrolment profile

Students enrol at Casuarina School when an access request is successful and parents/caregivers accept the 'offer of placement'.

Casuarina School students maintain an enrolment at a mainstream school setting throughout placement. The shared enrolment status supports the reintegration focus of a student’s placement and facilitates students’ participation in reintegration to mainstream school programs.

The following table shows our new student enrolments over the past five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2005</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>2007</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>2008</td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>

Student enrolments are limited to twenty-eight (28) at any time, twenty-one (21) places for students identified as having a behaviour disorder and, seven (7) places for students who have been confirmed by the Department of Education and Training (DET) as having an emotional disturbance.

Student attendance profile

Student attendance is monitored closely and appropriate records of attendance are maintained at the school. As the students’ enrolments are shared with the referring mainstream school settings, attendance information is communicated between Casuarina School and the student’s home school settings.

At the time of enrolment, students attend Casuarina School four (4) days and their home school integration settings one (1) day each week. As students progress through the program, attendance at the mainstream school integration setting increases progressively over time.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

Casuarina School classes are limited to seven (7) students per class.

Structure of classes

Throughout 2008, Casuarina School operated four classes. The classes included two classes for students working at educational Stage 3, and two classes for students working at Stage 4.

A classroom teacher is assigned to each class and students’ learning programs are supported by a Teachers’ Aide Special.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2008, one of our classroom teachers maintained her accreditation at Professional Competence through the Institute of Teachers, another classroom teacher completed the final requirements of a Masters of Special Education through Sydney University and our Assistant Principal continued to progress through the region’s Principal Preparation Program. One of our Teachers’ Aide Specials completed the Certificate III course through TAFE and a number of our School Administration and Support Staff were certified to administer prescribed medication to students after successful completion of DET’s Administration of Prescribed Medication course.

Staff establishment

The following table shows our teacher and non-teacher staffing entitlement for the 2008 school year. The school utilises some of the allocations flexibly to optimise support for students and staff. All positions are SSP positions and an allocation of 0.2 represents 1 school day.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher – RFF</td>
<td>0.336</td>
</tr>
<tr>
<td>Teacher - Part time</td>
<td>0.168</td>
</tr>
<tr>
<td>Executive release</td>
<td>0.042</td>
</tr>
<tr>
<td>Careers adviser</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>0.976</td>
</tr>
<tr>
<td>Teachers’ Aide Special</td>
<td>4</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
</tbody>
</table>

Staff retention

This year, all permanent members of staff from 2007 were retained in to the 2008 school year.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.1%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
The following table shows the percentage of teaching staff who have Degree, Diploma and Postgraduate qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>162,675.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>69,101.16</td>
</tr>
<tr>
<td>Tied funds</td>
<td>22,835.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2,497.40</td>
</tr>
<tr>
<td>Interest</td>
<td>10,055.81</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>126.45</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>267,291.22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>16,145.86</td>
</tr>
<tr>
<td>Excurricular dissections</td>
<td>5,091.70</td>
</tr>
<tr>
<td>Library</td>
<td>139.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,085.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>38,801.03</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8,330.77</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>23,750.01</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>249.82</td>
</tr>
<tr>
<td>Utilities</td>
<td>16,675.85</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9,631.44</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>15,969.98</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>137,870.51</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>129,420.71</td>
</tr>
</tbody>
</table>

The balance carried forward includes funds committed to unpaid invoices, asset replacement and the purchase of Information Communication Technologies.

A full copy of the school's 2008 financial statement can be obtained by contacting the school.

**School performance 2008**

**Achievements**

**Arts**

Creative arts forms part of Casuarina School's well-rounded and balanced curriculum. During 2008, students engaged in quality opportunities that enabled them to demonstrate their interests, skills and talents in this area.

**Sport**

Casuarina School sport provides a structured, safe environment for students to develop their gross motor skills, build confidence and physical fitness. Our school sport program encourages students to value an active and healthy lifestyle.

Throughout 2008, students participated in a variety of sporting activities including, hand-ball, basketball, cricket, soccer and touch-football. Participation in these activities provides valuable teaching and learning opportunities as students learn to participate co-operatively in competitive and non-competitive situations and as individuals and as members of a team.

**Other**

**Mainstream school re-integration**

For most students, a successful re-integration to a mainstream school setting is a main goal of placement. A number of factors impact on whether or not students return to a mainstream school setting and for some students a mainstream school setting is not a viable option. Students who do not reintegrate to a mainstream school setting are transitioned to a more appropriate educational setting.

Of those students exiting Casuarina School during 2008, 64% returned to a mainstream school and 36% transitioned to an alternative educational setting.

**School reports**

Our new student report format was implemented in 2008. The new reports incorporated the DET's reporting format with the qualification of using word descriptors to describe the level of support students required to achieve syllabus and program outcomes instead of letter descriptors of performance.

Student reports formed part of a student's 'portfolio of learning' record which was presented in a folder with student work samples as evidence of progress and achievement.
Feedback from staff, students and parents/carers indicated the new reports were well received by all.

Academic
As stated earlier in this report, in the National Assessment Program, students are registered to participate through either Casuarina School or through the mainstream school which shares the student’s enrolment.

Students participating in a re-integration to mainstream school program at the time registration for participation in NAPLAN occurs, are registered by the school at which students attend the majority of school days in a week. Students’ assessment results are then included in the registering schools’ performance results.

Casuarina School’s performance results for 2008 were based on a very small number of students therefore the school’s performance data cannot be reported for privacy reasons.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

The percentages of our students achieving at or above these standards cannot be reported due to the small number of students registered for participation through Casuarina School in 2008, for privacy reasons.

Significant programs and initiatives
During 2008, Casuarina School offered a number of programs and initiatives for students. Some of these are summarised below.

Aboriginal education
In 2008, we continued to develop programs based on the main focus areas of the Aboriginal Education policy; to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia, and to improve the learning outcomes for all Aboriginal students.

Students learned about the factors that contribute to an Aboriginal persons’ identity, the changing nature of the Aboriginal culture and the importance of families and communities to Aboriginal people, and participated in creative arts’ activities using a variety of techniques traditionally used by Aboriginal people.

Our student enrolment process was revised to include the development of Personalised Learning Plans (PLPs) for all Aboriginal students. The PLPs were developed collaboratively with the student’s parents/carers and provided valuable information for teachers to develop relevant and engaging individual education programs aimed at improving learning outcomes for all Aboriginal students.

Multicultural education
Casuarina School promotes harmony, understanding, and the celebration of differences and commonalities among cultures. Throughout 2008, all staff participated in a range of professional learning activities aimed at developing their awareness and understanding of the differing cultural needs of our students and on effectively incorporating multicultural perspectives into all teaching and learning activities.

Respect and responsibility
Casuarina School continues to deliver policies, programs and practices that emphasises values and beliefs such as respect and responsibility.

In 2008, the DET’s core values continued to be incorporated in to all teaching and learning programs.

Other programs

Literacy and numeracy
Student’s literacy and numeracy skill levels are assessed soon after enrolment. Assessment at this time provides a base-line of data on which individual student progress and achievement is measured and ensures students’ educational plans build on what they already know.

Throughout 2008 student’s assessment outcomes informed whole school teaching and learning programs and these areas were identified as priority program areas. Student progress was monitored closely by the collection and analysis of learning data, instructional changes were made to students’ programs accordingly.

Social Communication and Interaction
Throughout 2008, Students learned assertive communication and appropriate social interaction skills and strategies through explicit instruction and by participating in the school’s behaviour management and positive behaviour reinforcement systems. Students acquired a deep understanding of what assertive communication looks and sounds like and were able to use the ‘communication scale’ as reference when
reflecting on their communication with staff and peers.

Participation in these programs provided students with opportunities to develop an improved awareness of the range and value of emotions they experienced throughout the day and to learn an ‘emotional language’. The language empowered students with the ability to talk about and reflect on their emotions and on situations in which their emotions were expressed in ways that led to ‘not so good’ behavioural consequences for them. Students were then able to develop strategies to manage their emotions in these situations in ways that would lead to more positive behavioural consequences for them.

Student participation in these programs is monitored by the collection of behaviour data on a daily basis. Analysis of the data collected throughout 2008, indicated students had developed significant social communication and interaction knowledge, skills and strategies and improved levels of self-control and resilience and enhanced levels of self-confidence.

Staff worked with students’ parents/carers and staff from students’ mainstream school integration settings to support students generalisation of the social communication and interaction skills learned through participation in these programs across settings. Student progress and achievements were recognised, rewarded and celebrated.

Progress on 2008 targets

Target 1

Personalised Learning Plans (PLPs) developed for all students.

Our achievements include:
- Enrolment procedures revised to facilitate the development of students’ PLPs;
- Casuarina School’s PLP format developed for implementation in 2009;

Target 2

Students’ NAPLAN results show no students performing in Band 1 and less than 10% of students performing in Band 2 of the performance scales.

Owing to the small number of students registered for participation in NAPLAN through Casuarina School, our achievements on this target cannot be reported for privacy reasons.

Target 3

Aboriginal students’ learning outcomes will match or better those of the broader Casuarina School student population, specifically in the areas of literacy, numeracy, social skills/behaviour and integration/transition outcomes.

Other related achievements include:
- PLPs developed for Aboriginal students;
- Aboriginal cultural education available to all staff and students;
- Recognition of Aboriginal cultures and custodianship of country protocol incorporated in to all school assemblies and ceremonies.

Target 4

Promote Casuarina School as a ‘Centre of Excellence’ in the management and support of students with intensive educational and behavioural needs.

Our achievements include:
- Regular contributions to the Behaviour School’s on-line learning community;
- On-going staff professional learning and participation in leading conferences and local network meetings;
- Progression toward a school motto and emblem more reflective of the school’s purposes and programs.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Connected Outcome Groups, School management and Aboriginal education.

Curriculum

Connected Outcome Groups

Background

Throughout 2008, Stage 3 teachers trialled the use of the COGs model to program and teach a number of curriculum areas including: Creative Arts, Science and Technology and Human Society and Its Environment.

Findings and conclusions

- Staff reported students the framework was an effective and efficient programming and teaching model;
- Students demonstrated improved levels of engagement in the teaching and learning activities set out in the COGs units;
• Staff identified the need to modify the activities to more effectively cater for the needs of our students;
• Students work samples reflected the variety of activities that could be undertaken as part of the COGs units;
• A scope and sequence for COGs would need to be developed to ensure a continuum of learning for our students.

Future directions
We will implement the COGs model to program and teach students in years 5 and 6. We will make adjustments and accommodations to the units to ensure the specific learning needs of our students are addressed and we will investigate and trial an expanded version to incorporate outcomes from years 7 and 8 syllabus areas.

Educational and management practice
School management

Background
As part of our continuing cycle of evaluation, students, staff and members of the wider school community were surveyed on the management of the school using DET’s SchoolMap Questionnaires. Verbal feedback from each of the abovementioned parties was sought and recorded throughout the year.

Findings and conclusions
Survey responses and verbal feedback indicated either an agreement or a strong agreement that:
• School improvement is promoted by the schools plans, policies, programs and practices;
• Student welfare needs are addressed in the schools plans, policies, programs and practices;
• The schools processes and procedures address staff welfare needs;
• Resources are effectively managed.

Future directions
We will maintain the aspects of school management that were identified as areas of strength and investigate strategies to improve the effectiveness of those areas identified as requiring improvement, particularly our communication strategies.

Other evaluations
Aboriginal education

Background
Our Aboriginal education programs were evaluated against the objectives of the Aboriginal Education Policy and the Aboriginal Education and Training Strategy 2006-2008.

Findings and conclusions
The results of this evaluation indicated:
• A range of quality teaching resources have been developed to teach Aboriginal education;
• There are many areas of our Aboriginal education programs that need improving;
• The COGs programs developed during 2008 need to be revised to further incorporate Aboriginal perspectives.

Future directions
The Aboriginal Education Policy and the revised Aboriginal Education Strategy will guide the development of new innovative programs. Aboriginal education has been identified as a priority area for the school’s strategic improvement plan 2009-2011. All teaching and learning activities included in the school's COGs' programs will be revised to further incorporate Aboriginal perspectives.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent satisfaction surveys indicated a high percentage (80%) of parents 'strongly agreed' that the students are the school's main concern; the school is a friendly school that is tolerant and accepting of all students and that they feel welcome at the school. One hundred percent (100%) of parents indicated they 'agreed' or 'strongly agreed' that they were satisfied with what their child was learning at school, with the development of their child's reading and writing skills at school and that Casuarina School had competent teachers who set high standards of achievement.

Teacher surveys indicated one hundred percent (100%) of teachers 'strongly agreed' that the students are the school's main concern, provides clear expectations for student's behaviour at school, the school maintains a focus on literacy and numeracy and provides good student access to computers and strong technology programs and resources.

No written surveys were returned so students were asked to participate in an informal interview to gain a measure of the levels of student satisfaction. The majority of students indicated
that they wanted to stay at Casuarina and not return to a mainstream school setting. When asked what was ‘good’ about Casuarina, some of the responses included, “school work is ok here because I can do it”, “I like how we get to learn on the computer”, “most of the teachers like me”. When asked about the aspects of the school we could improve, some students suggested the development of a school uniform whilst others focused on the need for a ‘bigger’ school canteen.

Professional learning

Throughout 2008, staff demonstrated an on-going commitment to professional learning through participation in frequent school-based and non school-based professional learning activities. Professional learning accessed by Casuarina School staff during 2008:

- DET’s Child Protection policy and procedures;
- DET’s Quality Teaching Framework;
- Implementation of our school’s revised assessment and reporting practices and procedures;
- Programming and teaching using the Board of Studies’ COGs model;
- First Aid and Cardio Pulmonary Resuscitation (CPR) courses presented by the Royal Life Saving Authority;
- The NSW SSP Principals’ Network Conference;
- The Special Education Leaders’ Conference;
- Non-Violent Crisis Intervention (NVCI) training;
- Professional Assault Response Training (PART);
- The region’s Numeracy – Count Me In Too Quality Education Project;
- DET’s Enrolment Registration Number (ERN) procedures’ training;
- The SASSPA Conference;
- The School Administration Manager Annual Conference;
- Counsellor Supervision Training;
- Counsellor Professional Seminar;
- DET’s Occupational Health and Safety Consultation Training.

Staff accessing professional learning outside of school, reported and shared newly acquired knowledge and skills with staff. Sharing of staff learning, skills and knowledge enhanced the quality of teaching, learning and school administrative programs and ensured all staff contributed to the learning of their colleagues.

School development 2009 – 2011

A rigorous self-evaluation process involving the collection and analysis of qualitative and quantitative data, to continue to meet the educational and behavioural needs of our student population and to incorporate the priorities identified in the DET Corporate Plan 2008-2010, the Office of Schools Plan 2009–2011 and the Western Sydney Region Plan, a number of areas have been identified as Casuarina School’s focus areas for the next few years.

The Stages of Learning Strategy paper ‘Our Middle Years Learners’ and the ‘NSW Quality Teaching Model’ will provide strategic guidance and support as we focus on these areas over the next few years. Recommendations from the Western Sydney Region’s Review of ED/BD Services conducted during 2008 may impact on our planned programs and services when implemented across the region.

Targets for 2009

The following five areas have been targeted for improvement in the school’s Strategic Improvement Plan 2009-2011.

1. Literacy and numeracy
2. Integration and transition
3. Student engagement & well-being
4. Aboriginal education
5. Teacher quality

Target 1

*Improve student learning outcomes, specifically in the area of basic literacy and numeracy skills.*

Strategies to achieve this target include:

- Personalised learning plans developed for all students;
- Whole school literacy and numeracy programs based on a middle school curriculum;
- Whole school programming based on the COGs model;
- Explicit teaching of specific literacy and numeracy skills identified as requiring improvement through effective assessment practices;
- Participation in the Cluster of Schools Count Me In Too Quality Teaching Project;
- Continued student access to the Mathletics program;
- Continued student participation in the National Assessment Program;
- Staff Professional Learning needs analysis and the provision of access to professional learning activities according to identified need. Survey areas: QT model linked to the teaching of Literacy & Numeracy, Middle Years of Learning strategies and utilising the SMART package to address areas of need identified through student participation in the...
National Assessment Program Literacy And Numeracy (NAPLAN).

Our success will be measured by:
- All students working toward and/or achieving and/or achieving beyond, age/stage appropriate syllabus outcomes;
- All students’ school based assessment results indicating improved skill in all areas of literacy and numeracy;
- A whole school literacy, numeracy and COGs program implemented by all teaching staff.

**Target 2**

*Improve the integration and transition outcomes for all students.*

Strategies to achieve this target include:
- Continued development of strong partnerships with regional support staff;
- Continued partnerships with mainstream school staff to ensure students are included in transition 6-7 programs;
- Individual Transition Plans developed for all students in collaboration with all key stakeholders;
- Individual Integration Plans developed for all students in collaboration with all key stakeholders;
- Program placement protocols for integration developed in collaboration with regional student services staff;
- Improved communication and support strategies for student’s participating in reintegration to mainstream school programs;
- Implementation of ED/BD review recommendations as required.

Our success will be measured by:
- A whole school 'middle school' model of curriculum planning and programming, ensuring a continuum of learning;
- All students integrating to a mainstream school setting, decreasing the number of students transitioning to an alternate school setting by 10% each year;
- All Year 6 students participating in a structured and negotiated 6 – 7 transition program.

**Target 3**

*Improved student behaviour and level of self-control and improved school/parent/carer relationships.*

Strategies to achieve this target include:
- A whole school PDHPE program;
- Student’s participating in sessions run by guest motivational speakers e.g. Rugby League players, Police Youth Officers;
- Improved staff implementation of student welfare systems, particularly the Behaviour Tool and Casuarina Positive Reinforcement System;
- Improved communication strategies to provide parents/carers with positive feedback about student progress more frequently;
- Students provided with more relevant and engaging teaching and learning opportunities;
- Continued implementation of the Living Skills program;
- Effective partnerships with students’ and their key stakeholders including parents/carers, DOCs, ISS teams, residential program staff, QUOVUS and DET support staff;
- Implementation of an Excursion program in-line with DET policy.

Our success will be measured by:
- Primary students’ attendance data indicating 93.5% or better;
- Secondary students’ attendance data indicating 90% or better;
- Student engagement in learning levels move from variable to broad levels of engagement;
- Student behaviour data showing a 25% decrease in Work It Outs for classroom off-task behaviour;
- School suspension data showing a 30% decrease in the number of school days lost due to suspension;
- All students participating in physical activity at least 30 minutes per day.

**Target 4**

*Placement outcomes of Aboriginal students match or better non-Aboriginal student's outcomes.*

Strategies to achieve this target include:
- Personalised Learning Plans (PLPs) developed collaboratively with parents/carers;
- All Aboriginal students with access to a range of quality education programs incorporating Aboriginal perspectives in to all areas;
- Involvement of local community Aboriginal elders in school events;
- Culturally significant events recognised and celebrated with the Aboriginal community;
- Implementation of DET’s Aboriginal education policy;
- Guidance and advice sought from regional Aboriginal Education Officers and Wesley Mission staff.
Our success will be measured by:
- The placement outcomes of Aboriginal students match or better all students in the areas of literacy, numeracy, behaviour and integration & transition.

**Target 5**  
*Improve the level of engagement in learning demonstrated by all students.*

Strategies to achieve this target include:
- Students with access to computer-based learning opportunities;
- Students provided with on-line learning activities;
- Professional learning needs of staff identified in the areas of Quality Teaching and incorporating ICT in to teaching and learning programs;
- DET ICT support staff utilised to identify ICT purchase needs;
- The ‘Quality Teaching Makes a Difference PL DVD’ and other DET resources utilised to support staff professional learning;
- All staff provided with opportunities to develop relevant networks and/or participate in established network meetings;
- Teaching staff access to a supportive program of supervision including implementation of the Teacher Assessment and Review Schedule;
- Staff daily debrief sessions emphasised as an effective professional learning opportunity for staff.

Our success will be measured by:
- All staff accessing at least one professional learning opportunity each term;
- More teaching staff seeking and maintaining accreditation through the Institute of Teachers;
- All students accessing and utilising information communication technologies.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Kylee Thorson Principal  
Ian Hancock Assistant Principal  
Helene Bartley School Administrative Manager  
Louise Mulligan Classroom Teacher  
Tricia Young Community Representative

**School contact information**

Casuarina School  
PO Box 60  
Cnr Garfield Rd East & Piccadilly St  
Riverstone NSW 2765  
Ph: 9838 1200  
Fax: 9627 4773  
Email: casuarina-s.school@det.nsw.edu.au  
Web: http://www.casuarina-s.schools.nsw.edu.au  
School Code: 5574

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)