Casuarina School
Annual School Report 2013
Our school at a glance
Casuarina School is a specialist setting delivering intensive levels of support for students who have experienced significant challenges with their behaviour in a mainstream school setting.

Students
Our students generally present with complex and dynamic needs. We use a case management approach to identify and address the individual needs of our students whilst delivering quality education for all.

Staff
Casuarina School has a principal, two assistant principals, six classroom teachers, seven school learning support officers, a school counsellor/psychologist two days per week, a full-time school administrative manager, a school administrative officer two days per week and a general assistant two days per week.

All teaching staff meet the professional requirements for teaching in NSW public schools. All our staff have expertise and experience working with students who have behaviour disorders, emotional disturbances and specific educational needs.

Significant programs and initiatives
Casuarina School delivers two separate programs for students in school years 5 through to 12.

The Piccadilly Program caters for students in school years 5 to 8 and offers intensive educational and behavioural support for whilst students learn the skills and strategies required to better manage the expectations of a school setting.

The Castlereagh Program caters for students in school years 9 through to 12 and offers students a flexible program of study as a pathway toward further education and/or training and/or employment.

Throughout the 2013 school year we have demonstrated our on-going commitment to continually improving our programs, policies and procedures to meet the dynamic needs of our fluid student population.

Throughout the 2013 school year Casuarina School continued to implement National Partnerships including Empowering Local Schools and the Every School, Every Student initiative.

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

Throughout 2013, 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 all areas of the program.

We have continued to build and develop effective partnerships with key stakeholders including the parents/carers of our students, Riverstone Neighbourhood Centre, Sydney Distance Education High School, Blacktown City Council, Wesley Mission, Take 5 and Learning Ground.

I’d like to take this opportunity to thank the staff, students, parents/carers and extended school community for their support, hard work and commitment. I am very proud of the progress and achievements we have made together over the past 7 years.

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; improve 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, feeling and behavior.

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.

The quality of our programs and our student’s progress and achievements are 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.

**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**
Our capacity enrolment is 49 students. Students maintain a shared enrolment status between their mainstream/census school and Casuarina throughout placement.

**Student attendance profile**
Students are required to attend school on a full-time basis. Regular school attendance is important as at aids the development of good work habits and a commitment to lifelong learning. Attendance patterns throughout a student’s placement may vary on individual need and program stage.

Students who are participating in re-integration programs will attend their mainstream setting throughout the week as well as attending Casuarina school programs.

**Management of non-attendance**
Students’ non-attendance at school is managed according to the school’s Attendance Policy and Procedures which is revised on a regular basis. The procedures include a number of 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 regions Home School Liaison officer (HSLO).

Student’s attendance information is communicated between schools due to student enrolments being shared across settings.

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>7.0</td>
</tr>
<tr>
<td>School Counsellor</td>
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<td>School Administrative Manager</td>
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<tr>
<td>General Assistant</td>
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<tr>
<td>Total</td>
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**Staff retention**
All permanent teaching and non-teaching staff from 2012 were retained in 2013.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2012

Income
- Balance brought forward $103169.33
- Global funds $126622.72
- Tied funds $61570.47
- School & community sources $650.00
- Interest $3298.00
- Trust receipts $2575.39
- Canteen $0.00
- Total income $297886.81

Expenditure
- Teaching & learning
  - Key learning areas $17938.00
  - Excursions $0
  - Extracurricular dissections $7311.94
- Library $0
- Training & development $4634.13
- Tied funds $62151.89
- Casual relief teachers $18464.03
- Administration & office $29206.82
- School-operated canteen $0.00
- Utilities $21141.68
- Maintenance $14527.05
- Trust accounts $10158.38
- Capital programs $17935.68
- Total expenditure $203489.69
- Balance carried forward $94397.12

Further details concerning the statement can be obtained by contacting the school.

School performance 2013
Throughout 2013 we continued to implement engaging programs for students. Following is a brief outline of just some of our 2013 achievements.

Castlereagh
During 2013 the Castlereagh program progressed three Year 10 students into Year 11 programs that included achieving Cert 1 Readiness for Work and Training and their ROSA as well as a student on a mainstream Preliminary Y11 Pathways Course. We also progressed nine Y9 students from 2012 to Year 10 on mainstream and modified or pathways Y10 programs with some students on the Cert 1 Readiness for Work and Training TAFE entry preparation course. There were also three new enrolments into Year 10 for 2013 and one further Y10 enrolled in Term 4 this year. Five Year 9 students commenced our program at the beginning of this year. Each of the Year 9 students has engaged in a mainstream and or modified mainstream program of study.

Photography
Students participated in a weekly photography and digital editing workshop. Over the course of the term students learned to take photographs using a variety of different perspectives and to edit and enhance photographs using computer programs. Students undertook a long-term assignment using iPads to create and put together a story that involved the collaboration of edited photos and the development of a plot and storyline. Students who participated in this workshop developed skills in photography and creative design as well as in the use of technology. Students also further developed their creative writing and literacy skills.

Sport
Students participated in a lunch time sports program as well as whole school each Wednesday. Students also participated in daily intensive Personal Development and Health (PDH) lessons including scripting, social skill development and curriculum. The aim of the PDH lessons was to provide
intensive, explicit teaching of social skills and provide students with the opportunity to develop and generalise their skills.

Workshops - Cooking
Students enjoyed completing pasta-making lessons where they learned to make fresh pasta from scratch. Students were taught how to knead pasta dough and how to feed it through the manual rolling machines to make smooth, glossy sheets. They also learned about the best uses of different pasta shapes. Students then applied their knowledge by first using the pasta machines to make fresh fettuccini and spaghetti and then participated in the cooking process where they learned to cook pasta until an *al dente* consistency and paired their offerings with a range of sauces, including bolognese and alfredo varieties.

Workshop - Creative Arts
Students participated in a creative arts program that was designed to cover a range of interests and tastes and expose students to skills that move beyond traditional ideas of art making. Workshops covered sketching, working with clay, making timber framed cork boards and painting a variety surfaces. Students learned that artists are influenced by their environment and it is expressed through their use of colour, art forms, materials and designs. With this in mind students were encouraged to evaluate and experiment with their creative ideas. Students were assessed by workshop participation and observation and discussion of their artistic choices. Students engaged enthusiastically with the workshops in particular the workshops that produced objects of utility.

Students practised and printed a design on their own t-shirts using fabric paint and florist foam. Students practised the technique, starting off with polystyrene and paper to see if their designs could work. When they were happy with their designs, they moved onto florist foam and fabric scraps to practise the printing technique on fabric. One of the struggles that students faced was the fact that their design would be backwards when it was printed on the paper or fabric so they had to practise writing backwards. Students enjoyed this workshop and enjoyed being able to take home their design on a t-shirt and take pride in their work.

Workshops - Science
Students performed various scientific experiments and looked at the explanation behind the effect that they observed. Students enjoyed observing the various types of reactions e.g. the chemical reaction when working with bi-carb soda and water as well as experiments using force e.g. piercing a potato with a straw. Students enjoyed learning about these processes and thought about where they could see them in everyday life.

Living skills
Workshops, engagement lessons, and Friday Casuarina Cafe lunch have all been elements of our cooking life skills program this year. The keystone of course is our Friday lunch where students are able to put into practice all the skills they have developed in the workshops and engagement lessons: menu planning, purchasing, kitchen safety and hygiene, setting out work stations, food and service presentation and hosting skills. A focus was food from around the world. Students would select a country, research various facts, interesting curiosities and typical cuisine from that country before selecting a menu and preparing a visual
presentation on those country's facts for the rest if the students on Friday. Highlights were homemade gnocchi, sang choi bao, fresh pizza, kangaroo in bush tomato cream sauce and kina chowder.

Students in the Castlereagh program took part in a cooking program utilising and developing their skills in the areas of understanding recipes, budgeting and utilising ingredients within the kitchen. They created a variety of delicious meals to share with their peers and make at home.

**Engagement**
All students in the Piccadilly program participated in extra-curricular activities throughout the year. These included visits from Blacktown City Council with a Graffiti prevention workshop, Literacy talks through Penrith Panthers’, visits from our local Police Liaison Officer to discuss cyberbullying, interactive visits from Australian Wildlife which included programs called ‘Bug’s Business’, ‘Something Wild’ and ‘Sea Life’ where students were able to learn about different animals, their habitats and ways to care for and protect animals in the wild.

Students also participated in a swimming workshop incorporating pool safety and rescue techniques.

**Academic**
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 2013 14 students were registered and participated in the NAPLAN and 8 students were registered and completed the ESSA through Casuarina.

Due to the small number of students, individual students and school performance in these test measures cannot be reported for privacy reasons.

**Literacy**
Throughout 2013, staff continued to deliver challenging, relevant and engaging literacy programs for students. A comprehensive MULTILIT program was implemented for 16 of our students which saw an average increase of 3.6 years in student’s literacy levels.

Students undergo assessment within the Making Up Lost Time in Literacy (MultiLit) program. If students are assessed as not being within 2 years of their chronological age they will take part in the intensive support program. The intensive support program runs once a week when students are withdrawn from class for 30 minutes of intensive literacy support. 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 levels. The program has improved the Reading, Spelling and Comprehension age of all students who have participated.

Using Running Records, PM Benchmark, Waddington, and Holbourn assessment tools the 16 students who were engaged in the program this year increased their overall Literacy Age by an average of 1.8 years.
**Numeracy**

During 2013 Casuarina School aligned its Numeracy (and Literacy) programs in accordance with the National Curriculum. Our Numeracy programs implement a range of assessment tools to determine specific levels each student is working at for each Numeracy Strand eg Multiplication. Teachers then design and structure an Individual Education Plan (IEP) which specifically targets teaching and learning in the areas that each student needs to develop.

Numeracy programs at Casuarina School incorporate a variety of resources; worksheets from appropriate texts, Mathletics interactive learning tasks, Maths Revision worksheets, Maths games eg Darts, Multiplication Bingo, Card games, Maths quizzes etc, and the incorporation of concrete materials eg 3D shape nets, counters where required.

**Curriculum**

Throughout 2013 students in the Piccadilly Program continued to access the curriculum using the Connected Outcome Groups model. Students worked on the topic Living Land where they looked at the way in which people interact with the land and the kinds of relationships that different people have with the land. This included looking at built environments and natural disasters and how they impact on people and the environments in which they live. Students also looked at different environments and the climates needed to sustain the environment as well as the animals and their habitats that would be present in various environments.

Students learned about the concept of Physical Phenomena. This involved students performing various experiments and looking at their effects in a scientific way. Students came to understand and talk about naturally occurring phenomena, eg static electricity, energy etc.

Students looked at their personal identity and different factors that affect their identity as well as national identity. Students participated in various esteem building exercises that aimed to find their personality strengths and how they could use their strengths in day to day life. Students also discovered different forms of identity which included things like national and cultural identity and how this can help define a person.

Students learnt about making informed decisions. Students were taught about the process that they need to go through to make informed choices. This involved thinking about some of the consequences of certain decisions and making a choice for something that has the best consequence. Students also looked at state and federal government and saw how decisions were made on a national level.

**Significant programs and initiatives**

**Aboriginal Education**

Casuarina staff have undergone professional learning around ‘8 ways of learning’ and have begun to implement strategies within the framework in to teaching and learning programs. Students participated in NAIDOC day and Harmony day activities.

**National Partnership Program**

Casuarina became one of the ‘229 schools’ in 2013, taking part in the Empowering Local Schools National Partnership Program. This program involved a focus on developing the leadership capacity of staff and provided more intensive levels of support for students.
Information Communication Technologies (ICT)
The use of iPads in classroom was a focus of the Piccadilly program’s ICT plan this year. Through the use of the Apple Configurator program it has been possible to respond to the ever developing needs of our staff and students in pushing Apps out efficiently to all users. The iPads have also been implemented in to the learning programs of some of the Castlereagh students’ programs.

Mentoring
Over the course of the 2013 school year, our students were given the opportunity to engage in a mentoring service. Our primary provider of the services has been Karabi Community and Development Services Inc. Mike and others from the organisation have worked both one-on-one and with small groups of students using strengths based approaches to build student confidence levels. Some of the skills learned included:
- setting and how to achieve realistic goals
- how to cope with difficult times by developing resilience skills
- develop their abilities to take control to the extent they can for their own lives

Work Experience
Of our eligible students we have successfully integrated four students into a long term (one day a week) Work Experience placement. Five others have achieved short term (ten day) Work Experience placements. All year 10 and 11 students have participated in a School to Work Program, have developed a Resume and are continually developing and refining their School to Work pathways. We also have five students in regular part time work.

Open Training and Education Network (OTEN)
As Part of the Castlereagh Program some students are enrolled in TaFE through OTEN. This enables students to complete Certificate 1 in Access to Work and Training in preparation for work or completing further education with TaFE.

Additional Programs
Two of our students have participated in Take 5 Programs in addition to our school programs and another student participates in the Café Horizons program and is on course to receive a CERT 11 in Hospitality.

We have also engaged nine of our students in a local community program through Riverstone Community Centre. This program covered life skills programs of community support, financial literacy, community support facilities, engaging with the community, engaging responsibly with others, relationship building, goal setting, finding accommodation and personal development and care.

Every School, Every Student Initiative
The 2013 school year saw the implementation of Casuarina School’s Coordinated Support Package. This package includes the Professional Experience and Coordinated Support Plan aimed at working towards meeting the individual needs of students with additional learning and support needs in school settings.

Progress on 2013 targets
As outlined in the school’s strategic improvement plan the following three areas were targeted for improvement in 2013.
Target 1
All students achieve improved literacy and numeracy skills, specifically in the areas on reading, spelling, comprehension and computation.
Our achievements include:
- Implementation of MultiLit program;
- Training of additional staff in implementing the MultiLit Program;
- Ongoing improvement and development of students IEPs;
- Further implementation of technology within IEPs;
- Overall improvement in standardised assessment results.

Target 2
All students achieve improved capacity for achievement of stage appropriate curriculum outcomes
Our achievements include:
- Ongoing improvement and development of students IEPs;
- Intensive support programs for all students;
- An increase of students who are meeting the appropriate stage/age outcomes.

Target 3
All students’ achieve improved capacity to meet the behavioural expectations of a school setting, specifically in the areas of Cooperative, Assertive, Responsible, Engagement and Safety
Our achievements include:
- Review and implementation of PBL expectations;
- Continued implementation of social skills and resilience training for all students through the SenseAbility program;
- Continued implementation of Emotional Skills Based Training by School Counsellor and Classroom Teacher for students identified as requiring further learning;
- Continued implementation and development of CARE model including a program with a focus on explicit teaching of skills;
- Implementation of recognition ceremonies and reward systems for students

Target 4
All students achieve improved mental health and wellbeing
Our achievements include:
- Strengthened partnerships with local services, including Riverstone Neighborhood Centre, Wesley Mission, Take 5, Karabi Youth and Family Support and Blacktown Council;
- Continued implementation of the Casuarina program which highlights areas of mental health and allows for open guided discussion to reduce the stigma of mental health issues;
- Development of the Casuarina Every School Every Student project;
- The initial stages of the KidsMatter and MindMatters programs implemented

Target 5
All students achieve improved engagement in learning levels
Our achievements include:
- Teaching and learning programs incorporate Quality Teaching practices and principles;
- Implementing a range of programs that run alongside the Casuarina Program including Cafe Horizons, Take 5 and mentoring programs;
- Continued implementation of workshop programs, which take place in the afternoon sessions;
- Students participate in multimodal learning activities, all students have access to ICT;
- Ongoing development of Personalised Learning Plans (PLPs) and Individual Education Plans (IEPS) which a focus
on how students learn, including the implementation of Multiple Intelligences Quizzes and working with School Counsellors and key stakeholders to ensure relevant and engaging programs for students.

Target 6
All Year 6 students achieve a successful Transition to High School
Our achievements include:

- Continued progress with the Every School, Every student initiative, including links with mainstream settings;
- Implementing the Casuarina Professional Experience as part of the Every School, Every Student initiative;
- Continued development of Transition Policies and Procedures;
- Further development of professional partnerships with local Schools, including the Hawksbury Learning Community;
- Students and parents participating in transition planning, identifying areas of strength and areas of focus for transition;
- Students participating with their mainstream peers in orientation programs.

Target 8
All student exiting the Castlereagh program achieve a successful Transition from school to further education, training and/or employment
Our achievements include:

- Development of Individual Transition Plans (ITPs) for all students;
- Working with Regional Transition Staff to best meet the needs of students;
- The development of work experience procedures and programs; Students participating in work experience programs and OTEN programs;
- Students completing Certificate 1 Readiness for Work and Training TAFE entry preparation course;
- Students achieving their ROSA as well as a student on a mainstream Preliminary Y11 Pathways Course

Target 9
All Aboriginal students’ achievement levels match those of non-Aboriginal students in literacy, numeracy, student engagement and wellbeing, pathways and Transition outcome
Our achievements include:

- Mentor program for Aboriginal Students;
- Review and implementation of Personalised Learning Plans (PLPs);
- Aboriginal student assessments matched orbettered the broader student population in the areas of Spelling, Addition, Subtraction, Multiplication and Division
Target 10
Deliver Innovation alternative educational program for Year 9, 10 and 11 students
Our achievements include:
- Students participating in OTEN programs;
- Students participating in living skills programs;
- The use of Multi modal programs including Moodle;
- Students participating in work experience and links to TAFE

Target 11
Strengthen school leadership and enhance school management practices
Our achievements include:
- Development of the National Partnerships, Empowering Local Schools project;
- Providing Professional Learning for all staff;
- Participation of staff in mentor programs, allowing the development of leadership capabilities;
- Implementation of school Teams, providing opportunities for interested staff to lead teams to work towards the targets of the school plan

Target 12
Deliver the National Curriculum
Our achievements include:
- Professional Learning provided to all staff in relation to the National Curriculum;
- Modification of existing Whole School Programs with the incorporation of the general capabilities of the National Curriculum;
- Implementation of National Curriculum based assessment and reporting

Target 13
Deliver a quality Community Engagement Program to build the capacity of schools to meet the needs of students with mental health issues
Our achievements include:
- Links to external agencies being developed, including Riverstone Neighborhood Center, Take 5, Karabi Youth and Family Service, Disability Employment Services;
- Students attended programs with HeadSpace through the Castlereagh program;
- Implementation of the Casuarina Coordinated Support Package through the Every School, Every student initiative, including staff from mainstream settings participating in the Casuarina Professional Experience

Target 14
Deliver quality coordinated case-management to meet the complex, dynamic and diverse needs of our student population
Our achievements include:
- Ongoing development of partnerships with local school communities, key stakeholders and regional staff;
- Links to external agencies being developed, including Riverstone Neighborhood Center, Take 5, Wesley Misson, Karabi Youth and Family Service and Disability Employment Services;
- Ongoing regular student review meetings, discussing students progress, achievement and areas of development

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 2013 our school carried out evaluations of Teaching and TAS.
Teaching

Background
Quality Teaching is an ongoing process of assessment, development, implementation, evaluation and review across all areas.

Findings and conclusions
All students have appropriate, individualised programs created by teachers which maintain engagement and focuses on meeting the Quality Teaching guidelines. Teachers will continue to improve students' understanding of what they are learning and why.

Future directions
The school will continue to develop and implement quality teaching approaches. Casuarina staff will continue to develop engaging and relevant programs for students which encourage participation and meaningful learning.

Technological and Applied Studies (TAS) Background
Casuarina does not run specific TAS programs however students have access to some areas of TAS including woodwork and cooking/life skills programs in both the Piccadilly program through participation in and workshops and the Castlereagh program through Distance Education subjects.

Findings and conclusions
All students who participated in TAS programs showed a high level of engagement, pride in their achievements and believed they would implement what they had learned through their cooking lessons at home.

Future directions
Casuarina will continue to implement TAS programs which provide meaningful and engaging options for students and as a means of developing a sense of self-worth and achievement.

In 2013 the school sought the opinions of parents, students and teachers about the teaching of students attending Casuarina.

Teachers believe their programs involve relevant and engaging programs for their students. All teachers agree that the assessment processes provide information on students' strengths and areas for further development and are used to evaluate, develop and refine teaching programs.

The majority of students believe their teachers plan class activities that are interesting and help them learn and all students agree that teachers keep records and samples of work to include in their school report or portfolio. Students stated they would 'think twice' about their behaviour to ensure they were able to attend school.

Parents believe that the way their child’s teachers manages the class helps him/her to learn and that clear information is reported to them.

Professional learning
In 2013 staff demonstrated a commitment to ongoing professional learning through the participation in school and non-school based activities.

Professional learning included:
- e-Resusitation and CPR
- OHS – workcover update
- Anaphylaxis e- training
- Child Protection update
- Western Sydney Region Principals’ Conference
- e-Emergency Care training
- Code of Conduct update
- Western Sydney School Counsellor PL – Supporting students in OOHC
- SASS Merit Selection Panel Training
- Self-Leadership (SASSPA)
- Spectronics – integrated iPads into the classroom
- SEPLA/ASEPA Conference
- ESES Workshop

Parent, student, and teacher satisfaction
School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**Target 1:** Improved student learning outcomes

Strategies to achieve this outcome include:
- All students achieve improved literacy and numeracy skills in the areas of reading, spelling, comprehension and computation;
- All students achieve improved capacity for achievement of stage-age appropriate;
- All students achieve improved capacity to meet the behavioral expectations of a school setting, specifically in the areas of Cooperation, Assertive communication, Responsibility, Engagement and Safety outcomes
- Improvement in external assessment data

**Strategies to achieve these targets include:**
- Student literacy and numeracy levels assessed at time of placement and each semester;
- Continuation of the MultiLit program;
- Implementation of whole school literacy and numeracy policy and plan in alignment with K-12 National Curriculum policies and plans;
- Analyse SMART2 data and information to inform the development of IEPs;
- Professional Learning including MultiLit, SMART2 and learner diversity, Quality Teaching Framework and differentiating the curriculum;
- Ongoing implementation of whole school teaching and learning programs modified and adjusted to meet individual student needs;
- Ongoing refinement and implementation of students’ IEPs and the schools PBL model

**Target 2:** Improved mental health and wellbeing and enhance engagement in education and 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;
- Promote positive mental health with the school and develop 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;
- Continue to develop 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 and Bridges to Understanding initiative;
- Develop a flexible education program for students within the Castlereagh Program
**Target 3**: Improved student transition outcomes and positive educational pathways

- 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;
- 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 through the implementation of the Every School, Every Student Casuarina Coordinated Support Plan;
- Collaboratively develop and support Individual Transition Plans for all Year 9, 10 and 11 students that directly link to teaching and learning and pathways to meaningful post school options;
- 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

**Target 4**: Achievement levels of Aboriginal students match those of non-Aboriginal students

Strategies to achieve these targets include:

- Implement the Aboriginal Education and Training Policy and the National Aboriginal and Torres Strait Islander Action Plan 2011 – 2014;
- Quality, collaboratively developed Personalised Learning Plans for Aboriginal students in Years 7-12 that directly link to teaching and learning

**Target 5**: Strengthened leadership capacity and enhanced school management practices

Strategies to achieve these targets include:

- Develop and implement whole school Professional Learning Support Plan including leadership development and multi-modal learning activities;
- 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;
- Revise the school’s Student Engagement Plan to include explicit strategies to better engage parents/cares and the wider school community in school leadership;
- 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, including the implementation of LAST and support role opportunities for staff;
- Develop and implement an executive team plan to support the newly
appointed member and current executive to manage effectively as a team with clearly defined roles and responsibilities;

- Professional Learning to include; National Curriculum, Planning and Programming, Differentiating the curriculum to meet student needs

**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 Booth Assistant Principal
- Helene Bartley School Administrative Manager
- Kyle Fathers Classroom Teacher
- Michelle Freeman School Learning Support Officer
- Marissa Turcinski Community Representative

**School Contact Information**

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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: