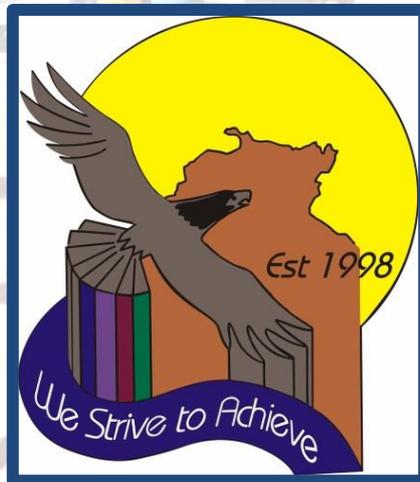




# Casuarina Street Primary School

## Annual Performance Report to the School Community

**2018**





## School Overview

### Our School

Casuarina Street Primary School is located in the town of Katherine, 315km south of Darwin. Casuarina Street Primary School (CSPS) is located on Casuarina Street in Katherine East, Katherine. The school first opened in 1998 and our grounds contain four general learning areas, each with four classrooms and communal working spaces for additional work with students; as well as a library, multi-purpose hall and stage, teaching and targeted student support team hub, canteen and single unit preschool set amongst well maintained grounds with a combination of shaded and open playing areas and outdoor sporting facilities. The vision for our school – ‘We strive to achieve’ is reflective of a community where all learners can identify aspirational goals for ongoing improvement and can articulate a plan to achieve this, demonstrating growth towards and beyond their targets each year.

### Our Staff

In 2018, Casuarina Street Primary School maintained a team of teaching, administrative and support staff with a business manager, administrative officers, preschool, early years and ‘Student Support Team’ (Leaders and Mentors), a Defence School Transition Aide (DSTA), CSPS Communication Officer and a Physical Maintenance Officer. The school also utilised 4 Impact Coaches as part of an expanded Leadership Team and identified Big 4 Project teams across the school to support the Assistant Principal and Principal as a key part of the leadership portfolio.

All teaching staff achieved registration with the Teacher Registration Board of the Northern Territory with three members identified as either Highly Accomplished or Lead in their level of achievement aligned to these standards. All members of the CSPS team working in and with a focus on learning in our preschool met all national qualification standards in line with ACECQA (Australian Children’s Education and Care Quality Authority) expectations. All staff achieved working with Children clearance (Ochre Card) in line with departmental and national expectations.

| Positions   |              |           |
|---|--------------|-----------|
| School Board Chair                                    | Leah Burns   |           |
| Principal   | John Cleary  |           |
| Assistant Principal                                   | Pamela Dixon |           |
| Administration/Business Manager                       | Julia Knight |           |
|   | Full time    | Part Time |
| Total number of teaching staff                        | 21           | 4         |
| Total number of Executive Teachers and Impact Coaches | 6            | 0         |
| Total numbers of HALTs                                | 3            | 0         |
| Total number of support staff                         | 7            | 1         |
| Total number of Indigenous staff                      | 1            | 0         |
| School Council staff                                  | 0            | 11        |





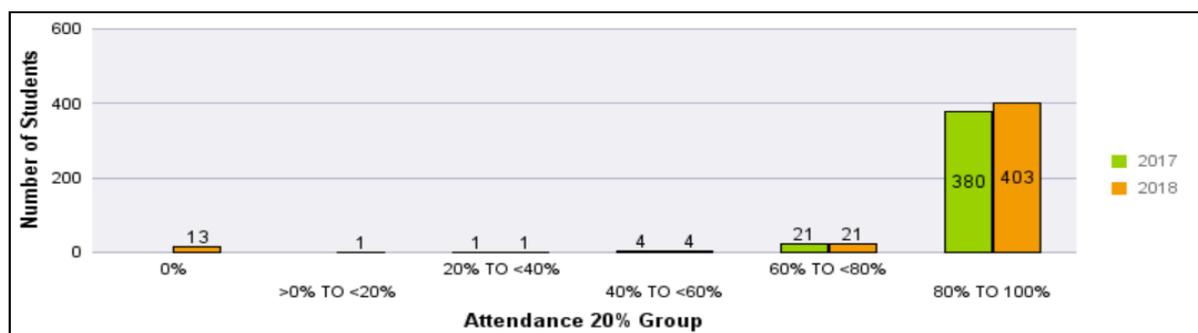
The overall staff retention rate within 2018 and for the commencement of the 2019 school year for CSPS remained at a very high 92.3%, this was accompanied by a slight reduction in the across year retention rate of 80% (2017-2018). Staff attendance rate for the 2018 school year remained at an extremely high **97.4%** for teaching staff and **94.3%** for non- teaching staff, an overall mean of **95.8%**.

## Our Students

In 2018, Casuarina Street Primary School averaged 400 students in Effective Enrolment calculations (8 collections across the year), attending school with an indicative attendance of 92.4%. In line with the revised 'Engage' systemic target to increase the number of students attending more than 80% of the time, CSPS achieved 91% in this area; again well above the NT wide target of 80%. This also demonstrated a maintained level above 90%, despite growth in student numbers of 23 students in comparison to the previous school year.

| Staff Type              | Classification | Retention Rate |
|-------------------------|----------------|----------------|
| Teacher                 | CT             | 81.8%          |
|                         | ECPL2          | 100.0%         |
|                         | ST3            | 100.0%         |
|                         |                | <b>83.3%</b>   |
| Staff Type              | Classification | Retention Rate |
| Non-Teacher             | AO2            | 50.0%          |
|                         | AO292          |                |
|                         | AO296          | 100.0%         |
|                         | AO6            | 100.0%         |
|                         | PH2            | 100.0%         |
|                         |                | <b>66.7%</b>   |
| <b>School Retention</b> |                | <b>80.0%</b>   |

### 2017 to 2018



|             | 2017               | 2017                   | 2018               | 2018                   |
|-------------|--------------------|------------------------|--------------------|------------------------|
|             | Number of Students | Percentage of Students | Number of Students | Percentage of Students |
| 0%          | 13                 |                        | 13                 | 3%                     |
| >0% TO <20% | 1                  |                        | 1                  | 0%                     |
| 20% TO <40% | 1                  | 0%                     | 1                  | 0%                     |
| 40% TO <60% | 4                  | 1%                     | 4                  | 1%                     |
| 60% TO <80% | 21                 | 5%                     | 21                 | 5%                     |
| 80% TO 100% | 380                | 94%                    | 403                | 91%                    |

The number of students enrolled at the school can vary as over 34% of the students at CSPS come from families who have moved to Katherine as part of the Australian Defence Force, based both in Katherine itself and at RAAF Base Tindal. Movement between bases for many of our families can happen every 1-3 years.



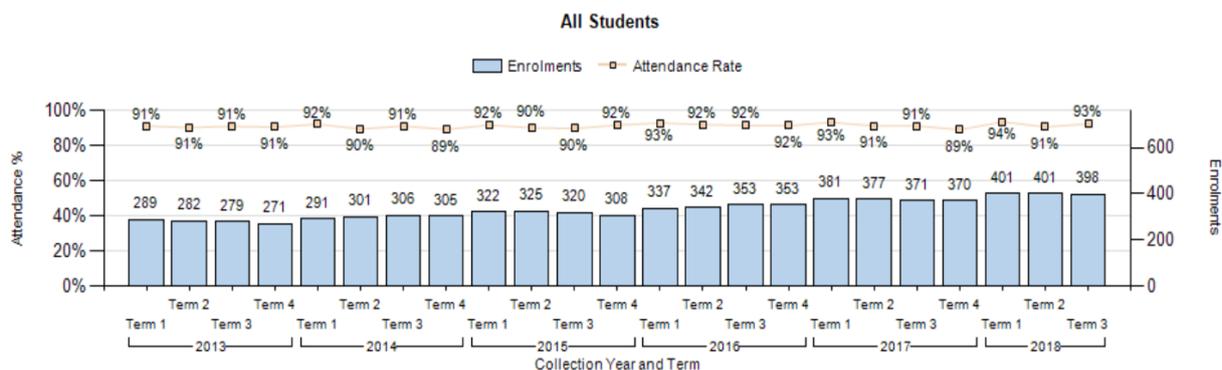
# Casuarina Street Primary School Annual Performance Report to the School Community 2018

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11.2% of the students attending CSPS are Indigenous. 21% of students have been identified with Either High Support or Special Educational Needs which require additional targeted support to meet their learning and engagement goals.

Enrolment and Attendance Rates 2013 - Current



A continued increase in student enrolment has been noted for CSPS in the years since 2013 with a further increase of 12.7% (growth from 370 to 417) in the 2018 year compared to the correlating period in 2017 (Term 1). A growth between the period ending December 2012 and the commencement of Term 1, 2019 marks a significant growth of 81% in student enrolment across this period for the school as a whole.

|  | 2017          |              |               |              | 2018          |              |               |              |
|--|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|
|  | Indigenous    |              | All           |              | Indigenous    |              | All           |              |
|  | Avg Enrolment | Attendance   |
| Preschool                              | 4             | 85.4%        | 44            | 89.1%        | 1             | 83.6%        | 52            | 91.4%        |
| Transition                             | 5             | 81.9%        | 62            | 90.9%        | 5             | 91.1%        | 65            | 92.3%        |
| Year 1                                 | 7             | 85.2%        | 60            | 90.7%        | 7             | 90.2%        | 54            | 92.4%        |
| Year 2                                 | 8             | 91.1%        | 57            | 92.6%        | 7             | 89.1%        | 61            | 92.0%        |
| Year 3                                 | 3             | 87.3%        | 43            | 92.7%        | 8             | 91.2%        | 55            | 94.0%        |
| Year 4                                 | 2             | 89.8%        | 40            | 92.3%        | 5             | 78.2%        | 38            | 91.5%        |
| Year 5                                 | 9             | 87.3%        | 39            | 91.6%        | 3             | 81.9%        | 41            | 92.9%        |
| Year 6                                 | 5             | 79.9%        | 29            | 89.5%        | 6             | 86.4%        | 33            | 91.6%        |
| <b>Casuarina Street Primary School</b> | <b>44</b>     | <b>86.2%</b> | <b>375</b>    | <b>91.4%</b> | <b>43</b>     | <b>87.5%</b> | <b>400</b>    | <b>92.4%</b> |

## Age Grade Census - Students

|           | 2018 |
|-----------|------|
| Enrolment | 400  |
| FTE       | 400  |
| LBOTE     | 60   |

This is also accompanied by 2018 Grade Census data conducted and collected on Friday 3<sup>rd</sup> August, 2018. This data indicated a decline in students at CSPS with a Language Background Other Than English (LBOTE) or with English as a Second Language (ESL) to from 22% to 15% of the school population. 21% of students at CSPS were identified as requiring an adjustment in the support provided to them during the school year and added to the National Collection of Consistent Data (NCCD) for students with an additional educational need or disability.

## Our Community

The CSPS school community was comprised of over 250 families in the 2018 year and services families living in the priority enrolment zone (Katherine East) as well as other areas



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across Katherine including RAAF Base Tindal, rural and surrounding areas and in supporting students moving interstate to the township at regular intervals across the school year.

2018 marked the continuation of our CSPA School Board as an Independent Public School following a period to finalise and embed board governance structures and expectations. It also marked the development of supporting constitution, terms of reference and duty statements to support this work with sub-committees focusing on Finance, Fundraising and Infrastructure accompanying the work of the 8 person board which also comprised invited members who were approached to bring their specific industry skill and expertise to the work of the board during the year.





## Principal's Report

This year marked a significant period of growth for the school again both in size and achievements with a number of national and local recognitions of the talented and dedicated community that make CSPA the incredible place it is!

The recognition of our school community as one of 12 CBA Schools Plus Fellowship Awardees and local teaching awards for the team and Ms. Lammon receiving the Chief Minister's Medal for Aboriginal leadership; as well as becoming the first ever teacher to be nominated to the Executive Board of the Australian Institute for Teaching and School Leadership is something our community can be very proud of and is a reflection of the work we lead both here in the Katherine community, but more broadly for schools right across the NT.

The continuation of our work as one of only 14 Northern Territory Independent Public Schools was complimented again by the deep expertise and commitment of our wonderful CSPA Board and Sub-committees and fantastic partnerships both locally, nationally and internationally as we continue to build as a learning community and celebrate the outstanding achievements of our students and educators across the school.

The continued leadership of the school in the national 'Highly Accomplished and Lead Teacher' accreditation pathway was celebrated with just over 1% of all 508 HALTS nationally coming from CSPA. CSPA also continued to lead at a regional level with our work in building the Northern Territory Learning Commission to include 16 schools and also at a Territory level as a Charles Darwin University Teaching School.

2018 has been another busy year of growth and affirmation which the school community can be very proud of. Both in our achievement in National Assessments, and also in student growth in their individual and personal targets, our 'Visible Learning' journey continued with the team at CSPA working directly with leading educators from across the country. Students in Year 5 this year at CSPA achieved above the national mean in all three areas of Writing, Reading and Numeracy for the first time, with the growth students achieve between Year 3 and 5 exceeding national growth in all areas and significantly so for students who have remained at CSPA across the entirety of this period. It is a clear indication of the high standards and quality across the school and a measure of our performance as a proud learning community.

A continued focus on growth gave us lots and lots of opportunities to share the incredible achievements of our students throughout the year. We also saw growth and change in our grounds with new playgrounds and landscaping adding significantly more opportunity for student play and exploration throughout the day.

A thank-you to all members of our community for your continuous support, energy and contributions during the year.



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Across a range of events including: CSPA Sports Days, our first Swimming Carnival, Character Days, School Camps and Excursions, Students participating in representative sports and representing the region, Choir and now a Year 3 Dance performance at the Annual BEAT festival, Years 3, 4, 5 and 6 leading the 3rd Annual Katherine BEAT festival, school success in lifting a number of regional sporting trophies and awards including being named 'Most Outstanding NT school' by Tennis NT, Parent and Community events and some exceptional Investigations and Educational Research Projects from our students (including the highly successful \$20 boss!) and the growth of STEM and our 'Cultural Connections' team; family and volunteer involvement is always a notable strength of the work we do as a school community.

That list barely begins to cover all of the incredible work undertaken by the community during this year. As I leave CSPA after 6 proud years as Principal of this incredible school, I would like to take the opportunity to thank you and wish you all the best for your future endeavours and your undoubted continued success.

I certify that the information in this report is the result of a detailed school self-evaluation process and it is a true and accurate account of the school's achievements, operations and focus for improvement moving into the New Year.



John Cleary  
General Manager  
School and System Improvement Unit  
Principal for 2018 school year  
3<sup>rd</sup> March 2019



Nick Lovering  
Acting Principal  
Casuarina Street Primary School  
3<sup>rd</sup> March 2019



# Casuarina Street Primary School Annual Performance Report to the School Community 2018

*(Aligned to the Department of Education Strategic Plan 2018– 2022)*



## Casuarina Street Primary School Board 2017

### Chairperson - Mrs. Leah Burns



Leah is originally from Mudgee in Central West NSW, however has lived and worked in a variety of places during her life. Leah has spent 24 years in the Royal Australian Air Force (RAAF) and discharged in January 2017 in order to spend more time with her children. Leah, along with husband Locksley and their three boys moved to Katherine in January 2016. They love the lifestyle that Katherine and the NT offers and the three boys enjoy their time at CSPS. Leah has held a variety of management positions for two thirds of her RAAF Career; in addition she has spent eight years carrying out Facilitation and Instructional roles for trade specific training and training in management and leadership. During her career Leah worked within Human Resources, managing personnel welfare, postings, administration, budgeting and continuous improvement.

### Secretary - Mr. Michael Grant



Mick has over twenty years of Air Force experience and is currently the Commanding Officer of Number 75 Squadron at RAAF Base Tindal, leading approximately two hundred and thirty personnel. Importantly, eight of those years have been served locally, thus Mick and his family are highly invested in both the Katherine and Tindal communities, and they consider this area their home. Mick understands the challenges associated with remote living, in-particular those aspects related to family support, stability, education, community relationships, integration and their balance with everyday living; Mick is highly motivated to share his professional experience with the Board to assist with strategic improvement planning whilst developing concepts that will assist meeting or exceeding all improvement targets.

Combined with strategic foresight, the aforementioned qualities are highly applicable to making positive, meaningful and enduring contributions to the Casuarina Street Primary School Board this year. This is not the first time Mick has been a member of a School Board. Whilst recently completing postgraduate qualifications in Canberra, he was a parent representative on the Ainslie Primary School Board.

Furthermore, in addition to being familiar with Katherine, Canberra and Newcastle school systems, he spent three years in the United States and his children were subject to the Virginia Elementary School system. Thus Mick has observed a broad spectrum of education and support measures across a variety of kindergartens and primary schools recently, both domestically and abroad.

### Treasurer- Mr. Kristian Bitz



Kris holds a Bachelor degree in Engineering and has worked in large scale commercial construction for over twenty years. During this time Kris has worked for a number of Australia's leading commercial contracting companies, holding senior project positions in areas such as Defence, Residential, Institutional and Public Buildings.

Kris has led large teams through difficult projects in regional areas and capital cities and thrives on the challenges regional locations present. He has a demonstrated capability to bring pragmatic solutions to problems and identify key issues quickly. This is the third posting to Katherine for Kris who originally first came to the Northern Territory in 1998 for Construction at RAAF Tindal. Kris has a passion for sport and health which has seen him hold senior positions in peak sporting bodies in the Northern Territory. This experience has provided skills in governance and the management of entities outside the corporate world. Kris has a wife who was born and raised in Katherine as well as four young children, three of whom attend Casuarina Street Primary School.



# Casuarina Street Primary School Annual Performance Report to the School Community 2018

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## Parent Representative- Mr. Charles McGregor-Shaw



"I am very keen to stay involved with my son's education and am also keen to assist in the great work that CSPS has been doing in helping its students achieve success. I work in the emergency helicopter industry and have done since I left the army in 2002. Since 2006 I have worked out of the RAAF base on the SAR (Search and Rescue) Helicopter contract for CHC Helicopters. I have also toured extensively throughout Australia working at various Air Ambulance and SAR bases.

I have since moved back to CHC Helicopters on the RAAF base and am in the temporary SAR Base Manager role. During my time in the Emergency services industry I have fulfilled the roles of Crewmen Manager, Local Base Manager and Contract Manager."

## Guest Member - Ms. Renez Lammon



A passionate teacher and an Impact Coach, she influences, mentors and inspires colleagues by showcasing and sharing quality teaching and leads change in promoting the value of the HALT process within schools.

Renez is commencing her 12<sup>th</sup> year as part of the CSPS team and leads our students and teachers across the Early Primary Years (3-4). Renez was recently named the 2018 recipient of the Chief Minister's Medal for Indigenous Leadership and was appointed to the AITSL (Australian Institute for Teaching and School Leadership) as the first teacher appointed to the executive board by invitation of the Federal Minister for Education, at that time, The Hon. Simon Birmingham.

**Renez Lammon** is a Nationally Certified Highly Accomplished Teacher at Casuarina Street Primary School and was named the Northern Territory Indigenous Educator of the Year in 2016.

## Teacher Representative- Mr. Grant Smith

Grant Smith has been a part of the Katherine and Casuarina Street Primary School community since January 2017 and has a number of years of experience working across all levels of primary school. Grant is involved in a number of community organisations and clubs, being an active player and committee member of local Aussie Rules, soccer, volleyball and dancing clubs. His involvement in these activities is due to a desire to not only work in the Katherine community but also be an active part of it. Grant knows that for a community to flourish and grow, just as a school, it needs active and committed representation from its members. Many of the students at Casuarina Street Primary School share the same experiences as Grant does in their upbringing. For a student, being a part of an active RAAF family can have both benefits and challenges, and having been a part of an active RAAF family himself, Grant brings knowledge and understanding of the shared experience of these families and their children.



## Ms. Maddie Scott-Jones Invited Member



**Maddie is the Director of Communities at Education Changemakers** and brings an exemplary teaching career to her work with the CSPS board. An alumna of the Changemaker Program, her change initiatives focused on helping children to embrace failure and increasing entrepreneurial resilience, which has seen her become a judge at the National Science Talent Search, speak at conferences across Australia and support her students to win the National Maths Talent Quest.

As a teacher at a large Catholic school in Victoria, Maddie taught secondary STEM subjects, and was the coordinator for Gifted and Talented Students and Leaders. She holds three masters degrees with distinction in Science and Education from the University of Melbourne and the Australian Catholic University. Since working with EC, Maddie has built the EC Community, a global network of thousands of passionate and innovative teachers. She led the design and delivery of the Passion Index, a toolkit for schools to engage students in passion-led learning, co-created with teachers from across Australia, as well as her global efforts to support new teachers.

**Helen has worked across Australia and internationally** supporting schools and systems in New Zealand, The United States and here at home to deepen their use of evidence based practice in understanding and improving what makes the biggest difference in student achievement. In roles including Teaching and Learning Project Officer, Teaching and Learning Coach, Assistant Principal and Educational Consultant; Helen has worked with and in schools to support their development and build the capacity of their teams.

Helen has worked across the Northern Territory in her previous role with Professor John Hattie and the 'Visible Learning' team and was an important part of the implementation of this approach across all 154 NT Government Schools.

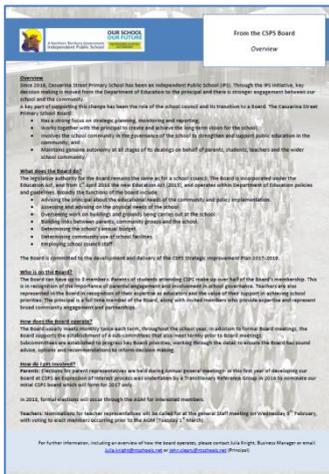
As well as connections and opportunities to explore with her current leadership role at Keilor Views Primary School in Victoria, Helen brings to the board a deep commitment to the improvement of education across the Katherine Region, an active participation in the NT Learning Commission and the ability to build coaching and mentoring cultures across our school in the year ahead. Helen has also completed her M.Ed. at the University of Melbourne and will provide ongoing support for the school in her role as a Board Member in shaping our CSPS Strategic Improvement Plan for the 2019-2022 period.

## Mrs. Helen Butler- Invited member



# Casuarina Street Primary School Annual Performance Report to the School Community 2018

(Aligned to the Department of Education Strategic Plan 2018– 2022)



## CSPS Board Overview – available online and from our administration team Overview

Since 2016, Casuarina Street Primary School has been an Independent Public School (IPS). Through the IPS initiative, key decision making is moved from the Department of Education to the principal and there is stronger engagement between our school and the community.

A key part of supporting this change has been the role of the school council and its transition to a Board. The Casuarina Street Primary School Board:

- Has a strong focus on strategic planning, monitoring and reporting;
- Works together with the principal to create and achieve the long-term vision for the school;
- Involves the school community in the governance of the school to strengthen and support public education in the community; and
- Maintains genuine autonomy at all stages of its dealings on behalf of parents, students, teachers and the wider school community.

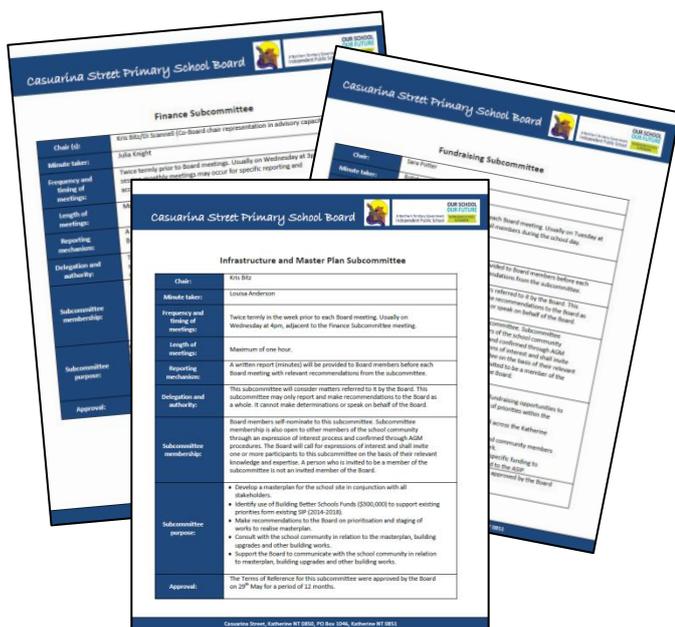
All policy and guidelines shown here were developed with the Board and the support of Tania Sargent, Director of Corporate Services for 'The Westminster School' Adelaide, in her role with the Governance Institute of Australia in 2018.  
<https://www.governanceinstitute.com.au/>

## What does the Board do?

The legislative authority for the Board remains the same as for a school council. The Board is incorporated under the Education Act, and from 1<sup>st</sup> April 2016 the new Education Act (2015), and operates within Department of Education policies and guidelines. Broadly the functions of the board include:

- Advising the principal about the educational needs of the community and policy implementation.
- Assessing and advising on the physical needs of the school
- Overseeing work on buildings and grounds being carries out at the school
- Building links between parents, community groups and the school.
- Determining the school's annual budget.
- Determining community use of school facilities
- Employing school council staff

Terms of reference for each of the key sub-committees in place at CSPS were created to include: Chair (a representative of the CSPS board in each case), minute taker, the frequency and timing of meetings, length of meetings, reporting mechanism to the board, delegation and authority, subcommittee membership, subcommittee purpose and approval process.



## Introduction

This is a duty statement for elected members of the Casuarina Street Primary School Board (the Board). It outlines the general duties of, and expected commitment by, Board members.

## Board Context:

Casuarina Street Primary School is an Independent Public School (IPS). As an IPS, key elements of decision-making and autonomy shift from the Department of Education to the school principal, allowing for a stronger engagement between our school and its community.

As an IPS Board, Casuarina Street Primary School Board members:

- Have a strong focus on strategic planning, monitoring and reporting;
- Work together with the principal to create and achieve the long-term vision for the school;
- Involve the school community in the governance of the school to strengthen and support public education in the community; and
- Maintain the autonomy of the Board at all stages of their dealings on behalf of parents, students, teachers and the wider school community.

## Board Member Duties:

- Undertake relevant induction and training procedures as provided by the Board.
- Comply with the Board's code of conduct at all times.
- Consider, debate, and vote on issues before the Board on the basis of the best interests of the school only.
- Endorse the school's Strategic Improvement Plan, and other consequential arrangements (e.g. annual plan, annual report).
- Regularly review and discuss the school's performance against the Strategic Improvement Plan ensuring that the school stays on track and is responsive to the needs of the community.
- Review and approve the school's annual budget and, where appropriate, systems for financial control and risk management.
- Promote the school in the community as opportunities arise.
- Support the school's community engagement activities.

## Requirements:

To be eligible to stand for election:

- **Parent members:** Must be a parent of a child currently enrolled at Casuarina Street Primary School.
- **Teacher members:** Must be a current teacher at Casuarina Street Primary School.
- **Invited members:** Invited by the CSPS Transitional Board/established Board to join the CSPS Board for a particular purpose and with a skill set identified to meet this purpose or need.
- High level of commitment to Casuarina Street Primary School.
- Knowledge and skills in one or more of the following areas: education (including international education), networking and relationship building, governance, risk



## Semester 1: Annual School Improvement Plan (ASIP) Review Casuarina Street Primary School

| Goals<br>(Delete goals that are not applicable)                 | Performance Measures<br>(From the School's Strategic Improvement Plan 2014-2018)  | Baseline<br>2017  | This Year's<br>Target<br>2018  | Progress Towards<br>At risk/ On track/ Achieved  |
|---|---|---|--|--|
| <b>FA 1: School leadership Leaders lift performance</b>         | Retention of HALTs for 2019 year, completion of accreditation for all Impact Coaches.   | 1x HA   | 1x Lead, 2 x HA  | 1/2 HA submitted<br>1 x Lead, 2x HA for 2019   |
|   | Increase of Lead and Highly Accomplished nominees for 2019 school year.   | 2x Pending HA   | 2x Pending HA  | 3x Pending HA (2019)   |
|   | Staff survey response Increased response in Staff Survey question- 'I have a performance development plan that is supported by the school with access to appropriate Professional development.' | 3.8   | >3.8   | 4.6/5.0  |
|   | PTS process and SMART targets in place for all, term 1 and 3 in line with cycle   | All teaching staff  | All staff (teaching, admin and mentors)  | Achieved   |
|   | Resilience Institute Ratio growth (comparative to Sem 1 and Sem 2 means, 2016-2017)   | 2.01:1 (Sem 1, 2017)<br>2.13:1 (Sem 2, 2017)                                  | Growth in ratio in both Semester collections   | 1.81:1 ( Sem 1, 2018)<br>Graduate teachers and new staff (x4), week 11 conducted due to availability and cohort growth contribute to 'At risk'. Focus for Sem 2. |
| <b>FA 2: Quality teaching Students learn to their potential</b> | See NTLC Evaluation Framework 2018- participating schools to undertake and achieve all aspects of the evaluation framework and Year On a Page for 2019  | 9 schools completing all expectations in line with NTLC                       | 12 schools across Darwin and Katherine Region – growth in line with expectations of Evaluation Framework | 16 schools participating with evaluation framework completed to date, term 3 and 4 commitments to come.  |
|   | Growth in Parent engagement and student interviews through Big 4 project.   | Mean PLP engagement: 81.75%   | 85% or above   | Achieved for Sem 1, with increased overall mean due to be achieved in terms 3 and 4/SLC/PLP whole school professional development day to come (week 7)           |
|   | Growth in Student Survey responses/parent response  | Parent: Q17/18 – 18% disagree   | Reduce to below 10% of participants in survey  | 6% disagree, 94% positive response   |
|   | Growth in % student achievement of PLP targets in English and Mathematics.  | Not established   | Increase in yet to be established 2017 %   | Achieved   |
|   | Growth in NAPLAN achievement in Reading Spelling and Grammar and Punctuation (Y3 and 5).  | Reading- Y3 (14) Y5 (30)<br>Spelling – Y3 (13) Y5 (43)<br>G&P Y3 (+2) Y5 (39) | Reduction of gap to national mean in all 6 areas across Years 3 and 5.                                   | See attached Naplan Comparative Data summary   |



# Semester 1: Annual School Improvement Plan (ASIP) Review Casuarina Street Primary School

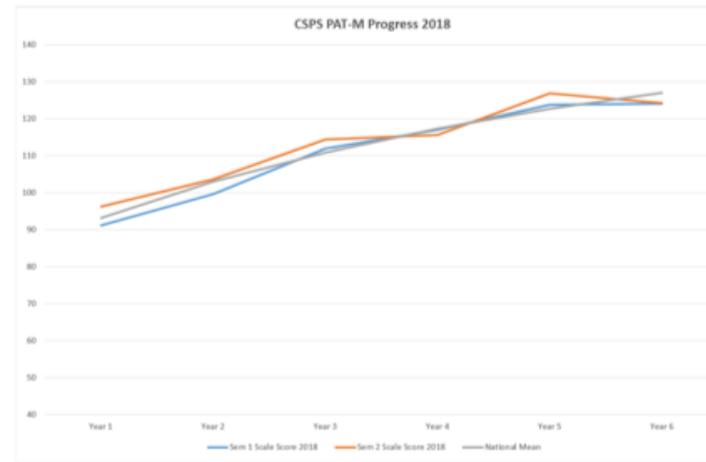
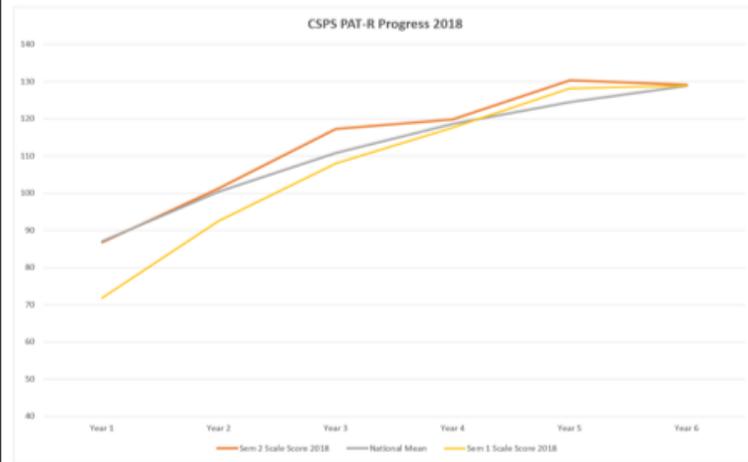
| Goals<br>(Delete goals that are not applicable) | Performance Measures<br>(From the School's Strategic Improvement Plan 2014-2018) | Baseline<br>2017 | This Year's<br>Target<br>2018 | Progress Towards<br>At risk/ On track/ Achieved |
|---|--|------------------|-------------------------------|---|
|---|--|------------------|-------------------------------|---|

Growth in PAT M and R in Sem 1 and 2 measures comparative to 2015-17 mid and end year outcomes.  
Reduction in number of students achieving below NMS in National Assessments and increase in overall CSPS value add between Years 3-5 in Reading/ maintain growth in Writing +100 points.

See PAT-M and R Comparative Growth 2016-2017 (The Learning Project) and Sem 1/2 PAT R and M Growth Comparative analysis (Dec 2017)

All Year levels to achieve Mean greater than national scale score in PAT M and R, with year levels ahead in 2017 to remain ahead in 2018.

**Achieved** – PAT-R, all levels (Year 1 gap of 0.3)  
PAT-M, all achieved except gap of 1.7 in Year 4 and 2.7 in Year 6.



| PAT-R Year | Sem 1 Mean 2018 | Sem 2 Mean Scale Score 2018 | National Mean |
|------------|-----------------|-----------------------------|---------------|
| Year 1     | 71.8            | 86.8                        | 87.1          |
| Year 2     | 92.6            | 101.3                       | 100.5         |
| Year 3     | 108             | 117.3                       | 110.9         |
| Year 4     | 117.6           | 119.9                       | 118.7         |
| Year 5     | 128.2           | 130.4                       | 124.5         |
| Year 6     | 128.9           | 129.2                       | 128.8         |

| PAT-M Year | Sem 1 Mean 2018 | Sem 2 Mean Scale Score 2018 | National Mean |
|------------|-----------------|-----------------------------|---------------|
| Year 1     | 91.2            | 96.2                        | 93.2          |
| Year 2     | 99.6            | 103.7                       | 103           |
| Year 3     | 112             | 114.4                       | 110.9         |
| Year 4     | 117             | 115.7                       | 117.4         |
| Year 5     | 123.9           | 126.9                       | 122.7         |
| Year 6     | 124.2           | 124.3                       | 127           |

Naplan value add between Years 3 and 5 above national mean for students retained between 2016-2018.

Year 3: close gap to National Mean comparative to 2017 school mean performance

| Year 3 Naplan Comparative Data | 2014 School Mean (23 students in cohort) | 2015 School Mean (43 students) | 2016 School Mean (38 students) | 2017 School Mean | 2018 School Mean (54 students) | Percentage Increase/Decrease |        | Gap to Australian Mean 14/15/16/17 | Increase/Decrease in gap over 12 months |
|--------------------------------|--|--------------------------------|--------------------------------|------------------|--------------------------------|------------------------------|--------|------------------------------------|---|
|                                |  |                                |                                |                  |                                | 16/17                        | 17/18  |                                    |   |
| Reading                        | 401                                      | 362                            | 426                            | 417              | 421                            | -2.11%                       | +0.95% | 18/64/0/14/10(431)                 | -4                                      |
| Numeracy                       | 415                                      | 367                            | 415                            | 406              | 402                            | -2.16%                       | -0.9%  | +13/31/+17/ 3/ 6 (408)             | +3                                      |
| Spelling                       | 371                                      | 353                            | 403                            | 403              | 400                            | 0%                           | -0.8%  | 41/56/17/13/18 (418)               | +5                                      |
| Writing                        | 396                                      | 371                            | 419                            | 414              | 398                            | -1.1%                        | -3.9%  | 6/45/+3/ 0/9 (407)                 | +9                                      |
| Grammar & Punctuation          | 384                                      | 376 (384 adjusted)             | 433                            | 441              | 418                            | +1.8%                        | -5.3%  | 42/57/3/12/ 14 (432)               | +16                                     |

| Year 5 Naplan Comparative Data | 2014 School Mean | 2015 School Mean | 2016 School Mean (23 students) |      | 2017 School Mean (39 students) |      | 2018 School Mean (37 students) |      | Percentage Increase/Decrease |           | Gap to Australian Mean 14/15/16 TBC | Increase/Decrease in gap over 12 months | Year 3 cohort mean value added 2016-2018 |                    |
|--------------------------------|------------------|------------------|--------------------------------|------|--------------------------------|------|--------------------------------|------|------------------------------|-----------|-------------------------------------|---|--|--------------------|
|                                |                  |                  | N                              | Mean | N                              | Mean | N                              | Mean | 16/17 (N)                    | 17/18 (A) |                                     |   | National Mean 2016                       | National Mean 2018 |
| Reading                        | 489              | 485              | 490                            | 506  | 476                            | 475  | 521                            | 529  | -3.06%                       | +9.4%     | 12/14/8/30/+12 (509)                | -42                                     | (+83)/CSPS +95                           | +104               |
| Numeracy                       | 469              | 487              | 477                            | 502  | 484                            | 484  | 503                            | 516  | +1.46%                       | +3.9%     | 18/5/15/10/+9 (494)                 | -19                                     | (+96)/CSPS +88                           | +80                |
| Spelling                       | 474              | 472              | 449                            | 450  | 458                            | 457  | 487                            | 484  | +2.00%                       | +6.3%     | 24/26/49/43/16 (503)                | -27                                     | (+83)/CSPS +84                           | +73                |
| Writing                        | 448              | 469              | 457                            | 474  | 477                            | 481  | 468                            | 469  | +4.37%                       | -1.9%     | 20/9/21/+3/+3 (465)                 | +0                                      | (+52)/CSPS +49                           | +49                |
| Grammar & Punctuation          | 467              | 487              | 476                            | 495  | 460                            | 469  | 503                            | 513  | -3.36%                       | +9.3%     | 37/17/28/39/1 (504)                 | -38                                     | (+67)/CSPS +70                           | +70                |

**Achieved**

**Not achieved** – reduced in reading, comparative in Numeracy and Writing focus on Grammar and Punctuation in change to mean



## Semester 1: Annual School Improvement Plan (ASIP) Review Casuarina Street Primary School

| Goals<br>(Delete goals that are not applicable)  | Performance Measures<br>(From the School's Strategic Improvement Plan 2014-2018)   | Baseline<br>2017   | This Year's<br>Target<br>2018  | Progress Towards<br><i>At risk/ On track/ Achieved</i>  |   |
|--|--|--|--|---|---|
|  | Increased number of students at and above expected standard (A-E, Top 2 Bands for Naplan, Increased no of students above school means scale score in Literacy Benchmarks including PAT R)  | 9.8% of students below 25th Quartile in Year 1<br>26.8% below in Year 2  | <9.8% by end of Sem 2<br><br><20% by end of Sem 2                              | Year 1 – 16.6% below 25 <sup>th</sup> Quartile at end of Sem 2 when compared to end of Year 1 expectation. Reduced from 66.6% at the beginning of the year.<br><br>Year 2- 22.8% below when compared to end of Year 2 expectation, compared to 40% in Sem 1 (25/62) | 68% of Year 1/2 students have only attended CSPS 31 (Year 1)/ 48 (Year 2) 23/54 Year 1 students listed as NCCD 17/62 Year 2 as NCCD |
|  | Increase % of students achieving A-B grades in English and Mathematics to a mean of 35% in English and maintain 39% score in Mathematics. See right for other Curriculum@CSPS areas. (Semester 1, 2018)  | <b>A-B Grades @CSPS</b><br>Reading and Viewing 33.6%<br>Writing 13%<br>Speaking and Listening 20.5%<br>Mean: 22.3% | Reading and Viewing Mean 34% to increase to 35% (Sem 2)                        | Semester 1:<br>Reading and Viewing 37.7%<br>Writing 14.2%<br>Speaking and Listening 16.7%<br>Mean 22.8%   | Semester 2:<br>Reading and Viewing 47.6%<br>Writing 21.1%<br>Speaking and Listening 29.3%<br>Mean 32.6%                             |
|  |  | Mathematics mean 19.7%   | Increase in Sem 1 and 2 mean   | 28.3%   |   |
|  |  | Science 29.8%  | Increase in Sem 1 and 2 mean   | Mean: 33.4%   |   |
|  |  | Sem 1<br>Health 31.7%<br>Physical Education<br>Mean: 32.8%   | Sustain increase in overall mean in 2018 (2017 = 32.2% Sem 1)                  | Sem 1<br>Health Mean: 31.1%<br>Physical Education<br>Mean: 35.3%<br>Overall mean: 33.2%   | Sem 2<br>Health Mean: 29.8%<br>Physical Education<br>Mean: 39%<br>Overall mean: 34.4%   |
|  |  | HASS A-B 14.9%,<br>86.1% at or above national standard   | HASS A/B grades Baseline to increase in 2018.                                  | 89.1%   |   |
| <b>FA 3:</b><br>Differentiated support Tailored, evidence-based strategies to support schools and students | Specific evidence of teaching of General Capabilities and connection to HASS expectations in Civics and Citizenship; implementation of AC 'Digital Technologies' subject area (F-6) available in programming reviews, EFTM process and student feedback processes. | A and B grades across CSPS (Yrs. 1-6) English Semester 1 2017  | Increased performance above expected standard (A/B grades Yrs 1-6, Sem 2 2018) | Semester 1: 684 grades above standard (23.3% of 2935 grades total)<br>Semester 2: 1151 grades above standard (30.1% of 2569 grades total)   |   |
|  | Number of retained CSPS students (T-3), (T-5) increases  | Y3- 13<br>Y5 - 13  | >13 in both checkpoint years   | 39 Year 3 (Sem 1, 2018)<br><br>29 Year 5 (Sem 1, 2018)  |   |
|  | Mean of CSPS retained students at/above national mean in all areas (NAPLAN)  | TBC  | Mean at/above NM in 2018 Y3 and 5 data for CSPS retained students (T-3,T-5)    | Achieved  |   |



## Semester 1: Annual School Improvement Plan (ASIP) Review Casuarina Street Primary School

| Goals<br>(Delete goals that are not applicable)  | Performance Measures<br>(From the School's Strategic Improvement Plan 2014-2018)                     | Baseline<br>2017   | This Year's<br>Target<br>2018   | Progress Towards<br>At risk/ On track/ Achieved   |
|--|--|--|---|---|
| <b>FA 4: Community engagement</b><br>Strong partnerships with students, parents, the community and industry inform our decisions | Parent engagement in school survey above 2017 levels (83) with increase in male representation (15%) | 83 parents<br>15% male   | >83<br>>15%   | Achieved – 103<br>Male – 24%  |
|  | Parent engagement in SLC/PLPs increased across school with gain in overall mean                      | 80% overall mean<br>A block- 97%<br>B block- 91%<br>C block- 71%<br>D block- 83% | >80%<br>100%<br>>91%<br>80%<br>>83%                                   | Achieved  |
| <b>FA 5: Data and Accountability Systems</b> inform and improve our performance  | Key governance audit and terms of reference in place   | In place for current and continuing board and sub-committees                     | To be ratified by end of term 1, 2018                                 | Achieved  |
|  | Board elected in line with CSPS Board Constitution   |  | In place  | Achieved  |
|  | Masterplan (site) and Business Plan in place   | In development   | To be ratified by Sem 2, 2018   | Draft in place and second stage including sketches and concepts developed in term 3 and 4. Further consultation with community to order commencement of projects in line with importance/urgency completed alongside school survey (term 3) |
|  | Pat Phase 5 school and increased school self-reflection on data Activation Tool and resources        | ACER Phase 4 (self-Assessment)   | ACER PAT Phase 5 school- self assessment and through ACER recognition | TBC   |
|  | HALT achievement x2, with further Lead accreditation for existing HA teacher.                        |  | See FA 1  | TBC, Term 1 2019  |





## FA 1 – School Leaders Lift Performance

**Leadership was marked for our students at CSPS in 2018. School Captain Lola Jakob who was presented with her Young Australian Citizen of the Year award during the Australia Day ceremony on January 26th by Her Worship Mayor Fay Miller.** This was richly deserved recognition for our Captain who is also a role model and leader for students across the Katherine and CSPS community.

**Our student leaders travelled to Darwin to receive leadership training at the annual GRIP conference with student leaders from across the NT;** CSPS student leaders travelled and worked with our friends at Macfarlane Primary School who were partners in the NT Learning Commission in 2018.

**Dallas Sharratt who named as the CSPS winner of the 2018 Parra Medal.** Dallas joined players and students from a small number of NT schools chosen for this medal on the pitch at TIO stadium on Saturday 9th June for the game between the North Queensland Cowboys and the Parramatta Eels. Our thanks to our partners at the Eels for an established partnership between the club and our school since 2016.

CSPS also partnered in facilitating the Inaugural Casuarina Education Precinct (CEP) Summit for 2018, leading work across a number of schools in the Darwin region with 270 students coming together to lead research and design projects which will impact on their own schools. It was so exciting to see the work of our school in partnership with the team at Evidence For Learning, noted in the most recent Gonski 2.0 review and recommendations for the future of schooling in Australia.

Students led community commemorations to mark ANZAC Day at the new Katherine memorial cenotaph provided a special moment and one which is an important one for our community with significant representation alongside the school from RAAF Tindal personnel, families and hundreds of our students. A significant number of community members joined us to commemorate Anzac Day during the week and our leaders who again led the school community in a remarkable manner.

The CSPS team of Highly Accomplished and Lead Teachers, and those undertaking certification currently, came together with Highly Accomplished and Lead Teachers from across the country to celebrate their accomplishments during the **National HALT Summit 2018 in Canberra**. With just over 400 HALTs nationally, CSPS is excited to have accredited 5 of these in the last 4 years and will continue to recognise the significant expertise of our team in the future. This means we have contributed more than 1% of all the HALTs in Australia.

**Ms. Renez Lammon was also awarded the Chief Minister's medal for School Leadership.** This is a rare and significant honour delivered directly by the Chief Minister of the Northern Territory, The Hon. Michael Gunner in a ceremony at Parliament House on Friday 2nd November. **Ms. Renez Lammon was also appointed as a Non-Executive Director to the board**





**of the Australian Institute for Teaching and School Leadership.** Renez became one of only 10 directors nationwide and the first ever teacher representative on a board which is composed by the Federal Minister of Education and Training, The Hon. Simon Birmingham, which shapes national standards and expectations for teachers and school leaders across the entire country. This was significant recognition both for Renez and in recognition of the work CSPA leads here in the NT and nationally and we are so excited that the first educator to sit on the board will be based in Katherine.

CSPA also welcomed Daniel Pinchas and Clinton Milroy from the AITSL Leadership team here to CSPA in preparation for the National Highly Accomplished and Lead Teacher Summit which will be held next year in the NT, with a group of 70 HALTs from across Australia travelling to schools in the NT, including CSPA alongside Professor Laureate John Hattie, AITSL chair.

CSPA team joined together to celebrate World Teachers' Day, but also to mark our regional nominees, Miss Robyn, Mrs Dixon and Mrs Fondacaro and to celebrate the work of all members of our CSPA team as a whole. Mrs Fondacaro was named the Katherine region Primary Teacher of the year and John Cleary Katherine region Principal of the year.

**A detailed transition plan and induction was undertaken between Mr. John Cleary and Mr. Nick Lovering in the schools transition to an Acting Principalship for Semester 1, 2019.** This included Annual School Improvement Plan review and development alongside the board, detailed review of professional development priorities and standards achievement as well as student led data analysis and review for support mechanisms and programs in place.

The Impact Coach team at CSPA travelled to our partner school in Victoria (Keilor Views PS) for the second study tour of our collaborate impact cycle in action, as well as connecting with Professor John Hattie (Melbourne University) as part of this visit.

The role of our Impact Coaches continued to build in 2018 with 4 coaches taking on this role and working towards National Certification as a Highly Accomplished or Lead Teacher. One Lead and Two Highly Accomplished Teachers were invited to attend the National HALT summit in March and to share the work of CSPA nationally with school and system leaders from across Australia.

The commencement of Early Years and Primary Years Student Support Team positions across the school also aligned with an ongoing partnership with NESLi (National Excellence in School Leadership initiative) and the regional student support team to provide guidance for the leadership and development of the Student Support Team and mentors.

An additional 3 Impact Coaches and members of the Senior Leadership Team completed their training as coaches with 'Growth Coaching' Accreditation from Growth Coaching International.



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The CSPS Professional Target Setting review was undertaken with all teaching staff by the Principal with further meetings occurring throughout the year to ensure the progress towards the targets set by both the school and each individual teacher at CSPS. This work supports the school in establishing Professional Development timelines for each term and targeted development for the team which meets identified and specific needs.

CSPS continued its work as a Charles Darwin University teaching school in 2018, providing pathways for pre-service teacher placements and support for the university in the review of course design and ensuring the experience of pre-service teachers across the NT was positive.

This work also extended to support for teachers from Universities outside of the Northern Territory and to placements for members of the community seeking to complete their Certificate 3 and 4 in professional educational support as a pathway to becoming a mentor in the future.

The Permanent Teacher strategy also enabled CSPS to provide ongoing positions to CSPS staff who met specific eligibility requirements. Five teachers were able to complete this process in 2018, becoming permanent to CSPS in the future.

**Finally, the CSPS community was recognised as Principal John Cleary was named as one of the 12 Commonwealth Bank Australia National Teaching Fellows for 2018. This is a reflection of the incredible work and achievements of our school during the last 5 years. The awards were judged by a panel including David Gonski OAM, Ms. Lisa Rodgers (AITSL CEO), Rosemary Conn (Schools Plus CEO) and previous fellowship recipients.**





## FA 2 – Quality Teaching – students learn to their potential

In 2018, CSPS identified four ‘design thinking’ questions to guide the work across our teaching and learning improvement journey for the year. The ‘Big 4’ questions are developed and connect directly to intended growth and evidence in line with the National School Improvement Tool (Australian Council of Educational Research).

- **What would it look like if students led a process to effectively describe, set, review and adjust work towards their own goals for learning growth?**
- **How might we ensure a responsive and tailored professional development approach for our teachers and mentors@CSPS?**
- **To what extent does the student experience of reading@CSPS engage and activate them in the writing process?**
- **How can we communicate with families in a way which makes them a part of the learning journey @CSPS?**

Throughout 2018, a continued focus on reading provision, assessment and delivery was identified for our work across the school and many of the prototypes designed to respond to our ‘Big 4’ questions used this focus as a lens to work through across our teams. The continuation of Mrs Helen Butler as both Board member and in leading our ‘Impact Coach Development Program’ also drew upon her experience in leading a system wide visible learning approach and particularly her work in reading design and development to support this.

The continued development of our Whole School Curriculum and Assessment Plan and Programming, Assessment and Reporting guides included the implementation of further Australian Curriculum areas in ‘The Arts’ and ‘Technologies’ as well as the continued restructuring of content in English and Mathematics to align with integrated versions of the Curriculum and the introduction of HASS (Humanities and Social Sciences).

**A deeper focus on the implementation of the 6 CSPS Core Competencies (right) was undertaken in 2018.** The Core Competencies are skills which we seek to explicitly teach and provide opportunities for our students to develop across our curriculum maps and learning experiences at the school. The use of programs such as ‘Smiling Mind’ complemented these competencies in line with the Social and Emotional Learning (SEL) curriculum statements and indicators introduced across the school.



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Our partners at 'BEcoME' travelled from Sydney to support our Year 6 students as they began to think about their transition to their new school, including a workshop for parents to support their own thinking when supporting students to prepare for next steps in a new school. The development and inclusion of the CSPS 'Core Competencies' and their explicit connection to the Social and Emotional Learning Curriculum (SEL) and national 'General Capabilities' provided the opportunity for these to be taught and included across our WSCAP maps and programming expectations.

Student achievement in A-E grades represented a significant improvement across the year in all subject areas taught in both semesters, as detailed below:

| 2018                           |                            | Semester 1 |    | All Classes |    |    |  |  |
|--------------------------------|----------------------------|------------|----|-------------|----|----|--|--|
| All Year Levels                |                            |            |    |             |    |    |  |  |
|                                |                            | A          | B  | C           | D  | E  |  |  |
| English                        | Reading and viewing        | 19         | 87 | 102         | 58 | 15 |  |  |
|                                | Writing                    | 5          | 35 | 148         | 83 | 10 |  |  |
|                                | Speaking and listening     | 8          | 39 | 200         | 33 | 1  |  |  |
| Mathematics                    | Number and Algebra         | 8          | 58 | 144         | 69 | 2  |  |  |
|                                | Measurement and Geometry   | 6          | 31 | 181         | 63 |    |  |  |
|                                | Statistics and Probability |            | 54 | 184         | 43 |    |  |  |
| Science                        | Science                    | 17         | 59 | 192         | 12 |    |  |  |
| Health and PE                  | Health                     | 9          | 78 | 150         | 43 |    |  |  |
|                                | Physical Education         | 9          | 90 | 158         | 22 |    |  |  |
| Humanities and Social Sciences | Geography                  | 2          | 30 | 173         | 25 |    |  |  |
| Technologies                   | Design and Technologies    | 8          | 32 | 228         | 12 |    |  |  |

Growth in student achievement above the expected standard (A and B) increased across the strands of English during 2018 with Reading and Viewing growing from 37.7% to **47.6%**, Writing from 14.2% to **21.1%** and Speaking and Listening from 16.7% to **29.3%**.

This resulted in an overall mean increase of 9.8% between Semester 1 and 2 with an achieved mean of **32.6%** across the subject.

| 2018                           |                            | Semester 2 |    | All Classes |    |   |  |  |
|--------------------------------|----------------------------|------------|----|-------------|----|---|--|--|
| All Year Levels                |                            |            |    |             |    |   |  |  |
|                                |                            | A          | B  | C           | D  | E |  |  |
| English                        | Reading and viewing        | 50         | 78 | 95          | 42 | 4 |  |  |
|                                | Writing                    | 17         | 37 | 148         | 65 | 2 |  |  |
|                                | Speaking and listening     | 18         | 57 | 180         | 14 |   |  |  |
| Mathematics                    | Number and Algebra         | 29         | 63 | 128         | 49 |   |  |  |
|                                | Measurement and Geometry   | 14         | 56 | 168         | 31 |   |  |  |
|                                | Statistics and Probability | 12         | 56 | 181         | 20 |   |  |  |
| Science                        | Science                    | 29         | 61 | 179         |    |   |  |  |
| Health and PE                  | Health                     | 2          | 79 | 173         | 17 |   |  |  |
|                                | Physical Education         | 19         | 85 | 147         | 15 |   |  |  |
| The Arts                       | Drama                      | 13         | 67 | 185         | 4  |   |  |  |
|                                | Visual Arts                | 13         | 61 | 188         | 6  |   |  |  |
|                                | Media Arts                 | 12         | 59 | 189         | 7  |   |  |  |
| Humanities and Social Sciences | History                    | 7          | 61 | 170         | 28 |   |  |  |
|                                | Economics and Business     | 7          | 26 | 38          |    |   |  |  |
|                                | Civics and Citizenship     | 12         | 51 | 88          | 8  |   |  |  |

This occurred in Mathematics also with an increase in mean from 18.6% of students achieving above expected standard increasing to **28.3%** in the second half of the year.

In other learning areas, an increase in students achieving above expected standard was also noted in Health and Physical Education, moving from a mean of 33.2% to **34.4%** to respectively. In Science, this mean grew from 27.1% in Semester 1 to **33.4%** in Semester 2.

The work of CSPS in leading the Northern Territory Learning Commission continued in 2018 with the project growing to include 16 schools and also providing the opportunity to work with learning partners including Social Ventures Australia, The Learning Project, Contender Charlie and the team from Education Changemakers. Student and teacher commissioners led the re-design of Student Led Conferences at CSPS and noted the growth in Progressive

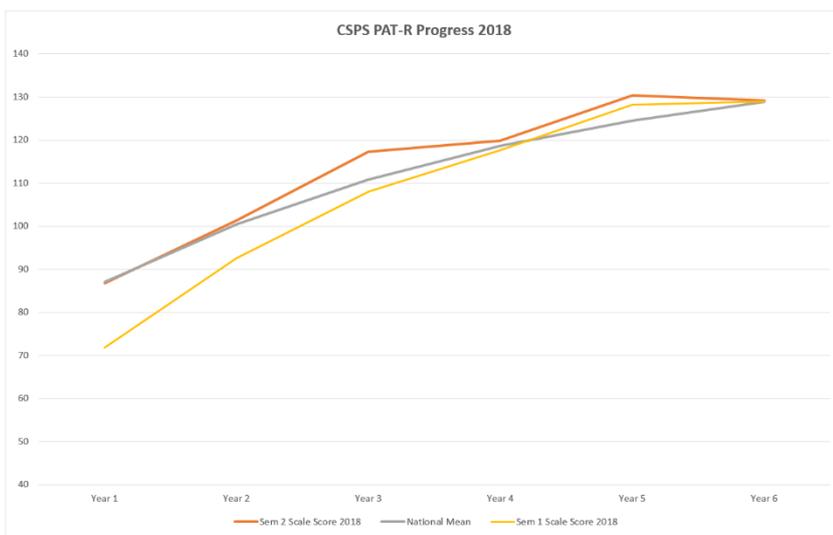


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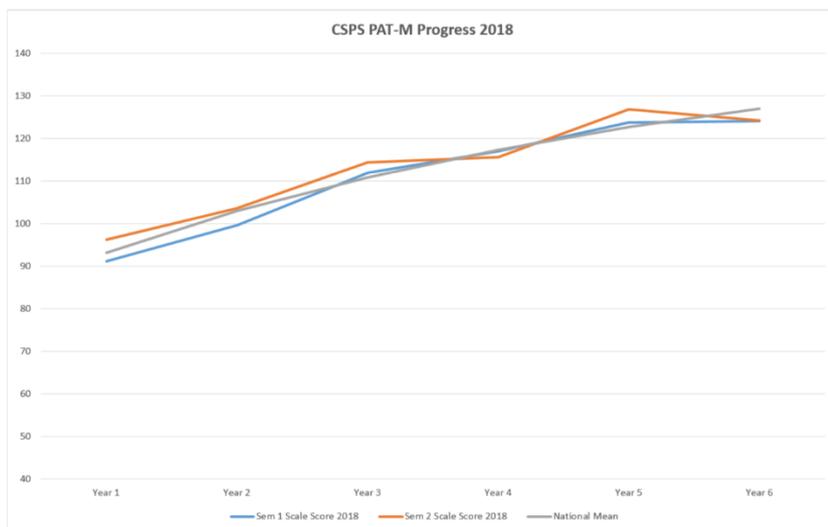
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Achievement Testing Data in this area (PAT-R) alongside a number of school level reading data sets and the use of National Learning Progressions to support student target setting.

Across all year levels, individual means of student growth and achievement in PAT testing identified that in each case, students at CSPS were making more than the expected growth (scale score) across the year on average, with the mean scale score of each year level (Years 1-6) exceeding the national mean at the end of Semester 2, in all but two cases. The continued use of PAT R and M student reports to support the development of ‘Personalised Learning Plans’ for all students was noted as important in connecting the current score of each student to the next skill they may wish to focus upon in order to achieve their goals.



| PAT-R Year | Sem 1 Mean 2018 | Sem 2 Mean Scale Score 2018 | National Mean |
|------------|-----------------|-----------------------------|---------------|
| Year 1     | 71.8            | 86.8                        | 87.1          |
| Year 2     | 92.6            | 101.3                       | 100.5         |
| Year 3     | 108             | 117.3                       | 110.9         |
| Year 4     | 117.6           | 119.9                       | 118.7         |
| Year 5     | 128.2           | 130.4                       | 124.5         |
| Year 6     | 128.9           | 129.2                       | 128.8         |



| PAT-M Year | Sem 1 Mean 2018 | Sem 2 Mean Scale Score 2018 | National Mean |
|------------|-----------------|-----------------------------|---------------|
| Year 1     | 91.2            | 96.2                        | 93.2          |
| Year 2     | 99.6            | 103.7                       | 103           |
| Year 3     | 112             | 114.4                       | 110.9         |
| Year 4     | 117             | 115.7                       | 117.4         |
| Year 5     | 123.9           | 126.9                       | 122.7         |
| Year 6     | 124.2           | 124.3                       | 127           |

Professional development days to explore the development and implementation of the ‘CSPS Reading Diamond’, including THRASS (Teaching Handwriting, Reading and Spelling Strategies for all new staff) occurred for effective practice in reading, but also as a framework for learning in all subjects at CSPS in 2018. This also aligned with the growth of the Impact Coaching model and ‘Leadership Model@ CSPS’ which provided all teaching staff with the opportunity to participate in targeted data conversations, micro-teaching cycles, program and moderation reviews and



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professional target setting with a focus on student growth and achievement as a measure of success in place across all these professional development opportunities.

CSPS achieved a mean growth across all areas of national assessments (NAPLAN) except Writing and Numeracy where this growth significantly exceeded NT means. Growth between years 3 and 5 of +95 points in Reading (+83 points nationally), +88 points in Numeracy (96 points nationally), +84 points in Spelling (83 nationally), +49 points in Writing (52 nationally) and +70 points in Grammar and Punctuation (67 nationally).

| Year 3 Naplan Comparative Data | 2014 School Mean (23 students in cohort) | 2015 School Mean (43 students) | 2016 School Mean (38 students) | 2017 School Mean | 2018 School Mean (54 students) | Percentage Increase/Decrease |        | Gap to Australian Mean 14/15/16/17 | Increase/Decrease in gap over 12 months |
|--------------------------------|--|--------------------------------|--------------------------------|------------------|--------------------------------|------------------------------|--------|------------------------------------|---|
|                                |  |                                |                                |                  |                                | 16/17                        | 17/18  |                                    |   |
| Reading                        | 401                                      | 362                            | 426                            | 417              | 421                            | -2.11%                       | +0.95% | 18/64/0/14/10(431)                 | -4                                      |
| Numeracy                       | 415                                      | 367                            | 415                            | 406              | 402                            | -2.16%                       | -0.9%  | +13/31/+17/ 3/ 6 (408)             | +3                                      |
| Spelling                       | 371                                      | 353                            | 403                            | 403              | 400                            | 0%                           | -0.8%  | 41/56/17/13/18 (418)               | +5                                      |
| Writing                        | 396                                      | 371                            | 419                            | 414              | 398                            | -1.1%                        | -3.9%  | 6/45/+3/ 0/9 (407)                 | +9                                      |
| Grammar & Punctuation          | 384                                      | 376 (384 adjusted)             | 433                            | 441              | 418                            | +1.8%                        | -5.3%  | 42/57/3/+2/ 14 (432)               | +16                                     |

| Year 5 Naplan Comparative Data | 2014 School Mean | 2015 School Mean | 2016 School Mean (23 students) |                       | 2017 School Mean (39 students) |                               | 2018 School Mean (37 students) |                  | Percentage Increase/Decrease |             | Gap to Australian Mean 14/15/16 TBC | Increase/Decrease in gap over 12 months | Year 3 cohort mean value added 2016-2018 |                  |
|--------------------------------|------------------|------------------|--------------------------------|-----------------------|--------------------------------|-------------------------------|--------------------------------|------------------|------------------------------|-------------|-------------------------------------|---|--|------------------|
|                                |                  |                  | All                            | Matched Students (19) | All                            | Matched Students (20/ 21/ 21) | All                            | Matched Students | 16/17 (All)                  | 17/18 (All) |                                     |   | National Mean Growth /All                | Matched Students |
| Reading                        | 489              | 485              | 490                            | 506                   | 476                            | 475                           | 521                            | 529              | -3.06%                       | +9.4%       | 12/14/8/30/+12 (509)                | -42                                     | (+83)/ CSPS +95                          | +104             |
| Numeracy                       | 469              | 487              | 477                            | 502                   | 484                            | 484                           | 503                            | 516              | +1.46%                       | +3.9%       | 18/5/15/10/+9 (494)                 | -19                                     | (+96) CSPS +88                           | +80              |
| Spelling                       | 474              | 472              | 449                            | 450                   | 458                            | 457                           | 487                            | 484              | +2.00%                       | +6.3%       | 24/26/49/43/16 (503)                | -27                                     | (+83) CSPS +84                           | +73              |
| Writing                        | 448              | 469              | 457                            | 474                   | 477                            | 481                           | 468                            | 469              | +4.37%                       | -1.9%       | 20/9/21/+3/+3 (465)                 | +0                                      | (+52) CSPS +49                           | +49              |
| Grammar & Punctuation          | 467              | 487              | 476                            | 495                   | 460                            | 469                           | 503                            | 513              | -3.36%                       | +9.3%       | 37/17/28/39/1 (504)                 | -38                                     | (+67) CSPS +70                           | +70              |

For the first time in the school's participation in the National Assessment Program, the achieved mean in Year 5 was above national mean for Reading (+12 ahead of national mean), Numeracy (+9 ahead) and Writing (+3 ahead). This is a significant achievement to be celebrated in line with the target of our 2014-2018 CSPS Strategic Improvement Plan.

A mean participation rate of **98% in Year 3** and **89.6% in Year 5** was achieved with a mean of **98% of students achieving National Minimum Standard in Year 3** across all areas and an equally high **97.4% in Year 5**.

| 2018   |          | Participating  |               | Achieved NMS   |               |
|--------|----------|----------------|---------------|----------------|---------------|
|        |          | No of Students | % of Students | No of Students | % of Students |
| Year 3 | Reading  | 54             | 98%           | 52             | 96%           |
|        | Writing  | 54             | 98%           | 53             | 98%           |
|        | Spelling | 54             | 98%           | 53             | 98%           |
|        | Grammar  | 54             | 98%           | 54             | 100%          |
|        | Numeracy | 54             | 98%           | 53             | 98%           |
| Year 5 | Reading  | 37             | 90%           | 36             | 97%           |
|        | Writing  | 38             | 93%           | 38             | 100%          |
|        | Spelling | 37             | 90%           | 35             | 95%           |
|        | Grammar  | 37             | 90%           | 35             | 95%           |
|        | Numeracy | 35             | 85%           | 35             | 100%          |

This is accompanied by an **increase in students participating in the assessments in Year 3** and **students in Year 5** when compared to data collected in 2016/17.

| 2017   |          | Participating  |               | Achieved NMS   |               |
|--------|----------|----------------|---------------|----------------|---------------|
|        |          | No of Students | % of Students | No of Students | % of Students |
| Year 3 | Reading  | 42             | 98%           | 41             | 98%           |
|        | Writing  | 42             | 98%           | 41             | 98%           |
|        | Spelling | 42             | 98%           | 40             | 95%           |
|        | Grammar  | 42             | 98%           | 38             | 90%           |
|        | Numeracy | 42             | 98%           | 41             | 98%           |
| Year 5 | Reading  | 37             | 95%           | 30             | 81%           |
|        | Writing  | 38             | 97%           | 37             | 97%           |
|        | Spelling | 38             | 97%           | 32             | 84%           |
|        | Grammar  | 38             | 97%           | 30             | 79%           |
|        | Numeracy | 38             | 97%           | 38             | 100%          |



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| Writing Analysis – Year 3 and Year 5 2016- 2018 |                 |           |                   |                 |           |                   |                 |           |                   |
|---|-----------------|-----------|-------------------|-----------------|-----------|-------------------|-----------------|-----------|-------------------|
| Scale   | 2016            |           |                   | 2017            |           |                   | 2018            |           |                   |
|   | Australian Mean | CSPS Mean | Gap to Mean (-/+) | Australian Mean | CSPS Mean | Gap to Mean (-/+) | Australian Mean | CSPS Mean | Gap to Mean (-/+) |
| <b>Year 3</b>                                   |                 |           |                   |                 |           |                   |                 |           |                   |
| Audience  | 2.41            | 2.32      | 0.09              | 2.39            | 2.34      | 0.05              | 2.29            | 2.17      | 0.12              |
| Text Structure                                  | 1.78            | 1.79      | +0.01             | 1.48            | 1.41      | 0.07              | 1.44            | 1.41      | 0.03              |
| Ideas   | 2.23            | 2.29      | +0.06             | 2.34            | 2.37      | +0.03             | 2.20            | 2.07      | 0.13              |
| (Genre) Devices / Character and Setting         | 1.83            | 1.95      | +0.12             | 1.49            | 1.41      | 0.08              | 1.48            | 1.50      | +0.02             |
| Vocabulary                                      | 2.05            | 2.18      | +0.12             | 2.02            | 2.07      | +0.05             | 2.00            | 2.00      | 0.00              |
| Cohesion  | 1.90            | 1.82      | 0.08              | 1.87            | 1.90      | +0.03             | 1.84            | 1.85      | +0.01             |
| Paragraphing                                    | 0.51            | 0.32      | 0.19              | 0.81            | 0.83      | +0.02             | 0.80            | 0.85      | +0.05             |
| Sentence Structure                              | 2.19            | 2.21      | +0.02             | 2.20            | 2.27      | +0.07             | 2.12            | 1.94      | 0.18              |
| Punctuation                                     | 1.87            | 2.00      | +0.13             | 2.02            | 2.15      | +0.13             | 1.99            | 1.91      | 0.08              |
| Spelling  | 2.67            | 2.39      | 0.28              | 2.61            | 2.46      | 0.15              | 2.60            | 2.20      | 0.40              |
| <b>Year 5</b>                                   |                 |           |                   |                 |           |                   |                 |           |                   |
| Audience  | 2.88            | 2.57      | 0.31              | 2.91            | 2.95      | +0.04             | 2.80            | 2.68      | 0.12              |
| Text Structure                                  | 2.12            | 1.87      | 0.25              | 1.99            | 2.16      | +0.17             | 1.93            | 2.00      | +0.07             |
| Ideas   | 2.65            | 2.52      | 0.13              | 2.77            | 2.87      | +0.10             | 2.65            | 2.74      | +0.09             |
| (Genre) Devices / Character and Setting         | 2.21            | 2.26      | +0.05             | 1.97            | 1.97      | 0.00              | 1.94            | 2.00      | +0.06             |
| Vocabulary                                      | 2.42            | 2.35      | 0.07              | 2.32            | 2.39      | +0.07             | 2.28            | 2.26      | 0.02              |
| Cohesion  | 2.15            | 2.04      | 0.11              | 2.13            | 2.29      | +0.16             | 2.08            | 2.24      | +0.16             |
| Paragraphing                                    | 0.82            | 0.83      | +0.01             | 1.35            | 1.61      | +0.26             | 1.28            | 1.39      | +0.11             |
| Sentence Structure                              | 2.69            | 2.30      | 0.39              | 2.69            | 2.58      | 0.11              | 2.58            | 2.39      | 0.19              |
| Punctuation                                     | 2.27            | 2.43      | +0.16             | 2.44            | 2.32      | 0.12              | 2.40            | 2.32      | 0.08              |
| Spelling  | 3.31            | 2.96      | 0.35              | 3.31            | 2.97      | 0.34              | 3.29            | 3.32      | +0.03             |

CSPS noted improvement across a number of writing domains in 2018 with key growth being achieved in the areas of **Paragraphing** and **Cohesion** in Year 5 and **Punctuation** in Year 3.

The introduction of STEM@CSPS and the ‘Cultural Connections @CSPS’ projects provided specific opportunities for students achieving above expected standard to be extended in a variety of meaningful tasks and problems throughout the year. This was also powerfully exemplified by the partnership with the Foundation for Young Australians (FYA) and their ‘\$20 boss’ program which provided a genuine and very powerful connection to the curriculum and the opportunity for students to build an enterprise, design, trade and consolidate profits across a defined trading period, with great success.

Cultural Connections students deepened their understanding of the range of cultures throughout the Katherine community and beyond through the establishment of our relationship with ‘Ensino Basico Filial No.247, Railaco Vila’ in Timor Leste and closer to home with a range of local partners from the Katherine community.

**CSPS Open evenings were held each term, with PLP and SLC conferences in terms 1 and 3 and more informal meet and greet held in terms 2 and 4.** This is a chance for families to celebrate the progress made by children towards the end of year achievement standard in Semester 1. Evidence of Learning Folios are available and teachers share the progress in our baseline data that students own, understand and celebrate here at school.

The school also provided workshops for parents who were keen to understand their end of semester reports more fully and to know how the school makes these judgements and what they mean.

CSPS was also named as the **5th highest Primary School in the NT for student attendance in term 1, 2018 with an attendance of 93.7%.** An indication of the high level of engagement also noted at conferences across the year.

**Mrs Gadd, the ARTS committee and CSPS students** led the region in their participation at the 39<sup>th</sup> Annual BEAT Festival, with events here in Katherine and at the Darwin Entertainment Centre alongside over 30 partner schools and choirs. Our Year 3 dancers lit up the stage for all three nights of the 39th Annual BEAT Festival ‘Ignite!’, and joined our choir who learned 13



songs, melodies, harmonies and notation to be able to join hundreds of students from schools across the NT in making the show an absolute spectacular.

Across all three nights, CSPS students performed in front of over a 1000 people including a SOLD OUT Friday night show.

### **The Northern Territory Learning Commission (NTLC)**

Casuarina Street Primary School continued to lead a significant and Territory wide initiative in 2018 as a key component of our work as an Independent Public School.

The NT Learning Commission was designed and developed as an undertaking which would enable student voice and agency to build real and measureable impact on the way we work both in our classrooms, school, as a region and finally as a system as a whole.

CSPS partnered with Commissioners from Mataranka School, Manyallaluk School, Katherine High School, Macfarlane Primary School, Katherine South Primary School, Alawa Primary School, Leanyer Primary School, Nakara Primary School, Wanguri Primary School, Wagaman Primary School, Manunda Terrace Primary School, Henbury School, Dripstone Middle School and Casuarina Senior College, as well as in partnership with the students and staff from Keilor Views Primary School in Victoria. This was supported by partners from across Australia (Schools Plus, Social Ventures Australia, Evidence For Learning and the Casuarina Education Precinct) as well members of the Student support, regional and executive team (including the Regional Director, Executive Director, Schools North; culminating in student commissioners presenting their research to the Chief Executive and Minister of Education the Hon. Selena Uibo at Parliament House on November 24<sup>th</sup> to deliver an exceptional 2018 NTLC.

This is documented and shared in the document **‘Learning about Learning – NTLC 2018’** which can be found on our CSPS website and also as an addition to this annual report.

This is also accompanied by a Program Logic and overview of the methodology used by the NTLC and its partners.





### **FA 3 – Differentiated Support**

#### **Tailored and evidence based strategies to support schools and students**

The Student Support Team at CSPS continued during the 2018 school year with a nominated SST Leader in Preschool to Year 2 and also in Years 3 to 6 being appointed to improve the provision and support available throughout the school for students with identified educational needs and also those requiring adjustment and support to enjoy success in full and part time schooling. This was also in response to a growth in students identified as being in need of an Educational Adjustment or intervention requiring support from our regional. This number reached 80 in 2018 in comparison to a high of 45 in the previous year (NCCD: Nationally Consistent Collection of Data of Students with a Disability). This marks a significant increase of in the number of students accessing support through the SST.

Partnerships with specialist providers in a range of areas including Occupational Therapy, Speech and Language Support and specialised ASD advisors, alongside the implementation of a Social Emotional Learning Curriculum, worked closely with all members of the CSPS team (including specialist masterclasses for parents) across the year to deepen our knowledge of an effective response to the variety of student need in our community.

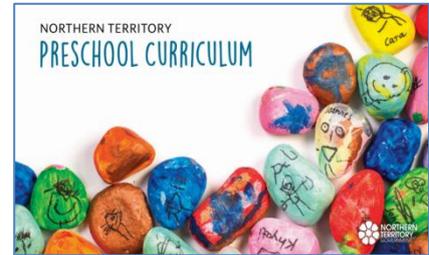
Ongoing professional study and qualifications were also undertaken across the year to ensure a high level of specialism within the SST, with all mentors also having commenced specific study provision led by a local tertiary education provider (Charles Darwin University etc) to build a high level of skill across the CSPS team.

Casuarina Street Primary School worked closely with the regional Department of Education team in 2018 and Early Childhood Quality and Compliance Advisors to continue to build on the achievement of Meeting National Standard and Exceeding this in Quality Areas 1 and 4 with a number of further areas assessed as 'exceeding' ahead of a formal rating visit in the coming year.

Formal qualifications in Early Childhood education, in line with the National Quality Standard for Preschools (NQS) were achieved by all Preschool teaching staff with ongoing mentoring and partnering programs with Charles Darwin University in place to support this achievement.

The growth of the Preschool in 2018 from 44 to 52 students will see the team grow to include 2 NQS qualified Preschool Leaders and 2 Full time Preschool Assistants in place.

Implementation of the NT-wide Preschool Curriculum continued with CSPA connecting with all regional Preschool teams to share our practice in this area and to learn from others in the Katherine region. Student transition reports to accompany students upon completing Preschool at CSPA were also developed in line with national transition expectations and to include clear next steps when reflecting on the developmentally appropriate behaviours and expectations of the 'Early Years Learning Framework (EYLF)' and the 'NT Preschool Curriculum' continuums.



[https://education.nt.gov.au/data/assets/pdf\\_file/0012/359778/nt\\_preschool\\_curriculum\\_web-96dpi.pdf](https://education.nt.gov.au/data/assets/pdf_file/0012/359778/nt_preschool_curriculum_web-96dpi.pdf)

The growth of the Student Support Team at CSPA included the development of an 'Early Years Student Support Team Leader' to provide specific intervention and support to students requiring targeted adjustments and tailored teaching, learning and behavioural differentiation.

All Student Educational Adjustment Plan (EAP) reviews and development expectations timelines were met with all students accessing an up-to-date EAP with all relevant processes completed by the stated date of review on each occasion. A key target for our work in this area previously was to ensure that all new students to CSPA with a diagnosis were to have a developed EAP in place within 10 weeks of enrolment. This target was also successfully achieved and maintained.

The CSPA relationship with the team at Anula Primary School in Darwin and the Early Life Foundation continued with all Preschool and Transition team members accessing formal 'Play-based Learning' and Age Appropriate pedagogies training in the course of the year.

This work and the accompanying study tours support the team in ensuring that the intentionality of their learning environments and investigations are maintained to the highest standard.

The award of a 'Building Better Schools' funding grant from the NT Government was used to complete the development of planning and design ideas and construction of an improved Early Years Learning area, building natural and inclusive family spaces as part of the upgraded physical spaces across the Preschool and Transition teams. The EYS team and parent representatives worked with the CSPA Infrastructure sub-committee to oversee the completion of this project in 2018.

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CSPS achievement in the Assessment of Student Competencies high with an average of **97.7%** of students achieving the 47 comp

| 2018 All Year Levels                   |  | Assessed Students |          | Not Assessed Students |                |
|--|--|-------------------|----------|-----------------------|----------------|
| ASC School Report                      | Casuarina Street Primary School  | % Attained        | Attained | Not Attained          | % Not Assessed |
| 1 PERCEPTUAL MOTOR                     | PM1 Visual motor/tracking  | 95%               | 60       | 3                     | 7              |
|  | PM2 Complete a 7-9 piece jigsaw  | 100%              | 66       |                       | 4              |
|  | PM3 Copy a block construction  | 100%              | 66       |                       | 4              |
|  | PM4 Cross the midline  | 100%              | 65       |                       | 5              |
|  | <b>Attainment of Assessed Students</b>   | <b>99%</b>        |          |                       | <b>7%</b>      |
| 2 FINE MOTOR                           | FM1 Copy the 5 shapes  | 98%               | 65       | 1                     | 4              |
|  | FM2 Draw a person with at least 6 body parts                                       | 100%              | 66       |                       | 4              |
|  | FM3 Draw between 2 horizontal and 2 vertical lines                                 | 98%               | 65       | 1                     | 4              |
|  | FM4 Cut around a circle and triangle   | 97%               | 64       | 2                     | 4              |
|  | FM5 Finger isolation   | 98%               | 62       | 1                     | 7              |
| <b>Attainment of Assessed Students</b> | <b>98%</b>   |                   |          | <b>7%</b>             |                |
| 3 GROSS MOTOR                          | GM1 Jump forward from standing position, two feet together                         | 100%              | 64       |                       | 6              |
|  | GM2 Balance steadily on each foot  | 97%               | 62       | 2                     | 6              |
|  | GM3 Run smoothly, turning quickly on the spot                                      | 95%               | 59       | 3                     | 8              |
|  | GM4 Hop on each foot   | 95%               | 56       | 3                     | 11             |
|  | GM5 Catch a ball in 2 hands away from the body                                     | 95%               | 56       | 3                     | 11             |
| <b>Attainment of Assessed Students</b> | <b>96%</b>   |                   |          | <b>12%</b>            |                |
| 4 SELF-CARE                            | SC1 Perform self-care activities   | 99%               | 67       | 1                     | 2              |
|  | SC2 Identify and express personal rights   | 97%               | 65       | 2                     | 3              |
|  | SC3 Verbally ask an adult for help   | 99%               | 67       | 1                     | 2              |
|  | SC4 Display appropriate behaviours in a variety of settings                        | 94%               | 64       | 4                     | 2              |
|  | SC5 Respond appropriately to changes in routines and the environment               | 94%               | 64       | 4                     | 2              |
|  | SC6 Begin and complete activities and actions related to the task, with direction  | 97%               | 66       | 2                     | 2              |
|  | SC7 Participate in routine social and classroom interactions                       | 96%               | 65       | 3                     | 2              |
|  | SC8 Self-regulation  | 91%               | 61       | 6                     | 3              |
| <b>Attainment of Assessed Students</b> | <b>96%</b>   |                   |          | <b>3%</b>             |                |
| 5 SPEAKING AND LISTENING               | SL1 Answer familiar, simple questions with a verbal response                       | 97%               | 65       | 2                     | 3              |
|  | SL2 Follow 3 unrelated directions  | 98%               | 61       | 1                     | 8              |
|  | SL3 First sound detection  | 92%               | 58       | 5                     | 7              |
|  | SL4 Say most speech sounds correctly   | 92%               | 60       | 5                     | 5              |
|  | SL5 Repeat a series of items spoken once aloud                                     | 99%               | 67       | 1                     | 2              |
|  | SL6 Speak using sentences  | 100%              | 67       |                       | 3              |
| <b>Attainment of Assessed Students</b> | <b>96%</b>   |                   |          | <b>7%</b>             |                |
| 6 READING AND WRITING                  | RW1 Identify own name and some environmental print in a variety of contexts        | 100%              | 67       |                       | 3              |
|  | RW2 Demonstrate reading-like behaviours  | 100%              | 65       |                       | 5              |
|  | RW3 Respond to a shared text   | 100%              | 68       |                       | 2              |
|  | RW4 Use illustrations to make meaning from text                                    | 100%              | 68       |                       | 2              |
|  | RW5 Show awareness that speech can be written down                                 | 100%              | 67       |                       | 3              |
|  | RW6 Copy symbols   | 100%              | 68       |                       | 2              |
|  | RW7 Tell stories and communicate ideas through drawings, copied symbols and so     | 100%              | 68       |                       | 2              |
| <b>Attainment of Assessed Students</b> | <b>100%</b>  |                   |          | <b>4%</b>             |                |
| 7 NUMBER AND GEOMETRY                  | NG1 Recite 1-10 in sequence  | 99%               | 67       | 1                     | 2              |
|  | NG2 Recognise numerals to 10   | 99%               | 67       | 1                     | 2              |
|  | NG3 Identify and name the numeral that matches a given collection to 10            | 99%               | 67       | 1                     | 2              |
|  | NG4 Match and count 5 items using 1 to1 correspondence                             | 100%              | 68       |                       | 2              |
|  | NG5 Continue a 2 part pattern  | 100%              | 68       |                       | 2              |
|  | NG6 Instantly recognise spatial patterns for 1, 2, 3 without counting (subitising) | 99%               | 66       | 1                     | 3              |
|  | NG7 Find and name a triangle, circle and square                                    | 99%               | 66       | 1                     | 3              |
| <b>Attainment of Assessed Students</b> | <b>99%</b>   |                   |          | <b>3%</b>             |                |
| 8 MEASUREMENT AND GEOMETRY             | MG1 Say and demonstrate understanding of positional words                          | 97%               | 65       | 2                     | 3              |
|  | MG2 Select objects according to size and uses language of size                     | 100%              | 67       |                       | 3              |
|  | MG3 What time is it?   | 97%               | 59       | 2                     | 9              |
|  | MG4 Sequencing of events   | 97%               | 58       | 2                     | 9              |
|  | MG5 Sort objects according to one criterion  | 99%               | 66       | 1                     | 3              |
| <b>Attainment of Assessed Students</b> | <b>98%</b>   |                   |          | <b>8%</b>             |                |

This is an increase of **0.9%** from the overall mean of 96.8% achievement in 2017.

A focus for the 2019 year will include the areas **GW4, SC4, SC8, SL3, and SL4** which fell below the year mean of 97% at a range from 94-91% respectively.

Personalised Learning Plans for all Preschool students, as well as the use of FELA (Foundations of Early Language Assessments) in our Transition year led to our school wide ‘Personalised learning’ approach extending more deeply within our Early Years and the increased availability of performance and progression data to families, students and between teachers.

On Friday 16th February the CSPS team said farewell to Mrs. Gorman at a Whole School Assembly. Mrs. Gorman has been a significant part of our school community here at CSPS for the last 17 years, joining the school shortly after its opening in 1998 and an important member of our Student Support Team throughout the last 6 years in particular.

Following the development and implementation of the ‘Accelerate @CSPS’ program, a marked improvement in achievement for students identified at below expected standard or in the 25% percentile for PAT R assessments was noted through the provision of an ongoing routine for the targeted response to improved reading confidence and behaviours.





#### **FA 4 – Community Partnerships**

CSPS built a number of partnerships in 2018 as well as sustaining ongoing relationships in place. A connection with the team at Social ventures Australia (Evidence for learning) was established with Dr Tanya Vaughan working alongside CSPS. Tanya is leading the development of an Evidence for Learning Toolkit nationwide and will provide opportunities for CSPS to trial these materials in the coming year.

Connection with Growth Coaching International established and commitment by Grant O’Sullivan (Director WA/NT) to continue accreditation process for CSPS team into 2018 was also supported by the school’s work to design and facilitate the NT HALT Forum for 2018 in Darwin. This forum brought together Highly Accomplished and Lead Teachers from across the NT to identify the next steps for HALT in the Territory.

CSPS led sessions for over 200 regional year 5 and 6 students as a key part of the initial Transition to High School Program. All town and many small remote schools participated in this initiative which began last year in response to the request from students in the NTLC and as a part of the Middle Years review (Vic Zbar) and the recommendations of this work.

A chorus was achieved at all CSPS Board meetings and development opportunities across the year with key partnerships in place across the industry, defence and health sectors. A recommendation of the board for 2019 will be to put in place the finalised partnership agreements with these providers to support the ongoing relationship between the school and community as it continues to grow.

Partnerships with our friends at RAAF Tindal remained a central and important part of our work in 2017 with a number of opportunities for students to learn alongside RAAF personnel, but also for students to visit members on base and learn more about life in the Defence force.

This took the form of both ‘Race to the Base’ opportunities, Anzac day and Remembrance Day visits and assemblies, Leadership and Resilience award assemblies for our SRC and students whose family had been deployed during the year, but also in information and curriculum focused visits which provided students with project and developmental support in meeting our WSCAP goals and expectations. The role of **‘The Fathering Project’** was particularly successful in building the connection between personnel and our students in the 2018 school year.

The project sees members join the school each day to read and work alongside students in the specific areas of reading, fitness and morning routines. Fathering Project volunteers also participated in investigations and work across our Early Years teams.

The project saw representation from a number of squadrons and will be continued with great success in 2019 as part of the long term partnership between the base and CSPS moving forward.



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Casuarina Street Primary School also continued its participation in the Defence School Transition Aide Program (DSTA) with support and intervention for students transitioning into and out of the school community during the school year and across school years in preparation for 2019.

The CSPS partnership with the NT music school continued to grow in 2019 with students representing the school at both the Katherine BEAT festival and Darwin BEAT festivals.

This partnership also provided ongoing tuition and musical instrument opportunities as well as support for the school in the development and production of a number of performances across the school year.

Parent Masterclasses with the team from the THRASS institute here at CSPS were provided with great success and participation in 2018.

Our sporting partnerships provided significant cause for celebration in 2018. Firstly, Mr. Rodney Gregg represented Katherine on Thursday 1st March to carry the Commonwealth Games Baton on its relay around Australia.

This was followed by further recognition for our **CSPS Hot Shots program and connection to community as Casuarina Street Primary School was named the Australia wide winner and recipient of the Newcombe Medal from Tennis Australia.** A prestigious award in recognition of the success of this program and the pathways to representative tennis it has provided for CSPS students and the leadership of our team. Mr. Todd Woodbridge visited CSPS in recognition of this work and the school will receive additional financial and coaching support in 2019 as a result of this success.

**The inaugural CSPS ‘Swimming Carnival’** which took place on Friday 6th April was a significantly successful and community led event with key participation and partnership with Katherine swimming club, the YMCA and our Board who worked alongside the CSPS team to deliver this very successful event.

**Our CSPS Upper Primary Years Athletics Day (7th June) and our Early Years Athletics Day on Friday 8th June were held here at CSPS for the first time, with events across the school grounds** and the first official chance to use the school oval since its re-development last year.

Our Annual Athletics Carnivals for both our Primary Years and Early Years teams were such a success with our students proudly cheering on their houses and school community across a number of events spread across the CSPS campus. It is the first time we have been able to host both days here at the school and this was a key decision in the re-development of our school oval to make the space capable of this.

**Friday 10th August** marked our celebration of the 20th Anniversary of the school following our opening in 1998.

The day began with the **official opening of our new CSPS Early Years Playground and**



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**outdoor areas and was followed by Katherine’s biggest picnic celebration on the Oval before commencing our CSPS Colour Run for 2018.**

We were joined by a number of guests during the day including **Mrs. Marion Guppy (Deputy Chief Executive, NT Department of Education and The Inaugural Principal at CSPS back in 1998!), Mr Randall Cook (Former Principal), Mrs. Toni Tapp-Coutts (Deputy Mayor), WGCDR Andrew Tatnell (SADFO RAAF Base Tindal) and WOFF Jason Randall from RAAF Base Tindal.**

Congratulations were also due for **Mrs Pamela Dixon who was awarded the prestigious Paul Harris Fellowship by Rotary International.** The Fellowship is international recognition of her work and contribution as a Rotarian to the Katherine community over a number of years and both Mr and Mrs Dixon join a group of less than 100 Territorians to have ever received this award since its creation.



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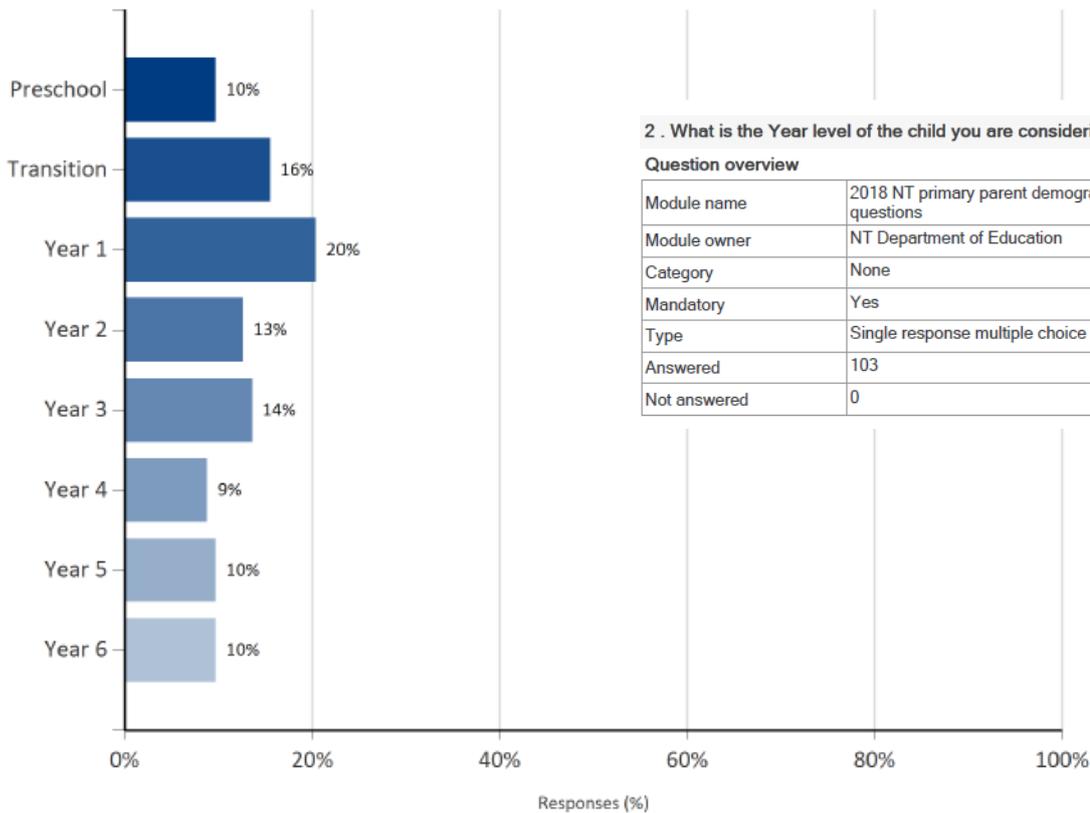
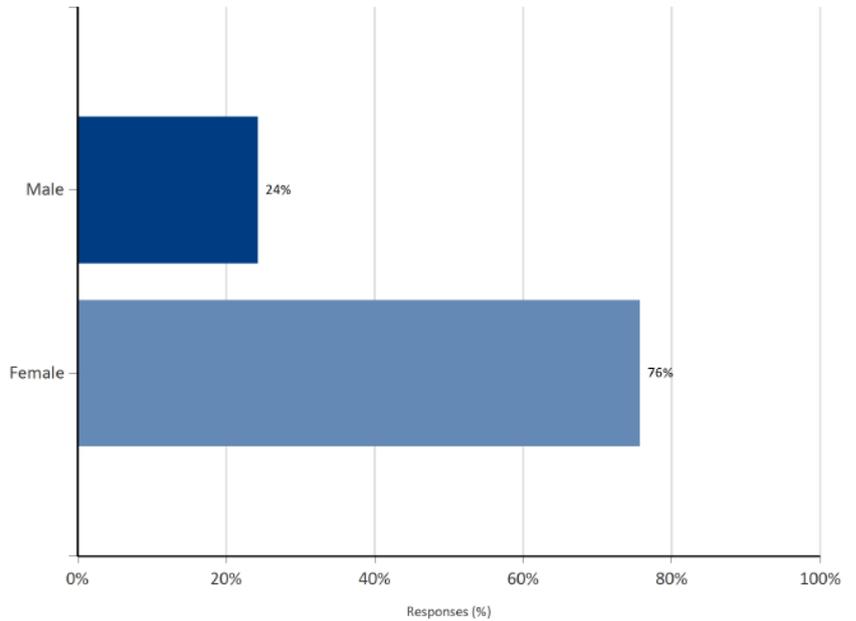


The following pages detail the outcomes of our **CSPS Parent Surveys for 2018.**

1 . What is your sex? Please [tick/mark/select] one box.

**Question overview**

|              |  |
|--------------|--|
| Module name  | 2018 NT primary parent demographic questions |
| Module owner | NT Department of Education                   |
| Category     | None   |
| Mandatory    | No   |
| Type         | Single response multiple choice              |
| Answered     | 103  |
| Not answered | 0  |



2 . What is the Year level of the child you are considering when you answer this survey?

**Question overview**

|              |  |
|--------------|--|
| Module name  | 2018 NT primary parent demographic questions |
| Module owner | NT Department of Education                   |
| Category     | None   |
| Mandatory    | Yes  |
| Type         | Single response multiple choice              |
| Answered     | 103  |
| Not answered | 0  |



**Casuarina Street Primary School**  
**Annual Performance Report to the School Community**  
**2018**

*(Aligned to the Department of Education Strategic Plan 2018– 2022)*



**4 . Please rate the items below**

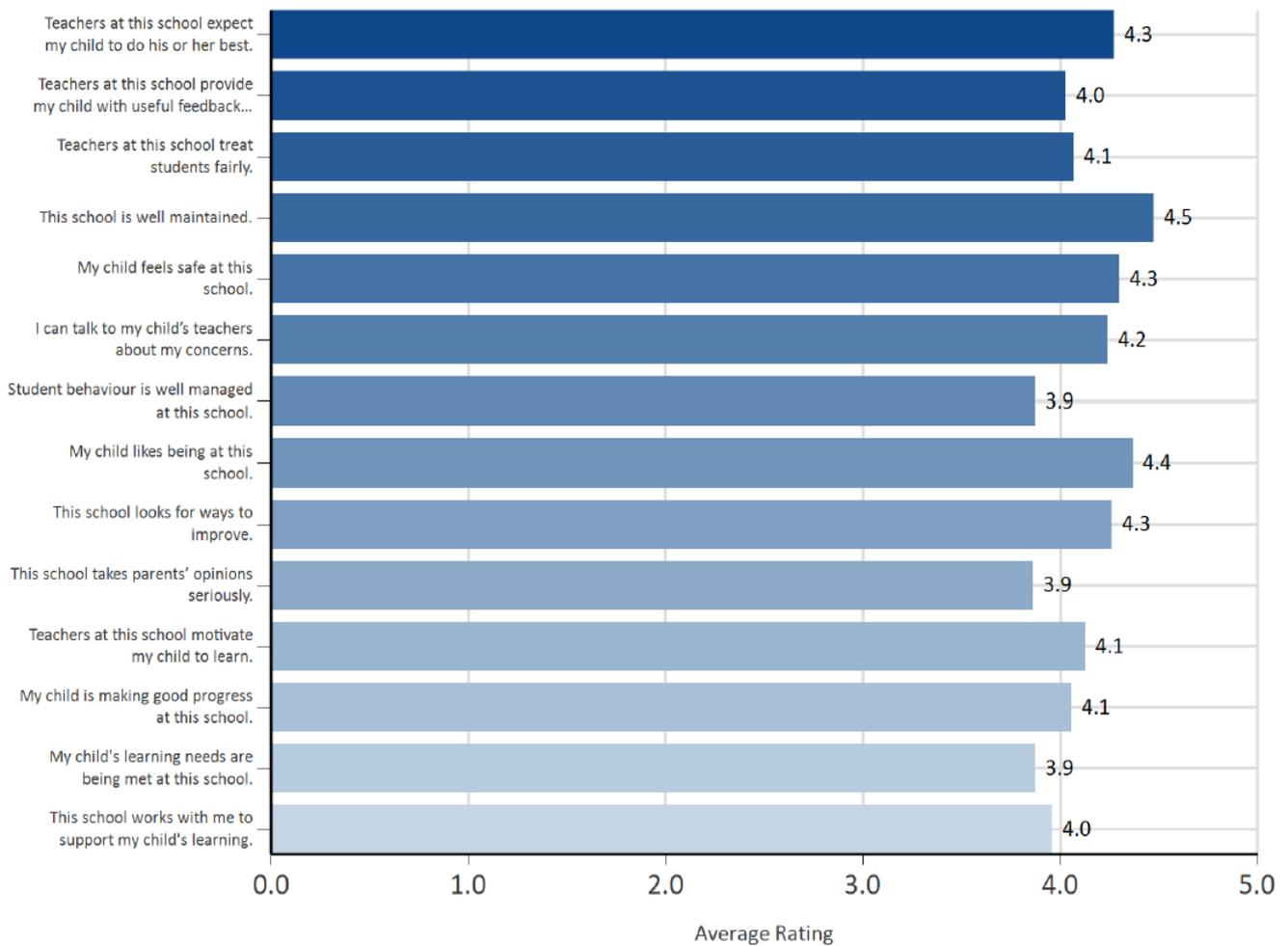
**Question overview**

|              |                                    |
|--------------|------------------------------------|
| Module name  | National parent questions          |
| Module owner | National                           |
| Category     | None                               |
| Mandatory    | Yes                                |
| Type         | Multiple rating (multi row likert) |
| Answered     | 103                                |
| Not answered | 0                                  |

**Rating**

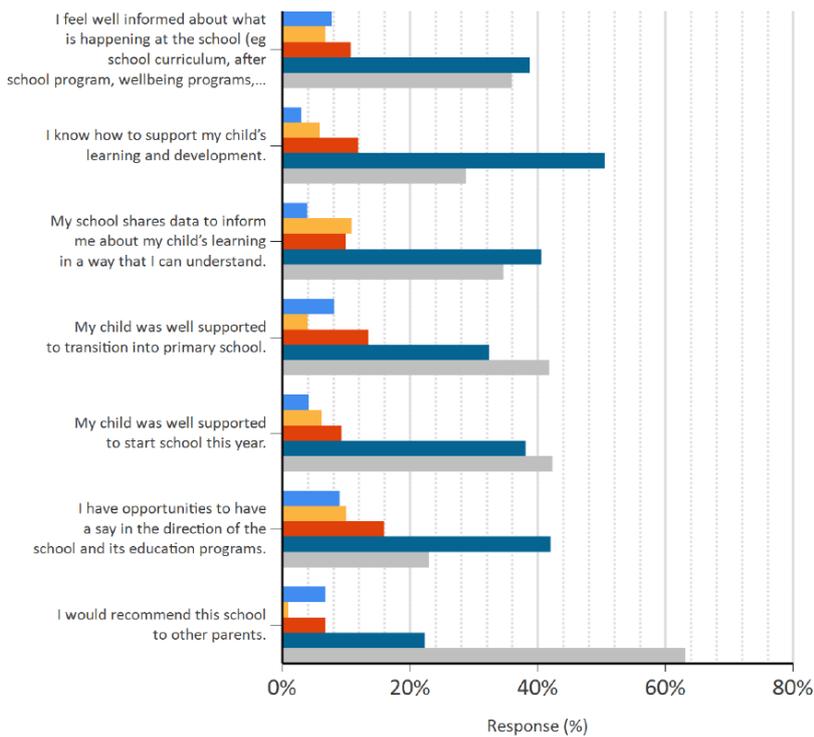
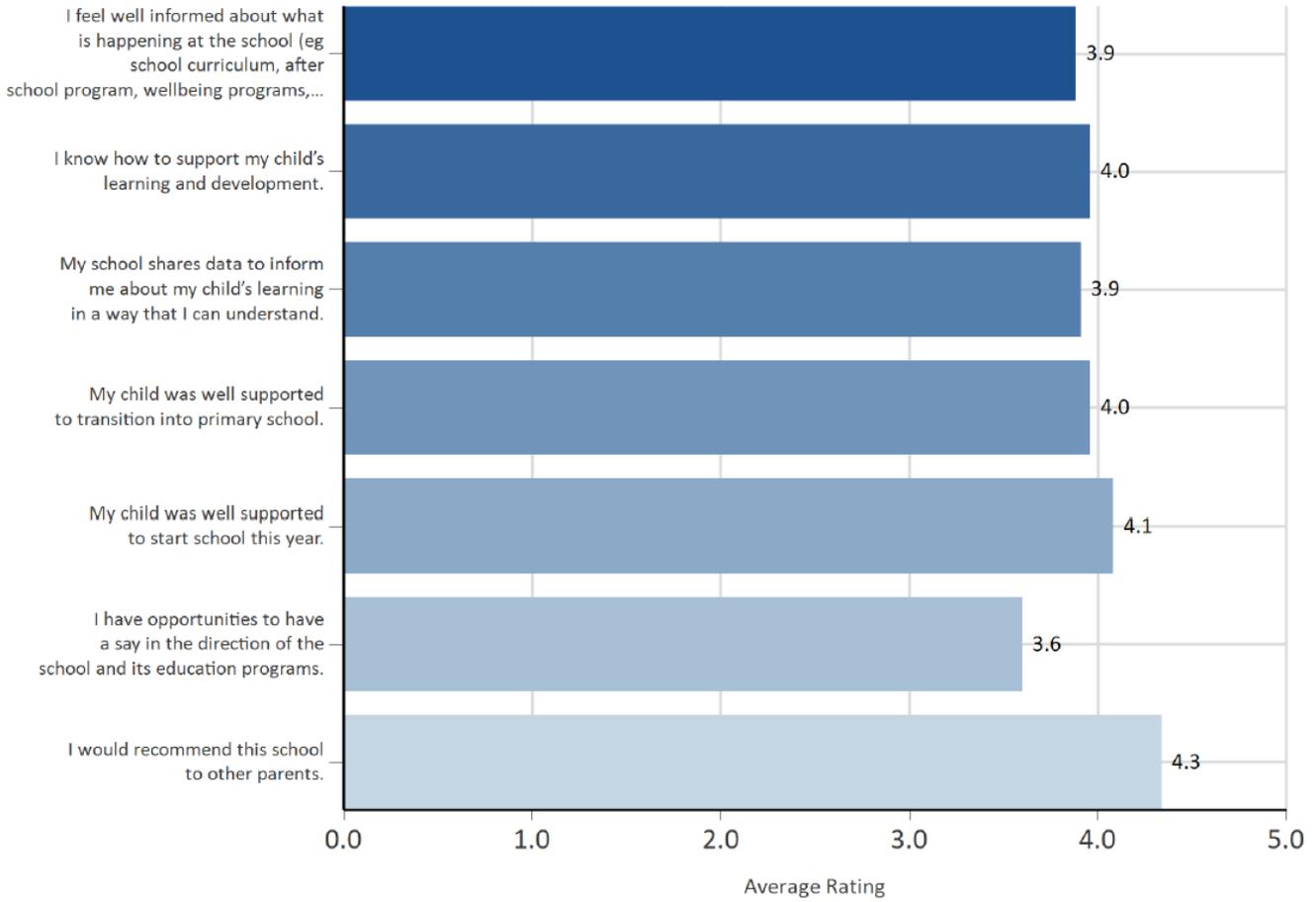
|                            |   |
|----------------------------|---|
| Strongly agree             | 5 |
| Agree                      | 4 |
| Neither agree nor disagree | 3 |
| Disagree                   | 2 |
| Strongly disagree          | 1 |

**Score**



# Casuarina Street Primary School Annual Performance Report to the School Community 2018

(Aligned to the Department of Education Strategic Plan 2018– 2022)



| Rating                     | Score |
|----------------------------|-------|
| Strongly agree             | 5     |
| Agree                      | 4     |
| Neither agree nor disagree | 3     |
| Disagree                   | 2     |
| Strongly disagree          | 1     |

■ Strongly disagree  
■ Disagree  
■ Neither agree nor disagree  
■ Agree  
■ Strongly agree



# Casuarina Street Primary School Annual Performance Report to the School Community 2018

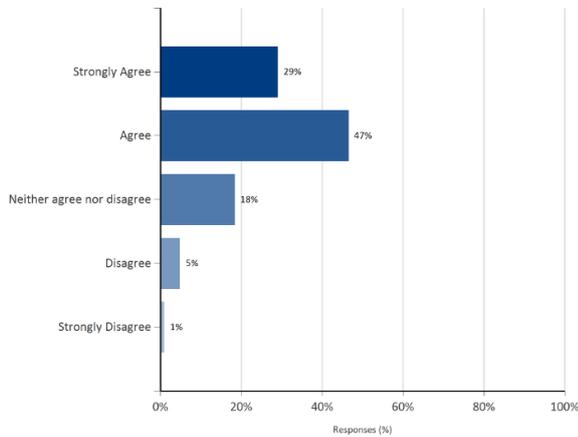
(Aligned to the Department of Education Strategic Plan 2018– 2022)



11. The school provides opportunities for parents to have a common understanding of progress across the curriculum.

#### Question overview

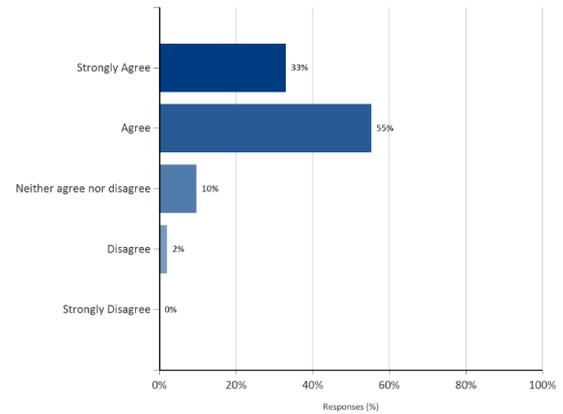
|              |                                 |
|--------------|---------------------------------|
| Category     | None                            |
| Mandatory    | No                              |
| Type         | Single response multiple choice |
| Answered     | 103                             |
| Not answered | 0                               |



12. My child is actively involved in knowing about their learning.

#### Question overview

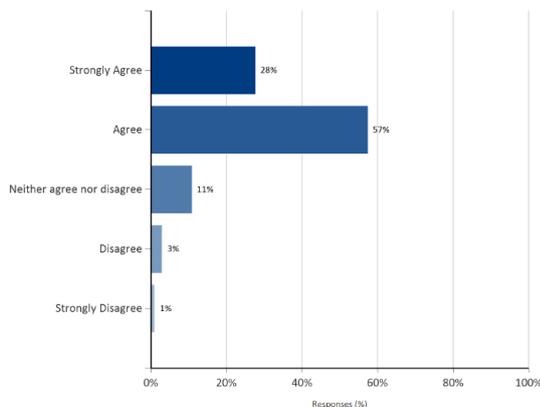
|              |                                 |
|--------------|---------------------------------|
| Category     | None                            |
| Mandatory    | No                              |
| Type         | Single response multiple choice |
| Answered     | 103                             |
| Not answered | 0                               |



13. I understand how my child is learning and achieving at school.

#### Question overview

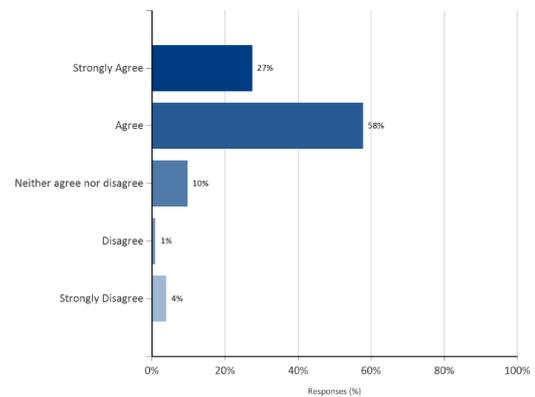
|              |                                 |
|--------------|---------------------------------|
| Category     | None                            |
| Mandatory    | No                              |
| Type         | Single response multiple choice |
| Answered     | 101                             |
| Not answered | 2                               |



15. The main focus of the school is on learning and their impact on students.

#### Question overview

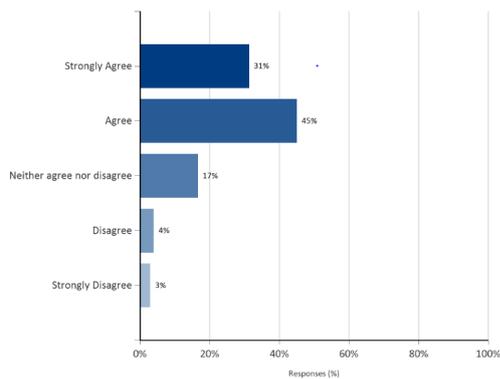
|              |                                 |
|--------------|---------------------------------|
| Category     | None                            |
| Mandatory    | No                              |
| Type         | Single response multiple choice |
| Answered     | 102                             |
| Not answered | 1                               |



17. I was involved in setting and adjusting targets for my child in their Personalised Learning Plan.

#### Question overview

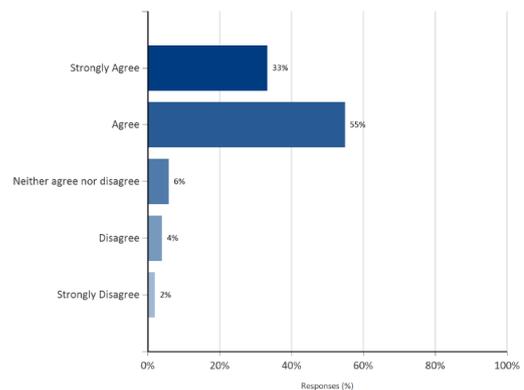
|              |                                 |
|--------------|---------------------------------|
| Category     | None                            |
| Mandatory    | No                              |
| Type         | Single response multiple choice |
| Answered     | 102                             |
| Not answered | 1                               |



18. I know and understand the progress my child has made this year so far in their learning.

#### Question overview

|              |                                 |
|--------------|---------------------------------|
| Category     | None                            |
| Mandatory    | No                              |
| Type         | Single response multiple choice |
| Answered     | 102                             |
| Not answered | 1                               |



# Casuarina Street Primary School Annual Performance Report to the School Community 2018

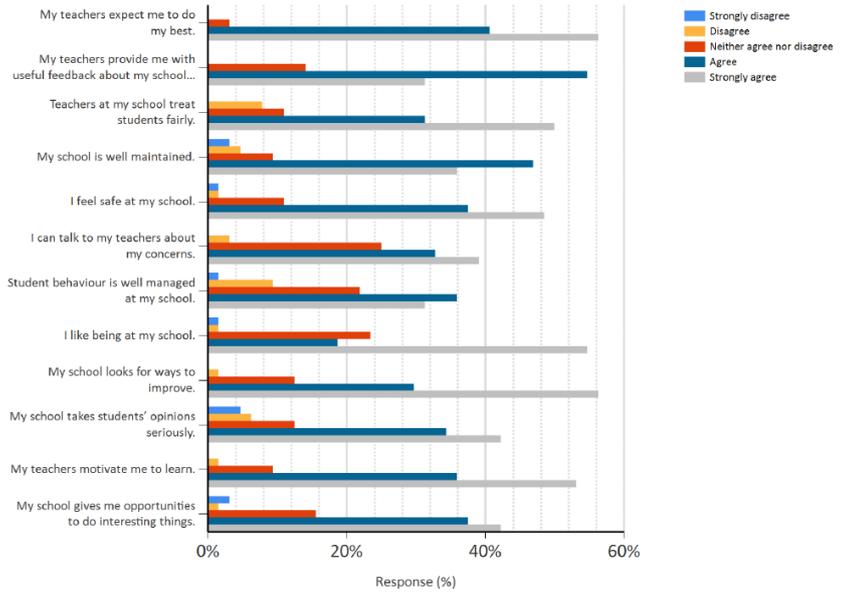
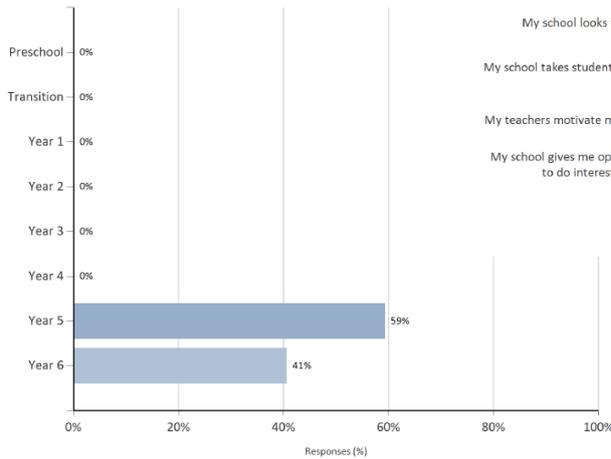
(Aligned to the Department of Education Strategic Plan 2018– 2022)

## Student Survey Responses 2018

### 2. What year level are you in?

#### Question overview

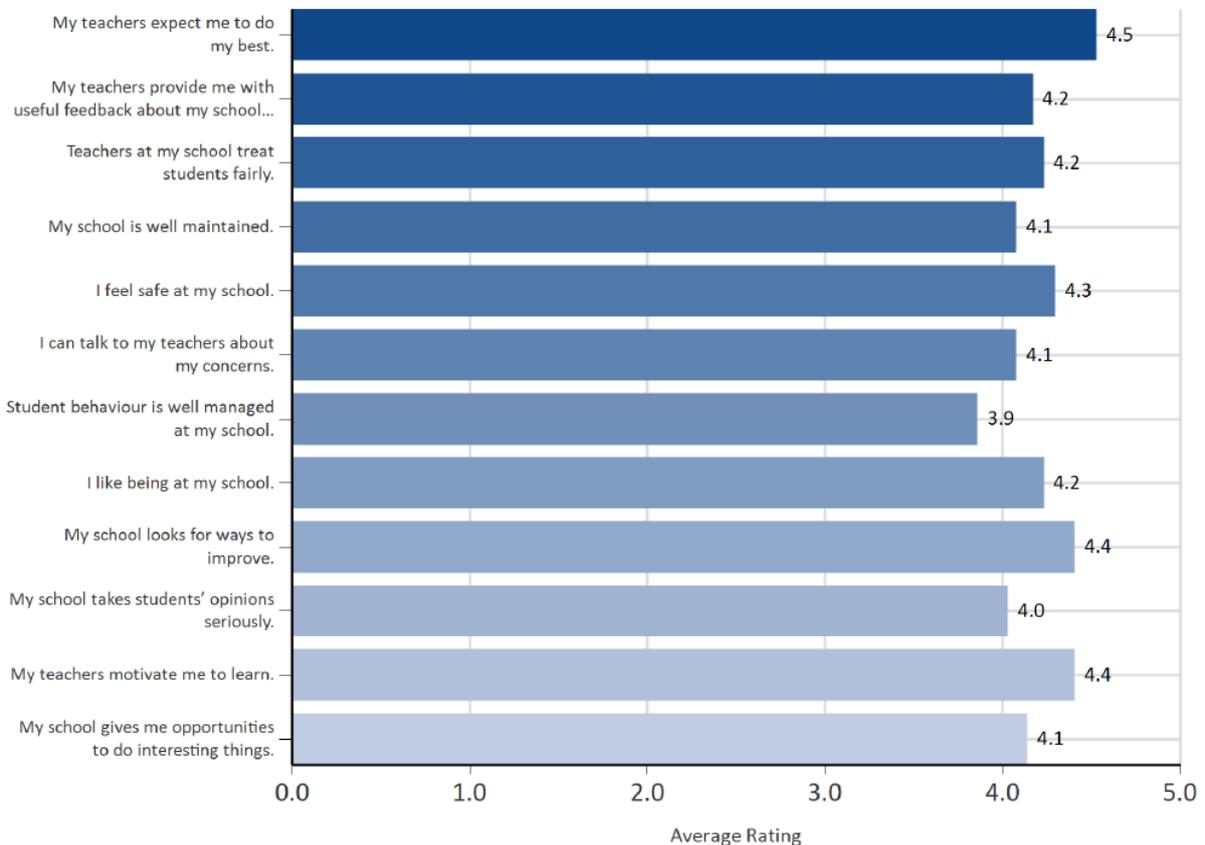
|              |   |
|--------------|---|
| Module name  | 2018 NT Primary Student demographic questions |
| Module owner | NT Department of Education                    |
| Category     | None  |
| Mandatory    | Yes   |
| Type         | Single response multiple choice               |
| Answered     | 64  |
| Not answered | 0   |



#### Rating

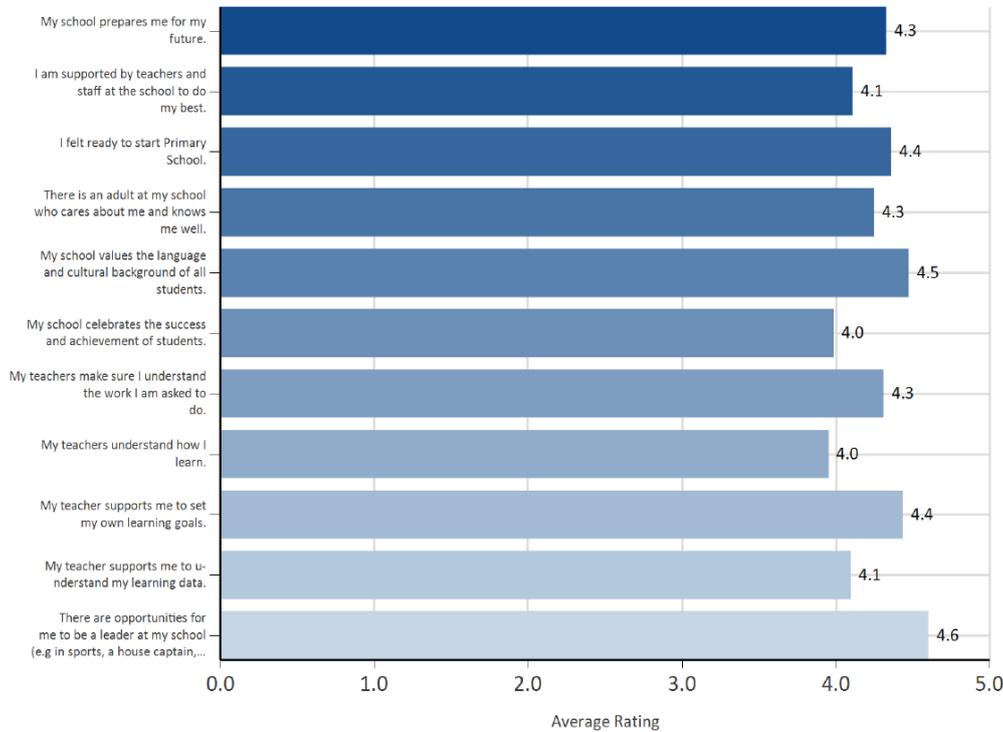
#### Score

|                            |   |
|----------------------------|---|
| Strongly agree             | 5 |
| Agree                      | 4 |
| Neither agree nor disagree | 3 |
| Disagree                   | 2 |
| Strongly disagree          | 1 |

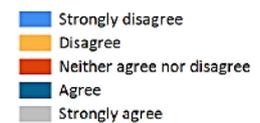


# Casuarina Street Primary School Annual Performance Report to the School Community 2018

(Aligned to the Department of Education Strategic Plan 2018– 2022)



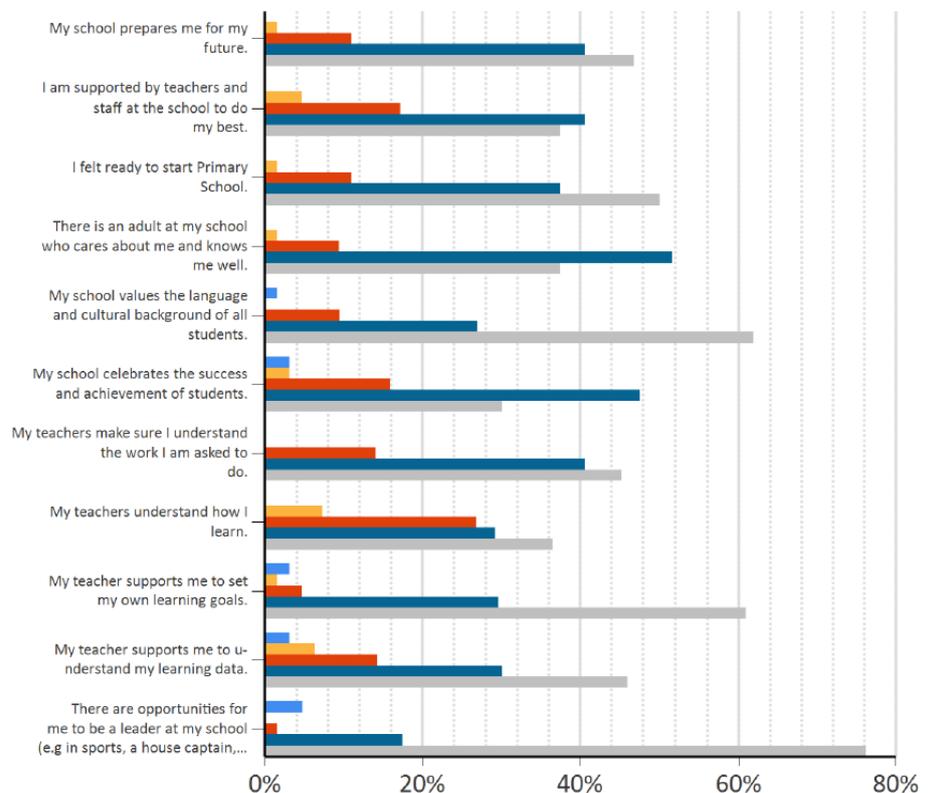
| Rating                     | Score |
|----------------------------|-------|
| Strongly agree             | 5     |
| Agree                      | 4     |
| Neither agree nor disagree | 3     |
| Disagree                   | 2     |
| Strongly disagree          | 1     |



Students at CSPS also participate in 'Visible Learning Student to Teacher Feedback' surveys. These are a chance to share and mark our progress towards the aims and goals of our own school visible learning journey.

The outcomes of these surveys are also available from CSPS and form an important part of our Annual School Improvement Plan each year.

NTLC schools also shared and collated their student survey data in 2018 to generate NTLC means to support schools to compare themselves with other schools in the commission. The data has been collated to ensure that the confidentiality of schools is maintained.

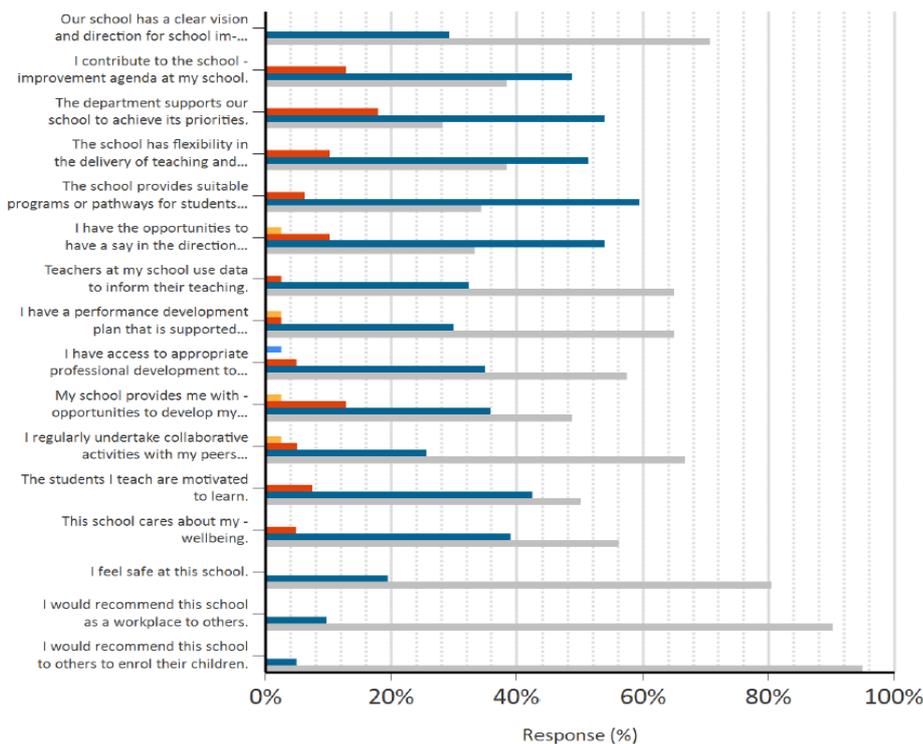
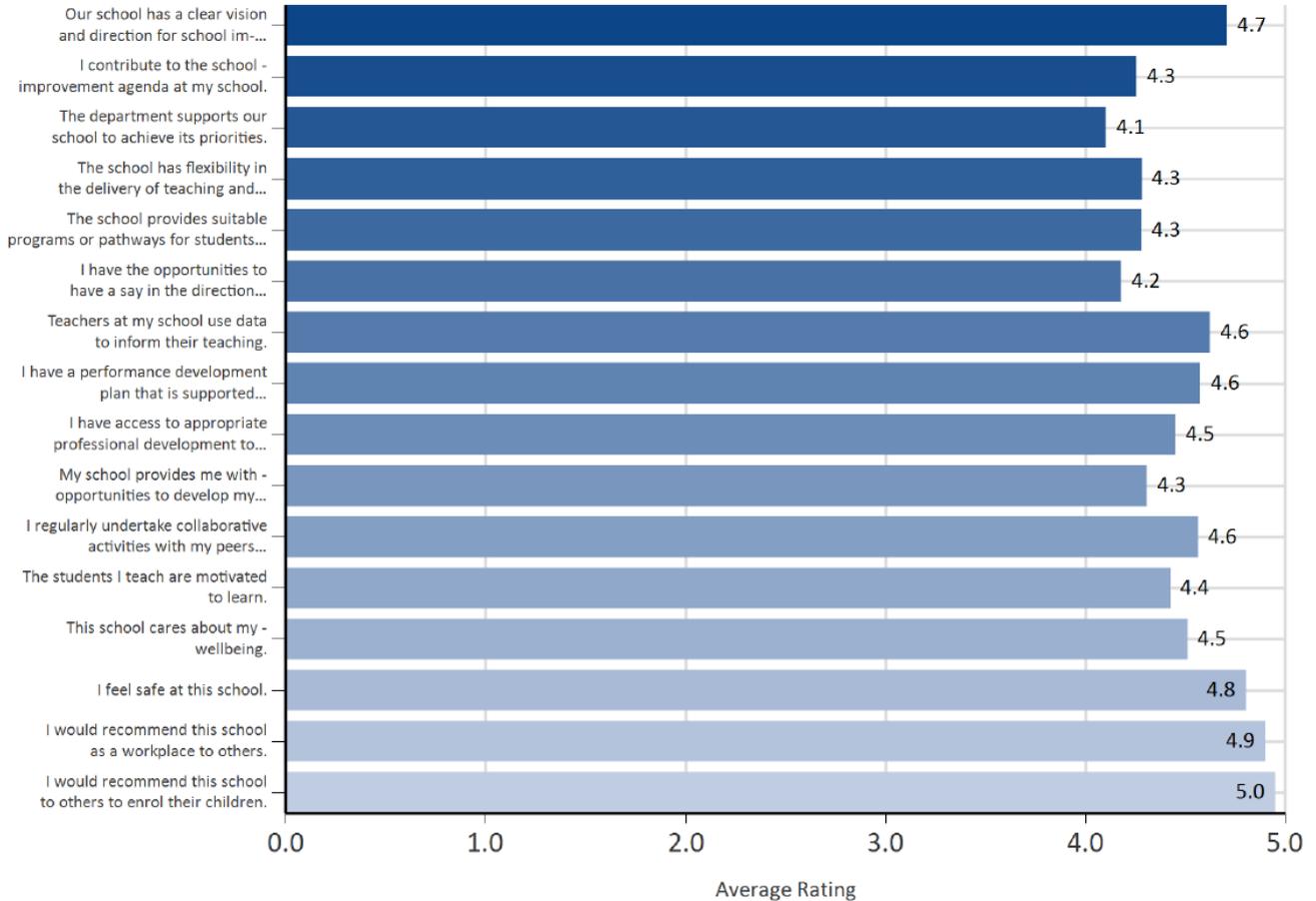


# Casuarina Street Primary School Annual Performance Report to the School Community 2018

(Aligned to the Department of Education Strategic Plan 2018– 2022)



## Staff Survey Responses 2018



Teachers at CSPS also participate in 'Visible Learning Feedback' surveys.

The outcomes of these surveys are also available from CSPS and form an important part of our Annual School Improvement Plan each year.





## **FA 5 – Data and Accountability**

Our 'Resilience Institute' Partnership for 2018 was re-established in term 1 with an initial school Resilience ratio of 1.87:1 achieved with school target of 2.1:1 set for the end of the 2017 year. The preferred ratio for schools is above 2.1:1 and is focused on ensuring that the habits and skills associated with actively building resilience in our health, work practices and wellbeing are maintained across the year.

The importance of connection with our community in shaping the strategic priorities of the school was supported through the increased response rate to our Parent Survey with 103 responses received. This is an Increase of +16 from baseline of 87 received in 2017. Staff and Student surveys were also completed with outcomes available in the following pages of this report.

This work supported CSPA in aligning our next steps and future direction to the work of the system as a whole. The CSPA SIP (2019-2022) development process was undertaken with all board and sub-committee members as well as the CSPA team and students.

The ideas and reflections of the community and our CSPA team and students directly informed the development of our Annual School Improvement Plan (ASIP) and also the formation of our more long-term Strategic Improvement Plan (SIP) which was finalised by the board in December 2018.

The school was invited to participate in the continued development of a system wide framework for all NT schools. The ongoing delivery for this consultation was facilitated by the CSPA Principal John Cleary as a part of the 'Strategic Futures' initiative across the NT Department of Education.

Work was completed to finalise the CSPA Board Constitution and to welcome new CSPA Board members for the first time in 2018. Training also occurred with a focus on Financial literacy and accountability structures being put in place to ensure for the replacement of necessary infrastructure and equipment to ensure the school continues to function normally with key logistics in place and operational.

Ongoing upgrades were completed for CSPA ICT capability in line with NAPLAN online and departmental expectations in 2018, but also to support the increased use of GradeXpert as a data management system and increased Baseline data integration in 2018 (Outcomes of audit conducted term 4, 2016).

CSPA also participated as a trial school for the development, design and use of a system wide tool called E-dash. This platform provides student level data for all students in the Northern Territory and is designed for use by classroom teachers and school leaders in particular.

In 2018, CSPA students utilised the E-dash tool in their own SLCs and directly in PLP goal and target setting.



**Casuarina Street Primary School**  
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**2018**

*(Aligned to the Department of Education Strategic Plan 2018– 2022)*

As an Independent Public School, the board and Principal report directly to the Chief executive each year to share how and with what impact additional IPS funds were allocated. This work connects directly to the innovations and commitments CSPA made during the process to becoming an IPS in 2015 and will continue as a reporting requirement as an IPS in the future.





| Year 3 Naplan Comparative Data | 2014 School Mean<br>(23 students in cohort) | 2015 School Mean<br>(43 students) | 2016 School Mean<br>(38 students) | 2017 School Mean | 2018 School Mean<br>(54 students) | Percentage Increase/Decrease |        | Gap to Australian Mean<br>14/15/16/17 | Increase/Decrease in gap over 12 months |
|--------------------------------|---|-----------------------------------|-----------------------------------|------------------|-----------------------------------|------------------------------|--------|---------------------------------------|---|
|                                |   |                                   |                                   |                  |                                   | 16/17                        | 17/18  |                                       |   |
| Reading                        | 401   | 362                               | 426                               | 417              | 421                               | -2.11%                       | +0.95% | 18/64/0/ <b>14/10</b> (431)           | -4                                      |
| Numeracy                       | 415   | 367                               | 415                               | 406              | 402                               | -2.16%                       | -0.9%  | +13/31/+17/ <b>3/6</b><br>(408)       | +3                                      |
| Spelling                       | 371   | 353                               | 403                               | 403              | 400                               | 0%                           | -0.8%  | 41/56/17/ <b>13/18</b><br>(418)       | +5                                      |
| Writing                        | 396   | 371                               | 419                               | 414              | 398                               | -1.1%                        | -3.9%  | 6/45/+3/ <b>0/9</b> (407)             | +9                                      |
| Grammar & Punctuation          | 384   | 376 (384 adjusted)                | 433                               | 441              | 418                               | +1.8%                        | -5.3%  | 42/57/3/ <b>+2/14</b><br>(432)        | +16                                     |

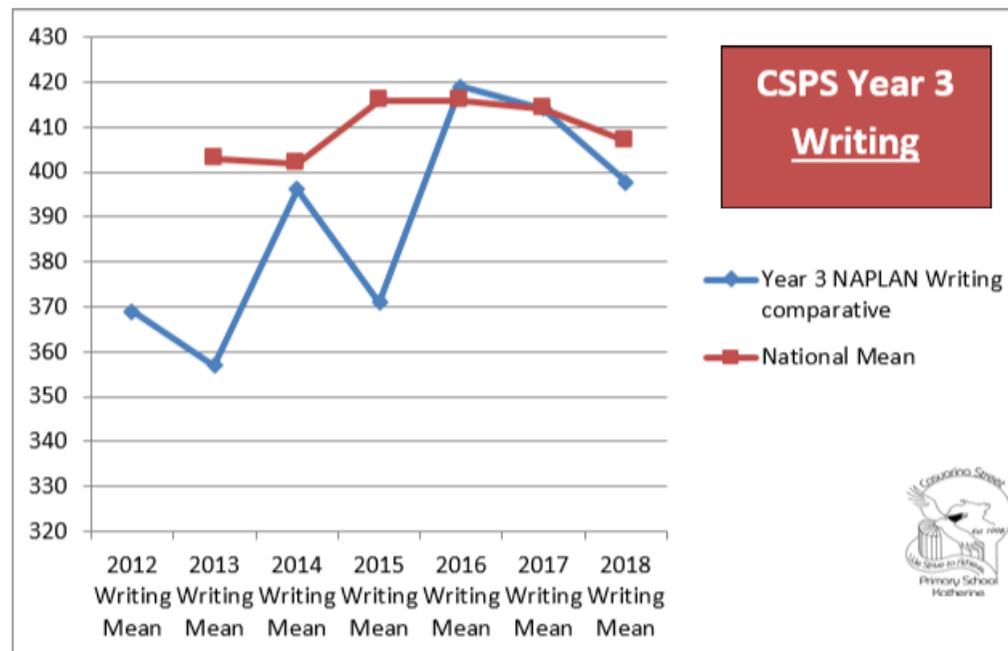
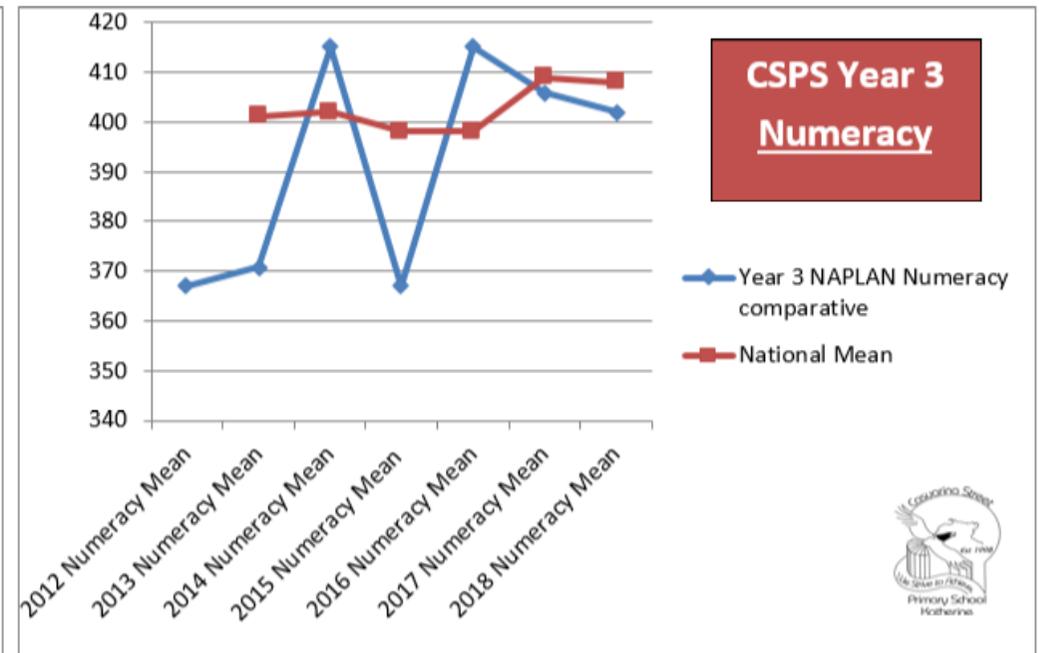
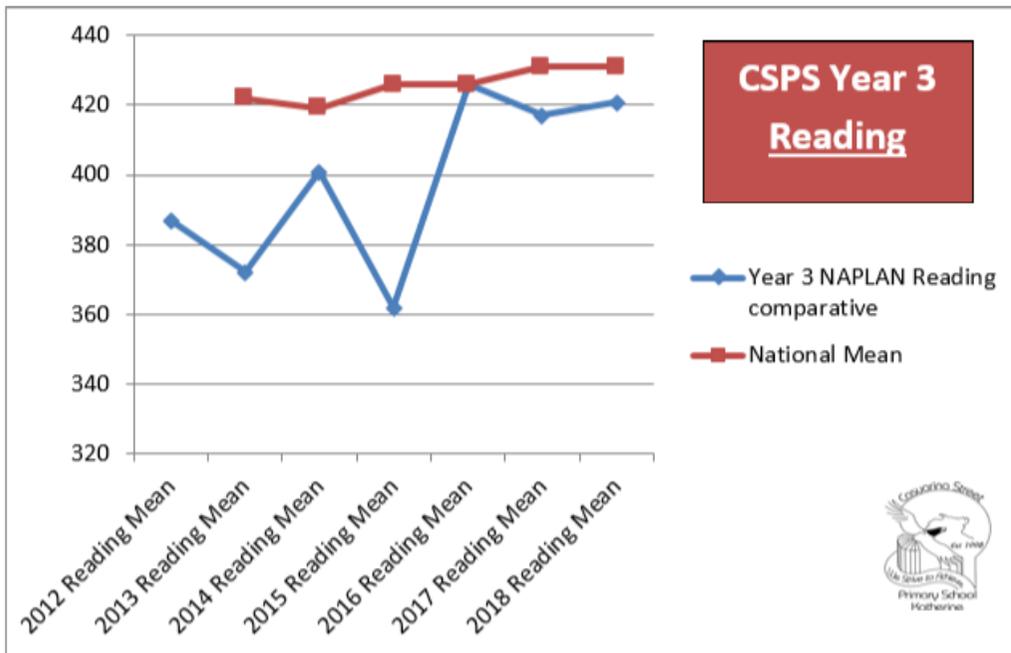
| Year 5 Naplan Comparative Data | 2014 School Mean | 2015 School Mean | 2016 School Mean<br>(23 students) |                          | 2017 School Mean<br>(39 students) |                                | 2018 School Mean<br>(37 students) |                  | Percentage Increase/Decrease |                | Gap to Australian Mean<br>14/15/16 TBC | Increase/Decrease in gap over 12 months | Year 3 cohort mean value added 2016-2018 |                  |
|--------------------------------|------------------|------------------|-----------------------------------|--------------------------|-----------------------------------|--------------------------------|-----------------------------------|------------------|------------------------------|----------------|--|---|--|------------------|
|                                |                  |                  | All                               | Matched Students<br>(13) | All                               | Matched Students<br>(20/51.3%) | All                               | Matched Students | 16/17<br>(All)               | 17/18<br>(All) |  |   | National Mean Growth /All                | Matched Students |
| Reading                        | 489              | 485              | 490                               | 506                      | 476                               | 475                            | 521                               | 529              | -3.06%                       | +9.4%          | 12/14/8/30/ <b>+12</b> (509)           | -42                                     | (+83)/<br>CSPS +95                       | +104             |
| Numeracy                       | 469              | 487              | 477                               | 502                      | 484                               | 484                            | 503                               | 516              | +1.46%                       | +3.9%          | 18/5/15/10/ <b>+9</b> (494)            | -19                                     | (+96)<br>CSPS +88                        | +80              |
| Spelling                       | 474              | 472              | 449                               | 450                      | 458                               | 457                            | 487                               | 484              | +2.00%                       | +6.3%          | 24/26/49/43/16 (503)                   | -27                                     | (+83)<br>CSPS +84                        | +73              |
| Writing                        | 448              | 469              | 457                               | 474                      | 477                               | 481                            | 468                               | 469              | +4.37%                       | -1.9%          | 20/9/21/+3/+3 (465)                    | +0                                      | (+52)<br>CSPS +49                        | +49              |
| Grammar & Punctuation          | 467              | 487              | 476                               | 495                      | 460                               | 469                            | 503                               | 513              | -3.36%                       | +9.3%          | 37/17/28/39/1 (504)                    | -38                                     | (+67)<br>CSPS +70                        | +70              |

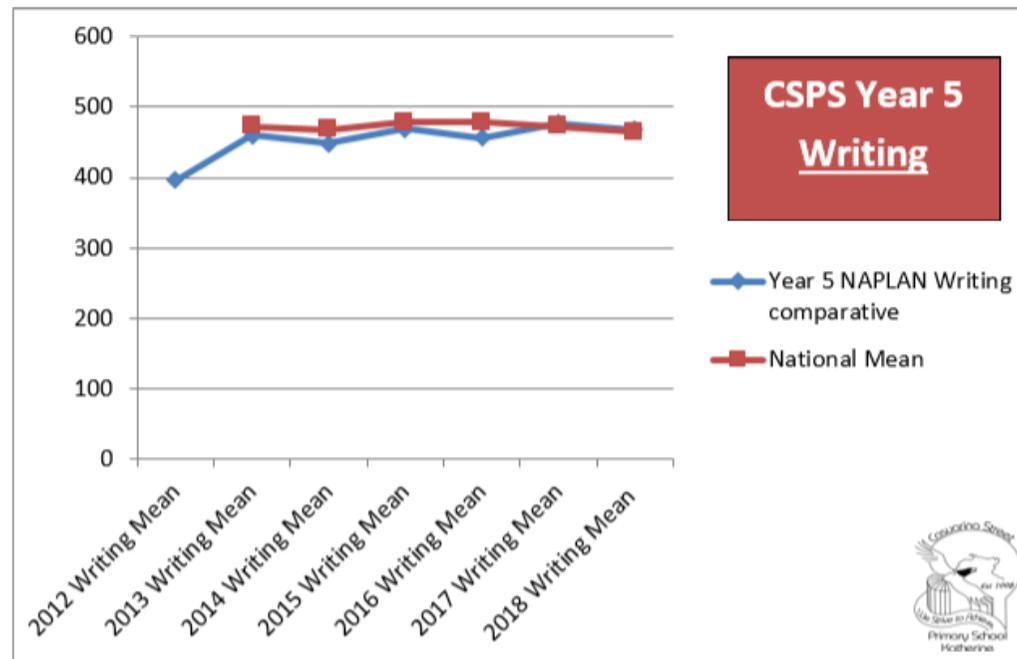
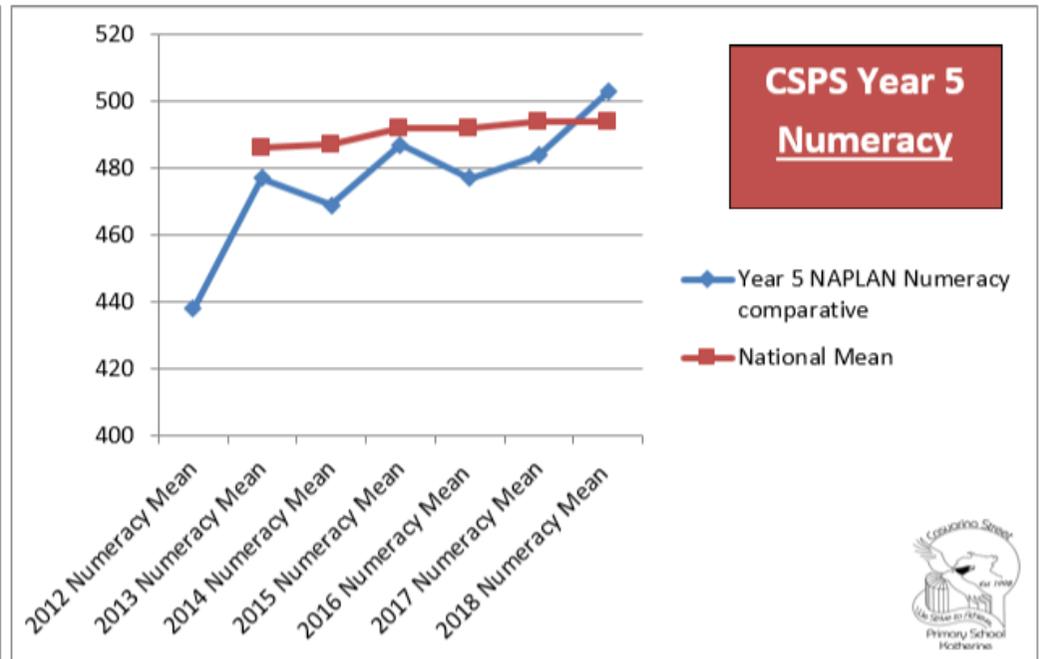
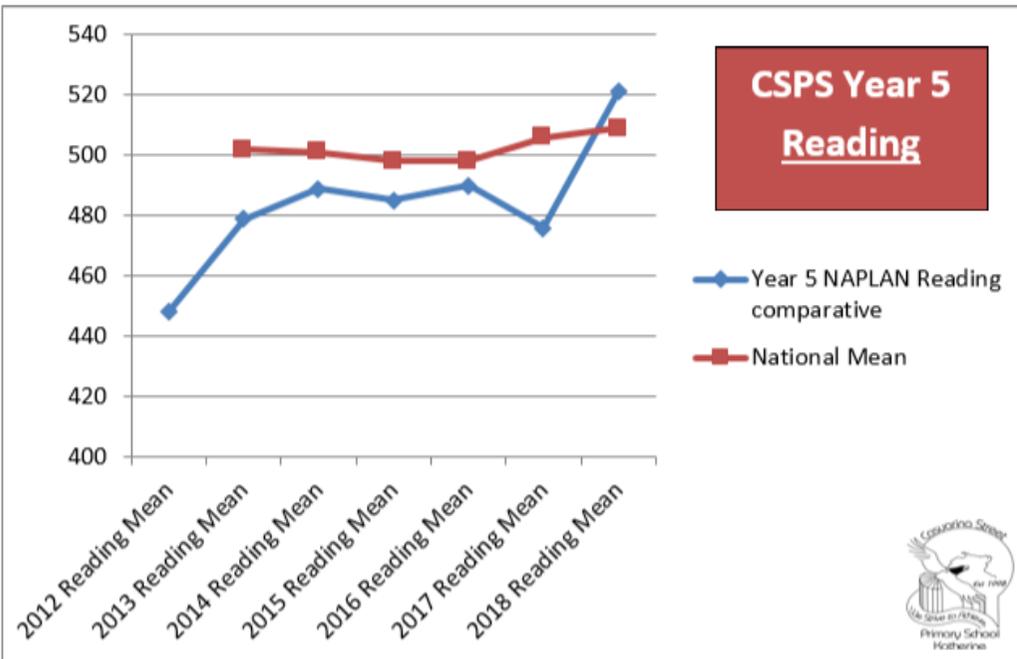


| Year 3 Student Performance Data | 2015 At/Below National Minimum Standard | 2016 At/Below National Minimum Standard | 2017 At/Below National Minimum Standard | 2018 At/Below National Minimum Standard | Percentage Increase/Decrease | 2015 Above National Minimum Standard | 2016 Above National Minimum Standard | 2017 Above National Minimum Standard | 2018 Above National Minimum Standard | Percentage Increase/Decrease |
|---------------------------------|---|---|---|---|------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|------------------------------|
| Reading                         | 35%                                     | 6%                                      | 9.7%                                    | 12.9%                                   | +3.2%                        | 65%                                  | 94%                                  | 90.3%                                | 87.1%                                | -3.2%                        |
| Numeracy                        | 25%                                     | 8%                                      | 7.3%                                    | 7.4%                                    | +0.1%                        | 75%                                  | 92%                                  | 92.7%                                | 92.6%                                | -0.1%                        |
| Spelling                        | 35.7%                                   | 8%                                      | 12.1%                                   | 18.5%                                   | +6.4%                        | 64.3%                                | 92%                                  | 87.9%                                | 81.5%                                | -6.4%                        |
| Writing                         | 18%                                     | 3%                                      | 12.1%                                   | 3.4%                                    | -8.7%                        | 81%                                  | 97%                                  | 87.9%                                | 96.6%                                | +8.7%                        |
| Grammar & Punctuation           | 33.3%                                   | 6%                                      | 14.6%                                   | 3.4%                                    | -11.2%                       | 66.7%                                | 94%                                  | 85.4%                                | 96.4%                                | +11.2%                       |

| Year 5 Student Performance Data | 2015 At/Below National Minimum Standard | 2016 At/Below National Minimum Standard | 2017 At/Below National Minimum Standard | 2018 At/Below National Minimum Standard | Percentage Increase/Decrease | 2015 Above National Minimum Standard | 2016 Above National Minimum Standard | 2017 Above National Minimum Standard | 2018 Above National Minimum Standard | Percentage Increase/Decrease |
|---------------------------------|---|---|---|---|------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|------------------------------|
| Reading                         | 26.8%                                   | 26.1%                                   | 29.7%                                   | 7.8%                                    | -21.9%                       | 73.2%                                | 73.9%                                | 70.3%                                | 92.2%                                | +21.9%                       |
| Numeracy                        | 26.8%                                   | 21.8%                                   | 16.2%                                   | 2.6%                                    | -13.6%                       | 73.2%                                | 78.2%                                | 83.8%                                | 97.4%                                | +13.6%                       |
| Spelling                        | 26.8%                                   | 34.8%                                   | 27%                                     | 18.4%                                   | -8.6%                        | 73.2%                                | 65.2%                                | 73%                                  | 81.6%                                | +8.6%                        |
| Writing                         | 17%                                     | 34.8%                                   | 13.1%                                   | 9.3%                                    | -3.8%                        | 83%                                  | 65.2%                                | 86.9%                                | 90.7%                                | +3.8%                        |
| Grammar & Punctuation           | 25%                                     | 30.5%                                   | 36.8%                                   | 21%                                     | -15.8%                       | 75%                                  | 69.5%                                | 63.2%                                | 79%                                  | +15.8%                       |







## Engagement Letter – Audit of Casuarina Street Primary School Council Inc

4 February 2019

Casuarina Street Primary School  
Casuarina Street  
Katherine East  
NT 0850

Dear Sirs & Madams,

### ENGAGEMENT AS AUDITORS UNDER THE NORTHERN TERRITORY OF AUSTRALIA EDUCATION ACT 2016

You have requested that we audit the financial statements of Casuarina Street Primary School Council Incorporated for the year ended 31<sup>st</sup> December 2018 which comprises the statement of financial position as at 31<sup>st</sup> December 2018, income and expenditure statement, notes comprising a summary of significant accounting policies and other explanatory information, along with the Council Declaration. We are pleased to confirm our acceptance and our understanding of this engagement by means of this letter.

Our audit will be conducted with the objective of expressing an opinion on the financial statements

#### The responsibilities of the auditor

We will conduct our audit in accordance with Australian Auditing Standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, there is an unavoidable risk that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with Australian Auditing Standards.

In making our risk assessments, we consider internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies in internal control relevant to the audit of the financial statements that we have identified during the audit.

Our audit is not designed to be a complete examination of all aspects of your accounting system. Accordingly any matters that are reported to you verbally or in writing should not be regarded as all-inclusive.

#### Responsibilities of those charged with governance

Our audit will be conducted on the basis that [management and, where appropriate, those charged with governance] acknowledge and understand that they have responsibility:

- a) For the preparation of the financial statements that present fairly the results of the School Council for the reporting period and the financial position of the School Council as at the end of the reporting period.
- b) To provide us with:
  - i. Access to all information of which the School Council and School Management are aware that is relevant to the preparation of the financial report such as records, documentation and other matters;
  - ii. Additional information that we may request from the School Council and School Management for the purpose of the audit; and
  - iii. Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.
- c) To advise us of any material and/or contentious issues relating to the preparation of the financial statements and any known or suspected frauds which have occurred within the School.

- d) To maintain adequate accounting records, to ensure that proper internal controls are in place, to ensure the accuracy of all financial records, and to maintain and safeguard the entity's assets to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

Such internal controls reduce but do not eliminate the risk of misstatements in the financial statements from fraud or error. Those charged with governance assume responsibility for such risk. While the conduct of an audit may act as a deterrent against fraud or error we cannot be held responsible for preventing them.

Those charged with governance are responsible for adjusting the financial statements to correct identified material misstatements. At the conclusion of each financial reporting engagement we provide those charged with governance with a summary of any uncorrected misstatements we identify and request to confirm in writing that the effects of any uncorrected misstatements are immaterial, both individually and in aggregate, to the financial statements taken as a whole.

#### *Representations from those charged with governance*

As part of our audit process, we will request from those charged with governance written confirmation concerning oral representations made to us by Casuarina Street Primary School Council Inc in connection with the audit and that Casuarina Street Primary School Council Inc acknowledges that such representations would be relied upon by us during the audit.

#### **Reporting**

We anticipate the issues of an unqualified audit report in accordance with Australian Auditing Standards, however the form and content of our report may need to be amended in the light of our audit findings.

#### **Independence**

We have established policies and procedures designed to ensure our independence, including policies on the provision of non-audit work.

#### **Fees**

Our fee assumes that all accounting transactions will have been processed and we will be presented with a final trial balance/set of financial statements at commencement of the audit.

If we incur additional costs as a result of factors such as:

- information not being provided to us within agreed time limits
- significant errors in the information that is provided
- the scale of the business significantly changing
- a material issue arising which was not reasonably contemplated at the time of the fee quote then this additional time will also be billed, at \$220 per hour (excluding GST).

Our fees will be billed at the conclusion of the audit.

#### **Health and safety**

We are required to comply with Occupational Health and Safety legislation by taking all practical steps to ensure the health and safety of our people. Our firm's policy expects mutual responsibility for our people to ensure their own safety and that no harm is caused to others in the workplace, but the Act places responsibility for their safety on your School when they are visitors to your site.

#### **Other services**

We are pleased to provide any additional services that may be required from time to time, provided such services do not impair our independence. We note that this engagement letter applies only to the work described in this letter. Should further work be required over and above such work, separate terms of engagement will need to be agreed. In particular, this letter does not deal with accounting advice or assistance with accounts preparation.

#### **Other financial information in reports**

We read the financial information contained in the documents or statements that are issued with any of the financial statements, including the Committee reports, to identify material inconsistencies with the financial reports.

However, we will not verify such other information.

#### **General matters**

The terms of this letter apply to all work carried out by us in connection with this engagement prior to the date of signing this letter.

This letter will be effective for future years unless we advise you of its amendment or replacement or the engagement is terminated.



Please sign and return the attached copy of this letter to indicate your acknowledgement of, and agreement with, the arrangements for our audit of the financial statements, including our respective responsibilities.

Yours sincerely

ClarityNT

A handwritten signature in black ink, appearing to read "C. Young", written in a cursive style.

---

Claire Young  
Director



28 February 2019

Casuarina Street Primary School  
PO Box 1046  
Katherine NT 0851

Dear Sirs and Madams

### COMMENTS ARISING FROM THE AUDIT

We have recently completed our audit for the year ended 31 December 2018. In accordance with our normal practice, we set out below certain matters concerning the organisation's internal control and accounting practices which came to our attention during our work in connection with the audit and our recommendations for improvements. We also include certain other recommendations that you may like to consider.

You will appreciate that our normal procedures are designed primarily to enable us to form an opinion on the financial report as a whole and therefore do not necessarily bring to light at each audit all the weaknesses in internal control or accounting practice which a special investigation might do. The matters raised in this report are only those which came to our attention during the course of our audit and are not necessarily a comprehensive statement of all the weaknesses that exist or all improvements that might be made. Recommendations for improvements should be assessed by you for their full commercial impact before they are implemented.

We have prepared this report solely for the use of the organisation. As you know, this report forms part of a continuing dialogue between the organisation and us and, therefore, it is not intended to include every matter, whether large or small, that has come to our attention. For this reason, we believe that it would be inappropriate for this report to be made available to third parties and, if such a third party were to obtain a copy without our prior written consent, we would not accept any responsibility for any reliance that they might place on it.

### Audit opinion qualifications

The main financial statements audit report was qualified in respect of completeness of income. This qualification is a common qualification for similar, small organisations as rigorous controls of income prior to entry is not necessarily achievable in your circumstances. The qualification does not necessarily indicate any errors and is made because we have no practicable way of satisfying ourselves that all money received by Casuarina Street Primary School was actually recorded and banked. We note that Casuarina Street Primary School does maintain other effective controls around income subsequent to receipt / entry into the point of sales system and procedures following. The second qualification was regarding the quantities of inventory held at year end and our

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inability to confirm these amounts due to being unable to attend the physical stock count. Again, this qualification does not necessarily indicate any errors.

We would like to take this opportunity to extend our appreciation to the Business Manager, Megan Walker, for her assistance and cooperation during the course of our audit. We also commend the school on their financial management and record-keeping processes.

We shall be pleased to discuss with you any matters mentioned in this report.

Yours faithfully



**Claire Young**  
Director

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# Casuarina Street Primary School Council Incorporated

ABN: 81 984 428 621

## Special Purpose Financial Report

*For the Year Ended 31 December 2018*

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# Casuarina Street Primary School Council Incorporated

ABN: 81 984 426 621

## Special Purpose Financial Report

*For the Year Ended 31 December 2018*

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# INDEPENDENT AUDITOR'S REPORT

## Casuarina Street Primary School Council Incorporated

*For the Year Ended 31 December 2018*

Independent Auditor's Report to the members of Casuarina Street Primary School Council Incorporated

### Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Casuarina Street Primary School Council Incorporated (the 'Council') which comprises the income and expenditure statement for the year then ended, the assets and liabilities statement as at 31 December 2018, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of our report, the accompanying financial report of the Council presents fairly, in all material respects, the financial position of the Council as at 31 December 2018 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

### Basis for Qualified Opinion

1. The Council has determined that it is impracticable to establish controls over the collection of income prior to its recording in the accounting system, other than annual government funding and grant income. Accordingly, as the evidence available to us regarding such income was limited, our audit procedures with respect to such income had to be restricted to the amounts recorded in the financial records. We are therefore unable to express an opinion on the completeness of such income in the financial statements.
2. The Council has recorded inventories held as at 31 December 2018 of \$105,673.32 and as we were unable to attend the stocktake, we are unable to confirm the existence of the quantities held at year end.

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Boards (APES 110 Code of Ethics for Professional Accountants) (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

### Emphasis of Matter - Basis of Accounting

We draw attention to the Notes to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Council to meet the requirements of the *Northern Territory of Australia Education Act and associated Regulations*. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.



# INDEPENDENT AUDITOR'S REPORT

## Casuarina Street Primary School Council Incorporated

*For the Year Ended 31 December 2018*

### **Responsibilities of Management for the Financial Report**

Management is responsible for the preparation and fair presentation of the financial report in accordance with the requirements of the *Northern Territory of Australia Education Act and associated Regulations* and has determined that the basis of preparation described in Note 1 is appropriate to meet the needs of the Council. Management's responsibility also includes such internal control as deemed necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, management is responsible for assessing the Council's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Council or to cease operations, or has no realistic alternative but to do so.

### **Auditor's responsibilities for the audit of the financial report**

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at: <http://www.auasb.gov.au/Home.aspx>. This description forms part of our auditor's report.

Claire Young  
Director, ClarityNT  
1/70 Elder Street, Alice Springs  
NT 0870



# INCOME AND EXPENDITURE STATEMENT

## Casuarina Street Primary School Council Incorporated

*For the Year Ended 31 December 2018*

| <b>Income</b>   | <b>2018</b>           | <b>2017</b>           |
|---|-----------------------|-----------------------|
| Commonwealth Grants - Via DOE                         | \$806.14              | \$38,912.60           |
| Commonwealth Grants - Direct to School                | \$44,150.00           | \$47,150.00           |
| Other Grants from DOE                                 | \$985,231.29          | \$999,286.90          |
| Other Grants from NTG                                 | \$94,162.35           | \$136,226.39          |
| Grants from External Third Parties                    | \$6,849.39            | \$10,125.91           |
| School Council Projects                               | \$198,597.44          | \$153,940.13          |
| Student Activities                                    | \$59,349.80           | \$56,261.91           |
| Interest Received                                     | \$2,340.49            | \$2,849.46            |
| Receipts/Reimbursements from Other Government Schools | \$13,672.72           | \$1,434.55            |
| <b>Total Income</b>                                   | <b>\$1,405,159.62</b> | <b>\$1,446,187.85</b> |
| <b>Expenses</b>                                       |                       |                       |
| Salaries and Related Expenditure                      | \$412,129.31          | \$347,305.72          |
| Superannuation Expenses                               | \$39,152.40           | \$32,994.08           |
| School General Expenses                               | \$174,899.34          | \$129,370.37          |
| Administrative Expenses                               | \$24,707.73           | \$23,456.74           |
| Motor Vehicle Expenses                                | \$4,426.88            | \$1,946.85            |
| Student Activities                                    | \$154,699.06          | \$126,352.55          |
| Student Information and Technology                    | \$61,231.83           | \$78,024.35           |
| Admin IT and Communication                            | \$11,716.80           | \$11,813.87           |
| Curriculum  | \$25,577.11           | \$32,270.49           |
| School Non-Core Activities                            | \$62,830.61           | \$49,556.28           |
| Urgent Minor Repairs                                  | \$87,883.15           | \$112,553.73          |
| Non Urgent Minor Repairs                              | \$10,163.85           | \$14,165.10           |
| Essential Services                                    | \$212,309.54          | \$232,785.51          |
| Cleaning  | \$110,219.21          | \$114,112.74          |
| Grounds   | \$60,755.12           | \$43,700.10           |
| Property Management Other                             | \$8,985.76            | \$31,232.91           |
| <b>Total Expenses</b>                                 | <b>\$1,461,687.70</b> | <b>\$1,381,641.39</b> |
| <b>Net Profit / (Loss)</b>                            | <b>(\$56,528.08)</b>  | <b>\$64,546.46</b>    |

*The above report should be read in conjunction with the Notes to the Financial Statements*



# BALANCE SHEET

## Casuarina Street Primary School Council Incorporated

As At 31 December 2018

| <b>ASSETS</b>                    | <b>2018</b>         | <b>2017</b>         |
|----------------------------------|---------------------|---------------------|
| <b>Current Assets</b>            |                     |                     |
| Cash At Bank                     | \$14,681.77         | \$38,043.70         |
| Cash On Hand                     | \$731.85            | \$700.00            |
| On Call/Short Term Deposits      | \$355,849.14        | \$370,823.94        |
| Inventories                      | \$105,673.32        | \$95,929.00         |
| <b>Total Current Assets</b>      | <b>\$476,936.08</b> | <b>\$505,496.64</b> |
| <b>Non Current Assets</b>        |                     |                     |
| <b>Total Assets</b>              | <b>\$476,936.08</b> | <b>\$505,496.64</b> |
| <b>LIABILITIES</b>               |                     |                     |
| <b>Current Liabilities</b>       |                     |                     |
| Deposits Held -3rd Parties       | \$637.80            | (\$159.00)          |
| Trade Creditors                  | (\$266.57)          | (\$8,776.00)        |
| GST Liabilities                  | (\$3,118.18)        | \$0.00              |
| Other Accrued Expenses           | \$37,454.43         | \$15,674.96         |
| <b>Total Current Liabilities</b> | <b>\$34,707.48</b>  | <b>\$6,739.96</b>   |
| <b>Non Current Liabilities</b>   |                     |                     |
| <b>Total Liabilities</b>         | <b>\$34,707.48</b>  | <b>\$6,739.96</b>   |
| <b>Net Assets</b>                | <b>\$442,228.60</b> | <b>\$498,756.68</b> |
| <b>EQUITY</b>                    |                     |                     |
| Accumulated Funds                | \$442,228.60        | \$498,756.68        |
| <b>Total Equity</b>              | <b>\$442,228.60</b> | <b>\$498,756.68</b> |

*The above report should be read in conjunction with the Notes to the Financial Statements*



# NOTES OF THE FINANCIAL STATEMENTS

## Casuarina Street Primary School Council Incorporated

*For the Year Ended 31 December 2018*

### **NOTE 1: ACCOUNTING POLICIES**

The financial statements are special purpose financial statements prepared in order to satisfy the financial reporting requirements of the *Northern Territory of Australia Education Act and Regulations*, and the Council's Constitution. The School Council Members have determined that the School Council is not a reporting entity.

The financial statements have been prepared on an accruals basis and are based on historic costs and do not take into account changing money values or, except where stated specifically, current valuations of non-current assets.

The following significant accounting policies, which are consistent with the previous period unless stated otherwise, have been adopted in the preparation of these financial statements.

#### **(a). Inventories**

Inventory is carried at cost value.

#### **(b). Property, Plant & Equipment**

In general, school buildings are owned by the Northern Territory Government and not reflected in the School Council's financial statements.

Capital Assets purchased by the School Council are determined as being items with a cost base of \$10,000 or more, as per the Department of Education's current capital asset policy for schools. These assets are depreciated on a straight line basis over the estimated life of the asset, commencing on the date the asset is held ready for use.

#### **(c). Tax**

The School Council is registered for Goods and Services Tax and therefore revenues, expenses and assets are recognised as the amount exclusive of GST. The School is registered to lodge monthly Business Activity Statements on a cash basis.

The Association is not subject to Income Tax.

#### **(d). Revenue Recognition**

Income from parent contributions, uniforms, excursions, bookbags and fundraising is recognised when the funds are received.

Recurrent funding received from the Department of Education is recognised as income when received.

#### **(e). Grants**

Grant income is recognised when the grant funds are received. Unexpended capital grant funds are transferred to the Balance Sheet as a liability. Any unspent non-capital grants are carried forward through internal job codes in the subsequent year.

#### **(f). Employee Entitlements**

The majority of staff working at the School are employed through the Northern Territory Government and therefore related salary expenses and provisions are not included in the Council's financial statements. These staff consist mainly of teaching staff and administrative personnel.

The Council does employ staff directly, which is generally for positions such as tutors, canteen staff, cleaners and relief teachers. Staff are employed either on a casual or permanent basis under an applicable award and any relevant annual, sick or long service leave for the School Council Employees is recognised as a provision.

#### **(g) Going Concern Assumption**

The School Council is dependent upon annual funding from the Northern Territory Government Department of Education. The Financial Statements have been prepared on a Going Concern basis with annual funding expected to continue into the future.

