

Cassilis Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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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Message from the principal

2019 has been an incredible year. Cassilis School enriches the lives of our 9 students, not forgetting also the staff. We pride ourselves on exposing the students to different things and we spoil them with our attention. Literacy and numeracy continue to be the fundamental part but what is more important is the wellbeing of our school community. An unhappy and nervous child does not learn nearly as well as a calm and happy one.

The staff are the amazing heart of the school. As I have said over my past 8 speeches as Principal of Cassilis, I am continually impressed about how our staff nurture, care and teach your children. They are an incredible group of people and an absolute pleasure to work with. They make learning accessible to all kids to make them feel like they belong. The best school for your child is Cassilis. The amount of attention and support especially in well-being, literacy and numeracy that each child receives is incredible and cannot be matched in another school.

There are three things which makes a great difference for your child– Their well-being, the quality of the teaching and the positive partnerships that families have with the school.

This year the school was involved in the External Validation process. This was a wonderful and extremely busy opportunity to celebrate what we do well at Cassilis and see what we need to do better. Not only are the student's learners, but the staff pride themselves on always developing their knowledge.

Working with the community is very important for the future of our school. Our students love it when their community gets involved in their learning. Positive relationships between school and parents means that kids learn better. I really appreciate our families who are active role models in their children's lives. It's not only thinking what the school can do for you but it's also what you can do to help your child's school. The best investment that you can make is in your children; their happiness and their learning.

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 9 students are enrolled in 2019.

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 Mudgee Small Schools Network, the Lower Invermein Group and our Principal Network Group builds the professional connections and capacity of staff.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

When planning for improvement, the school has identified that:

- * Our evaluation processes also needs to contain clear baseline data that provides clear evidence of progress across Learning, Teaching and Leading;
- * Regular monitoring, evaluation and action of milestones to support the implementation of the school plan;
- * Further professional learning in the use of SCOUT would assist in informing future school direction; and
- * Establishing processes to systematically use the SPaRO software to collect and organise data effectively.

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.

Improvement Measures

Through work samples, assessment data and discussion, students demonstrate and articulate their learning.

School wellbeing data indicates improved student wellbeing.

Whole school growth against the School Excellence Framework– Wellbeing. Delivering–2018 to Excelling– 2020

Using the Literacy and Numeracy Learning Progressions and PLAN 2, students and staff accurately identify student learning goals and evaluate student progress.

Overall summary of progress

Teachers at Cassilis Public School know their students well, have developed strong and positive relationships with them and understand that they are individuals. The school is committed to strengthening and delivering on student learning by providing engaging and meaningful opportunities. When students feel safe and included in their school is the foundation for participation, engagement and success.

Progress towards achieving improvement measures

Process 1: Visible Learning Project

Adopt visible learning pedagogy as a focus for professional learning, incorporating success criteria, learning intentions and effective self, peer and teacher feedback into classroom practices

.Develop student learning goals that form the basis for subsequent action to change and improve teaching practice.

Provision of quality professional learning opportunities based upon the work of John Hattie.

Evaluation	Funds Expended (Resources)
<p>Throughout the year, most families were engaged and selected learning goals for their child. Some students commented that they wanted their families to see the learning they do during their IEP time.</p> <p>Staff responses to professional readings demonstrated a shared belief in the power of effective feedback and using work samples to focus feedback discussions. A focus on refining whole-school approach to providing timely feedback encouraged and began to build the capacity of students to see where their learning needed to go next.</p> <p>Teaching and learning programs showed some evidence of Learning Intentions and Success Criteria of units of work and individual lessons. Staff commented that they are developing their understanding of how to ensure these are focussed and accurate. Further research into how to measure the success of lessons will be a future direction.</p>	SLSO \$27745

Process 2: Wellbeing

The school will support students, guided by the Wellbeing Framework for schools, to connect, succeed

Progress towards achieving improvement measures

Process 2: and thrive at each stage of their development.

In consultation, the school will specifically and effectively address positive education needs for the students. The Positive Education Survey distributed throughout the wider community, will determine baseline data and provide a strategic focus for planning relevant to our cohort.

Evaluation	Funds Expended (Resources)
Staff developed their capacity to support and encourage a positive wellbeing community through the completed of four modules of the Visible Wellbeing training. The remaining modules will be completed in 2020. The Wellbeing Framework will guide wellbeing practices at school and will be a future focus area.	Professional Learning in Visible Wellbeing \$800 School Development Days \$1472

Process 3: 21st Century Learning

Staff participate in Critical and Creative–Key competencies for the 21st Century Professional Learning workshop to effectively teach students to think for themselves.

Evaluation	Funds Expended (Resources)
The STEM Robotic Kit allowed students the opportunity to learn more about robots. High levels of student engagement and collaboration between Ballimore P.S and Goolma P.S deepened their understanding and increased their skill capacity.	Excursion to Ballimore \$30

Process 4:

Evaluation	Funds Expended (Resources)
This box is not required.	\$0

Process 5:

Evaluation	Funds Expended (Resources)
This box is not required.	\$0

Process 6:

Evaluation	Funds Expended (Resources)
This box is not required.	\$0

Process 7:

Evaluation	Funds Expended (Resources)
This box is not required.	\$0

Next Steps

- Increase all staffs' knowledge of the purpose and practical use of Literacy and Numeracy Progressions. This would result in more effective goal setting.
- Enhance processes of writing and communicating goals to all staff members in supporting IEPs by refining processes. Increase opportunities for students to share IEPs with family members.
- Collaborative learning experiences with other schools in both the Mudgee Small Schools and Invermein Small Schools areas.

- The Instructional Leader will facilitate the continual improvement of reading and writing through professional development sessions at school for all teachers and the SLSO.
- Working with a professional community of teachers and with the support of the Curriculum Advisor, analysis and refine multi-stage programming ensuring that teaching is being differentiated as effectively as possible so that all students can access the curriculum.
- School student leaders will work towards school improvement and engagement projects.
- Include Stage 3 students in discussions of the content of their personal academic report and IEP folder as part of Parent/Teacher conversations.
- Staff to complete Visible Wellbeing Modules and continue to develop how to effectively use Bounce Back strategies in their teaching and learning programs.
- Learning intentions, success criteria and feedback to strengthen each teaching lesson at school.
- Staff to participate in Critical and Creative–Key competencies for the 21st Century Professional Learning workshop to effectively teach students to think for themselves.
- Book the Virtual Reality STEM Kit in 2020 with staff completing PL on its effective use.

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.

Improvement Measures

All students achieve at or above expected growth in literacy and numeracy as indicated by internal measures and Literacy and Numeracy Progressions.

All staff, using deep knowledge of syllabus and Literacy and Numeracy Progressions, effectively determine student achievement.

Embedded and explicit systems for whole school and inter-school networks provide ongoing mentoring and coaching support as evidenced by Staff PDP annual reflections.

Overall summary of progress

Staff at Cassilis P.S are focused on developing their practice to ensure that students are being provided with the best possible learning. Professional learning energises staff and empowers them with a deeper understanding of how students learn.

All teachers are committed to improving and that the school actively supports and encourages teachers to choose quality professional learning for a specific need and make real changes to their teaching practice. Research-based learning and working in a large collegial group has increased the teachers' capacity to provide best teaching practices and observe learning behaviours in their students. Both formal and informal discussions at school are focused around learning and what students are or are not showing us. Sharing of expertise amongst staff has been developed over the past 12 months. Robust evidence is used to direct future teaching.

Teachers are using the practice of videoing and reviewing to focus on the teaching and learning taking place. This has been a valuable tool for self-reflection and to share as a staff for a whole-school discussion.

Progress towards achieving improvement measures

Process 1: Data Analysis and Quality Assessment

Consistent and authentic assessment and evaluation strategies school-wide to inform future focused teaching and learning.

Evaluation	Funds Expended (Resources)
Staffs' understanding about the structure and purpose of the External Validation process and the School Excellence Framework was developed through two professional training workshops ran by the Principal, Support Leadership. The identification and use of robust artefacts from a variety of school sources effectively evaluated school progress and identified clear future directions. This was a great opportunity to celebrate the many successes of our school.	School Development Days \$1472

Process 2: Teaching and Learning

Draw on solid evidence-based research including, *What works best: Evidence-based practices to help improve NSW student performance, 2015* and *Building Numeracy Leadership* to develop and implement high quality professional learning in Literacy and Numeracy . Design and implement high quality differentiated learning programs that meet syllabus requirements across all key learning areas.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Professional development in both Working Deeply with the Seven Practices and L3 lead to improved student growth through explicit teaching, more effective assessment collection to drive future teaching, understanding of best practice. and deeper reflection. Teachers worked collaboratively to plan and assess teaching practices and student learning. Improved video recording of lessons allowed for thorough self–evaluations and professional conversations with colleagues.</p>	<p>L3 professional learning \$3979</p>

Process 3: Great Teaching, Inspired Learning

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school–wide improvement in teaching practice and student results.

Whole school and/or inter–school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers.

Evaluation	Funds Expended (Resources)
<p>The Principal and Instructional Leader led all staff members in establishing learning goals for all students using the Literacy and Numeracy Progressions. This resulted in the refinement of skills and increased confidence and capacity to better aligning learning goals based on learning needs of the student..</p> <p>Instead of walkthroughs, staff video recorded several lessons which they self–reviewed and then shared with a colleague. The Principal met with the staff to discuss what they noticed about student learning and where would their next teaching activity go. Staff feedback was that they enjoyed this opportunity to self–reflect and be involved in professional conversations. Future directions are for staff to co–construct a more effective format for feedback notes and specific observations.</p>	<p>Principal's Conference \$1516</p>

Next Steps

- Increase the opportunities for staff to share professional learning at school.
- Increase video taping of lessons for both self–evaluation and mentoring and coaching.
- Professional learning for all staff on the Progressions and encouraging practical use of the tools.
- The Principal to complete Working Deeply with the 7 Practices modules and share knowledge with staff.
- The Instructional leaders to provide an increasing amount of professional development to all staff.
- The school to employ an occupational therapist to provide professional learning in order to build the capacity to support students' needs.
- Use the Small School's BNL Space to share work samples to provide consistent teacher judgement of learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Low level adjustment for disability funding \$12653 including a staffing entitlement of 0.100</p> <p>SLSO including Kindergarten Transition \$12678</p>	<p>Through Professional learning, the LAST and SLSO indicated a deeper understanding and knowledge of how to best identify, program and support students with low level disabilities.</p> <p>Students and their families are well-supported by the school, School Counsellor and support agencies. Learning Support Team meetings were held each term which the majority of families attending. These meetings were successful due to respectful communication, professional manner, and knowledge of each individual student.</p> <p>The meeting at the Preschool with the Director, Team Supervisor, Mother, DoE Student Support staff member, Principal and SLSO was highly successful and provided valuable information about a student entering Kindergarten in 2019. This communication and understanding led to an Early Birds transition program that was informed and tailored to support needs ensuring a positive</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS allocation 0.02</p>	<p>Reporting to families demonstrated their child's learning and future directions. Feedback was positive from all parents who attended Parent/Teacher chats throughout the year. Student leaders commented that they would like to be involved with these conversations with their families. .</p> <p>Data showed that all students made growth in reading, writing and Mathematics as evident in the achievement of learning goals set by the teachers.. Students were particularly proud of their achievement in their personal learning goals which they selected.</p>
Socio-economic background	<p>Socio-economic funding balance of \$19485.</p> <p>Broken Bay Excursion \$4094</p> <p>SLSO \$15390</p>	<p>Individual Educational Programs were created for all students. The SLSO timetabled opportunities for all students to meet throughout the week. This resulted in a high level of engagement and achievement of the majority of learning goals.</p> <p>Primary students thoroughly enjoyed their excursion with the Mudgee Small Schools to the Sport and Recreation Camp at Broken Bay Camp.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	8	7	4	6
Girls	8	4	4	3

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.2		91.4	100
1	91.4	87.1		97.9
2	91.4	94.1	90.3	100
3	94.1	97.2	97.3	96.5
4	83.9	97.3	76.4	99
5	90.5	94.6	94.2	
6	83.3	91.7	96	96.4
All Years	89.2	93.7	91.4	98.1
State DoE				
Year	2016	2017	2018	2019
K	94.4		93.8	93.1
1	93.9	93.8		92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	
6	93.4	93.3	92.5	92.1
All Years	94	93.8	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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 Australian Teaching Standards. In addition, staff identify professional learning goals within the Performance and Development Framework.

Being a small school it is important for staff to work collaboratively as often as possible. Timetabling of professional learning is imprint and School Development Days effectively utilised.

In total, \$6,468 was invested in professional learning within the strategic areas of:

- Learning
- Teaching
- Leading
- Wellbeing

Professional learning was provided through various means, including:

- External Validation training
- L3
- Visible Wellbeing
- Working Deeply with the Seven Practices
- Ralph Naden Indigenous Workshop

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	52,356
Revenue	365,515
Appropriation	360,978
Sale of Goods and Services	-296
Grants and contributions	4,168
Investment income	665
Expenses	-386,923
Employee related	-343,100
Operating expenses	-43,823
Surplus / deficit for the year	-21,408

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.

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 loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	32,138
Equity - Aboriginal	0
Equity - Socio-economic	19,485
Equity - Language	0
Equity - Disability	12,653
Base Total	305,670
Base - Per Capita	1,877
Base - Location	10,449
Base - Other	293,345
Other Total	25,515
Grand Total	363,324

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Family Feedback

Discussions with families indicated:

- Families feel that the school is meeting their child's learning needs.
- The Learning Support Team, including our School Counsellor, is a valued part of the school and supports families.
- Families say that their child generally likes coming to school.
- Families know that the staff are dedicated to supporting their child.
- Additional opportunities for learning offered by the school are valued by families especially the community history talks. .
- Communication through the newsletter is valued and families enjoy seeing and reading their child's work.
- Families indicated they would like to be involved in the classroom including ideas on how to support reading.
- Special Mens' and Special Ladies' events are highly popular and meaningful.

Student Feedback

Discussions with student leaders indicated:

- Individual Education Program and the value that students have to work individually with the SLSO especially on their personal learning goals.
- Relationships student have with staff are very positive, they feel safe and are happy to come to school.
- The students have enjoyed and learnt more about themselves through leadership opportunities.
- Students feel that teachers have high expectations of their learning and are supportive.
- Students would like their families involved more in the school.
- Students know about the professional development that teachers undertake and can say how it's helping their learning.
- Students are beginning to better understanding how they can improve their learning through teacher feedback and being shown work samples.

Staff Feedback

Completed staff surveys, discussions and evaluations indicated strengths in:

- Students have access to high quality materials and resources that help them learn.
- Students are well supported to help them improve the standard of their learning.
- Teachers challenge students appropriately in their learning at this school.
- Our school's programs effectively meet the additional needs of students.
- Staff at this school respect and care for the students.
- Parents kept well informed about the learning programs undertaken by students.
- My role is valued at this school.

Areas for future growth are:

- Providing excellent opportunities to learn using computer technology at this school.
- I have access to the technology I need to do my job properly.
- There is a real sense of pride at this school.
- The school clearly communicates its expectations for student behaviour.
- Students are motivated to learn at this school.
- Communication between staff and the Principal is good in this school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, Cassilis joined with other small schools in the NAIDOC Day celebrations held at Goolma Public School. This day provided students and staff with a wealth of information and increased understanding and respect for the unique Aboriginal culture.

Cecil See, Learning and Wellbeing Officer – Aboriginal, Bourke/Dubbo visited the school and sat with the class and had them participate in a story writing session. This is a program that he does with schools in getting the school/class to tell their own "dreaming story". The resulting story was beautiful to read and really connected the students to their community and culture. With Cecil's support, students also participated in Traditional Indigenous Games.

In collaboration with Red Hill Environmental Education Centre, an excursion to two local areas of significance, Hands on Rock and The Drip, provided students with amazing connections to their history and environment.

Indigenous artist, Ralph Naden's visit was thoroughly enjoyed by the whole school and resulted in an increased awareness of Aboriginal culture and aspects of significance.

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.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The school holds high expectations that all staff, students and families display respect and understanding towards others. All students are educated through art, stories, music, literature and cuisine from a variety of cultures.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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 lessons 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 2019 Harmony Day celebrated the inclusive nature of our school and was a great success.