Casuarina School
Annual School Report
2011
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 intensive level of support is required.

Students

The Casuarina School student population generally present with significant social, emotional and/or behavioral support needs.

Staff

Casuarina School is fortunate to have teaching and non-teaching staff with extensive experience in many areas of education including primary and secondary mainstream schools, special schools and support units.

Significant programs and initiatives

In 2011, Casuarina School implemented a number of programs and initiatives to provide all students quality educational and behavioural programs and initiatives. We continued to demonstrate our on-going commitment to the continual improvement of our programs, policies and procedures to meet the individual needs of our students.

Messages

Principal’s message

Like all public schools, Casuarina School’s core business is to improve educational outcomes for all students.

Throughout 2011, we continued to improve our programs and services to bring about increased student engagement, achievement and learning outcomes. Our on-going focus on quality teaching, our continual focus on the needs of individual students and the strategic partnerships with members of our extended school community led to students progressing and achieving in all areas of the program.

The end of the 2011 school year marks the end of my 5th year in the role as principal of Casuarina School. I’d like to take this opportunity to thank the staff, students, parents/carers and extended school community members for their support, hard work and commitment. I am very proud of the progress and achievements we have made together over the last 5 years and I look forward to working with you all over the next few years to further improve the quality of the school’s programs and services. The 2012 school year will be a particularly exciting and challenging one as our school grows to include 2 additional classes for Year 9 and 10 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.

Mrs K Thorson

School context

Casuarina School delivers quality personalised education to meet the diverse, complex and dynamic needs of the student population. The school’s policies, programs and practices focus on teaching students the knowledge, skills and understandings necessary to participate successfully in all aspects of school life, engage in education and be productive members of their communities, now and in the future.

The school’s teaching and learning programs aim to: improve student’s basic literacy and numeracy skills and ICT skills for the 21st century; improve student’s social communication and interaction skills; improve student’s emotional intelligence and resilience levels; empower students with self-control; and assist students in developing incite and understanding of themselves and others and the relationship between thoughts, feelings and behaviour.

The school’s culture is driven by high expectations for all and the belief that all students can and will learn when provided with a safe and positive environment. A case management approach drives the development, on-going implementation and regular review of student’s Personalised Learning and Support Plans (PLPs and PSPs). The PLPs, school-based and external performance data and information and data gathered throughout placement informs the development, implementation and regular
review of student’s Individual Education Plans (IEPs) that include Individual Integration Plans (IIPs) and Individual Transition Plans (ITPs). The quality of our programs and our students’ progress and achievements are reflective of our commitment to continuous improvement and ongoing professional learning, consultative and collaborative practices and implementation of evidenced based, innovative programs and practices.

**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**

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 support units and professional association representatives from schools within the region. If an access request is successful, the students’ parents/carers receive an ‘offer of placement’. Once enrolled, students maintain an enrolment at a mainstream school setting throughout placement. The shared enrolment status supports the reintegration focus of our programs and facilitates students’ participation in mainstream school programs including Transition 6 - 7. The maximum number of students enrolled at any given time is 28.

**Student attendance profile**

Students are required to attend school full-time. Regular school attendance is important as it aids the development of good work habits and a commitment to lifelong learning. Attendance patterns throughout a student’s placement may vary depending on individual student’s needs.

**Management of non-attendance**

Students’ non-attendance at school is managed using strategies to support school attendance including personal telephone contact, formal letters of concern to parents/carers, meetings with parents/carers regarding non-attendance and referral to the regional Home School Liaison Program.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. Casuarina School had four classes during 2011, each class having a maximum of 7 students. All classes are taught by a Classroom Teacher and supported by a School Learning Support Officer (SLSO).

**Structure of classes**

All classes are multi-age, multi-stage and mixed ability as classes are structured according to anticipated or actual group dynamics. This structure promotes a safe and supportive learning environment and the implementation of whole school teaching and learning programs. Classroom teachers adapt and modify the whole school program according to the individual needs of students.

**Staff information**

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

In 2011, one of our classroom teachers’ maintained Professional Competence accreditation through the NSW Institute of Teachers and three classroom teachers worked toward accreditation at Graduate Teacher level.

**Staff establishment**

The following table shows our teacher and non-teaching staffing entitlement for 2011.

<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(s)</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>Careers Advisor</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.336</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.176</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12.048</strong></td>
</tr>
</tbody>
</table>

To optimise support for students and staff, the school uses some of this allocation flexibly. All positions are School for Specific Purposes (SSP) positions. An allocation on 0.2 represents 1 school day.
The National Education Agreement requires schools to report on Indigenous composition of their workforce. Casuarina School has 2 indigenous people on staff.

Staff retention
All permanent teaching and non-teaching staff from 2010 were retained in 2011.

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

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school’s financial statement can be obtained by contacting the school.

<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>29</td>
</tr>
</tbody>
</table>

School performance 2011
Throughout 2011 we continued to implement quality, engaging programs for all students. Following is a brief outline of just some of them.

Achievements

Academic
All Casuarina students in Years 5 and 7 participate in the National Assessment Program Literacy and Numeracy (NAPLAN) and all Year 8 students participate in ESSA. In 2011 five (5) students registered and participated in NAPLAN through Casuarina. Four (4) students registered and participated in ESSA through Casuarina. Due to the small number of students individual student and school performance on these test measures cannot be reported for privacy reasons.

Progress in literacy and numeracy
A range of school-based assessments are used to measure individual student progress and achievement in literacy and numeracy.

Data collected in 2011 showed:

- reading ages increased by an average of 11 months;
- spelling age increased by an average of 11 months;
- Computational Skills levels improved as follows:
  - Addition increased by 3 months
  - Subtraction increased by 2 months
  - Multiplication increased by 1 year and 2 months
  - Division increased by 3 months

Arts
Creative arts forms part of Casuarina School’s well-rounded and balanced curriculum. During 2011, students engaged in quality learning activities that enabled them to demonstrate their interests, skills and talents in this area. Students participated in teaching and learning activities through their Connected Outcome Groups (COGs) lessons each week. Students also participated in a variety of workshops including Guitar, Mosaics and Graphics, Canvas Art and Aboriginal Art.
**Sculpture**

Students were given the opportunity to chisel a 3D sculpture out of air-crete. During the five week program students used mallets and chisels of different sizes to create models of masks, reptiles, the sun and other animals. They learned how to use sharp implements safely, and how to keep themselves safe in a dusty environment.

**Leatherwork**

Students used leather and tools to create bookmarks, coasters, key-rings and bracelets. The students learnt how to choose the right tool for the job, and how to use each tool in a safe manner. They each had individual projects to work on, and enjoyed personalising their pieces by writing with stamps, attaching metal decorations, and colouring with leather dye.

**Woodcraft Construction**

All students who participated in the woodcraft construction program were engaged and compliant. The workshop was enjoyable for all involved and created some fun situations. The students were able to create either a serving tray or desk organiser. After gluing, screwing and sanding, students tried their hand at spray-painting. This workshop is a definite for future workshop plans.

**Sport**

Casuarina School sport program provides a structured and safe environment for students to develop their gross motor skills, build confidence and physical fitness. Throughout 2011, students participated in a variety of sporting activities including Basketball, Rugby League, Volleyball, Soccer, Tee-Ball, Handball and accuracy games. Participation in these activities provides invaluable teaching and learning opportunities for students as they learn to play ‘by the rules’ and as part of a team. Our whole school PE program complemented the sport program as it focused on teaching students the basic skill sets needed to play the games during sport.

In 2011, all students participated in the NSW Premier’s Sports Challenge which involved students recording their physical activity throughout the week. Students received certificates in recognition of their participation and achievements.

**Significant programs and initiatives**

**Aboriginal education**

Throughout the 2011 school year we continued to focus on improving the placement outcomes of our Aboriginal students. Our PLP format was revised and more explicit targets introduced as part of these plans.

All staff participated in professional learning on Aboriginal education to improve knowledge and understanding of Aboriginal culture.

During 2011 we introduced a mentor program for Aboriginal students and introduced an Indigenous games workshop to workshop program. Students participated in tradition Indigenous games and learned about the history of the game, where they were/are played, who played the game etc, and the modern day application of similar rules/games.

Staff and students developed and participated in teaching and learning activities on National Sorry Day and ensured Aboriginal cultural perspectives were including in all teaching and learning programs across Key Learning Areas.

**Multicultural education**

The school participated in Harmony Day celebrations. Students completed a range of activities and created posters to be displayed around the school. Activities aimed to encourage acceptance and understanding of different cultures.

**Respect and Responsibility**

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

The DECs’ core values are incorporated across teaching and learning programs.
Living Skills
All students participated in a Living Skills program aimed at teaching students a variety of life skills and strategies. The living skills program involved students finding recipes, budgeting for and cooking a meal for the whole school, as well as participating in cooking workshops which focused on learning cooking skills that were able to be used independently at home. Students were involved in choosing what they would like to cook, and in the first few weeks they cooked: bacon and eggs on toast, toasted sandwiches, and muffins. The students were also responsible for setting and clearing the table, and cleaning up after themselves.

Nutrition
Nutrition is a vital part of our day to day routine and health. This workshop aimed to help the students to understand what a balanced diet means. The students were provided with vast information about the workings of food and how their body uses the energy.

Students kept a four week food journal which they were able to analyse and gain a real world understanding of what food they were eating and how they could improve their eating habits to for optimal health.

Traditional Games
In today’s day and age most games that children come into contact with are that of the video game variety. This workshop aimed to show the students games previous generations would have played before the invention of video games. The students learned the rules and played a variety of games including: jacks, marbles and pickup sticks. These games were very well received and it is proof that these timeless classics still have relevance with our students today.

Swimming
All students who participated in the swimming program did so with enthusiasm and observable enjoyment. Improvement by all students in water awareness and ability was measureable. Students are eager to continue this workshop next season.

Cardio Pulmonary Resuscitation (CPR)
All students who participated in the Cardio Pulmonary Resuscitation (CPR) workshop were engaged in the learning process for the duration of the class. Three students achieved a Resuscitation Certificate and five students received a Resuscitation Awareness Certificate issued by the Royal Life Saving Society of NSW.

Scope Science
All students enjoyed participating in the weekly experiments involved in this workshop. Each lesson a new scientific concept was addressed and a video was on how to perform an experiment to highlight the practical application of the concept. The students had the opportunity to create a volcano, make a lava lamp and make a fountain out of diet cola. This workshop was very enjoyable.

Digital Photography
Students used digital cameras to take photos around the school environment. They learned how to use the different settings on the camera as well as different editing options. They merged photo taken of plants around the school. Students completed a photo story using images of themselves with different editing techniques.
Cyber-bullying
During this 5 week program students were taught what it means to cyber-bully. They learned how bullying via the Internet or mobile phones affects the victims. Students participated in scenarios, group discussions, watched videos, and listened to real-life stories on this topic.

Space
The Space workshop had a science and technology focus, where the students watched video clips, played interactive games, made 3D models, and performed experiments. The main focus was learning about the Earth and our Moon, and the solar system, as well as stars and asteroids.

Social communication and interaction
Students learn assertive communication and interaction skills and strategies through explicit instruction and by participating in the school’s welfare systems. Students acquire a deep understanding of what assertive communication looks and sounds like and are able to use the communication scale as a reference when reflecting on their communication with peers and staff.

Participation in these programs provides students with opportunities to develop an improved awareness of the range and value of emotions they experience throughout the day and an emotional language. The language empowers 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 consequences for them. Students are supported to learn strategies to manage their emotions in these situations that would lead to more positive 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 2011 indicates all students progressed and achieved significantly improved social communication and interaction skills strategies and knowledge and improved levels of self-control and resilience. Student progress and achievements were recognized, rewarded and celebrated.

Progress on 2011 targets
As outlined in the school’s strategic improvement plan, the following three areas were targeted for improvement in 2011

Target 1
Improved literacy and numeracy achievement for every student
Our achievements include:

- Planning for implementation of the MultiLit program;
- Ongoing improvement and development of students IEPs;
- Overall improvement in standardized assessment results.

Target 2
Improved engagement in learning levels and enhances social and emotional resilience levels for all students
Our achievements include:

- Implementation of social skills and resilience training for all students through the SenseAbility program;
- Implementation of Emotional Skills Based Training for students;
- Continued implementation and development of the PBL C.A.R.E. model and rewards program.

Target 3
Increased percentage of Aboriginal students who match or better the outcomes of broader student population at time of program exit
Our achievements include:

- The implementation of a mentor program for Aboriginal students;
• Review of the format used to record students’ Personalised Learning Plans (PLPs);
• Assessment data indicating Aboriginal students’ outcomes matched or better the broader student population in the areas of Spelling, Addition, Subtraction, Multiplication and Division.

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 2011 our school carried out evaluations of Quality Learning Environment and Literacy Programs.

Quality Learning Environment

Background
At the time of enrolment all students complete a Personalised Learning Plan (PLP) with input from their parents/carers, previous setting and Casuarina Staff. Goals are set for their placement and key focus areas for improvement are established.

Findings and conclusions
All students have their individual learning styles evaluated through the completion of the ‘Learning Styles Questionnaire’ which informs staff of their strengths and preferred learning style. This information informs the students Individual Learning Plan and daily learning tasks. All KLAs including Literacy, Numeracy, COGs, PDH and workshops are taught using a variety of strategies to cater for identified learning styles and include interactive activities, group games and tasks, ICT and hands-on activities. This has led to an engaging learning environment for all students.

Future directions
Students’ Individual Education Plan (IEP) will be more closely monitored to ensure assessment outcomes inform learning and students’ identified preferred learning style informs tasks. The IEP format will be modified to streamline this process for teachers and to ensure the needs of the students are identified and addressed. Daily, individual learning contracts will be developed to monitor student engagement and progress more closely and to encourage goal setting/reward base learning.

Literacy

Background
The Casuarina Whole School Literacy Program incorporates the following areas:
• Intensive Spelling program;
• Intensive Reading program;
• Comprehension program including Behind the News, Class Scoop and written/oral comprehension (talking/listening);
• Grammar.

Findings and conclusions
We need to investigate and implement a more structured literacy program to better identify and diagnose the needs of students. The program will be enhanced through the on-going implementation of SpellingCity, an on-line interactive program which allows students to practice the skills they are learning and generalize literacy skill sets.

The following school-based assessments are being used to assess student levels:
• Waddington Spelling Assessment
• Holborn Reading Assessment
• Waddington Comprehension Assessment 1 and 2

Future directions
We will continue to measure student progress using standardized testing. We will implement an intensive Reading program including the implementation of the MultiLit program and encourage students’ reading behaviour through the provision of a variety of texts aimed at their skill level.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Feedback from students and parents indicated a high level of satisfaction for the school and our programs and services. Every parent and student
agreed the students’ behaviours had either improved greatly or significantly at home and at school. Parents reported students were keen to come to school when it was a daily ‘battle’ to get the students to school prior to coming to Casuarina. When asked about the aspects of the program we could improve, students’ responses included requests for more snacks in the ‘canteen’ and access to more computers.

All staff members indicated an on-going and high level of satisfaction with their roles and the programs and services the school offers.

Professional learning
In 2011 staff participated in professional learning targeting a number of areas. These included:

- Anti Racism Officer Training
- Moodle Workshop
- Legal Issues for SASS
- Cultural Intelligence in Schools
- Behaviour School Conference
- New Scheme Teacher
- MultiLit Training
- Executive Induction Program
- Brewongle Education Centre Visit – Aboriginal Experience
- Students with Complex Needs
- LMBR workshop
- Leaders’ Conference
- SASSPA Conference
- Let’s Read
- Supporting Students with Autism
- How Boys Learn Seminar
- Asthma Workshop

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

School planning 2012—2014
A rigorous self-evaluation process involving the collection and analysis of qualitative and quantitative data has led to the identification of targets within a number of priority areas identified for improvement over the next few years.

The following is a summary of the identified priority areas, targets, strategies to achieve these targets and how we will measure our progress toward and achievement of set targets.

Student Learning
Targets:

- All students achieve improved literacy and numeracy skills; specifically in the areas of Reading, Spelling, Comprehension and Computation
- All students achieve improved capacity for achievement of stage-age appropriate curriculum outcomes
- All students achieve improved capacity to meet the behavioural expectations of a school setting in the areas of Cooperative, Assertive Communication, Responsibility, Engagement and Safety.

Strategies to achieve these targets include:

- Student progress and achievement closely monitored and outcomes informing teaching and learning;
- Implementation of an intensive literacy program;
- SMART2 data and information used to inform the development of students’ Individual Education Plans;
- Targeted professional learning for staff;
- Ongoing implementation of whole school teaching and learning programs modified and adjusted to meet individual student needs.

Our success will be measured by:

- School-based and/or external literacy and numeracy skills assessment data indicating progressive improvement and achievement;
- Data from student’s participation in welfare systems indicating improved capacity to
manage the rules and expectations of a school setting;

- Students making a successful reintegration to mainstream school settings.

**Student Engagement and Wellbeing**

**Targets:**

- All students achieve improved mental health and wellbeing
- All students achieve improved engagement in learning levels

**Strategies to achieve these targets include:**

- Using the National Safe Schools Framework to develop and implement a whole school Positive Mental Health Policy and Plan;

- Promotion of positive mental health and the development of a Professional Learning package to support the promotion of positive mental health within the school and wider community;

- Continue to implement emotional and social resilience skills programs including SenseAbility;

- Review the school’s Student Engagement Plan to include more frequent positive experiences for students, both within the school and offsite;

- Develop and implement an ICT plan that includes the use of Moodle, EDMODO and ‘Bridges to Understanding’ initiative;

- Develop a flexible education program for Year 9 and 10 students.

**Our success will be measured by:**

- Student surveys indicating higher levels of awareness and understanding of the concepts of health and well-being and indicate progressive improvement in students’ levels of wellbeing;

- Students participating in school life and engaged in learning;

- Students accessing quality education through personalised learning.

**Student Transition and Pathways**

**Targets:**

- All Year 6 students achieve a successful transition to high school;

- All students identified as having the capacity to manage a mainstream school setting progress toward a successful return to a mainstream school setting;

- All students exiting the Year 9/10 program achieve a successful transition from school to further education, training and/or employment.

**Strategies to achieve these targets include:**

- Build and maintain strategic partnerships with mainstream school staff and parents/carers to ensure students are included in Transition 6-7 programs

- Develop Individual Transition 6-7 Plans for all students in collaboration with all key stakeholders

- Develop and deliver Professional Learning on meeting the needs of students with mental health issues as they Transition from Year 6 to Year 7

- Develop Individual Integration Plans for all students in collaboration with all key stakeholders

- Evaluate the reintegration to mainstream school policy and promote QT framework

- Build the capacity of mainstream school staff to meet the needs of integration students through quality professional learning opportunities, including promoting positive mental health

- Collaboratively develop and support Individual Transition Plans for all Year 9 and 10 students that include school to work/training/further education activities

- Professional Learning to include; School to Work policies and procedures and The National Partnerships in Youth Attainment and Transitions.

**Our success will be measured by:**

- Year 6 students participating in a mainstream school transition 6-7 and/or reintegration program and receiving positive feedback
• Casuarina and mainstream school staff learning and working together to identify and meet the individual needs of students

Aboriginal Education

Targets:
• All Aboriginal students achievement levels match those on non-Aboriginal students in literacy, numeracy, student engagement and wellbeing, pathways and transition outcomes

Strategies to achieve these targets include:
• Implementation of the Aboriginal Education and Training Policy and the National Aboriginal and Torres Strait Islander Action Plan 2011 – 2014
• Collaboratively developed Personalised Learning Plans for Aboriginal students in Years 5-10 that link to teaching and learning and pathways to meaningful post school options (Years 7-10)
• Review teaching and learning programs to ensure they are culturally inclusive
• Strengthen relationships with Aboriginal communities, including support services
• Seek guidance, advice and support from regional Aboriginal Education Officers
• Professional Learning to include; cultural awareness and understanding and identifying and meeting the needs of Aboriginal students

Our success will be measured by:
• All Aboriginal students achieving improved performance across program areas
• Aboriginal student surveys indicating Aboriginal students feel their learning activities and relevant and culturally inclusive
• All Aboriginal students with collaboratively developed, monitored, reviewed Personalised Learning Plans

Leadership and Management

Targets:
• Deliver quality, innovative alternative educational program for Year 9 and 10 students
• Strengthen school leadership and enhance school management practices
• Deliver the national curriculum

Strategies to achieve these targets include:
• Build and maintain strategic partnerships with businesses, TAFE and other educational providers to broker opportunities for training and learning pathways;
• Increase and broaden opportunities for staff to participate in management and leadership roles within the school;
• Revise teaching and learning programs to deliver the national curriculum based on revise syllabus.

Our success will be measured by:
• Students accessing the national curriculum;
• Key stakeholders engaged in school leadership and management;
• Staff and parent/carer feedback and surveys indicating high levels of satisfaction with school administration, leadership and management.

Organisational Effectiveness

Targets:
• Deliver quality innovative educational program for Year 9 and 10 students;
• Deliver a quality community engagement program to build the capacity of schools to meet the individual needs of students;
• Deliver quality, coordinated case-management to meet the complex dynamic and diverse needs of our student population.

Strategies to achieve these targets include:
• Develop flexible education program for Year 9 and 10 students that delivers curriculum through Distance Education/OTEN courses and multi-modal strategies;
• Develop, promote and implement an Institute of Teachers accredited Community Engagement Program involving participation in a professional experience for mainstream school staff, students completing the Education Support course at TAFE and teachers in training;
- Negotiate with appropriate TAFEs, Universities, Colleges re increased inclusion of Casuarina School as a professional learning resource;
- Negotiate with appropriate agencies re: access to mental health and family support services.

Our success will be measured by:
- Students individual needs identified and addressed using a coordinated case management approach;
- Staff participating in targeted professional learning and demonstrating improved capacity to meet the individual needs of students;
- Students engaged in learning, progressing and achieving.

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
Louise Mulligan Assistant Principal (Relieving)
Helene Bartley School Administrative Manager
Christopher Clapp Classroom Teacher
Michelle Freeman School Learning Support Officer
Marissa Turcinskas 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: casuarinas-s.school@det.nsw.edu.au
Web: http://www.casuarina-s.school.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