

2020 Annual Report

Cassilis Public School



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Introduction

The Annual Report for 2020 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 vision

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. 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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

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

School wellbeing data indicates improved student wellbeing.

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

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>All teachers commented that they, and the students, developed a deeper understanding of and could demonstrate what success in a lesson looked like. Collaboration between teachers improved how learning intentions are explicitly written and how success criteria is a shared written experience with students.</p> <p>Learning was demonstrated through work samples and discussion. Students language around success in a lesson has developed.</p>	<p>L3 Stage 1 training- casual salaries and relief</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4000.00)

Process 2: Wellbeing

- The school will support students, guided by the Wellbeing Framework for schools, to connect, succeed 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)
<p>All staff developed their understanding of the Wellbeing Framework and commented that further learning is required. The school specifically and effectively addressed positive education needs for individually students especially during COVID.</p> <p>The Positive Education Survey distributed throughout the wider community, provided data highlighting a strength for caring for students and a planned approach to wellbeing and behaviour as being an area requiring further development.</p>	<p>Casual release salaries.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2300.00)

Process 3: 21st Century Learning

- Staff participate in Critical and Creative-Key competencies for the 21st Century Professional Learning

Progress towards achieving improvement measures

Process 3: workshop to effectively teach students to think for themselves.

Evaluation	Funds Expended (Resources)
Staff completed professional learning tutorials provided in the STEM library and provided by staff from the Information Technology Directorate. Comments included that the equipment was really engaging and some understanding was provided through the videos. The school hired the VR headsets and camera equipment which lead to higher engagement throughout various learning activities.	Staff casual salaries Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

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.

Progress towards achieving improvement measures

Process 1: Data Analysis and Quality Assessment

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

Evaluation	Funds Expended (Resources)
All staff enhanced their practice of regularly using student progress and achievement data to evaluate and inform teaching. Through collaboration, staff enhanced their practice and more effective analysis and sharing of data lead to improved student outcomes.	Casual salaries and professional learning Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2700.00)

Process 2: Teaching and Learning

- Draw on solid evidence-based research including, *What works best, L3 Stage 1 and Building Numeracy Leadership* will 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.

Evaluation	Funds Expended (Resources)
Teacher mentoring allowed for improved designing and implementing of higher quality differentiated learning programs.	Classroom teacher Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

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)

Progress towards achieving improvement measures

An increased focus on collaborative practices between staff has led to consistent teacher judgement, improved differentiation, and analysis of data. Staff commented that filming their lessons showed refined teacher practice and assisted in noticing learning which their students made.

Casual salaries

Funding Sources:

- Socio-economic background (\$1500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	SLSO wages Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$12 958.00) 	When asked, to what extent can you identify and support student wellbeing and academic needs, all staff commented that their effectiveness to differentiate individual learning has improved through increased understanding. The Sue Larkey Autism training and L3 Stage 1 training provided a deeper knowledge to all attending staff.
Quality Teaching, Successful Students (QTSS)	Staffing allocation of 0.013	Staff reflected that increased collaborative practices improved the quality of teaching especially in Literacy. All students benefited from high quality teaching and learning practices that best meet the full range of student needs by successfully differentiating.
Socio-economic background	SLSO and teacher wages Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$27 458.00) 	Individual Education Programs (IEP) demonstrated progressive learning measured against the Literacy and Numeracy Progressions. Students reflected the regular opportunities to meet with the SLSO for their IEP made a big difference to their learning and confidence. With COVID, students recorded the presentations of their personal learning goals to share at home. This received excellent feedback from families.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	7	4	6	7
Girls	4	4	3	2

Student attendance profile

School				
Year	2017	2018	2019	2020
K		91.4	100	88.5
1	87.1		97.9	88
2	94.1	90.3	100	95.2
3	97.2	97.3	96.5	89.2
4	97.3	76.4	99	88.3
5	94.6	94.2		54.5
6	91.7	96	96.4	42.6
All Years	93.7	91.4	98.1	79
State DoE				
Year	2017	2018	2019	2020
K		93.8	93.1	92.4
1	93.8		92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2		92
6	93.3	92.5	92.1	91.8
All Years	93.8	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	30,948
Revenue	418,000
Appropriation	411,343
Sale of Goods and Services	-604
Grants and contributions	7,142
Investment income	119
Expenses	-408,812
Employee related	-363,472
Operating expenses	-45,341
Surplus / deficit for the year	9,188
Closing Balance	40,136

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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	21,518
Equity Total	43,253
Equity - Aboriginal	2,836
Equity - Socio-economic	27,458
Equity - Language	0
Equity - Disability	12,958
Base Total	316,469
Base - Per Capita	2,165
Base - Location	9,404
Base - Other	304,900
Other Total	28,041
Grand Total	409,280

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Cassilis Public School achieves strong community support and involves the whole-school community in school decision-making.

Parents have been involved in school programs to support student learning. Cassilis P S has an active Parents' and Citizens' Association. This organisation supports and contributes to the effective running of the school.

Throughout 2020, the school sought the opinions of parents, students, and teachers about the school.

Their responses are presented below.

- School's focus on improving teacher quality in literacy and numeracy.
- High quality of communication, photographs, and students' work samples through the newsletter.
- High quality excursions (made affordable through school subsidisation and fundraising).
- Solid parent and community support.
- Effective learning programs.
- Caring and dedicated staff.
- Positive levels of staff morale.
- Fair discipline code, Anti-Bullying policy and welfare strategies in place and effective; and
- Parent concerns, when raised, are addressed.

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.

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.

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.