



Inspire- Believe - Achieve

Annual Report 2018

Prepared by Executive Team, Leadership Team, and Specialist Teachers.

Endorsed by School Board 18 March 2019

Cassia Primary School

Our Vision

To deliver a caring supportive and safe school environment in which all students have the opportunity to reach their full potential.

SCHOOL OVERVIEW

INFORMATION

Cassia Primary School continued the implementation of the School Business Plan, endorsed by the school board in March 2016. Cassia Primary School is in the Pilbara Education Region and forms part of the Hedland Network of Schools which incorporates South Hedland, Port Hedland, Marble Bar and Baler Primary Schools, Yandeyarra Remote Community School, Cassia Education Support Centre, Port Hedland School of the Air, Hedland Senior High School, and the Pilbara Engagement Centre.

Cassia Primary School was officially opened on the 21st of August 1989 with further additions completed in 1989, 2010, 2016 and 201. Further classroom installments are planned for 2019 with student growth.

The school participated in the Public School Review Process in 2018 successfully, empowering staff and having the opportunity to share our journey and achievements.

ENROLMENTS

In 2012 the local intake area was re-gazetted to increase the intake area of the school, leading to an increase in student numbers over time. A particular area of growth being the Junior Primary. In 2015 an additional Kindergarten class was created with a new Pre-Primary building installed in 2016 to cater for the growing enrolments in Early Childhood.

As of Semester 2 Census data, Cassia Primary School had 506 students enrolled (including Kindergarten students) with 59% of these enrolments coming from the K-2 phase of learning – an increase of 2%. At the end of 2018 the number projections for 2019 being 556 students.

Year 6 students transitioned to the High school with students participating in a full week of programmed high school learning at Hedland Senior High School. This transition process supported students to adapt to their new learning environment, form new peer relationships with 5 schools feeding into HSHS, adapt to timetable changes and moving around in their new setting.

POPULATION

Cassia Primary School as an index of Index of Community Socio-Educational Advantage(ICSEA) of 915 with the average of schools being 1000 and caters for students from Kindergarten to Year 6. The schools transiency rate of 33.2% has decreased from the 2014 rate of 48.9% . The Student population is representative of the community demographics representing a range of socio-economic backgrounds. 37% of students are in the lowest quartile(an increase of 2% from 2018), with 56% in the middle quartile and 6% in the top quartile(a reduction of 2%). 33.7% of students enrolled are from an Aboriginal and Torres Strait Islander background.

The school has a strong commitment to supporting the Early Years, Literacy and Numeracy and was granted Teacher Development School status for 2016-2017 in the areas of Early Years and Mathematics. The school continued to build on this success in 2018 with the implementation of the Education and Care Network as part of a Department Initiative, strengthening the relationships of the school with two local day care centres – Rose Nowers and Treloar The ECN will support the significant investment of transition with these two centres throughout the year.

SETTING

An Education Support Centre shares the School site and students participate in integration with students from Cassia PS.

In 2018 Cassia PS has two kindergarten rooms, three pre-primary buildings, 14 primary classrooms, an Art Room, Administration Block, Undercover Area and P & C run canteen and uniform shop. A library resource centre and a multipurpose room are shared with CESC. In 2018 Cassia Primary School ran specialist programs in Physical Education, Science, Stephanie Alexander Kitchen Garden Program, Art and Indonesian. Computers are fully networked and students use ICT through Interactive Whiteboards, laptops iPads and coding materials. Two additional classroom transportables were installed in 2018, with the addition of a dedicated Science Room.

STAFF 2018

Principal

Narelle Ward

Deputy Principals

Martin Ross

Vanessa Wainwright

Debra Edwards

Erica Sharp-Nippiard

Manager of Corporate Services

Gayleen Horne

School Officer

Dee Baum

Kellie Pavey

Teachers

Danielle De Vos

Marlee Retz

Debbie-Jane Leonard

Jessica Donetta

Katie Apedaile

Karis Rath

Katie Gale

Emily Ager

Jessica Read

Donna Winter

Sacha Middleton

Christene Fairhead

Bianca Reynolds

Rebekka Winning

Jennifer Wijeratne

Maria Cameron

Zoe Keil

Andrew Rhodes

Erica Sharp-Nippiard

Jordan Doyle

Kellie Mills

Penny Squibb

Karen Derschow

Casey Boswell

Erin Smith

Lourens Vijoen

Sue Abdullah

Katrina Hartmann

Sara Ellacott

Lisa Fawell

Amy Prichard

Jeremy Kane

Kimberley Porter

Vanessa Wainwright

Aboriginal and Islander

Education Officers

Alinta Derschow

Diane Parker-Stuart

Margaret Mimi

Education Assistants

Michelle Morris

Asnah Colin

Jennifer Attwood

Belinda Musumeci

Allanah McNaboe

Shanelle Newbey

Amy Prichard

Special Needs Education

Assistants

Laura Dowsett

Peta Hooper

Amanda Bauchop

Corrina Cartwright

Naomi Veerman

Shelley Metcalfe

School Library Officer

Rebecca Morrison

Gardener

Abdol Colin

Cleaners

Ascari Yunus

Adriani Widiastuti

Juthathip Kuakool

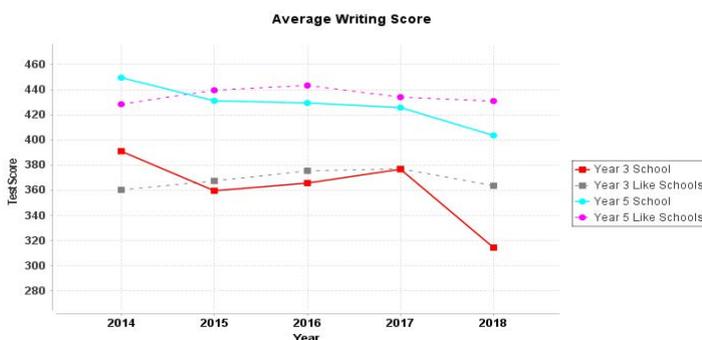
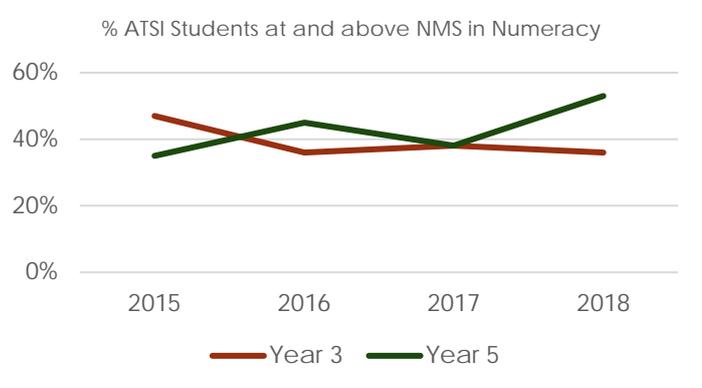
1. Enhanced Student Achievement

Business Plan Target Achievement

Target	Achievement
To raise the performance of Year 3 students in NAPLAN to Band 4 Numeracy and mean score to be above like schools Numeracy	2018 performance indicates 50% students achieving Band 4 and above in comparison with 66% in like schools.
Arrest the decline in Year 5 NAPLAN performance over time and increase the mean score to be above like schools	In Year 5 64% of students band 5 and above compared with 66% of students in like schools, closing the gap by the time students reach year 5 with like schools
To increase the number of ATSI students performing above the National Minimum Standards in NAPLAN	With high transiency rates data is inconsistent between year levels and over time. Further intervention and support strategies to be put into place including Numeracy intervention
80% of students completing On Entry in Year One achieve as expected	Pre-Primary On Entry performance indicates performance aligned to that of the state, performing just below.
Maintain reading achievement in NAPLAN in Year 3 and 5 to be above that of like schools	There is a significant dip in Year 3 and 5 Reading with the move to online testing for NAPLAN possibly having an impact with students from Year 3-5 2016-2018 making approximately 60 points progress
Close the gap between performance of males NAPLAN reading at Cassia PS and like schools in Year 5	With the cohort assessed this target has not been achieved. The school has implemented Decodable readers in response to reading needs of students aligned with re-emphasised synthetic phonics program
80% of students completing On Entry in Year One Reading achieve as expected	Pre-Primary On Entry performance indicates performance aligned to that of the state, performing just below.
65% of students completing On Entry in Year One Writing achieve as expected	Pre-Primary On Entry performance indicates performance aligned to that of the state, performing just below.
To raise the performance of Year 3 and Year 5 student in NAPLAN Writing to be above like schools	With the cohort assessed this target has not been achieved. In 2018 Talk for Writing and effective, refined case management processes will be embedded to arrest this decline
Increase the number of students achieving C Grade or above in Science PP to Year 6	The variation in Science grades is 5% across the whole school. Increased cross curriculum moderation and networking with other schools in the area of science have been planned for 2018.

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	2%	0%	2%
7	530 - 581					5%	7%	11%	9%
6	478 - 529	6%	6%	9%	7%	39%	23%	30%	21%
5	426 - 477	12%	11%	5%	18%	20%	32%	23%	34%
4	374 - 425	34%	25%	18%	24%	20%	25%	11%	25%
3	322 - 373	24%	27%	16%	27%	16%	12%	26%	9%
2	270 - 321	18%	23%	31%	21%				
1	Up to 269	6%	9%	20%	4%				

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard



Inspired and Capable Staff

Business Plan Target Achievement

Data

NAPLAN Alignment to Grade Allocations

	2018 (1)					2018 (2)				
	Students / (%) of students with alignment results	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *
Year 3										
Mathematics / Numeracy	61 (87%)	66% (11%)	72% (6% Above)	17%	11%	60 (82%)	72% (10%)	67% (5% Below)	24%	8%
English / Reading	61 (82%)	58% (11%)	75% (16% Above)	11%	14%	60 (82%)	66% (10%)	73% (7% Above)	10%	16%
English / Writing	61 (92%)	55% (12%)	77% (22% Above)	13%	11%	60 (80%)	63% (11%)	77% (14% Above)	15%	8%
Year 5										
Mathematics / Numeracy	51 (90%)	68% (9%)	59% (9% Below)	39%	2%	56 (82%)	68% (10%)	59% (9% Below)	39%	2%
English / Reading	51 (92%)	64% (9%)	60% (4% Below)	26%	15%	56 (82%)	68% (10%)	59% (9% Below)	26%	15%
English / Writing	51 (90%)	65% (10%)	67% (2% Above)	26%	7%	56 (80%)	64% (11%)	69% (5% Above)	29%	2%

Targets

All staff will incorporate and support the implementation Literacy and Numeracy Blocks Gradual Release and the Western Australian Curriculum and Assessment Outline

All staff will demonstrate an increased understanding of data literacy to inform their planning and supporting student learning

All staff will incorporate ICT into their daily teaching and learning program to ensure students develop the essential skills using the ICT Developmental continuum

Teacher judgements for English and Mathematics in summative reports are to align with NAPLAN performance

Teaching staff will moderate in school and cross school to support aligned grade allocation to the Achievement Standards

All staff will participate in coaching in Literacy and Numeracy and Peer observation and Feedback sessions focusing on the AITSL Standards for Teachers

Increase the number of staff achieving Senior Teacher and Level 3 classroom Teacher

Achievement

Continued to achieve through pedagogical coaching, learning sprints, peer observation and feedback. Staff collegiality and aligned practices ensure continuity.

Continued to be achieved in 2018. Includes longitudinal data, SAIS data and long term tracking of improvements. NCCDS data will require continual review

This area will continue to improve over time with the whole school review of ICT practice and pedagogy with consultancy and support structures in Digital technologies, STEM and Coding in 2018

Generally teachers grades are lower in Reading and Writing than the comparative NAPLAN performance. Continued work in moderation and alignment to the standards will continue to occur in 2019 cross network

This will continue into 2019

Achieved and extended to include learning sprints including case management for students at risk

Two staff actively pursuing Level 3 Classroom Teacher Status.



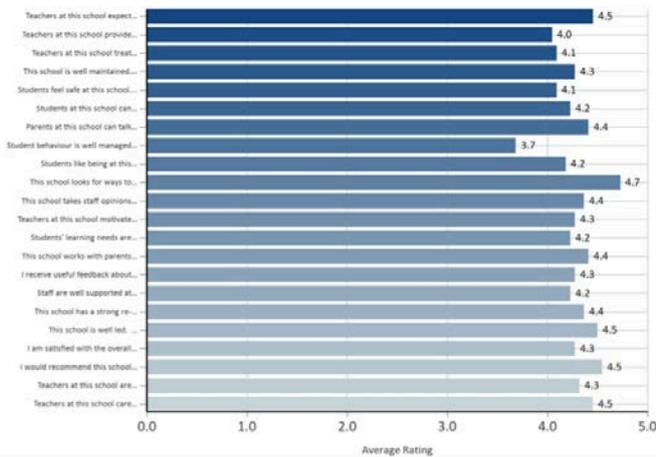
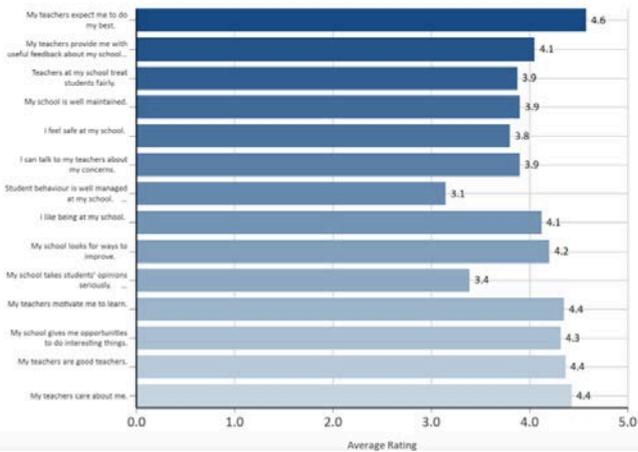
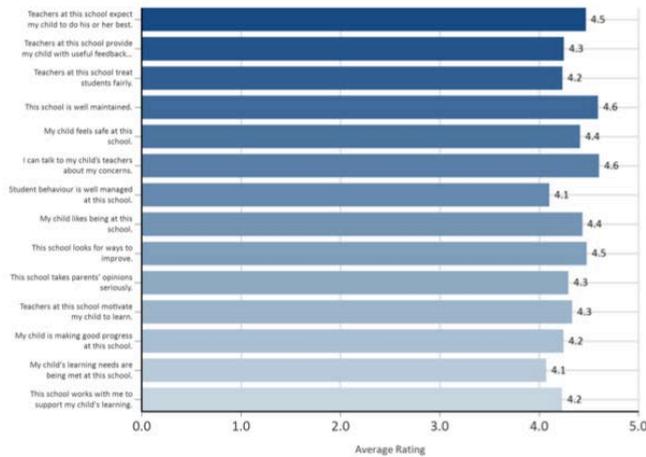
Enriched Community Partnerships

Business Plan Target Achievement

Data

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	92.3%	92.1%	93.7%	79.7%	82.1%	80.7%	87.7%	90.5%	92.6%
2017	91.7%	92%	93.8%	77.7%	83.1%	81.2%	86.8%	90.5%	92.7%
2018	92.2%	92.5%	93.7%	74.4%	83%	80.8%	86.2%	90.8%	92.6%



Targets

Increase the number of students achieving 90% or above in attendance

Maintain and increase the percentage of Aboriginal students achieving attendance greater than the attendance rate of Aboriginal students in WA public schools

All students will attend in school uniform

All new School Board members to have training within three months

Parents, staff and students will respond with Agree or above in the Satisfaction Surveys

The school collection rate of voluntary contributions will be 80% or above

Achievement

Positive increase of 2.5% in 2018

Working Towards
A SBAO position was implemented

Achieved – provision through Pastoral care supported families in need with uniforms supported by external funding from Aboriginal corporations

Achieved

Working Towards. Staff and parents rating is agree and above whereas students have some concerns

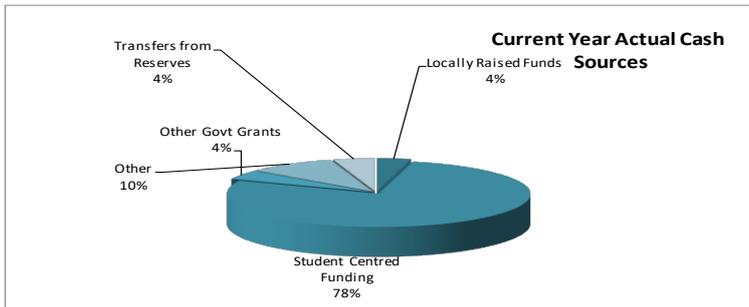
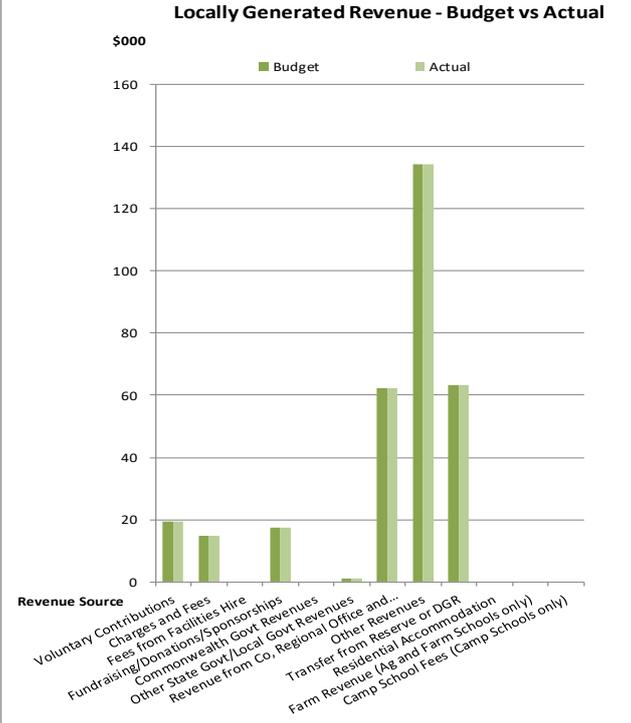
With changing family situations this rate has dropped over time and

Attendance Overall Primary

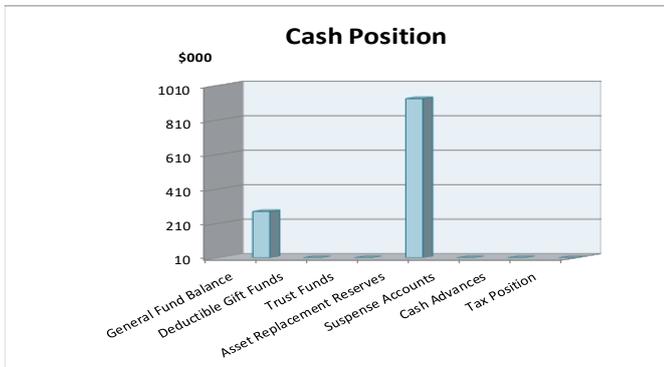
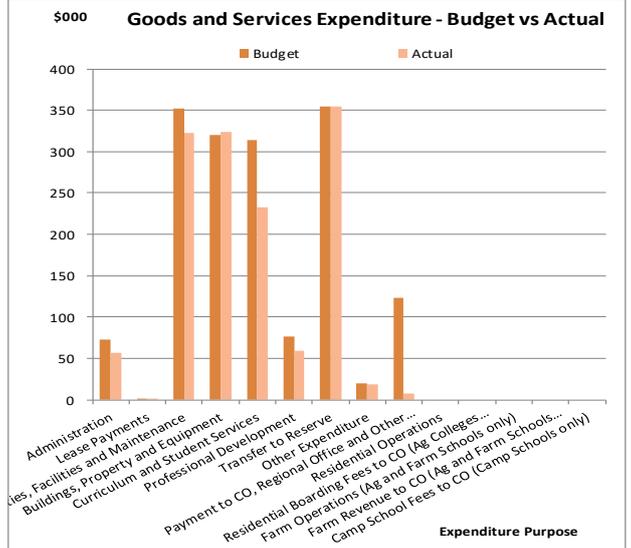
	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	59.5%	17.9%	15.3%	7.0%
2017	54.3%	25.3%	11.5%	8.9%
2018	56.9%	22.4%	10.4%	10.4%
Like Schools 2018	69.0%	18.7%	9.0%	3.4%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Cassia PS
Financial Summary as at
31 December 2018

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 19,381.00	\$ 19,381.00
2	Charges and Fees	\$ 14,829.00	\$ 14,829.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 17,255.00	\$ 17,255.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 62,190.00	\$ 62,190.61
8	Other Revenues	\$ 134,250.76	\$ 134,254.55
9	Transfer from Reserve or DGR	\$ 63,328.00	\$ 63,328.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 312,233.76	\$ 312,238.16
	Opening Balance	\$ 243,918.76	\$ 243,918.76
	Student Centred Funding	\$ 1,097,039.00	\$ 1,097,038.81
	Total Cash Funds Available	\$ 1,653,191.52	\$ 1,653,195.73
	Total Salary Allocation	\$ 5,873,314.00	\$ 5,873,314.00
	Total Funds Available	\$ 7,526,505.52	\$ 7,526,509.73



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 72,519.00	\$ 56,548.46
2	Lease Payments	\$ 918.00	\$ 917.57
3	Utilities, Facilities and Maintenance	\$ 351,710.00	\$ 322,765.11
4	Buildings, Property and Equipment	\$ 319,545.00	\$ 323,269.67
5	Curriculum and Student Services	\$ 313,849.00	\$ 232,660.56
6	Professional Development	\$ 76,227.00	\$ 59,045.48
7	Transfer to Reserve	\$ 354,863.00	\$ 354,863.00
8	Other Expenditure	\$ 20,276.00	\$ 18,213.92
9	Payment to CO, Regional Office and Other Schools	\$ 122,752.00	\$ 7,331.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,632,659.00	\$ 1,375,614.77
	Total Forecast Salary Expenditure	\$ -	\$ 5,632,657.00
	Total Expenditure	\$ 1,632,659.00	\$ 7,008,271.77
	Cash Budget Variance	\$ 20,532.52	



Cash Position as at:	
Bank Balance	\$ 1,205,028.72
Made up of:	\$ -
1 General Fund Balance	\$ 277,580.96
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 932,635.64
5 Suspense Accounts	\$ 1,270.12
6 Cash Advances	\$ -
7 Tax Position	\$ 6,458.00
Total Bank Balance	\$ 1,205,028.72



Literacy

Literacy teaching and learning has been greatly supported, with the inclusion of decodable readers in all classrooms. Funds have been committed to further enhance collections of decodable readers within the school in 2019 supporting the development of reading achievements and progress. Teacher planning and delivery has been braced through all classroom teachers attending “Talk For Writing” professional learning throughout 2018, with teachers from different phases of learning attending additional PL to support the school further as Lead Teachers in the writing program. Cassia continues to utilise the PLD program, utilising classroom assigned resources. Data has been collected consistently throughout the year, mapping progress in the key areas of Literacy.

Intervention

Multi-Lit remains a strategic intervention program for students demonstrating low progress in PM reading levels. Intervention was expanded in 2018 with education assistants and the coordinating teacher attending MiniLit training. Implementation of MiniLit began in Term Four, specifically supporting students in Year One who demonstrated low progress in reading and phonological awareness. Intervention continues to develop at Cassia Primary School, which has been greatly enhanced through school leaders attending Dyslexia SPELD Foundation’s “Responding to Intervention” professional learning.



Numeracy

Numeracy teaching and learning has been an ongoing focus throughout 2018. All Cassia staff have completed induction in an Effective Numeracy Block looks, sounds and feels like at Cassia Primary School, as identified in the Mathematic Operational Plan. Through the Numeracy budget, all classrooms Numeracy Trolleys have been restocked with ‘hands on’ concrete materials to support and enhance student flexible thinking in Mathematics on a daily basis. With a key focus on early intervention, our Kindergarten classrooms have been stocked with new manipulative resources embedding and embracing a passion about mathematical learning from an early age. All classrooms have access to iPads, with quality Apps that promote and support Mathematical thinking and problem solving. Our Library has seen the creation of a new Mathematical Literature Teacher section, promoting the use of mathematical literature to support and consolidate key concepts and mathematical language in a fun and interactive way for students.



At Cassia all students from Pre-Primary to Year 6 have access to Mathletics. Throughout the year staff implement Mathletics into their teaching and learning programs, assigning students tasks allowing additional consolidation of key numeracy skills at least once per week, as identified in the Mathematics Operational Plan. Mathletics has complimented our ICT Scope and Sequence promoting login skills and navigation of answering questions on both a keyboard and screen. Students were also provided with information to access Mathletics at home. In Term One, as a school we participated in World Math Day allowing students from Pre-Primary to Year Six to participate in an online forum challenging students Worldwide.



As a MoneySmart School, new Cassia staff have participated in MoneySmart PL. In Semester Two, every classroom implemented the MoneySmart Teaching units, as prescribed in the Mathematical Operational plan. To support the ongoing consolidation of financial literacy at Cassia, classrooms are equipped with play money, money games and magnetic money. As an ASIC Program, the focus is to



support and enhance financial literacy knowledge in the Early Years. Students in Kindergarten and Pre-Primary participated in a MoneySmart Fun Day, providing goods and services for the exchange of money.

During 2018, in partnership with the Australian Mathematical Sciences Institute (AMSI) and by BHP, Cassia has had the expertise of School Outreach Officer Helen Booth. Working closely with staff, Helen has been able to heighten and promote mathematical thinking and learning into classrooms embedding a positive outlook of Mathematics into our school community. This year EA/SNEA/AIEO's had the opportunity to participate in Professional Learning provided by Helen focusing on Trust the Count and Place Value. This opportunity has allowed for the upskilling of staff and clarifying any misconceptions and embracing strategies that will support student success for every student in their classrooms.

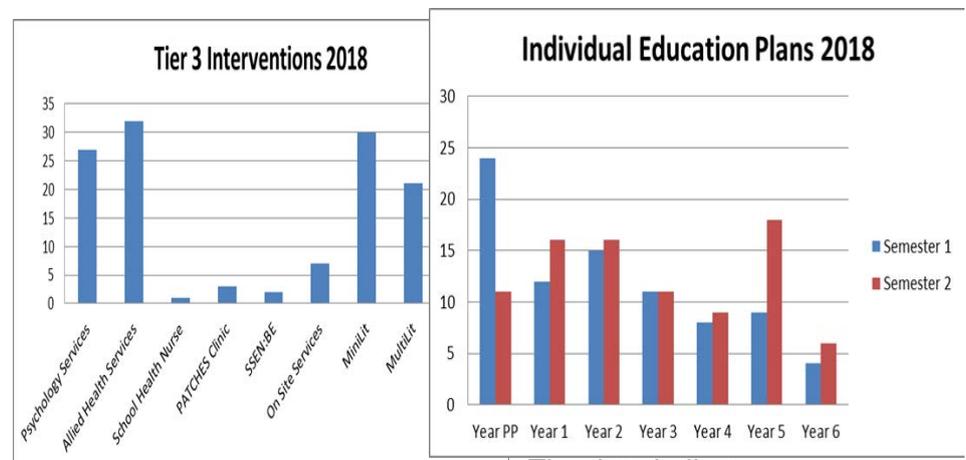
Late 2018 has seen a move towards early intervention for optimum success for all students and at Cassia Primary School. As a school our current Kindergarten to Year 1 at risk students were assessed on their trusting the count knowledge and basic principles of count. Term 4 also has seen our current Year 2 and 4 identified and assessed. These students then participated in small group intervention programs, 20 minutes sessions three times per week strengthening their knowledge of trusting the count and number knowledge.

Student Services

2018 has seen an increase in Tier 3 support being sought for students. The types of support requested are: Speech Therapy, Occupational Therapy, Physio Therapy, School Health Nurse, School Psychology Service and Behaviour Centre, and PATCHES.

This year with the advent of the NDIS Cassia Primary has allowed intervention services to be delivered at the school. Students have participated in speech therapy, the alert Program and occupational therapy. These services have been provided by Tele Speech and PATCHES.

The Allied Health Services with WACHS are now a fully staffed and coming on site once a month to conduct observations and support students and teachers in the classroom. This is an endeavour to clear up waiting lists for their service. Below is a breakdown of the distribution of students accessing Tier 3 support.



The data indicates

approximately 23% of the student population of 514 students accessing intensive interventions at the school. Along with these intensive interventions there are a number of students on Individual Education Plans. In semester 1 there were 83 students on individual education



plans and in semester 2 there were a total of 87 students. This averages to approximately 5 children in every class being on an individual plan.

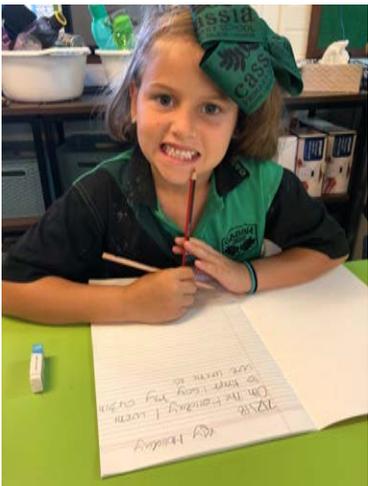
National Quality Standards

In 2018 Cassia Primary met all seven standards. A committee has been established to monitor and maintain the Standards at the school. The committee reviewed its operations and methods of gathering and measuring staff input into the evaluation of the seven quality areas. Information is now gathered via staff survey and the results of the survey are collated and presented at the committee meeting for verification. Once consensus has been achieved the results are forwarded to the principal for endorsement. This system is working well and provides the evidence required for auditing purposes.

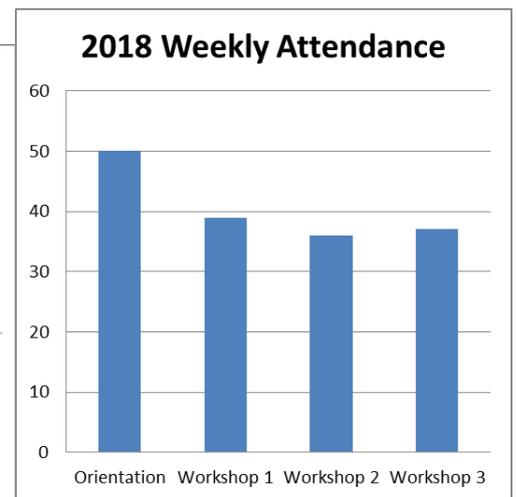
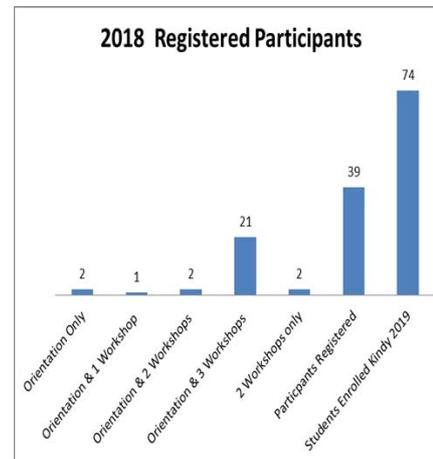


Kindergarten Orientation

Once again the Ready Steady Go Orientation proved popular with families. The program commences in Term 3 with Rose Nower's Early Learning Centre and Treloar Day Care Centre participating in weekly visits to our Kindergarten classes. Children join in mat sessions, table top activities and recess playtime. These sessions are proving beneficial to participants as they are getting used to the school environment and routines.



The second part of the Orientation Program occurs in term 4. This is for students who are enrolled in the following school year at Cassia Primary. Children are provided with an authentic Kindergarten experience with parents dropping their child in the Kindergarten and then attending a series of workshops. This year we saw an average of 37 participants each week in the program. Week one of the program is the Kindergarten Orientation Session where parents are introduced to key staff members and a variety of key speakers providing information on the various services available to families in the school and wider community. This is then followed by a series of three workshops which this year included STEM, Early Literacy and Maths Concepts and Fundamental Movement Skills. The graphs below show the breakdown of registered participants in the program. The graph on the right indicates the actual number of participants who signed into the program on a weekly basis.



Feedback from parents indicates that the program is beneficial to children in that it provided them with an opportunity to experience what it will be like when they commence school the following year.

BHP Enrichment Program



The BHP Educational Partnership continued to support student participation across a range of extension programs. Students selected into the Cassia's Academic Enrichment Program achieved in the top 20% of NAPLAN results in Reading, Writing or Numeracy. These students participated in multi-year level, cross-curricular learning in areas such as robotics, coding, science and numeracy literacy. Their learning was supported by an excursion to BHP where they toured a tug boat and learnt about water displacement and an incursion by the SES to learn about how rescues are conducted with Larkin frames. Other on-going programs such as Coding Club and Genius Bar engaged a range of students in Digital Technologies and ICT. New initiatives in 2018 include a weekly after school Gardening Club and Music Club, Ukulele Band and Choir. The Gardening Club supports Mrs Lisa Fawell's fantastic work running the Stephanie Alexander Kitchen and Garden Program while also engaging students and parents in caring for the Cassia vegetable garden. Mrs Katie Apedaile and Miss Emily Ager were instrumental in the Music Club, Ukulele Band and Choir receiving multiple awards at the Pilbara Music Festival. Students also participated in special events with other students from across the Pilbara Network. A week-long STEM Camp in Perth saw students visiting Scitech, Murdoch University, the Gravity Discovery Centre and BHP headquarters. Students also travelled to Newman for a STEM Expo and Wickham for RoboCup.

SPECIAL EVENTS

In 2018, Cassia Primary School held a number of special events. Our first event was Harmony Day. The theme was "Everyone Belongs". We took an aerial photo of the entire student body spelling the word harmony on the oval.

Next was our Easter Hat parade and students displayed their creative sides with many wonderful creations.

Book week was another success the theme this year was "Paws", we had a dress up day and there were many animals present that day!

We participated in National Simultaneous Storytime with the story Hickory Dickory Dash by Tony Wilson and read by our amazing principal Mrs Ward.

NAIDOC week was next, with the theme "Because of Her, We can!". The week began with a flag raising ceremony and a morning tea for special guests, parents and care givers to attend. Classes completed activities and the Parent Centre helped to complete activities with Room 1- 14. All students came together on the Friday and presented to the school the different activities they had been involved in.

Literacy and Numeracy Week, staff and students participated in a number of activities and events. Each morning a special guest came to the school and read a book to the students.

To end the year our students participated in the Awards night and performed a dance from the range of Community Songs we have had this year.

Overall we have had an exciting and eventful year.

SCHOOL BOARD AND P & C

Community Engagement forms an essential part of operations at Cassia PS. In 2018 the P & C and School Board worked together to support, the Parent Open Night, supporting End of Year Concert, Christmas Carols and other fundraising events throughout the year. The P & C run the Uniform shop and canteen, of which the students produce grown during the Stephanie Alexander Kitchen Garden Program are used in the daily recipes for students' morning teas and lunches.

