

2023 Annual Report

Cassilis Public School



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Introduction

The Annual Report for 2023 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 9 students were enrolled in 2023, with students across most grades. Over the past five years, school numbers have fluctuated remaining around 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.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

Professional learning

AP Curriculum & Instruction

Integration funding support

Low level adjustment for disability

Location

Summary of progress

Curriculum Reform and Differentiation

Our focus for 2023 centred on the effective implementation of the Curriculum Reform and the newly designed NSW Department of Education K-2 and 3-6 Multi-age Teaching and Learning Units for English and Mathematics. This involved access to high-impact professional learning on the new syllabus documents, curriculum reform planning days for staff to 'unpack' the new syllabus documents and support resources, and authentic collaboration with the Mudgee Small School Principals, including Ballimore Public School and Goolma Public School via the LEED project, to plan and develop contextually appropriate units of work for our individual school contexts. The LEED project has enabled staff across schools to engage in evaluative practices around the success of the new syllabus implementation through lesson observations and document analysis. This, in turn, has provided reliable data to identify effective teaching practices that positively impact student achievement in English and Mathematics K-6. The LEED project will continue in 2024 with a sustained focus on evaluative practices to measure the success of the Curriculum Reform implementation.

Wellbeing

Practices and processes continued to be developed and consistently embedded across the school to monitor student wellbeing in 2023. This included term-based Individual Learning Plan meetings and semester-based Integration Funding review meetings with parents and carers, and fortnightly Learning and Support meetings with staff. Individual student wellbeing data continued to be recorded on Sentral to monitor the duration, frequency and intensity of behaviours. We continued to work closely with our NSW Department of Education support staff, including the Assistant Principal of Learning and Support, School Counsellor, Senior Psychologist Education, and Assistant Principal Complex for additional interventionist support. In addition, we reviewed and refined our Positive Behaviour for Learning (PBL) approach to ensure school-wide behaviour expectations are clear and consistent, and achievement of school-wide expectations is regularly celebrated at school assemblies and special end-of-term events. Further work is needed in 2024 for staff to continue to develop their extensive repertoire of evidence-based wellbeing strategies to support individual student learning needs.

Attendance

Attendance continued to be a significant area of focus in 2023, particularly around increasing the number of students attending school over 90% of the time. Regular communications through the fortnightly school newsletter and term-based learning and support meetings with families focused on the importance of attendance and lost time from learning via the NSW Department of Education *Everyday Counts* initiative. End-of-term assemblies included improved attendance awards and focused on celebrating the students who attended school over 90% of the time during that term. Continued whole-school data monitoring is required in 2024 to increase the overall student attendance rate to >85% of the time.

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
All students have achieved expected outcomes as identified in their Individual Education Programs.	All students are able to demonstrate growth and achievement towards their learning and/or behavioural goals as identified in their Individual Education Programs (IEPs).
Practices and processes are developed and embedded to monitor student achievement in wellbeing.	All staff indicated increased confidence and skills to manage student learning and wellbeing needs through collaboration with NSW Department of Education support staff, external providers (including OT's and Speech Therapists), and working side by side with their colleagues. Student wellbeing data, both minor and major, was consistently recorded onto Sentral by teaching and non-teaching staff to provide accurate data for Learning and Support interventions, funding reviews, parent/carers meetings, and additional internal and external support applications.
Increase the proportion of students attending and actively engaged in learning maintaining 90%. Focus on enhancing parents' valuing of education to reduce an unjustified absence to less than 20%.	<p>In 2023 our overall student attendance rate was 80.87%.</p> <p>Our students who attended school more than 90% of the time was 16.9%. Attendance rates continue to be impacted by our geographical location and NSW Health guidelines.</p> <p>In 2024 we will continue to implement the NSW Department of Education Attendance Matters resources and strategies to further encourage regular student attendance.</p>
All students are able to demonstrate growth and achievement in phonic knowledge and word recognition from Term 1 to Term 4 2023, using the National Literacy Learning Progression.	All students are able to demonstrate growth and achievement in phonic knowledge and word recognition over the course of the school year, using the National Literacy Learning Progression.
All students are able to demonstrate growth and achievement in number sense and algebra (additive strategies) from Term 1 to Term 4 2023, using the National Numeracy Learning Progression.	All students are able to demonstrate growth and achievement in number sense and algebra (additive strategies) over the course of the school year, using the National Numeracy Learning Progression.

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

QTSS release

Professional learning

Per capita

AP Curriculum & Instruction

Summary of progress

Data-informed practice

Engagement in the Leading Evaluation, Evidence and Data (LEED) project in 2023 provided the Teaching Principal with opportunities to collaborate with other Mudgee Small School Principals, including Ballimore PS and Goolma PS, in the area of evidence-based practices to support effective data skills and use and evaluation. Collaborative inquiry provided a process for the LEED Teaching Principals to plan, collect, and analyse data sources across schools to support targeted improvement in student learning outcomes linked to the Curriculum Reform. This project is highly valuable due to its collaborative nature of inquiry and access to high-quality professional learning, resources, and experienced mentors within the NSW Department of Education. The LEED project will continue in 2024 with a sustained focus on data to support school improvement.

Building staff capacity through High Impact Professional Learning

Extensive High Impact Professional Learning (HIPL) was completed in 2023 to build staff capacity around implementing the Curriculum Reform. Teaching staff members engaged in professional learning on the new K-2 and 3-6 English and Mathematics curriculum provided by the NSW Department of Education. Following this, term-based curriculum planning days provided staff with the opportunity to plan and develop contextually appropriate units of learning with the Teaching Principal and Assistant Principal Curriculum & Instruction (APC&I). Explicit teaching strategies were successfully implemented by teachers through the use of Simon Breakspear's Teaching Sprints in the areas of reading and writing. As a result, our leadership team continued to build upon staff capability in evaluation and data use to support targeted improvement in student learning outcomes.

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 <i>What works best</i> identified improvement areas.	Teaching staff continued to collaboratively unpack the document <i>What Works Best in Practice</i> and implement evidence-based strategies to build staff capacity in using systematic and reliable data to inform the explicit teaching of reading and writing K-6 using the new K-2 and 3-6 English and Mathematics curriculum and support resources.
Teaching Sprints are embedded practice and includes PDP observation	Teacher feedback indicated increased confidence, knowledge, and skills to effectively embed explicit teaching skills across reading and writing. The

<p>and feedback as part of Learning Walks.</p>	<p>explicit teaching of phonic knowledge and word recognition skills through the use of 6-star writing Teaching Sprints has improved student engagement, including on-task behaviours, and has had a positive impact on student achievement in reading and writing. Moving forward, Learning Walks will continue in 2024 linked to individual staff PDP goals.</p>
<p>SEF element -'Data skills and use'- Delivering to Sustaining and Growing.</p>	<p>The School Excellence Framework (SEF) 2023 Self-Assessment identified staff knowledge as Delivering due to mid-year staffing changes. This continues to be an area of focus in 2024.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$76,831.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cassilis Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs. • Intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: The students with specific learning and wellbeing needs received personalised, one-on-one support to target individual learning needs. Individual Education Plans (IEPs) were developed by teachers and implemented in conjunction with Student Learning Support Officers (SLSOs).</p> <p>After evaluation, the next steps to support our students will be: In 2024, the identified students requiring Individual Education Plans (IEPs) will continue to be supported by school staff including teachers and SLSOs.</p>
<p>Socio-economic background</p> <p>\$21,074.06</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Resourcing to increase equitability of resources and services. • Employment of additional staff to support K-2 and 3-6 program implementation. • Staff release to increase community engagement through various initiatives including PLAY TIME (playgroup), Book Week Parade, NAIDOC week celebrations, and Cassilis local library visits. • Providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: Increased community engagement with the local Cassilis community resulting in significant attendance at school events, PLAY TIME sessions, and sustained kindergarten enrolments for 2024. Increased staff across the school (including teachers and SLSOs) to support the implementation of K-2 and 3-6 learning and wellbeing programs.</p> <p>After evaluation, the next steps to support our students will be: We will continue to engage with and promote positive community engagement opportunities with Cassilis and the wider community to increase the profile of the school. In addition, we will continue to employ additional staff to provide K-2 and 3-6 differentiated learning and wellbeing opportunities.</p>
<p>Low level adjustment for disability</p> <p>\$18,848.71</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Low level adjustment for disability</p> <p>\$18,848.71</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs). • Employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists. <p>The allocation of this funding has resulted in the following impact: All students requiring adjustments for disability are effectively catered for throughout the year and their learning is enhanced through careful monitoring of Individual Education Plan (IEP) goals in collaboration with parents and carers.</p> <p>After evaluation, the next steps to support our students will be: We will continue to access high-quality professional learning opportunities focused on evidence-based interventionist programs (including MiniLit) to enable quality interventions and support for targeted students.</p>
<p>Location</p> <p>\$8,053.64</p>	<p>The location funding allocation is provided to Cassilis Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate. • Incursion expenses. <p>The allocation of this funding has resulted in the following impact: Our focus remains on providing equitable education for all students. We continue to reduce the gap caused by geographical isolation by making meaningful connections throughout the year with other small schools, central schools, and larger schools in and around our local area. This includes access to the combined small school Pittman Cup at Sandy Hollow PS, combined small school Musica Viva incursion at Martindale PS, K-2 and 3-6 Sport Days at Binnaway Central School, Intensive swimming lessons with Coolah Central School, and the combined small school Taronga Zoo excursion with Ballimore PS and Goolma PS to name a few. Close to 100% of students were able to attend all school excursions and incursions throughout 2023. Funding was used to cover travel costs (including petrol), admission costs, and additional staffing costs on the day.</p> <p>After evaluation, the next steps to support our students will be: We will continue to significantly subsidise excursion costs in 2024 with the support of the Cassilis Public School P&C. In addition, we will continue to strengthen our relationships with neighbouring schools to increase learning, wellbeing, and social opportunities for all students K-6.</p>
<p>Professional learning</p> <p>\$5,931.06</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Using systematic and reliable data information <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$5,931.06</p>	<ul style="list-style-type: none"> • Course costs for staff undertaking recognised courses including Initial Lit training. • Presentations by suitable and qualified facilitators, for example First Aid workshops. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teaching and non-teaching staff members to embed effective literacy practices K-2 via the Initial Lit program resulting in improved student outcomes in reading, writing, and phonic knowledge and word recognition for targeted students.</p> <p>After evaluation, the next steps to support our students will be: School Learning Support Officers (SLSOs) and teaching staff will continue to be upskilled in delivering high-impact professional learning focused on Literacy interventionist programs including Initial Lit 1 and 2, and MiniLit in 2024.</p>
<p>QTSS release</p> <p>\$1,775.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cassilis Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Using systematic and reliable data information <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact: Additional time for students to be supported and taught literacy and numeracy in separate junior and senior classroom learning environments.</p> <p>After evaluation, the next steps to support our students will be: To continue to enhance teaching and non-teaching staff member's capacity to analyse student data in order to differentiate and make data-informed adjustments to teaching and learning programs for improved student learning outcomes K-6.</p>
<p>COVID ILSP</p> <p>\$11,927.66</p>	<p>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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of educator to deliver small group tuition in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: The majority of students in the program demonstrated improved outcomes towards their personal literacy and numeracy goals.</p> <p>After evaluation, the next steps to support our students will be: Targeted students will continue to be supported with differentiated literacy and/or numeracy programs within the classroom in 2024.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	7	6	5	7
Girls	2	4	4	4

Student attendance profile

School				
Year	2020	2021	2022	2023
K	88.5	88.8		83.7
1	88.0	94.5	78.9	
2	95.2		82.6	75.5
3	89.2	92.9		86.3
4	88.3	89.2	85.3	89.5
5	54.5	88.6	66.7	85.0
6	42.6	86.1	75.8	
All Years	79.0	89.8	79.2	81.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8		91.1
1	91.7	92.7	87.4	
2	92.0		87.8	90.8
3	92.1	92.7		90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	
All Years	92.0	92.4	87.2	90.7

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	0.14
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	61,680.70
Revenue	565,442.99
Appropriation	553,126.89
Sale of Goods and Services	435.00
Grants and contributions	10,300.56
Investment income	1,580.54
Expenses	-606,966.27
Employee related	-488,281.55
Operating expenses	-118,684.72
Surplus / deficit for the year	-41,523.28
Closing Balance	20,157.42

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.

	2023 SBAR Adjustments (\$)
Targeted Total	74,894
Equity Total	39,923
Equity - Aboriginal	0
Equity - Socio-economic	21,074
Equity - Language	0
Equity - Disability	18,849
Base Total	328,883
Base - Per Capita	2,342
Base - Location	8,054
Base - Other	318,487
Other Total	62,046
Grand Total	505,746

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 Public School 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 Public School 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 2023 via covid-safe measures.

Key fundraising opportunities organised by the P&C in 2023 included the Cassilis Rodeo, Cross Country Carnival, cake stalls, community pie drive, and the annual Giro de Cassilis bike race. 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 2023, the school sought the opinions of parents, students, teachers and community members about the school, and these responses provided valuable feedback on the school and ways students, staff and parents/carers engage. Their responses are presented below.

Student survey

Key findings from the 2023 student survey on wellbeing included:

- 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

Key findings from the 2023 staff survey on school culture included:

- All staff felt that we are working toward the same goals and collaboration between staff is highly effective and encouraged at Cassilis Public School.

- All staff felt that we provide a safe, healthy, and effective learning environment for our students with parent and community engagement front and centre of mind.

Opportunities for development in this area include:

-The school can continue to strengthen it's relationship with our new families and growing community.

Parent and community survey

Key findings from the 2023 parent and community survey on school culture, learning environment and communication included:

Safe and Welcoming Environment: Most community members feel Cassilis Public School is a safe and welcoming environment.

Learning and Positive Behaviour Practices: Most community members feel that Cassilis Public School supports children's learning and focuses on positive behaviour practices.

Other: Most community members feel that we keep them informed and we have a positive image within our community. 'Cassilis Public School is an AMAZING school. How do we let everyone know?' Parent quote

Opportunities for development in this area include:

- Continuing to provide 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.

- Other suggestions include Gran Friends and Seniors Days and day care/preschool/before and after school care options.

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.