

Cassilis Public School Annual Report



2018



1527

Introduction

The Annual Report for **2018** is provided to the community of **Cassilis Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

To promote a culture of school excellence where students are the central focus of all decisions and high expectations for their learning and achievement are paramount.

To prepare every student to be successful life-long learners who are confident, creative and informed individuals who actively contribute to the school, the community and the society in which they live.

To foster positive respectful relationships where students connect, succeed and thrive to maximise their development.

The school values and supports strong partnerships with the community to maximise student engagement and achievement in a nurturing environment.

School context

Cassilis Public School is a small school located within the village of Cassilis, in the Upper Hunter. The school was established in 1875 and has always maintained strong community ties and a high profile in the local area. It is part of a village that relies on wider district based industries as well as surrounding properties which involve predominantly sheep and cattle.

The school provides a dynamic and nurturing learning environment in which its students access quality education programs and a diverse range of opportunities.

A total of 8 students were enrolled in 2018.

The school is committed to a process of continued improvement, with a School Plan that articulates priorities in the Strategic Directions of Student Learning and Wellbeing and Excellence in Professional Practice.

All students strive to achieve the school's core values of Be Respectful, Be Safe and Do Your Best.

The school has a talented, caring teaching staff, who are committed to an ethos of life-long learning. Collaborative and collegial practices contribute powerfully to a positive learning environment, where educational research, critical analysis and professional dialogue are highly valued within the school.

Strong collaborations with the Invermeil and Upper Hunter Community of Schools and our Principal Network Group builds the professional connections and capacity of staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning**, the school prioritised the areas of **Curriculum and Assessment**. The purpose of this was to strive that the school's curriculum provision and evidence-based teaching practices provide a high expectations framework. Rich learning experiences and differentiation of the curriculum were targeted areas. As a result, teaching and learning programs described student progression in knowledge, understanding and skills. Increasing the teachers ability to make intentional observations of learning and improve record taking, allowed future lessons to be specifically targeted at that point in time. Students routinely used strategies and positive growth mindsets to reflect on their learning. Through the Building Numeracy leadership initiative, the school developed a whole-school process for collaborative practice and working closely with the syllabus, contributing to enhanced learning outcomes. This initiative will be expanded in 2019 to deepen teachers understanding of practices to teach mathematics.

Teachers created and shared criteria for assessment with students which provided focused feedback on their learning. Creating opportunities for students to receive timely and explicit feedback assisted them to understand which areas they were successful in and which areas required further practice.

Our major focus in the domain of **Teaching** has been **Effective classroom practice**. Using the Literacy Continuum, Literacy and Numeracy Progressions, staff collaboratively planned student personalised learning goals, providing a visual reference of student achievement and progression. The school utilised these markers to enhance teaching practice and differentiated instruction. Teachers introduced self and peer assessment rubrics, providing clear success criteria for every child. This project will be expanded in 2019 to include students in Stage 2. New to Early Stage 1 and Stage 1 teachers will commence professional learning in L3 strategies.

In the domain of **Leading**, the school has pursued a culture of strong, **Educational leadership**. The school's leader participated in the Art of Leadership program which included Growth Coaching which built their capacity to lead and mentor staff in the Performance and Development process. School leadership developed processes to collaboratively review teaching practices which resulted in affirmation of quality and to address areas requiring further training and consolidation.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Student Learning and Wellbeing

Purpose

To foster a culture where students become drivers of their own learning as they develop an understanding about what and how they learn. Students will strive to be critical and creative thinkers connected to their learning. Students will build their capacity to regulate and be aware of their social and emotional wellbeing, build resilience and develop positive and respectful relationships.

Overall summary of progress

The second year of the Early Action for Success reform continued to provide benefits for students through high-quality professional development and support for the infants teacher including the early intervention for students in the areas of literacy and numeracy. Support from the Instructional Leader and Literacy and Numeracy Trainer has further developed teacher knowledge and confidence in diagnostic assessment, differentiated teaching and tiered intervention. This has resulted in an increased percentage of rich experiences being programmed, delivered and assessed particularly in mathematics through the *Building Numeracy Leadership*.

A continued focus on curriculum has enhanced the capacity of staff to cater for the diversity of student ability within the classroom. This has been reflected in positive learning outcomes for students, with improved achievements in the School Excellence Framework (SEF) value added summary data. Working with the K–10 Literacy and Numeracy Continuums and the introduction of Learning Progressions, teachers focused on collecting evidence, tracking and monitoring of student achievement. This has resulted in an increasingly accurate profile of every student and enhanced the ability to determine student learning goals.

Staffs' understanding of Visible Learning pedagogy and research was strengthened through participating in a Foundation Day training and an opportunity to see the practical use of Visible Learning and how it could be adapted for our school's context. Individual Learning Plans continued to engage and personalise learning for every student. The majority of students achieved their goals and all commented how they enjoyed the opportunity to work one-on-one with the School learning Support Officer and how it improved their learning.

Beginning the Visible Wellbeing Journey, three staff members started the Visible Wellbeing modules developed by Professor Lea Waters and delivered by Where There's a Will Foundation in the Upper Hunter.

The School's student leader developed her capacity to lead through a number of programs and workshops including the Leaders of the West Camp and Eco-Project. Feedback from the Positive Education survey conducted in the Cassilis Community at the beginning of 2018 indicated that the community greatly values the opportunities which the school provides to the students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Through work samples, assessment data and discussion, students demonstrate and articulate their learning.	Professional learning in Visible Learning \$1,806	Most students were able to show and discuss what they were focusing on in the lesson and reflect on their work against the success criteria. Most students could understand and indicate where their learning needed to be strengthened and what was next on their learning pathway. The majority of staff indicated that, while they had increased their understanding of the research and practices with Visible Learning, they did not feel confident in embedding explicit feedback and articulating the learning intention before a lesson.
School wellbeing data indicates improved student wellbeing. Whole school growth against the	Professional learning in Visible Wellbeing and Bounce Back	Cassilis Public School began their Visible Wellbeing Journey with three staff members attending professional learning in the Visible Wellbeing modules.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Excellence Framework– Wellbeing. Delivering–2018 to Excelling– 2020	\$2,200 Resources for Bounce Back \$360	Students have increased their strategies to more effectively manage big emotions. Two staff members participated in Bounce Back training and developed a scope and sequence for teaching at school.
Using the Literacy and Numeracy Learning Progressions and PLAN 2, students and staff accurately identify student learning goals and evaluate student progress.	Professional Learning in L3, EAfS Roadshows and Building Numeracy Leadership \$3,400 Instructional Leader \$ 10,000	Early years staff developed their understanding capacity through collaboration with the Instructional Leader working closely Literacy and Numeracy Progressions and PLAN 2. Evaluating student learning informed new goals for students to continue their learning pathway.

Next Steps

- Embed the Visible Learning pedagogy into classroom practices focusing on quality feedback, learning intention and success criteria.
- Continue to strengthen growth mindset behaviours and characterises of a good learner through discussions and focused lessons.
- Curriculum differentiation will remain a priority in 2019, as the school continues to builds capacity of the Literacy and Numeracy Progressions.
- While a change of infants staff, two teachers will begin training in the L3 strategies.
- Continue professional learning in the Visible Wellbeing modules with the final 3 modules due for completion in 2019 and work towards embedding both the modules and Bounce Back into conversations with students and lesson sequences.

Strategic Direction 2

Excellence in Professional Practice

Purpose

Staff will enhance their practice through professional learning, collaboration and self-reflection to develop a deep knowledge and understanding of research-based pedagogy, assessment and evaluation. Differentiated quality teaching and learning programs will meet the needs of all learners. The capacity of staff will be built to lead, share expertise and inspire others.

Overall summary of progress

Teachers have been supported to plan for student learning through professional learning and the increased practical application in the Literacy and Numeracy Progressions. This tool has been used to indicate where students are, their learning pathways, what is next in their learning and how do we get them there. Early years teachers have successfully used the Progressions to profile, assess and plot students. Training in PLAN2 enabled teachers to assess learning behaviours of students. This resulted in targeted and specific programming including differentiation based on individual students' needs.

Teacher capacity to effectively teach mathematics was developed through the professional learning opportunities of *Mathematics Building Blocks* and *Building Numeracy Leadership*.

Teacher capacity to effectively teach literacy was developed through ongoing L3 training and professional learning provided by a speech pathologist.

Cassilis Public School valued and created processes to allow more opportunity for staff to participate in collegial discussion focusing on observations of learning and consistent teacher judgement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students achieve at or above expected growth in literacy and numeracy as indicated by internal measures and Literacy and Numeracy Progressions.	Professional learning from Speech Pathologist \$620	All students improved their ability in literacy and numeracy through the achievement of outcomes. Teaching and Learning Programs featured an increased number of rich experiences, anticipating student responses to a lesson, observations of learning and differentiation. The capacity of six staff members to identify and support students with language and social needs was developed through training with a speech pathologist.
All staff, using deep knowledge of syllabus and Literacy and Numeracy Progressions, effectively determine student achievement.	Professional learning in L3, EAFS Roadshows and Building Numeracy Leadership \$3,400 Instructional Leader \$ 10,000	Building Numeracy Leadership provided a thorough understanding of the <i>Big Ideas</i> involved in the development of mathematical skills in students. This opportunity gave the participants a better understanding of formative assessment strategies in the classroom through using rich, investigatory tasks. Collaboration between teaching staff was strengthened through an increased opportunity for and valuing of professional conversations relating to student learning.
Embedded and explicit systems for whole school and inter-school networks provide ongoing mentoring and coaching	Professional Learning in the Art of Leadership \$4,200	All teaching and non-teaching staff completed their Performance and Development Plans following discussions on aligning goals to the School Plan and the Australian Professional Standards for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
as evidenced by Staff PDP annual reflections.		Teachers. The PDPs were evaluating through self-reflection and discussions with the school leader.

Next Steps

- Expand Building Numeracy Leadership to include *Working deeply with the seven practices* modules and webinars.
- While a change of infants staff, two teachers will begin training in the L3 strategies.
- Evaluate students' values and achievement in writing and teachers' teaching and learning programs for understanding of effective writing teaching in staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$12,393 (includes 0.100 allocation)	<p>Through professional learning, the LAST, classroom teachers and School Learning Support Officers indicated a deeper understanding and knowledge of how to best identify, support and differentiate programs for students with disabilities which enabled all students to access the curriculum.</p> <p>Learning Support Team meetings were held each term with the majority of families attending. These meetings gave everyone the opportunity for discussion on current learning and social behaviours and focus areas for the future.</p>
Quality Teaching, Successful Students (QTSS)	QTSS allocation 0.02	<p>Throughout the year, goals were carefully aligned to the curriculum and Literacy and Numeracy Progressions and written from observations of classroom learning.</p> <p>The majority of students achieved learning goals and especially enjoyed achieving their personal learning goals and presenting these to the community. There was a great sense of pride, achievement and ownership by the students.</p>
Socio-economic background	\$23,039	<p>The operation of two learning environments continued to ensure that the school effectively catered for all students. Enhanced opportunities for students through professional learning for staff, student excursions and Individual Learning Plans with the School Learning Support Officers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	6	8	7	4
Girls	7	8	4	4

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.7	89.2		91.4
1	83.5	91.4	87.1	
2	97.8	91.4	94.1	90.3
3	87.9	94.1	97.2	97.3
4	92.6	83.9	97.3	76.4
5	94.1	90.5	94.6	94.2
6		83.3	91.7	96
All Years	91.1	89.2	93.7	91.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4		93.8
1	93.8	93.9	93.8	
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6		93.4	93.3	92.5
All Years	94.1	94	93.8	93.4

Management of non-attendance

SENTRAL continued to be used during 2018 to effectively record and monitor student attendance across the school. A review and update of the school attendance policy ensured all teaching staff understood the policy and procedures associated with student attendance. Procedures are in place for contacting families in the event of student absences and follow up of unexplained absences within seven days. Analysis of student attendance data by staff members during staff meetings enable at risk students to be flagged and prioritised for the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

There is one Aboriginal staff member who is employed as a School Learning Support Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Teacher quality remains the single greatest factor impacting learning outcomes for students (Hattie, 2014). As a result, professional learning for staff is of the highest priority. All professional learning is designed to align with the Strategic Directions of the School Plan, whilst also meeting mandatory requirements of the Department of Education and the Australian Teaching Standards. In addition, staff identify professional learning goals within the Performance and Development Framework.

In total, \$12,546 was invested in professional learning within the strategic areas of:

- Learning
- Teaching
- Leading
- Wellbeing

Professional learning was provided through various means, including:

- Staff Development Days
- Leadership developments
- Building Numeracy Leadership
- L3
- Visible Wellbeing
- Language and Social Skills by a Speech Pathologist

At the end of 2018, all teachers were accredited at the

level of Proficient with the NSW Institute of Teachers. No teachers were undertaking the voluntary stages of accreditation at Highly Accomplished or Lead.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	62,893
Revenue	382,333
Appropriation	374,024
Sale of Goods and Services	30
Grants and Contributions	7,405
Gain and Loss	0
Other Revenue	0
Investment Income	874
Expenses	-392,870
Recurrent Expenses	-392,870
Employee Related	-350,595
Operating Expenses	-42,275
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-10,537
Balance Carried Forward	52,356

The full financial resources of the school are aligned to the Strategic Directions of the School Plan, prioritising the areas of:

- Learning
- Teaching
- Wellbeing

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	287,190
Base Per Capita	2,127
Base Location	11,610
Other Base	273,453
Equity Total	35,432
Equity Aboriginal	0
Equity Socio economic	23,039
Equity Language	0
Equity Disability	12,393
Targeted Total	0
Other Total	20,288
Grand Total	342,909

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Due to the small cohort of students in Years 3 and 5, we are unable to report on this area to protect anonymity of the students. In 2018 one Year 3 student and two Year 5 students undertook NAPLAN testing.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small cohort of students in Years 3 and 5, we are unable to report on Literacy to protect anonymity of the students.

Due to the small cohort of students in Years 3 and 5, we are unable to report on Numeracy to protect anonymity of the students.

Due to the small cohort of students in Years 3 and 5, we are unable to report on this area to protect anonymity of the students.

Parent/caregiver, student, teacher satisfaction

Parent/Carer Feedback

Sample responses included:

- How well does our school meet your child's learning needs?

100% of respondents indicated Extremely well/Very well.

- Overall, how satisfied are you with our school?

100% of respondents indicated Highly satisfied/Very satisfied

- Overall, how much does your child enjoy coming to school?

80% indicated Loves coming/Usually enjoys coming to school.

What do you like best about our school?

Sample responses:

- Hard working and caring staff committed to providing a quality education for our children. A positive school encouraging respect, growth and personal growth.
- I like that teachers are approachable and willing to discuss the needs and progress of my child. I am happy in the knowledge that my child is safe and happy at school.
- The school is valued in the community and staff have great relationships with the students.

Staff Feedback

Staff discussions and evaluations indicated strength in:

- Collaboration
- Learning Culture
- Teaching Strategies
- Professional Learning Opportunities
- Individual Learning Plans for students

Student Feedback

Discussion with students indicated strength in:

- Individual Learning Plans
- Positive relationships with staff
- Teachers have high expectations of their learning
- They feel happy about coming to school and feel welcome

- Teachers undertake professional learning to improve their teaching

Policy requirements

Aboriginal education

The School Plan enables the implementation of the Aboriginal Education and Training Policy.

- Targeting resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across curriculum areas.
- Implementing programs to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

The 2018 combined small schools NAIDOC Day celebrations held at Red Hill Environmental Education Centre was a highlight of the year.

The school incorporates Aboriginal perspectives across key learning areas. The school's Aboriginal Education policy is regularly reviewed and the students participate in teaching and learning activities that focus on Aboriginal art, craft, music, story-telling and traditions

Multicultural and anti-racism education

Multicultural education is promoted within the context of the Quality Teaching Framework, as the school strives for higher levels of significance in teaching and learning programs. Anti-racism education strategies are embedded within the school's social skills project –Program Achieve. As well as promoting the school's values, Bounce Back provides discussion points, scenarios and role plays for students to explore as they enhance their capacity for positive social interaction. The 2018 Harmony Day festivities provided a unique opportunity to endorse the values of respect, tolerance and inclusivity

The school aims to instil in all students an acceptance and tolerance of others. All students are exposed to art, music, literature and cuisine from a variety of cultures