2022 Annual Report

Cassilis Public School

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Introduction

The Annual Report for 2022 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 Strategic Improvement 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

Our school vision is to develop resilient, creative and independent students in a safe and caring environment that supports their individual growth with a focus on literacy, numeracy and citizenship.

School context

Cassilis Public School is a small school located within the village of Cassilis, in the Upper Hunter area, 90 kilometres from our nearest regional centre. The school was established in 1875 and has always maintained strong community ties and a high profile in the local area.

A total of 6 students were enrolled in 2022, with students across most grades. Over the past five years, school numbers have fluctuated remaining just under ten students on average and we anticipate that this trend will continue.

The school provides a dynamic and nurturing learning environment in which its students access high quality educational programs and a diverse range of opportunities. All students strive to achieve the school's core values of Be Respectful, Be Safe and Be a Learner.

The school fosters a culture of high expectations and high-quality personalised learning programs, supporting a range of diverse learners, for all students. The talented and caring teaching and support staff are committed to building positive relationships and 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.

Cassilis Public School is part of the Mudgee Principal Network and the Cudgegong Learning Community and benefits from strong collaborations with the Mudgee Small Schools Network. The shared network target for Reading and Mathematics allows for increased understanding of evidence-based best practice, consistent teacher judgement and improved knowledge. Through this learning alliance, students are provided with valuable social and educational opportunities.

Cassilis Public School undertook a Situational Analysis in close consultation with our learning community including students, parents and P&C. As a result of this partnership, the school identified several focus areas for the next planning cycle. These include focuses on individualised learning support for every student and further development of teacher capacity in a small school setting.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
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	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy, numeracy and wellbeing through dynamic and differentiated teaching and learning programs and quality, evidence-based teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiation
- Connect, Succeed, Thrive and Learn

Resources allocated to this strategic direction

AP Curriculum & Instruction: $15,057.10
Professional learning: $5,767.51
Low level adjustment for disability: $15,062.82
Integration funding support: $30,693.50

Summary of progress

Collaborative Support for Unique Settings (CSUS)

As part of the Collaborative Support for Unique Settings (CSUS) initiative, staff improved their capacity to effectively differentiate in literacy, specifically phonic knowledge and word recognition concepts, leading to higher quality personalised education programs for all students. Working collaboratively, staff analysed internal and external baseline data sources and implemented a 'Theory of Action' plan for Strategic Support in 2022 guided by the *What Works Best: 2020 Update* document and new curriculum priorities. Following this, staff engaged in evidence-based professional learning focused on Simon Breakspear's Teaching Sprints and revised the National Literacy Learning Progression and PLAN2 with CSUS principal mentors. Best practice from professional learning completed in 2022 was embedded into the explicit teaching of reading resulting in improved phonic knowledge and word recognition student achievement in K-2. In addition, there were improved teacher practices across the teaching and learning cycle.

Wellbeing

Practices and processes were developed and embedded to monitor student achievement in wellbeing in 2022. This included term-based Individual Learning Plan meetings, semester-based Integration Funding Review meetings, and fortnightly Learning and Support staff meetings. In addition, all major behaviour incidents were recorded on Sentral to monitor the duration, frequency, and intensity. These data records were then shared with NSW DoE support staff, including the Assistant Principal Complex and Assistant Principal Learning and Support, for additional interventionist support. Further work is needed in 2023 for staff to continue to develop their knowledge and understanding of complex behaviour needs and how to support student wellbeing K-6.

Attendance

Attendance continued to be a significant area of focus in 2022, particularly around improving student partial attendance rates. Regular communications through the fortnightly newsletter and term-based learning and wellbeing meetings focused on the importance of attendance and lost time from learning via the *Everyday Counts* initiative. Further monitoring is required in 2023 to increase the proportion of students attending to >85%.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Staff expertly use summative and formative assessment including PLAN2.	All teaching staff undertook professional learning in the use of the Literacy and Numeracy Progressions with particular emphasis on phonic knowledge and word recognition. This professional learning led to the development of explicit teaching and data-informed practices embedded deeply within the

Staff expertly use summative and formative assessment including PLAN2.	Teaching Sprint cycle.
A minimum of 60% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Reading (lower bound system negotiated network target).	There were no students enrolled in Year 3 or 5 at the time of 2022 NAPLAN assessments. As students did not sit the NAPLAN assessment in 2020, the school does not have expected growth data to report on.
A minimum of 60% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Numeracy (lower bound system negotiated network target).	There were no students enrolled in Year 3 or 5 at the time of 2022 NAPLAN assessments. As students did not sit the NAPLAN assessment in 2020, the school does not have expected growth data to report on.
Practices and processes are developed and embedded to monitor student achievement in wellbeing.	All staff feedback indicated increased confidence and skills to manage student wellbeing and complex learning needs through collaboration with agencies and working side by side with their colleagues.
Increase the % of primary students achieving expected growth in NAPLAN Numeracy, to exceed 50%	There were no students enrolled in Year 3 or 5 at the time of 2022 NAPLAN assessments. As students did not sit the NAPLAN assessment in 2020, the school does not have expected growth data to report on.
Increase the % of primary students achieving expected growth in NAPLAN Reading, to exceed 50%	There were no students enrolled in Year 3 or 5 at the time of 2022 NAPLAN assessments. As students did not sit the NAPLAN assessment in 2020, the school does not have expected growth data to report on.
Increase the proportion of students attending and actively engaged in learning to >85%. Communicate *Every Day Counts* initiative to parents and the importance of time not lost in learning.	Greater than 80% of students were engaged in learning each day. Regular communications through the fortnightly newsletter and term-based learning and wellbeing meetings focused on the importance of attendance and lost time from learning via the *Everyday Counts* initiative. Attendance rates at Cassilis Public School were below traditionally high levels due to COVID and NSW Health isolation guidelines and frequent wild weather events causing extensive flooding of local roadways and driveways. In Term 4 2022. the average student attendance rate was 77%. It is expected that this figure will significantly improve in 2023.

Strategic Direction 2: High Quality Practice

Purpose

Australian Professional Standards for Teachers underpins individual teaching growth and embedded practice of mentoring and coaching all staff at their point of need.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Using systematic and reliable data information
- Building staff capacity

Resources allocated to this strategic direction

AP Curriculum & Instruction: $15,057.10
QTSS release: $2,298.42

Summary of progress

Collaborative Support for Unique Settings (CSUS)

As part of the Collaborative Support for Unique Settings (CSUS) initiative, all staff engaged in professional learning around the Centre for Education Statistics and Evaluation (CESE) *What Works Best: 2020 update* specifically focusing on Chapter 4: Use of data to inform practice, and Chapter 8: Collaboration, in line with our Strategic Direction 2 Initiatives. Following this, staff reviewed whole-school internal and external literacy data sources and streamlined the process using the National Literacy Learning Progression and PLAN2. Professional discussions enhanced teachers' understanding of what skills students had attained and their next area of learning in accordance with the teaching and learning cycle. The Assistant Principal Curriculum & Instruction (APC&I) role focused on the implementation of Teaching Sprints and regular data entries into PLAN2. This continues to be an area of focus moving into 2023.

High-impact professional learning

Performance and Development Plans (PDPs) displayed high-impact professional learning provided during 2022 and linked to identified areas of need, especially in literacy through the Teaching Sprint initiative. There was a positive impact with the enthusiasm, engagement, and value of the importance of teaching reading decoding skills, specifically phonic knowledge and word recognition, from the classroom teacher.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school determines the systems, resourcing and other conditions necessary for successful implementation of *What works best* identified improvement areas.	The teaching principal worked shoulder-to-shoulder with the CSUS principal mentors and the Assistant Principal Curriculum & Instruction (APC&I), to review school-wide processes and systems around the identified *What Works Best* improvement areas, including Chapter 4: Use of data to inform practice, and Chapter 8: Collaboration. Following this, systems and processes were refined using Simon Breakspear's evidence-based Teaching Sprint cycle to build staff capacity in using systematic and reliable data information to inform the explicit teaching of reading K-6.
Teaching Sprints are embedded practice and includes PDP observation and feedback as part of Learning Walks.	Teacher feedback indicated increased confidence, knowledge, and skills to effectively embed Teaching Sprints across reading K-6. The explicit teaching of reading, specifically phonic knowledge and word recognition, through the use of the Teaching Sprint cycle, has improved student engagement toward reading and on-task behaviours in the classroom. Student feedback was positive as they were able to articulate how they had shown success in their Teaching Sprint through the use of Learning Intentions and Success Criteria. The process of embedding the Teaching

Teaching Sprints are embedded practice and includes PDP observation and feedback as part of Learning Walks.	Sprints into the PDP observation cycle and Learning Walks is a continued area of focus moving into 2023.
SEF element -'Data skills and use'- Delivering to Sustaining and Growing.	The School Excellence Framework (SEF) 2022 self-assessment identified staff knowledge as 'Delivering'. This continues to be an area of focus in 2023.

Funding sources	Impact achieved this year
Integration funding support $61,387.00	Integration funding support (IFS) allocations support eligible students at Cassilis Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connect, Succeed, Thrive and Learn • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Additional staffing to assist students with additional learning needs • Implementation of targeted programs to differentiate teaching and learning programs • Intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Students requiring support have had one-on-one support provided to target specific, identified needs. **After evaluation, the next steps to support our students will be:** Collaboratively developed plans to support more specific areas and professional learning to increase consistency of teacher practice.
Socio-economic background $20,584.61	Socio-economic background equity loading is used to meet the additional learning needs of students at Cassilis Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Staff release to increase community engagement through various initiatives including PLAY TIME (playgroup), Book Week Parade, NAIDOC Week activities, and Cassilis Library visits. • Resourcing to increase equitability of resources and services • Professional development of staff through the ALERT Program to support student learning **The allocation of this funding has resulted in the following impact:** Increased community engagement with the local Cassilis community resulting in a significant upward trend of student enrolments in 2023. Deeper staff knowledge and understanding of co-regulation and self-regulation techniques using the ALERT program. **After evaluation, the next steps to support our students will be:** Build on staff ALERT self-regulation program understanding and ensure strategies are embedded across the whole school. Continue to engage with and promote positive community engagement opportunities with Cassilis and the wider community to increase the profile of the school.
Low level adjustment for disability $15,062.82	Low level adjustment for disability equity loading provides support for students at Cassilis Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connect, Succeed, Thrive and Learn

Low level adjustment for disability $15,062.82	**Overview of activities partially or fully funded with this equity loading include:** • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Targeted students are provided with an evidence-based intervention MultiLit to increase learning outcomes. • Employment of School Learning and Support Officers to improve the development of students by implementing Speech and Occupational Therapist programs developed by specialists. **The allocation of this funding has resulted in the following impact:** All students requiring adjustments for disability are effectively catered for and their learning is enhanced. **After evaluation, the next steps to support our students will be:** To continue to formally incorporate integration funding decision-making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. Effectively plan for and implement semester-based Integration Funding Review meetings with relevant stakeholders to ensure funding levels appropriately meet individual student needs.
Location $8,210.93	The location funding allocation is provided to Cassilis Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • Subsidising student excursions to enable all students to participate • Incursion expenses **The allocation of this funding has resulted in the following impact:** Reducing the gap caused by location by making connections with other schools in larger centres. **After evaluation, the next steps to support our students will be:** To strengthen collaborative relationships with other schools, supporting the school to increase opportunities and experiences and overcome isolation for students.
Professional learning $5,767.51	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cassilis Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiation • Connect, Succeed, Thrive and Learn **Overview of activities partially or fully funded with this initiative funding include:** • Engaging an occupational therapist to unpack evidence-based techniques as part of the ALERT self-regulation program **The allocation of this funding has resulted in the following impact:** Increased capacity of all teaching and non-teaching staff members to embed effective wellbeing practices resulting in improved student results in the areas of sense of wellbeing, advocacy, belonging, and expectations of success. **After evaluation, the next steps to support our students will be:** Personalised and targeted professional learning in the form of mentoring

Professional learning $5,767.51	and co-teaching using the ALERT self-regulation program in 2023.
QTSS release $2,298.42	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cassilis Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Using systematic and reliable data information **Overview of activities partially or fully funded with this initiative funding include:** • Additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** Additional time for students to be supported and taught literacy and numeracy in an infant and separate primary learning environment. **After evaluation, the next steps to support our students will be:** To continue to enhance staff's capacity to regularly analyse student data in order to differentiate and make data-informed adjustments to teaching and learning programs and learning activities.
COVID ILSP $8,619.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of educator to deliver small group tuition in literacy and numeracy **The allocation of this funding has resulted in the following impact:** The majority of the students in the program achieving significant progress towards their personal literacy and numeracy learning goals. **After evaluation, the next steps to support our students will be:** To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	6	7	6	5
Girls	3	2	4	4

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	100.0	88.5	88.8	
1	97.9	88.0	94.5	78.9
2	100.0	95.2		82.6
3	96.5	89.2	92.9	
4	99.0	88.3	89.2	85.3
5		54.5	88.6	66.7
6	96.4	42.6	86.1	75.8
All Years	98.1	79.0	89.8	79.2
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	
1	92.7	91.7	92.7	87.4
2	93.0	92.0		87.8
3	93.0	92.1	92.7	
4	92.9	92.0	92.5	87.4
5		92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.2

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:
- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	41,098
Revenue	621,785
Appropriation	611,266
Sale of Goods and Services	11
Grants and contributions	9,949
Investment income	559
Expenses	-510,598
Employee related	-448,388
Operating expenses	-62,210
Surplus / deficit for the year	111,188
Closing Balance	152,286

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	61,387
Equity Total	35,647
Equity - Aboriginal	0
Equity - Socio-economic	20,585
Equity - Language	0
Equity - Disability	15,063
Base Total	322,197
Base - Per Capita	2,527
Base - Location	8,211
Base - Other	311,459
Other Total	63,594
Grand Total	482,825

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.

Parent/caregiver, student, teacher satisfaction

Cassilis PS achieves strong community support and involves the whole-school community in school decision-making. Parents have been heavily involved in school programs to support student learning.

Cassilis PS has an active Parents' and Citizens' Association. This organisation supports and contributes to the effective running of the school. P&C meetings continued to run during 2022 via covid-safe measures. Key fundraising opportunities organised by the P&C in 2022 included: the Cassilis Rodeo, Cross Country Carnival, community pie drive, and the Cassilis, Country Music, Camping & Campfires (CCCC) weekend. The money assisted the school by subsidising school excursions and incursions, supporting the purchase of educational resources and Positive Behaviour for Learning student rewards.

Throughout 2022, the school sought the opinions of parents, students, teachers and community members about the school, and these provided valuable feedback on the school and ways students, staff and parents/carers engage. Their responses are presented below.

Student survey

In the student survey areas of strength included:

*Analysis of student wellbeing data shows a high number of students reported a sense of belonging (80%), feeling cared for (100%), and being respected at school (100%).

Opportunities for development in this area include:

*How we continue to embed Positive Behaviour for Learning expectations in our physical learning environments including the classroom and the playground. There are opportunities to embed these expectations into our teaching and learning programs which would result in regular explicit teaching.

Staff survey

In the staff survey areas of strength included:

*Analysis of staff data showed that staff felt parent engagement is a priority and that we have a strong relationship with our community. In addition, data showed that staff felt that we are providing a safe, healthy, and effective learning environment for our students.

Opportunities for development in this area include:

*The school can continue to communicate it's shared vision with staff, parents, carers, and the wider community.

Parent and community survey

In the parent and community survey areas of strength included:

*Initial parent and community survey responses show that 100% of community members agree that Cassilis Public School is a safe, inclusive and welcoming environment. 100% of parents and community members strongly agree with the following statement - 'The school supports children's learning and focuses on positive behaviour practices.'

Opportunities for development in this area include:

*Giving more opportunities for parents, carers, and community members to engage in parent workshops and information sessions regarding whole-school systems and structures for teaching and learning and behaviour practices.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.