2010 Annual School Report
Cassilis Public School

Strive With Pride
Our school at a glance

Students
At the conclusion of the 2010 School Year there are twenty one students enrolled at Cassilis Public School, comprising three Kinder students, four Year Ones, six Year Twos, two Year Fours, four Year Fives and two Year Sixes. Daily attendance for the school (90.7%) was lower than the Region (93.9%) and the State (94.4%), due to illnesses and family holidays. The school comprises two multi-stage classes of Kinder to Year Two, and Year Four to Year Six through specific programs and supplemental funding due to our numbers.

Staff
The staffing personnel at the school in 2010:
1 Primary Principal Level 6;
1 Release from Face-to-Face / Part Time / Teacher Librarian (1.5 days per week).

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school values and actively pursues a process of ongoing school improvement and program evaluation. Significant areas of focus in 2010 included:
Technology Focus
Aboriginal Education
Multicultural Education
Student Behaviour & Welfare

Student achievement in 2010

Literacy – NAPLAN Year 5
In 2010 there were three students who sat for the NAPLAN in Literacy in Year 5.
Due to our small cohort, it is not possible to include any comparative information.

Numeracy – NAPLAN Year 5
In 2010 there were three students who sat for the NAPLAN in Numeracy in Year 5.
Due to our small cohort, it is not possible to include any comparative information.

Messages
Principal’s message
Cassilis Public School is situated 43kms from Merriwa along the Golden Highway. Cassilis Public School, with 21 students to end 2010, was first established in 1876 and since then has provided this isolated rural community with a learning centre that strives for quality and excellence.

The school attracts much favourable comment, with well maintained school buildings, established gardens and a large oval.

Cassilis Public School is continually improving on its environment in which quality education takes place.

The school strives to provide an environment in which students are stimulated, given opportunities and motivated. We encourage all students to learn and have excellent staff who are deeply committed to teaching best practice.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ross A. Craven JP

P & C message
Cassilis Public School P&C consist of parents from our community actively engaging in supporting our students to the best of their ability through giving time, supporting and fundraising. The P&C have supported our school by contributing funding to our annual School excursion, contributed towards an Interactive White board for the infant’s room, new Springboard readers for the class room, and a new chicken coup. The P&C have done various fundraising events such as Cross Country, Sports Workshop, Angus Bull sale, Dalkeith Bull sale, Xmas in July Dinner dance, catered for the Annual Presentation night
supper, manned the Rodeo gates and a variety of other things.

Fiona Cornish  
President 2010

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
At the time of the School Census Cassilis PS had an enrolment of 9 boys and 9 girls. At the end of 2010 the enrolment was 11 boys and 12 girls.

Student attendance profile
Although our school’s attendance is below Regional (93.9%) and State (94.4%) average, it is at 90.7% which is a high level when taking into account illness and holidays by families during school time.

Management of non-attendance
There have been no non-attendance issues needing to be dealt with in 2010.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>K</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.164</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.206</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

We have one indigenous part-time School Learning Support Officer

Staff retention

Other than a new part-time teacher employed in October 2010 to assist with increased student numbers, each of our staff have been employed at this school for a number of years.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong> $</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>26497.06</td>
</tr>
<tr>
<td>Global funds</td>
<td>43255.53</td>
</tr>
</tbody>
</table>

| Tied funds                | 86123.54   |
| School & community sources| 11678.74   |
| Interest                  | 2252.53    |
| Trust receipts            | 449.50     |
| Canteen                   | 0.00       |
| Total income              | 170256.90  |

Expenditure

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7590.24</td>
</tr>
<tr>
<td>Excursions</td>
<td>4706.28</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3402.80</td>
</tr>
<tr>
<td>Library</td>
<td>2583.99</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>53268.43</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2536.67</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15575.89</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>11286.93</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7397.60</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>540.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>108888.83</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>61368.07</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the Parents and Citizens’ Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Every student is encouraged to participate as an active, responsible citizen of Cassilis Public School and to engage in activities to extend her /his learning opportunities academically, physically, emotionally and socially.

Achievements

Arts

The students have enjoyed many activities in the area of the arts this last year, having entered the Merriwa Show in a number of sections, the NewsPower Easter Colouring Competition, the Australia Day Drawing Competition and the
Healthy Harold Art competition, along with beautifully lining the walls of both classrooms with artwork from weekly lessons. Individuals and groups were encouraged to perform at our school assemblies. The students eagerly took on this task, and developed excellent performances. The students of Cassilis Public School entertained many parents and community members at our Senior Citizens’ and Education Week celebrations with a number of excellent renditions. The highlight of the year was our Presentation Night, where all the students were involved in music, dance and drama performances. All students were involved in the acts, and many participated in highlighting their abilities with the performances. The night was attended by our students’ families and a large number of community members (over 65 in the audience) including Mrs Deidre Peebles (on behalf of Upper Hunter Shire Mayor) and Mrs Helen Whale (Principal, St Joseph’s Primary School, Merriwa) who both rated the night as a huge success and congratulated the students on their excellent performances. Mr Zac Whale, a previous participant in the Young Endeavour Program, was Guest Speaker for the night.

**Sport**

The students of Cassilis Public School, as always, have participated in a numerous range of sports throughout the year. Individual students represented our school at the Zone Cross Country and Athletics Carnivals.

This year Cassilis Public School has once again organised an interschool Cross Country event at the school. Many small schools from around the SEA and beyond attended this day and a great time was had by all.

Cassilis Public School also organised the annual Sports Workshop at the school, and it was a huge success.

Students also participated in a school based Mini Olympics Afternoon with great enthusiasm and enjoyment.

We also participated in Pittman Cup (an Athletics Carnival between Cassilis Martindale and Sandy Hollow schools). Although we did not win this year, all students participated to their best ability and had a fantastic day.

**Other**

The students also participated in the following activities to extend their learning opportunities academically, physically and socially.

- The students travelled to Sydney for an excursion in Term Three. The students took part in many different activities including viewing the Taronga Zoo, completing a walk over Sydney Harbour Bridge, viewing a program about Sydney at Sydney Tower, riding an elevator to the top of the tower to view Sydney. One night students had a night tour of the area, and the other night was an opportunity to relax after a very hectic couple of days.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Literacy – NAPLAN Year 5
Due to the small cohort of students taking part, we are unable to disclose results other than to each student’s family.

Numeracy – NAPLAN Year 5
Due to the small cohort of students taking part, we are unable to disclose results other than to each student’s family.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

Significant programs and initiatives
In 2010, technology lessons were continually incorporated in all key learning areas across the school curriculum. Specific lessons focused on the students developing skills to enable them to effectively utilise technology independently, including the incorporation of our Interactive White Board and Video Conferencing Facility.

Findings and conclusions
Students had access to computers in English, Mathematics and all other key learning areas, which enabled them to utilise technology in all curriculum areas. The students were engaged in developing their own power point presentations, photo slide shows and published documents and files. The students also had technology lessons with Mr Craven on Wednesdays. During Term 4 we had Leah Martin, the CAP Consultant, train the students in the creation of digital stories.

Future directions
Continual enhancement of staff computer skills has played a vital role in the enhancement of technology programs taught in the school and will continue to support technology in the school next year, with further video conferencing links programmed for 2011.

Aboriginal education
Our school recognises the need to focus on Aboriginal education to assist students to understand and appreciate the valuable continuing role of Aboriginal habitation and culture within our local community as well as across our region, state and nation. To this end Aboriginal perspectives are included in all Key Learning Areas, both formally and informally. Our school continually provides programs that educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Multicultural education
The school recognises the need to focus on multicultural education as part of all curriculum areas. This will ensure that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society: For example students have:
* engaged in integrated connected outcomes units (COGS) which focuses on cultural diversity and cultural knowledge.
* competed in the CWA International Day poster competition.

This was assisted when we had a family enrol at school in Term 4 with a parent of a different cultural background. Our students eagerly accepted the new students and had their multicultural understandings supported and encouraged through their interactions with these new students.

Respect and responsibility
Cassilis Public School is respected by its community for providing students with a learning environment that is both safe and caring. It also has strong policies and procedures which support equitable access to learning and management of student behaviour.

To support this, in 2010:
* the school’s behaviour management policy was totally re-evaluated and updated.
* school approaches to managing bullying and promoting resilience and mental health were implemented in all classroom programs for student development and understanding in 2010.

National partnership programs
For the last year we have been a recipient of funding support through the National Partnership Program.

This has enabled the school to acquire and implement the Multilit Program to assist students with difficulties in Literacy – especially word attack skills, sound groups and reading skills.
generally.
We have also been able to employ a teacher one
day per week to implement this program.

**Connected learning**

Students were involved in a series of video
conferences with a pod of schools across the
Hunter Central Coast Region during Term 4 to
enhance their connected learning through links
to other schools.
Connected learning has also taken place through
the continual use and expansion of means of use
of our Interactive Whiteboard. As this is being
prepared, the school, with the financial
assistance of the P&C and CAP, is in the process
of procuring an IWB for the Junior Classroom.

**Other programs**

**Country Areas Program**

**Background**

*Country Areas Program (CAP)* has been a part of
Cassilis Public School for a number of years. *CAP*
injects finance into the school’s budget to be
utilised in improving student outcomes. *CAP* has
three target areas, these are: Quality Teaching
and Learning, Quality Technology in Teaching and
Learning, and Quality Improvement. The school
plan is developed to incorporate these areas for
implementation during the year.

**Findings and conclusions**

*Country Areas Program* plays a vital role in our
school, which enables our school to pursue more
programs and offer the students different
learning experiences that would not otherwise be
available. The funding from this program has
allowed the school to set up programs to support
the students’ learning outcomes and these included:

- Employing an extra teacher to enhance
  students’ literacy and numeracy outcomes
  and to support the school’s targets one
  morning per week;
- Involving the teachers and students in
technology training to increase their skills in
technology and its application in all KLAs;
- Swimming assistance through covering the
  transport costs to increase students’ ability
  as this is an extremely important skill, and is
  not readily accessible by families out of
  school hours.

**Future directions**

*Country Areas Program* will continue to support
students’ learning outcomes at Cassilis Public
School with a new plan to be developed for 2011
in association with our School Action
Management Plan. *CAP* has supported the
students learning in the past and will continue to
in the future.
Changes in 2011 will include the training of all
students in technology aspects including Moodle,
Blogging, full application of the Interactive White
Boards and quality utilising of VC equipment.

**Progress on 2010 targets**

**Target 1**

*Improve Literacy Outcomes for all students*

83% of students achieve Stage outcomes in
Literacy

- School-based data will show each student
  achieving learning goals in relation to Stage
  outcomes for Literacy.
- Teachers utilise Quality Teaching Framework
  as key instrument to improve student
  outcomes.
- Innovative Technology usage enhances
  learning in every classroom. Increased
  competency levels will be demonstrated by
  staff and students.
- Diminished gap in Literacy achievements
  between State and School students.

Our achievements include:

- The strategies funded by NPLowSES have had
  marked impacts on student performance.
  This included increased results (school based
  at end of year) in Literacy for those involved
  in our Multilit program.
- The Best Start Assessment was used to
  benchmark students’ starting levels. This led
  to implementing programs that cater for
each student’s needs. The value of the Best
  Start Assessment was being able to identify
  each student’s abilities and areas of need so
  that Teaching / Learning Programs could be
  focussed on those specific areas.
- Although our NAPLAN results did not fully
  support this, 80% of our students achieved
the learning goals based on progress towards Stage outcomes,

- Our Writing and Grammar results were below both Local School Group (LSG) and Regional results, our Reading was on the same level as Region, slightly above LSG, and our Spelling was significantly above both the Region and LSG.

- Reading and Spelling were major areas of strength while Writing and Grammar are areas for improvement by the overall results.

- 33% of students achieved minimum growth, although that was not the same student for each aspect of the assessment.

**Target 2**

*Improve numeracy outcomes for all students*

- 78% of students achieve stage outcomes in Numeracy

- School-based data will show each student achieving learning goals in relation to Stage outcomes for Numeracy.

- Teachers utilise Quality Teaching Framework as key instrument to improve student outcomes.

- Innovative Technology usage enhances learning in every classroom. Increased competency levels will be demonstrated by staff and students.

- Diminished gap in Numeracy achievements between State and School students

Our achievements include:

- The Best Start Assessment was used to benchmark students’ starting levels. This led to implementing programs that cater for each student’s needs. The value of the Best Start Assessment was being able to identify each student’s abilities and areas of need so that Teaching / Learning Programs could be focussed on those specific areas.

- Although our NAPLAN results did not fully support this, 80% of our students achieved the learning goals based on progress towards Stage outcomes,

- Our Numeracy results were below both LSG and Regional results.

- Numeracy is an area for improvement by the overall results. Numeracy, especially Number, show a weakness by the NAPLAN results.

- 33% of students achieved minimum growth, although that was not the same student for each aspect of the assessment.

**Target 3**

*Implementation of a scope and sequence for technology teaching and learning in all classrooms*

- Develop/ embed protocols for email use

- Embed email buddy activities in teaching and learning programs

- Provide professional learning for staff in the use of Connected Learning Advisory Service (CLAS) for ICT evaluation

- Provide professional learning for staff in the use of Connected Classroom equipment and Interactive Whiteboards in the classroom setting to more fully integrate the use of technology in all KLA’s.

- Research ICT plans that enhance student achievement in ICT

- Develop an ICT plan in collaboration with the Invermein network of schools

- Develop and implement a scope and sequence of teaching and learning of ICT skills and knowledge that incorporates the connected classroom program

Our achievements include:

- Students communicated regularly with one another adhering to the agreed protocols

- Learning opportunities for students and teachers across communities of schools were greatly increased

- Increased focus and participation in professional learning for improved student learning in technology

- Student access and capacity to use ICT in all areas of learning were significantly improved

**Parent and student satisfaction**

In 2010 the school sought the opinions of parents and students about the school.
Their responses are presented below.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Teaching and Human Society and Its Environment

**Educational and management practice**

**Teaching**

**Background**

This year the school evaluated the teaching within Cassilis Public School. We wanted to ascertain how the teaching within the school was viewed within the school community. Parents, students and staff completed appropriate school map best practice survey. 75% of parents and 70% of students responded to the survey.

**Findings and conclusions**

Parents responded positively about the teaching within the school with most responses falling within the almost always and usually categories. The only question in the survey which most responses didn’t fall into these categories was ‘my child talks to his/her teachers about what they are learning and why’ which showed all responses as sometimes. This response gives the school positive data that can be changed during the year. The results from the survey demonstrate that the parents are happy with the teaching and reporting that occurs within the school.

Similar results were shown by the students in their survey about teaching, with most students indicating almost always and usually to the questions provided to them to be answered. The students understand almost always or usually that what they are being asked to learn is important and the majority of the students stated that their teachers plan class activities that are interesting and help them to learn. The majority of the students demonstrated their understanding that their teachers keep records and samples of their school work to include in their school report or portfolio. Most also agreed that the way their teacher manages the class helps them to learn.

**Future directions**

The results of the surveys were very positive and highlighted that the majority of parents and students were happy with the teaching at the school. The school needs to continue to provide great class activities for the students so that they continue to learn and have positive attitudes towards learning. One thing that needs to be further developed in the classroom would be that the teachers and the students discuss what learning is taking place and why. This was demonstrated as one of the questions that received poorer results on the survey. The school may also need to provide more information about students’ progress in reports and interviews with the format of reports and interviews continually being reviewed and modified according to DET reporting requirements. The question in the survey that related to this direction had a spread of responses although very positive, but improvements can always be made in this area.

**Curriculum**

**Human Society and Its Environment**

**Background**

Each year we evaluate different key learning areas to ensure our teaching methods are meeting the needs of our students. This year the school evaluated Human Society and Its Environment (HSIE). HSIE is often undertaken as part of a COGS unit, but it is also run separately in some terms. It was felt appropriate to still evaluate it as a separate entity. Parents, students and staff completed a survey form, which allowed us to evaluate the school’s program. 75% of parents and 70% of students responded to the survey.

**Findings and conclusions**

Again the responses to the HSIE survey were very positive. 90% of the students surveyed stated that they enjoyed participating in HSIE, learning about the world and learning about their heritage – things from the past. 75% of students stated that they enjoyed learning about themselves and others, learning about the environment and also democracy. The school received only a small number of responses to the asked questions that were ‘no’ or ‘neutral/don’t know’. The results from the student survey showed that the
students have very positive attitudes towards HSIE in the school. Most of the parents demonstrated positive responses to HSIE at Cassilis Public School. The majority of the responses to five out of the seven questions asked were that of agreed or mostly agreed. A couple of examples of these questions include, ‘HSIE is an important subject for my child’ and ‘I would like to attend a parent’s information session about HSIE next year.’ Three quarters of the parents who responded to the survey demonstrated that ‘I am informed about the teaching of Human Society and Its Environment in my child’s class’ with mostly disagrees. The response gives the school a positive goal to work towards. The other question that showed responses of mostly disagree or disagree was ‘I help with activities in HSIE’. This response also gives the school a positive goal to work towards.

**Future directions**

The school was very pleased with the results of the survey and can take positive action towards rectifying the concerns raised. As a result of the surveys, the teachers need to continue to construct interesting HSIE lessons for the students as they enjoy this subject at school. The school needs to also endeavour to find a way to involve those parents interested in HSIE. The school should also endeavour to inform the parents more about HSIE in the school on newsletters and within reporting and interviews. The parents also indicated that they would be interested in a parent information session about HSIE. This could be incorporated as part of one or more P&C meetings or other meetings to involve the parents more in this topic at school.

**Professional learning**

Teachers have been involved in training in programs including Numeracy, utilisation of NAPLAN results and implementation of IT in classroom lessons, Best Start and application of National Partnership Low SES Program Funds, and, in understanding and applying State and Regional Priorities.

**School development 2009 – 2011**

Our school has established target areas for 2011 with the aim of achieving excellence in education and training outcomes for all students, improving the transition through school, and providing the skills and values for personal growth and social cohesion. The following targets will be the major force in our 2011 School Management Plan.

**Targets for 2011**

**Target 1**

*Improve Literacy Outcomes for all students*

83% of students achieve Stage outcomes in Literacy

**Strategies to achieve this target include:**

- Analysis of individual students’ needs and provision of appropriate support – initial and final
- Differentiated Professional Learning Program
- Planned integrated approach to improving outcomes for students
- Implementing focussed programs throughout the school including Extra Literacy support programs for particular groups of students organised through extra teacher, Regional support and community volunteers
- Ensure the teaching of HSIE and Science is aligned to the Quality Teaching framework and incorporates quality literacy strategies
- Participation in Invermein Small Schools Network to facilitate sharing of expertise and resources, with focus on student writing improvement and authentic assessment
- Development of a strategic and systematic K-6 assessment program
- Continuation in the Best Start Assessment Program designed to identify the literacy knowledge and skills that each student brings to school as they enter Kindergarten and that will be used to inform teaching
- Partnership between the home and school to be strengthened through the provision of information via newsletters and parent information sessions
- Integration of technology and Connected Classroom strategies into writing initiatives
- Ensure monitoring and evaluation processes are in place and include community input
Our success will be measured by:

- Targeted groups to show growth at least commensurate with school population, regional and state levels – at least two skill bands improvement in NAPLAN results for each student.
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery
- Across Network Literacy assessments in place and in-class term and semester assessments indicate growth for every student
- Parent surveys indicating high satisfaction with our home reading program

**Target 2**

*Improve Numeracy Outcomes for all students*

78% of students achieve stage outcomes in Numeracy

**Strategies to achieve this target include:**

- Professional learning for teaching staff in analysis techniques and establishment of specific student goals
- Identification of staff PL needs and planned individual programs to ensure implementation of QT framework in classrooms
- Structured opportunities for staff and parents to participate in Small Schools Network to facilitate improved student engagement and learning
- Initiatives to increase parent involvement in the learning process
- Ensure monitoring and evaluation processes are in place and include community input
- Integration of technology and Connected Classroom strategies into numeracy initiatives

Our success will be measured by:

- Parents report greater understanding and ability to assist their children at home
- Term assessments indicate 100% students demonstrate progress towards individual and whole school goals

- Targeted groups to show growth at least commensurate with school population regional and state levels – at least two skill bands improvement in NAPLAN results for each student.

**Target 3**

*Technology is an integral part of the quality teaching and learning programs of all teachers and student learning*

**Strategies to achieve this target include:**

- Develop/ embed protocols for email use
- Embed email buddy activities in teaching and learning programs
- Provide professional learning for staff in the use of Connected Learning Advisory Service (CLAS) for ICT evaluation
- Provide professional learning for staff in the use of Connected Classroom equipment and Interactive Whiteboards in the classroom setting to more fully integrate the use of technology in all KLA’s.
- Research ICT plans that enhance student achievement in ICT
- Develop an ICT plan in collaboration with the Invermein network of schools
- Further develop and implement a scope and sequence of teaching and learning of ICT skills and knowledge that incorporates the connected classroom program and video conferencing

Our success will be measured by:

- Students communicating regularly with one another adhering to the agreed protocols
- Learning opportunities for students and teachers across communities of schools being increased
- Increased focus and participation in professional learning for improved student learning in technology
- Student access and capacity to use ICT in all areas of learning are improved
About this report

In preparing this report, the self – evaluation team has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The Principal has determined targets for the school’s future development.

Ross Craven    Principal

School contact information

Cassilis Public School
Coolah Road, Cassilis 2329
Ph: 02 6376 1009
Fax: 02 6376 1005
Email: Cassilis-p.school@det.nsw.edu.au
Web: www.cassilis-p.schools.nsw.edu.au
School Code: 1527

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: