

# Strategic Improvement Plan 2021-2025

## Cassilis Public School 1527



# School vision and context

## School vision statement

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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

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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.

# Strategic Direction 1: Student growth and attainment

## Purpose

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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.

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

All students are able to demonstrate growth and achievement in phonic knowledge and word recognition from Term 1 to Term 4 2024, using the National Literacy Learning Progression.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students are able to demonstrate growth and achievement in number sense and algebra (additive strategies) from Term 1 to Term 4 2024, using the National Numeracy Learning Progression.

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## Initiatives

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### Differentiation and Personalised Learning

Address individual student needs through effective differentiation and personalised learning. This will be achieved by:

- Embedding a school-wide collective responsibility for student learning and success, which is shared by parents and students, to support individual needs.
  - Adjusting teaching and learning programs to address individual student needs and interests, ensuring that all students are challenged and all adjustments lead to improved learning.
  - Collaborative planning to support learning and share expected outcomes.
  - Rigorous and holistic assessment of a student's learning and support needs is informed by analysis of data.
  - Personalised learning will embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
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## Success criteria for this strategic direction

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A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessments and continuous tracking of student progress and achievement.

Students are aware of- and most are showing- expected growth on internal school progress and achievement data.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they connect, succeed, thrive and learn.

Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources. Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.

## Evaluation plan for this strategic direction

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Question: To what extent have we achieved our purpose and can demonstrate impact of differentiation and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

\* Internal assessment- PLAN2, Individual Education Programs

\* External assessment- NAPLAN, PAT Testing

## Evaluation plan for this strategic direction

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\* Surveys, observations, focus groups, student voice and Interviews

\* Document/ video analysis

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

\* Future actions and annual reporting on school progress measures

# Strategic Direction 2: High Quality Practice

## Purpose

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

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase in the attendance rate from 2023 to 2027.

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## Initiatives

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### Data-informed practice

Ensure effective strategies and processes for data analysis and reflection are used for responsive school-wide attendance processes and procedures.

This will be achieved by:

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes
- Student attendance data is regularly collected, monitored and deeply analysed to support high levels of wellbeing and engagement.
- Having school processes in place to ensure 100% attendance data completeness each day via the Sentral platform.

### Building staff capacity

Build teacher capacities to ensure assessment is used flexibly and responsively to differentiate curriculum as an integral part of daily classroom instruction and evaluating teaching and learning programs.

This will be achieved by:

- Embedding explicit systems for teacher collaboration, mentoring and observation and feedback to sustain quality teaching practices K-6 utilising the new curriculum resources.
  - Accreditation
  - Professional learning and school resourcing will increase teachers' understanding and capacity to embed sustainable whole school processes for improving student learning outcomes in reading and numeracy.
  - Professional learning on the use of the National Literacy and Numeracy Progressions to personalise learning and understanding.
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## Success criteria for this strategic direction

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All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.

All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills.

Enhanced teacher practice is evident through classroom observations and improvement in student engagement and achievement.

Teachers collaborate within their learning network to share student data, curriculum knowledge and effective teaching and classroom management strategies.

## Evaluation plan for this strategic direction

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Q: To what extent are students self-directed learners who are aware of their own progress?

How would staff determine data sources to analyse the effectiveness of initiatives?

How is student progress checked and monitored against progressions and syllabus standards using PLAN2?.

How do student work samples demonstrate personalised achievement in success criteria and building on prior learning?

Q: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes?