Casuarina School
Annual School Report

2012
Our school at a glance

Casuarina School is a specialist school providing intensive educational and behavioural support for students. Eligible students have exhausted all other school-based and regional behaviour support provisions and a more intensive level of support is deemed necessary.

Students

Casuarina School delivers quality education providing intensive behavioural and educational programs for students who generally present with complex social, emotional and/or behavioural needs that impact significantly on their ability to access an education in a mainstream school setting.

Staff

Casuarina School teaching and non-teaching staff have extensive experience in many areas of education including primary and secondary mainstream schools, special schools and support units. All staff are professionally competent and committed to optimising outcomes for all students.

Significant programs and initiatives

In 2012, Casuarina School implemented a number of programs and initiatives to provide all students quality educational and behavioural programs. 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. This year saw the implementation of the Every School Every Student initiative and the Empowering Local Schools National Partnership.

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 insight and understanding of themselves and others and the relationship that exists between our 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 students’ Personalised Learning and Support Plans. These plans are informed by school-based and external performance data and information and data gathered throughout placement. All stakeholders are included in the development, implementation and regular review of student’s Individual Education Plans that include Individual Integration Plans and Individual Transition Plans.

The quality of our programs and the progress our students make throughout placement is reflective of our commitment to continuous
improvement and on-going professional learning, consultative and collaborative practices and implementation of evidenced based, innovative programs and practices.

**Principal’s message**

Like all public schools, Casuarina School’s core business is to improve educational outcomes for all students. Throughout 2012, 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.

In response to regional need, three additional support classes were established at the school this year. These classes were established to provide an alternative educational pathway for older students, students in Years 9 and 10 who require intensive levels of educational and behavioural support. The establishment of these classes increased our total student enrolment from 28 to 42 students.

I am very proud of the achievements we have made this year. I look forward to continuing to build and develop effective partnerships with existing and new stakeholders and with members of our expanding local school community and continue to make a positive impact in the lives of our students.

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 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

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**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. The shared enrolment status supports the reintegration focus of our programs and facilitates students’ participation in mainstream school programs including transition programs. The maximum number of students enrolled at any given time is 49.

**Student attendance profile**

Students are required to attend school according to their individualized program. Regular school attendance is important as it aids the development of good work habits and a commitment to lifelong learning.
Attendance requirements and patterns throughout a student’s placement may vary depending on the program in which the student is participating and dependent on the individual needs of the students.

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 if all other strategies prove unsuccessful.

Class sizes

Class sizes are included in the annual school report in order to provide parents with as much local information as possible.

Casuarina School started the 2012 school year with six classes. In Term 4, an additional support class was established taking the total number of classes to seven. Each class has a maximum of 7 students and all classes are taught by a Classroom Teacher and supported by a School Learning Support Officer.

Structure of classes

In 2012 classes were divided into 2 separate programs. The Piccadilly Program, consisting of students in years 5 through to 8 were multi-age, multi-stage and mixed ability. These classes were structured according to anticipated or actual group dynamics. Structuring classes in this way promoted a safe and supportive learning environment and facilitated the implementation of a whole program teaching and learning model. Classroom teachers’ focused on adapting and modifying the teaching and learning program according to the individual needs of students. The Castlereagh program, consisting of students in years 9 and 10 were structured according to anticipated or actual group dynamics and according to their attendance program.

Staff information

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

<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>
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In 2012 one of our staff members’ maintained Professional Competence accreditation through the NSW Institute of Teachers and three classroom teachers worked toward accreditation at Graduate Teacher level.

Staff establishment

All positions are School for Specific Purposes (SSP) positions. An allocation of 0.2 represents 1 school day.

The following table shows our teacher and non-teaching staffing entitlement for 2012.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>School Learning and Support Officers</td>
<td>7</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>0.4</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16.58</strong></td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce. Casuarina School has two indigenous people on staff.

**Staff retention**

All permanent teaching and non-teaching staff from 2011 were retained in 2012.

**Teacher qualifications**

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

**Significant programs and initiatives**

**National Partnership Empowering Local Schools**

Casuarina School is taking part in the National Partnership Empowering Local Schools. The partnership is focusing on two areas: providing students with one-on-one literacy support and increasing the leadership capacity of staff. One of the initiatives this partnership has enabled us to offer students is the MultiLit, ‘Making up lost time in Literacy’ program.

Students assessed as needing significant additional literacy support are withdrawn for 30 minutes of intensive literacy instruction once a week. The student then receives a ‘work pack’ for the week to complete within their classroom, allowing students to access the intensive support program 5 days a week. Students remain in the program until they have completed all of the levels of the program. The program has improved the Reading, Spelling and Comprehension ages of all students who have participated. The partnership has also provided the opportunity for staff to be more involved in the leadership and management of the school. For the students, this has resulted in improved outcomes as staff understanding and consistency of management has been enhanced across all areas of the school’s programs.

**Every Student Every School (ESES)**

Our ESES project, ‘Wellbeing through Empowerment’ (W.E.) is designed to enhance the capacity of mainstream schools to provide quality education for students with a mental health disability equal to that provided for other students. This project has many levels, basically we are developing a number of professional learning opportunities for staff to close any gap that exists between capacity and performance levels of students with additional learning and support needs in mainstream schools. This project will be of major benefit to our students as they reintegrate to mainstream schools post placement at Casuarina.

Another aspect of this project that will be of significant benefit to the students at Casuarina School is the Professional Experience component of the project. The experience involves teaching staff spending time at Casuarina to learn, increasing the number of adults available to support our students.

**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.
Date of financial summary 30/11/2012

**Income**
Balance brought forward $43989.29
Global funds 91090.25
Tied funds 110149.18
School & community sources 10464.80
Interest 3652.46
Trust receipts 18397.70
Canteen 0.00
Total income $277743.68

**Expenditure**
Teaching & learning
Key learning areas 23022.47
Excursions 276.36
Extracurricular dissections 9406.60
Library 0
Training & development 1938.81
Tied funds 35278.94
Casual relief teachers 8645.55
Administration & office 25426.87
School-operated canteen 0.00
Utilities 22486.70
Maintenance 17060.21
Trust accounts 10814.71
Capital programs 20217.13
Total expenditure 174574.35
Balance carried forward $103169.33

**School performance 2012**

Casuarina School delivers quality personalised programs for students with severe social, emotional and behavioural issues. The diverse, complex and dynamic needs of individual students are identified and addressed and the well-being of our students managed effectively through consultative and collaborative practices including the implementation of a case management approach for every student, implementation of evidenced based strategies, constant review and improvement of our programs, policies and practices to ensure effectiveness and an on-going commitment to continuous professional learning.

**Achievements**

**External assessments**

All Casuarina students in Years 5, 7 and 9 participate in the National Assessment Program Literacy and Numeracy (NAPLAN) and all Year 8 students participate in ESSA. In 2012, 14 students were registered and participated in the NAPLAN through and 8 students were registered and completed the 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.

**School-based assessments**

On-going collection and analysis of student performance data measures student progress and achievement in the areas of basic literacy and numeracy, access to curriculum, social communication and interaction skills and levels of engagement in learning. Data and information collected throughout placement ensures patterns of student behaviour are recognised and supported accordingly. Individual performance data contributes to the development of student’s Individual Education Plans which, along with school-based assessment for learning processes, identifies student’s individual strengths and target areas for improvement.

**Literacy**

All students participate in school-based assessment. A range of assessments are used to measure individual achievement and progress in literacy and numeracy.
Data collected in 2012 showed an increase in their overall Literacy Age by an average of 1.8 years. The most significant improvement was an increase in literacy age of over 3 1/2 years which was achieved by two students.

**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 in a manner 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 2012 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.

**Creative Arts**

Creative Arts contributes to Casuarina School’s well-rounded and balanced curriculum. During 2012, students engaged in quality learning activities that enabled them to demonstrate their interests, skills and talents in this area.

Students participated in a variety of visual arts’ based activities which included making ‘pom-poms’, ‘gods-eyes’ and other creations with wool. Students explored the many uses of PVA wood glue by varying the amount of water mixed with the glue.
Students learned the process of design and used this process to make projects using the PVA glue. Students made flavoured toothpicks using test tubes, a variety of food grade oils and recycled Tasmanian Oak and faux-stained glass votive candleholders using a small glass and tissue paper.

Students made Mexican Pinatas, Yarns Balls and Lumienerie Balls. Students learned about the history and culture of Mexico including the use of Pinatas, traditional food and drink and music.

Students participated in performance/drama activities which had a ‘Who Done It?’ theme. The mystery of ‘who robbed the quickie mart’ became Casuarina folk law for some weeks as the classes passed through the workshop. The students gained confidence in their own verbal skills and their understanding of sound words. The detective skills at Casuarina were amazing! Students also participated in Music lessons. Students learned about the main classes of instruments Woodwind, String, Brass and Percussion and focused on making woodwind, string and percussion instruments. In the first five weeks students were exposed to traditional music from the Pacific Islands while making their Bamboo Tongue and Slit Drums.

Students also learned about sounds and vibrations while constructing a simple 3 string harp using a variety of steel and nylon guitar strings. Students also made a Harmoni-Kazoo and a Thunder Drum.

The sustainability component of the program saw students learn that the majority of the materials used for all the projects came from second hand stores and salvage yards.

Staff and students alike showed a high degree of enthusiasm in learning about, designing and constructing all their musical instruments.

**Sport**

The Casuarina School sport program provides a structured and safe environment for students to develop their gross motor skills, build self-confidence and improve physical fitness.

Throughout 2012, 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 play as part of a team.
Our whole school PE program complemented the sport program as it focused on teaching students the basic skills needed to play the games.

In 2012, all students continued their participation 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.

Aboriginal education

Throughout the 2012 school year we continued to focus on improving the placement outcomes of our Aboriginal students.

All staff participated in professional learning to improve their knowledge and understanding of Aboriginal culture. Staff also learned about the ‘8 Ways of Learning’ program and have begun to implement strategies within the framework.

During 2012 we continued to develop our mentor program for Aboriginal students and staff introduced. 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

All students participated in Harmony Day celebrations, 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. Students learned about nutrition and that it is a vital part of our day to daily routine and health. The program aimed to help the students understand what a balanced healthy diet looks like and about the workings of food and how their body uses the energy.
In 2012, we expanded this program to involve students in agricultural based activities. The ultimate goal being for students to grow the ingredients they use in the cooking part of the living skills program.

Students were involved in documenting, in written and photographic format a diary on our Casuarina Agriculture Wiki Page. Students designed and built five raised garden beds to grow herbs and vegetables.

Students learned about creating, registering, designing, and updating a Wiki Page, Work Health and Safety practices, soil mixtures, crop rotation, and the plants that will grow best in our local environment. Based on this learning, students created a seasonal growing calendar to guide the program in 2013.

Science

Students enjoyed participating in science-based workshops focusing on building students’ knowledge and understanding in the areas of biology and chemistry.

In the biology workshop, students learned about five of the major systems in the body, including the renal, skeletal, digestive, circulatory and respiratory systems. The program provided students with an introduction to the main organs involved in each system and the basic mechanisms by which these organs function together to make the system work. Students were presented with visual learning opportunities through engaging animations of different systems in action. Hands on activities provided students with the ability to model the workings of different organs and make learning real. Students built model lungs, pieced together replica skeletons, and reproduced the inner workings of the digestive tract using food products and packaging.

The chemistry workshop centered on learning and using the process of experimentation to explain phenomena. Staff and students worked together to conduct safe, yet engaging chemistry experiments using every day cooking chemicals found in every kitchen. Students made mini-rockets using vinegar and baking soda to observe acid-base reactions. The concept of density was explored using colourful sugar, water and oil, as was the question of how dishwashing liquid works to remove dirt from dirty dishes. Students enjoyed investigating the concept of a catalyst by creating elephant toothpaste and watching foam overflow. Finally, as the weather heated up, staff and students used some creative science ‘know how’ to make their own delicious ice cream without the need for an ice cream maker.

Swimming

The swimming program provided students with the opportunity to improve their swimming stroke techniques and their ability to tread water. Students learned about pool safety and making safe ‘rescues’ if they were to come across someone experiencing difficulty in the water. Students completed an online learning task which included an
assessment component which showed a marked increase in the students’ knowledge and understanding of the concepts studied. All students who participated in the swimming program did so with enthusiasm and observable enjoyment.

Woodwork/Agriculture

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.

Progress on 2012 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.

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

Student Engagement and Wellbeing

Targets:

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

Achievements include:
- Student surveys indicating higher levels of awareness and understanding of the concepts of health and well-being and evidence of 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 have a successful transition to school or further education, training and/or employment.

Achievements include:
- Year 6 students participating in a structured 6 – 7 transition program
- Casuarina and mainstream school staff learning and working together to identify and meet the individual needs of students
- Students exiting the Year 9/10 program with a structured transition plan

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

Achievements include:

- Aboriginal students achieving improved performance across all program areas;
- Aboriginal student surveys indicating Aboriginal students feel their learning activities are relevant and culturally inclusive;
- Aboriginal students with collaboratively developed 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

Achievements include:

- Year 9/10 students participating in a quality education program;
- Students progressively 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.

Achievements include:

- 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 in Years 9/10 engaged in learning, progressing and achieving.

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 2012 our school carried out evaluations of School Planning and Numeracy Programs.

School Planning

Background

School planning is an ongoing process of evaluation, development and review across all areas of school management.

Findings and conclusions

Due to the nature of the setting there are many ongoing developments and modifications to structures which need to be based on data, thoroughly planned and carefully implemented. Executive staff implement a range of strategies which assist in the appropriate planning and implementation of systems, including working with the whole school community.

Future directions

The school will continue to develop and review planning processes to ensure best practice. Clear and suitable planning ensures that students, staff and programs continue to make progress and develop in a manner which is of benefit to the school and ensures
school targets, outlined in the School Plan, are worked towards in an effective manner.

**Numeracy Programs**

**Background**

The Casuarina Whole School Numeracy Program incorporates the following areas:

- Pre and Post assessment of all students to ensure relevant and appropriate levels of work for students
- Intensive strand base work
- Revision and further development of computation, basic skills and general capabilities
- Implementation of the Mathletics and MathsOnline programs

**Findings and conclusions**

All students access the Numeracy program through their Individual Education plans, which incorporate the development and generalisation of skills. The ongoing process of assessment and program adaptations ensure students are able to access the curriculum appropriately. The incorporation of group tasks, concrete materials and whole class learning activities has increased the engagement of students.

**Future directions**

We will continue to measure student progress using standardized assessment and pre and post tests for all strand areas. The National Curriculum will be implemented during 2013, in alignment with departmental standards and the schools National Curriculum action plan.

**Parent, student, and teacher satisfaction**

In 2012, 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 that students had participated in an engaging, relevant and appropriate program which focused on the needs of the student, incorporated their learning style and increased their level of achievement.

All staff members indicated an on-going and high level of satisfaction with their roles and the programs developed, implemented and reviewed at Casuarina School.

**Professional learning**

In 2012 staff participated in professional learning in a number of areas, including First Aid, Resuscitation, Work Health and Safety, Child Protection, Staff Code of Conduct, Non Violent Crisis Intervention, Understanding Assessment, Teaching Phonics K-2, SASS Introduction to Microsoft Excel 2010, Keys to Successfully Writing a CV, Developing my Capabilities (SASSPA), ESES workshops, LMBR workshops, Acceptance and Commitment Therapy, WSR Equity Symposium, Supersix Literacy, 8 Ways of Learning, Numeracy National Curriculum, Basic Machinery Maintenance, Impact of Trauma on students and the Literacy & Numeracy Continuums.

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 ensured all staff contributed to the learning of their colleagues.

**School planning 2012 - 2014**

Due to the school’s participation in the DEC’s trial of the new school planning, monitoring and reporting tool, the language used to communicate the school’s strategic directions and targets have been revised.

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 the targets.

**Targets for 2013**

**Personalised Learning and Support**

Targets:

- All students achieve improved literacy and numeracy skills in the areas of reading, spelling, comprehension and computation;
- All students working toward stage-age appropriate learning outcomes;
- All students achieve improved capacity to meet the behavioral expectations of a school setting.

Strategies to achieve this target include:

- Student literacy and numeracy levels assessed at time of placement at regular intervals and at time of exit;
- On-going implementation of the MultiLit program;
- Review and revise whole school literacy and numeracy policy and plan and align with DEC Literacy and Numeracy Action Plan;
- Professional Learning including MultiLit, SMART2 software, learner diversity, Quality Teaching Framework, curriculum delivery and differentiating the curriculum;
- Ongoing implementation of whole program teaching and learning activities modified and adjusted to meet individual student needs;
- All students with a collaborative developed Personalised Learning and Support Plan;
- Ongoing refinement and implementation of the school’s student welfare policies and practices.

Our success will be measured by:

- School-based assessment data indicating improved literacy skills, specifically in the areas of Reading, Spelling and Comprehension;
- School-based assessment data indicating improved numeracy skills, specifically in the area of basic computation;
- School based data indicating improved social communication and interaction skills, specifically in the areas of Cooperation, Assertive communication, Responsibility, Engagement and Safety outcomes.

**Transition and Pathways**

Targets:

- All Year 6 students achieve a successful transition to high school;
- An increase in the number of students returning to mainstream school post placement.
- 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:

- Build and maintain strategic partnerships with mainstream school staff, parents/carers and other agencies;
- Develop Individual Transition 6-7 Plans for all students in collaboration with all key stakeholders;
- Develop Individual Integration Plans for all students in collaboration with all key stakeholders;
- Evaluate the reintegration to mainstream school policy align with QT framework and promote;
- 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 Castlereagh Program 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:

• Students returning to mainstream school post placement;

• All students with collaboratively developed integration and/or transition plans.

• All students exiting the Castlereagh program on a positive pathway

Leadership and Management

Targets:

• Strengthened school leadership

• Enhanced whole school management practices

Strategies to achieve these targets include:

• Develop and implement a whole school Staff Support Plan including strategies to support staff in the achievement of PPLP goals including EARs and TARs processes for maintaining professional standards;

• Develop and implement an Admin Plan to better support teaching staff and students and to streamline administrative systems and processes including the implementation of LMBR;

• Increase and broaden opportunities for staff to participate in management and leadership roles within the school.

Our success will be measured by:

• Strengthened leadership capacity across the school;

• Enhanced management practices.

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.

Self-evaluation committee
Kylee Thorson Principal
Louise Mulligan Assistant Principal
Helene Bartley School Admin Manager
Christopher Clapp Classroom Teacher
Michelle Freeman SLSO
Michael Mauceri Community Representative

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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