

Caves Beach Public School

Annual Report



2016



4367

Introduction

The Annual Report for **2016** is provided to the community of **Caves Beach Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Grant McFarland and Louise Dunn

Relieving Principals

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Message from the Principal

Caves Beach Public School is a place where students are valued as individuals and staff are committed to providing quality teaching and learning experiences to maximise students learning opportunities. These opportunities are evidenced by the wide variety of activities offered each year.

During Term 1 both Parent Information sessions and Parent/Teacher interviews were offered. Selected students participated in the beginning rounds of some of the PSSA knockouts, the Swimming Carnival, Cross Country event and Stage 3 participated in a basketball program as part of the Sporting Schools Grant. K–6 students enjoyed the Easter Hat parade and a disco, a band camp for the Junior and Senior bands was offered at Glenrock and the School Parliament elected their new office bearers.

In Term 2 students continued to participate in the PSSA sporting activities, ICAS competitions, Public Speaking Competitions, Year 6 leaders participated in the GRIP Leadership day and organised a disco, Years 3 and 5 sat the NAPLAN test, selected Year 5 and 6 students debated their way through the Premiers' Debating Challenge, Year 4 students danced away in the Starstruck production and K–6 participated in an Athletics Carnival. The Galgabba group of schools participated in the sixth CAPApillar Day based at Caves Beach Public School and the Mothers' Day breakfast was attended by a large number of mums. A Years 3–6 gymnastics program was offered as part of the PD/Health/PE syllabus and our band participated in Bandlink. Years 1 and 2 enjoyed their excursion to Tocal and Kindergarten visited Oakvale Farm.

During Term 3, the choir and kinder classes performed at one of the local retirement villages, selected Year 6 students participated in the Galgabba Science Fair, selected students from K–6 participated in the Galgabba and Regional Public Speaking competitions and K–6 participated in the Athletics Carnival. There was a fantastic turn out for the Father's Day Breakfast, before we celebrated a combined Education Week and Book Week with our biennial Art Show opening. Year 4 students visited Wauchope in a first overnight excursion to Timbertown, all Stage 3 students participated in the Newcastle Permanent Maths Competition and K–2 participated in their gymnastics program.

Term 4 offered the Intensive Swimming program, the inaugural STEAM Day, Stage 3 students participated in a Science and Engineering Day in which we saw them take out the competition. There was a trip to Canberra for Year 6 and an overnight camp for Year 5, BandFest, Band Presentation Night and an exclusive invitation for the band to perform at the Newcastle Conservatorium of Music at the Christmas Winds Concert. Kindergarten Orientation for the 2017 Kindergarten students and a transition to high school program for 2017 Year 7 students, Year 6 Fun Fair, a Remembrance Day ceremony, Cultural Group excursion to Awabakal sites, the introduction of a Homework Club, participation in the local chess competitions and the annual Presentation Day.

This year the Caves Beach P&C raised money for the replacement of some of the interactive whiteboards within the classrooms. Parents are continuously encouraged to participate in the school in many ways – the classrooms, canteen,

fundraising, attendance at school functions and through the P&C and School Council.

Staff, students and parents are proud of the achievements at Caves Beach Public School and work closely together to ensure a wide range of opportunities across all KLAs are offered annually.

Message from the students

This year the School Parliament has again been very busy. This year we conducted two whole school discos, a Year 6 Cake Stall at the opening of our Art Show and Year 6 Fun Fair.

We raised money for:

- * "Kick it For Mick" a Beanie Day to raise money for research into brain cancer with all monies going to the Mark Hughes Foundation)

- * "Crazy Hat Day" which raised money for The Royal Ryde Rehab Centre (a brain injury unit). Parliament decided on this charity due to a student in Year 6 father suffering brain injuries from a motorcycling accident.

- * Diabetes Awareness Day

We also had an awareness day for the Donate Life network. This network raises awareness about organ donation.

The Year 6 gift to the school was a revamp of the front office including new furniture and a flat screen TV to showcase our school whilst visitors are waiting in the office foyer. We also replaced the outdoor shade tent to be used at sporting events.

Our school responsibilities have included: establishing communication committees to organise weekly assemblies, distribute newsletters, supervising canteen lines, allocating sports equipment at lunch and recess breaks, recycling duties and running K-2 sport activities.

We welcomed Year 5 in Term 4 to become official members of Parliament, in preparation for our new parliament leaders in 2017.

School background

School vision statement

Caves Beach Public School inspires today's students to ride the waves of change as they embrace the possibilities of tomorrow. By providing a quality education in a safe and supportive environment, students are empowered to become valued independent members of society. This vision outlines the ethos and collective purpose of this school community.

School context

Caves Beach Public School, surrounded by native flora, is situated in the East Lake Macquarie area of Newcastle. The school provides a dynamic and caring educational environment in which all 400 students can access quality educational programs. Strong kinder orientation and high school transition programs support the smooth progression between pre-school, primary school and high school stages of learning. Caves Beach Public School is a proud member of the Galgabba local management group of schools.

There are currently 405 students from 275 families with fourteen students identifying as Aboriginal. In the 2013 NAPLAN, student growth from Years 3 to 5 in reading and numeracy was slightly below state average. In Year 5 reading in 2014 20% of students achieved in the top two bands compared with the state average of 35.2% and in numeracy 11.8% of students achieved in the top two bands compared with the state average of 28.5%. In Year 3 numeracy and Year 5 reading, 100% of students met the national minimum standards.

The school offers diverse opportunities in the areas of Literacy, Numeracy, Student Wellbeing, Technology, Sport and the Creative and Performing Arts. Additional programs such as band, supported by specialist music tutors, guitar, choir, gifted and talented programs, chess groups, environmental activities, debating and public speaking further enrich student learning by developing the whole child. Involvement in School Parliament supports the development of the leadership skills of Year 6 students.

Tracking of student achievements ensures school resources are strategically targeted. This tracking is also used to collaboratively develop differentiated teaching programs to meet student needs across all curriculum areas.

The staff is a combination of early career and experienced teachers who are committed to providing students with a quality education based on best practice developed through regular, targeted, professional development. Specialist staff further supporting student learning include Learning and Support Teacher, School Counsellor, Student Learning Support Officers, Reading Recovery teacher and librarian. Technology and personal development programs are delivered two days per week.

Parent participation is actively encouraged by assisting in the classrooms, vegetable garden, rainforest, uniform shop, training sporting teams, assisting on the canteen or band committees, or joining the P&C or School Council. Caves Beach Public School values a close working relationship with its parents and the wider community to ensure the best possible outcomes for all our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. The School Executive thoroughly examined the school plan and yearly milestones to determine if the school was delivering, sustaining and growing or excelling based on the elements of the School Excellence Framework.

Our progress as a whole school was analysed based on our in-school evidence and the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts align with these high level

expectations.

In the domain of Learning, Caves Beach primarily focused on curriculum and learning and assessment and reporting. The school aim was to create an environment of consistent teacher judgement of student work across the stage and use formative assessment practices to guide their teaching and learning programs. This has been achieved through regular stage meetings scheduled for work sample analysis and discussions on future learning intentions. Differentiated assessment tasks continue to be devised across stages in all Key Learning Areas to address the implementation of the new syllabuses. Powerful Learning Accountable Teaching (PLAT) was introduced in Semester 2, with resources developed to support teachers in Maths, Comprehension, Grammar and Punctuation and Reading Accuracy and Fluency. These resources will form part of the Bump It Up Strategy for the school.

Our major focus in the domain of Teaching has been in three main areas: effective classroom practices, collaborative practices, and learning and development. Continuing to embed Phase I and II of the New Focus on Reading program, has ensured teachers implemented current best practices in the teaching of literacy and applied this into their programs. Teachers have also had the opportunity in the professional learning of Learning Intentions, Success Criteria and Teacher Clarity and have used this knowledge to continue to differentiate the learning for their students' through effective and personalised feedback. Other successful initiatives include the continued analysis of effect size in internal and external data to measure teacher impact on their students and increasing the use of anecdotal evidence as a means of formative assessment to support the students learning goals.

In the domain of Leading, our priorities have been to progress our leadership and planning, implementation and reporting. The consistency and effectiveness of implementation of our key strategic directions throughout the year has seen a strong foundation of leadership across the school. Strategic Direction focus groups were established at the beginning of the year which ensured all staff worked closely with the school plan and monitored the school direction through the analysis of milestones.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Raising expectations & enhancing student learning

Purpose

To improve student learning and outcomes through the development and delivery of consistent high quality teaching practices resulting in students who are socially, culturally and environmentally aware and who develop as ethical, critical and creative thinkers

Overall summary of progress

A variety of quality learning opportunities to cater for all students were again a major focus area for the school in 2016. A school priority was to ensure all students reached expected growth in reading and numeracy using internal and external data. An increase in expected growth has occurred although not for all students and this is still an area of major consideration.

Our Year 3 cohort of students participated in an early intervention program in Year 1 and Year 2. Their Year 3 NAPLAN results indicated the success of this program with results being above State average in the Top 2 bands in Reading and Numeracy. Year 5 continue to be below the State average in Reading and Numeracy which continues to be a major focus. Students participated in a Science Expo, Creative Arts enrichment days, Aboriginal culture groups, school Art Show, gardening programs, sporting activities, band, guitar, public speaking, debating and spelling competitions. Students are becoming more competent in articulating the learning intention of a task and understand what they are required to do in order to be successful learners. Students completed a formalized self-assessment at the end of Semester 1 and 2 that were included in the reports sent home to parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Equal or exceed the state % of students in the top 2 bands of reading and numeracy in Years 3, 5 & 7	<p>In NAPLAN Reading:</p> <ul style="list-style-type: none">* Year 3 achieved 51% in the top 2 bands compared to 52% of the State.* Year 5 achieved 21% in the top 2 bands compared to 39% of the State.* Year 7 achieved 24% in the top 2 bands compared to 30% of the State. <p>In NAPLAN Numeracy:</p> <ul style="list-style-type: none">* Year 3 achieved 40% in the top 2 bands compared to 39% of the State.* Year 5 achieved 12% in the top 2 bands compared to 31% of the State.* Year 7 achieved 20% in the top 2 bands compared to 31% of the State. <p>Planning days were held to develop units of work which incorporated opportunities for differentiation and assessment tasks.</p> <p>At the end of each semester, stage meetings focused on the development of consistent judgement of work samples as part of the assessing and reporting process.</p> <p>Speech Program:</p>	<p>Cost of early intervention increased LaST time.</p> <p>AP release \$1500</p> <p>Cost of planning days</p> <p>Cost of speech program for Kinder students.</p> <p>Cost of Minilit program and training of staff member.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Equal or exceed the state % of students in the top 2 bands of reading and numeracy in Years 3, 5 & 7 	<p>10 Kinder students participated in an intervention program focused on auditory discrimination in which all students demonstrated improvement as assessed by the therapist.</p> <p>Early Intervention Program/Minilit Program.</p> <p>Improvement was demonstrated each term. Most made quite significant gains in reading text levels.</p> <p>100% of students improved in increased word recognition and sound knowledge.</p>	
All students in Years 5 and 7 to achieve expected or above growth in NAPLAN in reading and numeracy	<p>In NAPLAN Reading, 39% of students achieved the expected growth between Year 5 to Year 7.</p> <p>In NAPLAN Numeracy, 69% of students achieved the expected growth between Year 5 to Year 7.</p>	<p>Cost of early intervention increased LaST time.</p> <p>Leader of Pedagogy employed 0.4 and AP released from class 0.4 (Term 4)</p>
100% of students demonstrate improved comprehension as evidenced through the PAT assessments	<p>Students in Years 2–6 completed PAT tests in Maths, Vocabulary and Comprehension at the beginning of 2016 and their effect size calculated at the end of 2016.</p> <p>Results indicate that 100% of teachers had an effective size greater than 0.4 in comprehension within their classrooms.</p> <p>Individual student effect sizes indicated that 87% demonstrated improved comprehension.</p>	<p>Cost of online PAT tests</p> <p>\$3500</p>

Next Steps

This section includes future directions for 2017 and ensures the 3–year plan remains on track to provide high quality educational outcomes.

- * Continue to strengthen staff understanding of differentiation to cater for Future Focussed learners.
- * Continue to utilize the LaST and early intervention program of Minilit to target for specific students.
- * Introduce an explicit phonemic awareness program across K–2 to improve students knowledge of sounds and consolidation of the basics.
- * Continue to implement the syllabus documents to cater for Future Focussed learners; that is historical and geographical inquiry models of learning, English conceptual programming and Critical and Creative Thinking (CCT).
- * Implementation of PLAT in Mathematics, Reading Accuracy and Fluency, Comprehension and Grammar to ensure students at educational risk are identified and intervention strategies are implemented.

Strategic Direction 2

Fostering quality teaching & leadership

Purpose

To implement for all staff on individual and collective levels, a planned program of Professional Learning that reinforces school targets, enhances skills in classroom pedagogy and reflects the Quality Teaching Framework.

Overall summary of progress

Staff members were provided opportunities to promote and foster collaborative expertise through stage-based planning days and teacher professional learning, including increased expectation for staff to embrace evidence-based pedagogies in their programs and daily practice.

Teacher professional learning in evidence-based practices focussed on Teacher Clarity. Evidence from informal walkthroughs and student interviews indicated that teacher clarity is an area for future focus. Feedback, success criteria, learning intentions, clear communication and clarity of assessment are key features of Teacher Clarity and will continue to be a priority in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
IMPROVEMENT MEASURE/S · 100% of staff will be at Proficient level by 2017 and a percentage of staff seeking accreditation at a higher level ·	77% of staff accredited at Proficient Level by the end of 2017. 14% of staff seeking accreditation at Proficient Level 9% of staff seeking accreditation at Higher Levels	\$29 698 expended to support beginning teachers
· Evidence based programs and pedagogies embedded in class programs	Professional learning in Teacher Clarity has resulted in more informed teachers, students and parents, who are aware of grade and stage expectations. This has been supported by a culture of high expectations in the implementation of a more consistent Mathematics program across the school. Effect size calculations for 2016 indicated that 100% of teachers in grades 2–6 achieved an effect size greater than 0.2 for the year in both Reading and Mathematics. Many staff achieved far greater effect sizes. This indicates that teachers are making an impact with the students' progress and growth, achieving at least a year's growth for a year's input.	

Next Steps

- *Continued support for TRA/Beginning Teachers, including increased opportunities to observe mentors and work with other TRA to develop their evidence for accreditation.
- * Revisit the History and Geography syllabus documents with a focus on developing inquiry learning and integration of outcomes into areas such as English, Science and Technology and Mathematics.
- * Development of open-ended assessment tasks that allow for a student to demonstrate multiple levels of understanding. More Stage Meetings to allow for consistent teacher judgement of assessments.
- * Ensure Focus on Reading pedagogies, such as use of rich texts, reading to children and metacognition, continue to be implemented across the school. Support for these pedagogies was promoted at the 2016 Bump it Up Conference.
- * Further direction to help guide peer-to-peer discussion and feedback before and after classroom observations, by providing a series of questions based on the standards.
- * Staff to observe recorded snippets of their own lessons in order to reflect on their own practices.
- * Teacher professional learning in feedback, the levels of feedback and effective forms of feedback in order to enhance Teacher Clarity and raise student outcomes.
- * Development of a CBPS Teaching and Learning Handbook to outline expectations in daily practice across the school.

Strategic Direction 3

Relationships and Partnerships

Purpose

To build stronger, positive relationships as an educational community that will support the holistic development of each student.

Overall summary of progress

The school aimed to continue to strengthen its strong relationship within our immediate school community as well as extend our connections to the wider community. Communication channels were a key feature in increasing involvement. Keeping information up-to-date on our school website, using the school App for instant notification of events and revamping the newsletter to become more appealing to our parent audience. Major whole school events were highly patronised and continue to grow each year. Parent information sessions focused on literacy and numeracy, were offered during parent information sessions in Term 1 and for new Kindergarten parents as part of the orientation program. Numeracy and Literacy sessions were also planned throughout the year but with leadership changes throughout the year this did not eventuate and will become a major priority in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
IMPROVEMENT MEASURE/S · Participation of all stakeholders in the annual Tell Them From Me surveys ·	58 parents out of 279 families participated in a survey organised by the Executive and School Council representatives. There were no teacher or student surveys completed at the end of 2016.	\$500 release to evaluate responses.
Increased parental involvement in school activities as evidenced by attendance data	Attendance data indicated an increase in parent involvement in parent information sessions and Kindergarten orientation information programs. Literacy and Numeracy workshops were offered as part of the Kindergarten Orientation Program. The Easter Hat Parade, Celebration Assemblies, Book Week, Education Week Celebrations, Mother's Day and Father's Day Breakfasts, Sporting Carnivals and the biennial School Art Show also increased in numbers.	LaST allocation to cover preparation for and presentation of workshops. \$1000 release for organisation of Art Show.

Next Steps

Continue to:

- *Conduct Aboriginal Cultural Program
- *Offer parent workshops in literacy, numeracy as well as Critical and Creative Thinking (CCT).
- *Develop class/stage based communication platforms to strengthen opportunities for home school contact.
- *Coordinate LMG GATs STEM/Science/Creative Arts and transition initiatives.

*Explore Stage 3/4 links and expectations in English and Maths

* Utilise the Tell Them From Me Survey with reviewed opportunities to increase parent and staff participation

* Explore restructuring the P&C and School Council to amalgamate the two parent bodies for increase parental involvement.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have a personalised learning plan (PLP) and are making progress across the literacy and numeracy continuums.</p> <p>A cultural program was conducted once a week for Aboriginal students and a friend.</p> <p>Aboriginal students participated in a didgeridoo program, Cultural Tour and Cultural Excursion.</p>	<p>Semester 1 – \$4149</p> <p>Semester 2 – \$4149</p>
English language proficiency	A speech screening service was offered to all Kinder students.	<p>Semester 1 – \$960</p> <p>Semester 2 – \$960</p>
Low level adjustment for disability	All students requiring adjustments and learning support have been entered into the NCCD and catered for within class programs and other Learning Support programs. 22 students from Years 1 and 2 were identified for Early Intervention and Reading Recovery. The school supplemented SLSO funding to support students with additional needs and professional learning for the implementation of PLAT.	<p>Semester 1 – \$13 085</p> <p>Semester 2 – \$13 085</p>
Quality Teaching, Successful Students (QTSS)	Assistant Principals were released from class to work with their stage regarding Learning Intentions and Success Criteria.	<p>Semester 1 – 0.15 allocation</p> <p>Semester 2 – 0.296 allocation</p>
Socio-economic background	<p>The LaST position was funded to increase from .7 to .8 for the year. The increased time allowed for increased in-class support.</p> <p>A speech screening was offered to all Kinder students. A 10 week intervention program was then offered to address auditory comprehension difficulties identified through the screening.</p> <p>An Assistant Principal was released from class to work with an Instructional Leader in Pedagogy for 0.4 for Term 4. This time was used to develop PLAT resources for implementation in Term 4 and beyond.</p>	<p>Semester 1 – \$10 104</p> <p>Semester 2 – \$10 104</p>
Support for beginning teachers	<p>Beginning teachers:</p> <ul style="list-style-type: none"> * worked with a mentor to develop programming and reporting expertise; * Participated in lesson observations; * Were provided with extra release and resources; and * Attended external professional development courses. 	\$29 698

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	180	187	198	198
Girls	196	208	207	208

Student Information

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	94.1	94.5	95.8
1	96.3	93.8	95.3	93.4
2	96.4	93.3	93.9	95.6
3	93.7	94.1	93.6	93.7
4	94.6	93.7	93.7	94.2
5	95.2	94.9	95.1	94
6	94.4	92.6	93.6	93.6
All Years	95	93.8	94.2	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance in 2016 was above State average in all years. Regularly revisiting the attendance policy with staff in staff meetings and through newsletter articles to reach the wider community has been successful. A more streamlined approach to sending unexplained absent notes to parents/carers has increased the amount of explained absences throughout the year.

Class sizes

Class	Total
K/1G	20
KL	19
KJ	20
1J	22
1M	21
2O	23
2C	23
2/3S	26
3P	28
3E	26
4M	30
4D	30
4/5B	28
5W	27
6W	28
6K	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration & Support Staff	3.02
Other Positions	0.15

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies. The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. There is one staff member with indigenous background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	78
Postgraduate degree	22

Professional learning and teacher accreditation

PROFESSIONAL LEARNING

All professional learning was linked to the School Plan and targeted areas of literacy, numeracy and student engagement.

* \$18,000 was spent from Teacher Professional Learning from our Base School Allocation Funding, an average of \$820 per teacher;

* Planning days were held on a stage basis by collapsing release from face to face timetables and the use of flexible entitlement;

* Five new staff this year participated in catch up training for Focus on Reading Phase 1; and In school Focus on Reading trainers were also released to work in class with staff to further embed the strategies into their practice.

*QTSS allocation was used to release Executive staff to work alongside stage colleagues to embed explicit teaching practices using Learning Intentions and Success Criteria;

* All staff participated in five School Development Days that delivered professional learning on: CPR, Child Protection, Code of Conduct, Disability Standards, Asthma, Anaphylaxis and Diabetes awareness; and Powerful Learning Accountable Teaching (PLAT) This half day session was delivered to all staff across the primary schools in the Galgamba LMG.

Professional learning was also delivered through stage and whole staff meetings each Monday afternoon throughout the year.

TEACHER ACCREDITATION

In 2016, there was 1 Beginning Teacher working towards accreditation at Proficient and 3 Beginning Teachers maintaining accreditation at Proficient.

\$29 698 of beginning teacher funds were used to:

* Provide opportunities to work with a mentor to develop programming and reporting expertise;

* Participate in lesson observations;

* Provide extra release for resource preparation; and

* Attend external professional development courses.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	0.00
Global funds	107 438.50
Tied funds	95 864.50
School & community sources	73 305.95
Interest	2 004.88
Trust receipts	3 004.00
Canteen	0.00
Total income	479 970.29
Expenditure	
Teaching & learning	
Key learning areas	6 816.55
Excursions	4 293.79
Extracurricular dissections	29 308.69
Library	3 793.33
Training & development	4 745.58
Tied funds	111 224.08
Short term relief	33 475.29
Administration & office	26 616.95
School-operated canteen	0.00
Utilities	15 932.10
Maintenance	16 250.94
Trust accounts	4 355.98
Capital programs	0.00
Total expenditure	256 813.28
Balance carried forward	223 157.01

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	512 984.83
(2a) Appropriation	437 239.02
(2b) Sale of Goods and Services	5 934.00
(2c) Grants and Contributions	68 572.42
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 239.39
Expenses	-425 162.38
Recurrent Expenses	-425 162.38
(3a) Employee Related	-208 832.02
(3b) Operating Expenses	-216 330.36
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	87 822.45
Balance Carried Forward	87 822.45

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 532 279.05
Base Per Capita	21 740.44
Base Location	0.00
Other Base	2 510 538.61
Equity Total	128 015.70
Equity Aboriginal	8 298.29
Equity Socio economic	20 209.97
Equity Language	1 921.83
Equity Disability	97 585.62
Targeted Total	41 860.01
Other Total	72 881.57
Grand Total	2 775 036.33

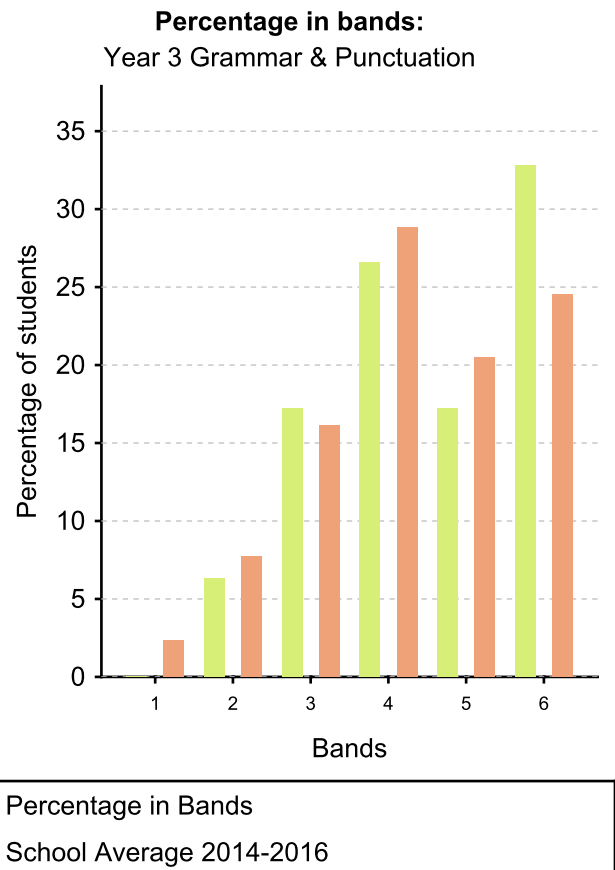
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

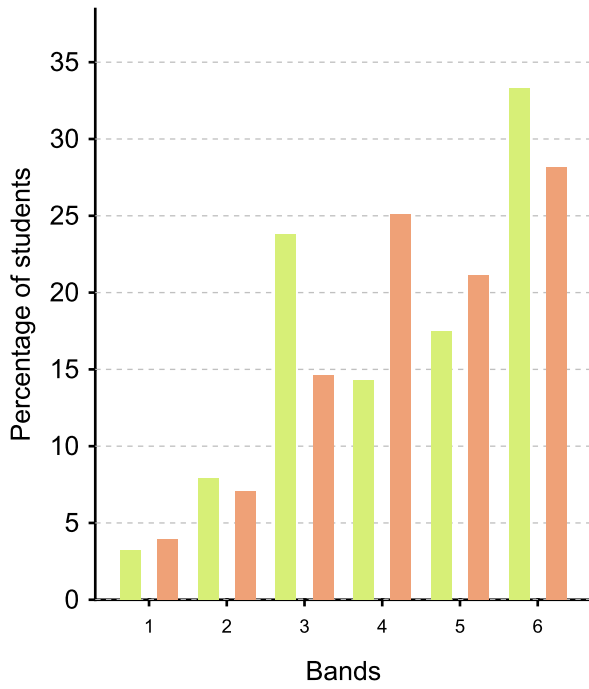
NAPLAN

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.

NAPLAN Literacy results include Reading, Writing, Spelling and Grammar and Punctuation.

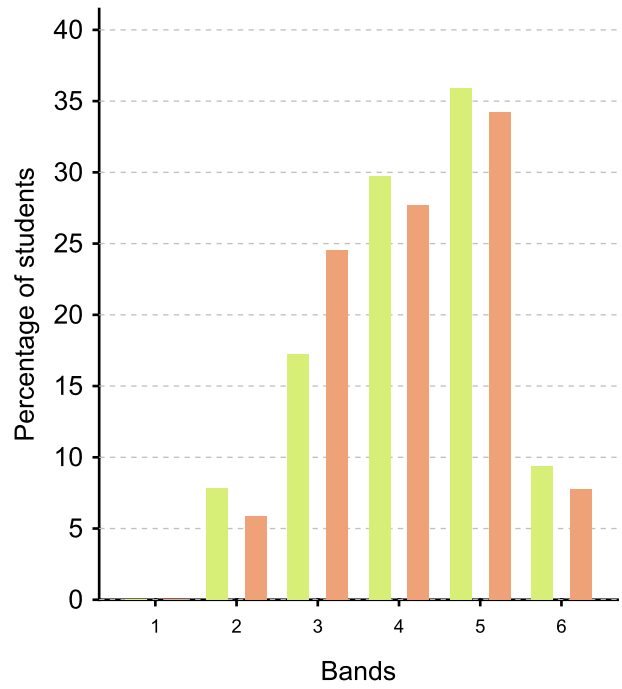


Percentage in bands:
Year 3 Reading



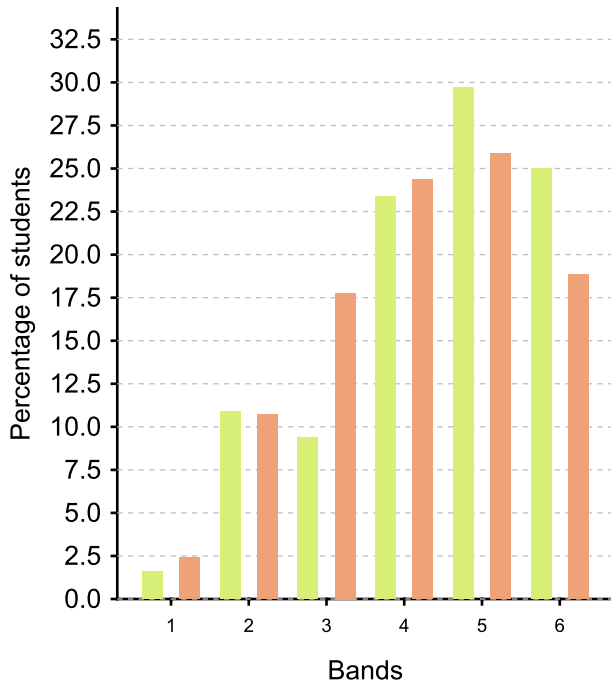
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



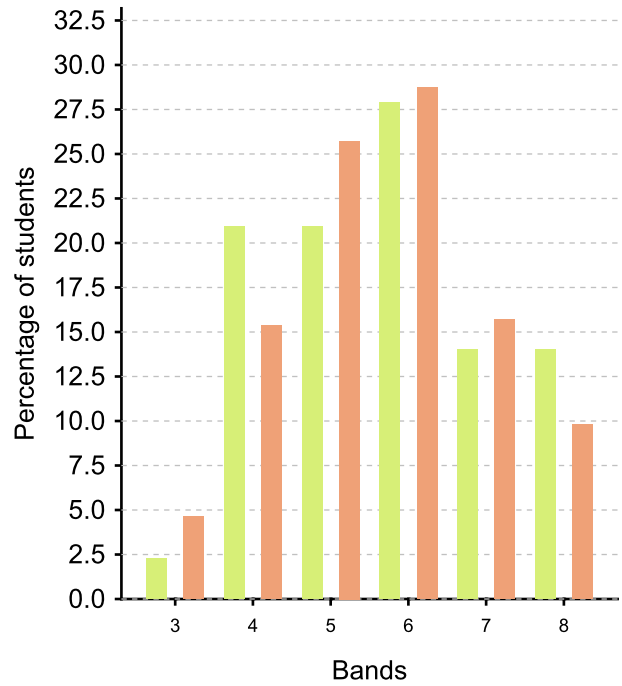
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



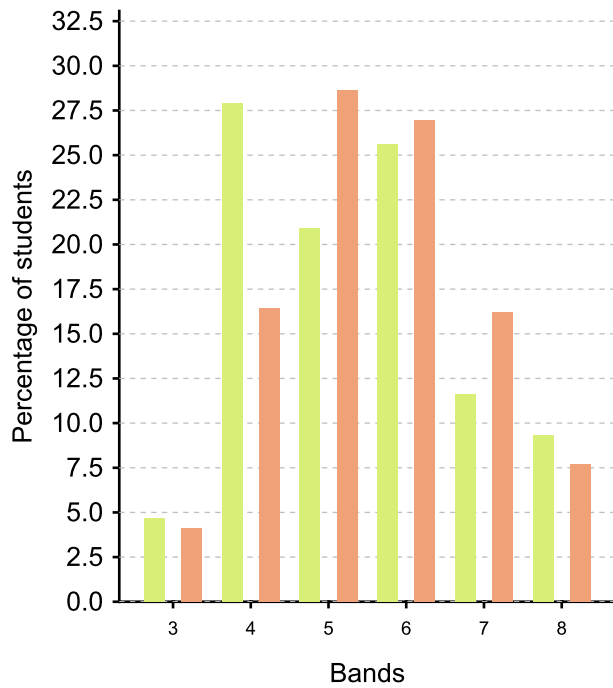
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



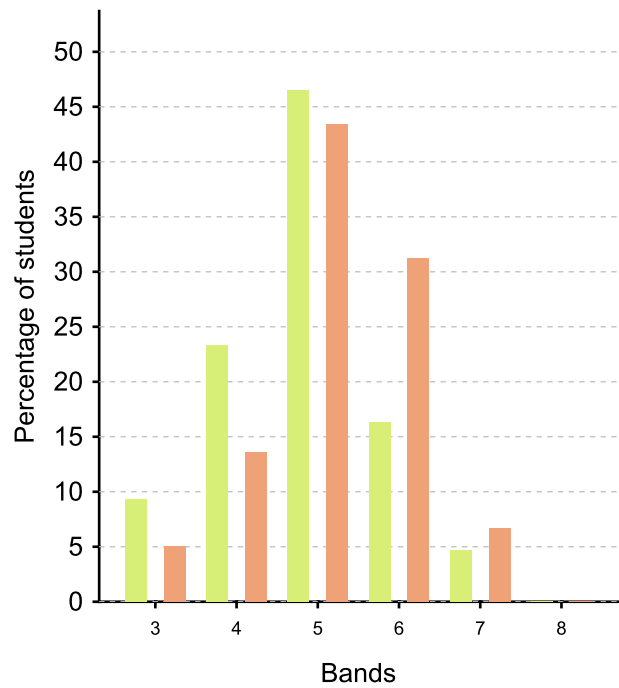
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



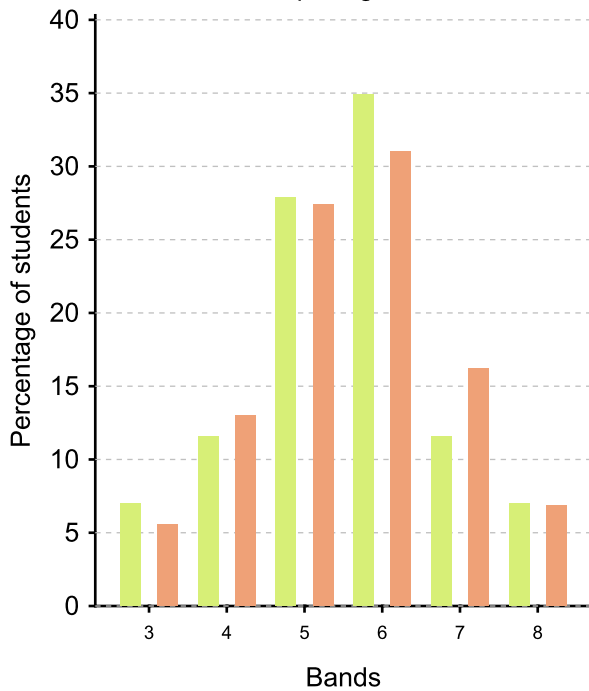
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

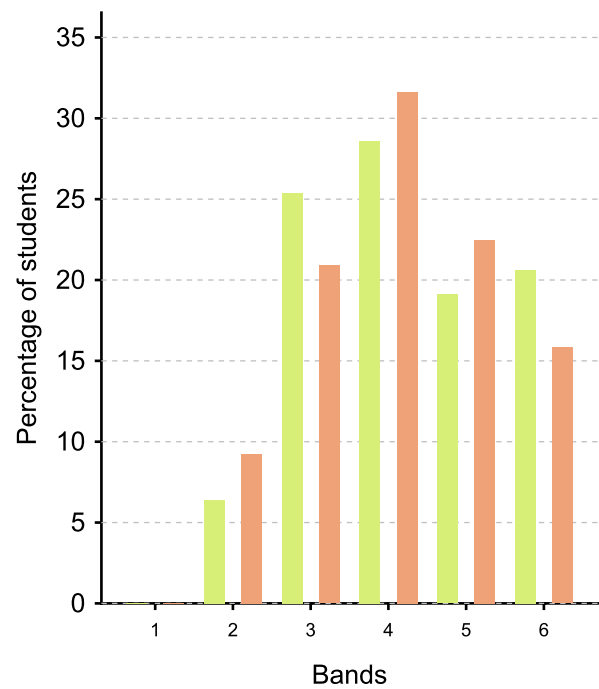
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

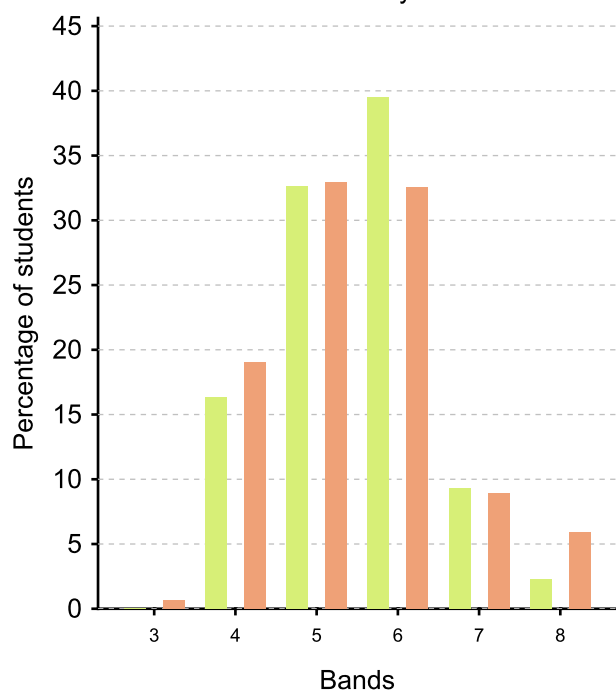
NAPLAN Numeracy results include the areas of Data, Measurement, Space and Geometry, Number, Patterns and Algebra.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link **My School** and insert the school name in the *Find a school* and select GO to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

In 2016, 100% of our Aboriginal students in Year 3 scored in the top two NAPLAN bands in Reading and Grammar.

No Aboriginal students in Years 3 and 5 were at or below National Minimum Standard in Numeracy, Reading, Grammar & Punctuation and Spelling.

Parent/caregiver, student, teacher satisfaction

In 2016 the Tell Them From Me survey was not completed by parents. As part of a community project, parents from the P&C and School Council volunteered to survey parents whilst in the school to drop off or collect their children. This allowed for a greater percentage of parent voice than previous TTFM surveys. Below are some of the more commonly expressed views of the school.

1. What do you value about our school?

– sense of community

–friendliness and values education

– teachers are nice and approachable

–school is accommodating and open to suggestions from parents

2. What would you like more information on?

– Class/teacher allocation for next year

– knowledge about staffing

– what teachers are trying to achieve each term with the kids

– I think we get plenty of information

3. How do you think the school could do even better?

– Greater focus on Maths. Teachers seem to focus on literacy at the exclusion of Maths.

–A permanent principal that knows the students and parents

– Better parking facilities

– Homework consistency across the school

Policy requirements

Aboriginal education

Aboriginal education

During 2016, Caves Beach Public School continued to provide additional opportunities for Aboriginal students and families to become familiar and confident with the schooling experience. While incoming Kinder students were enjoying classroom activities and meeting buddies, parents were offered information sessions about practical literacy and numeracy, as well as the administrative aspects of our school, such as uniforms, readiness, routines, procedures and expectations. Aboriginal families had the option to arrange additional visits to the school and classrooms.

Embedded within class programs are Aboriginal perspectives, which encourage students to share with others and so embody reconciliation. In addition to many students learning about traditions of Aboriginal life, Dreamtime stories and modern day Aboriginal experiences, accessibility and purchasing of suitable resources has continued to be a priority for our school.

During the development of Personalised Learning Plans early in the year, parents were offered the option of developing cultural understanding for their children. Caves Beach Public School was able to provide cultural and language lessons on a weekly basis. Aboriginal students and a friend attended each week for Terms 1 to 4 on Tuesday afternoons during which time students learned vocabulary in different Aboriginal dialects, studied some of the cultural traditions and roles through hands on experiences, such as weaving and didgeridoo

playing, and explored what it means to be an Aboriginal.

NAIDOC Day was celebrated at the end of Term 2. Children wore red, black and yellow and all students participated in various cultural activities on the day. Children were provided a free kangaroo sausage sizzle sandwich for lunch and concluded with a special assembly which included dance and didgeridoo performances by our Cultural Group and fellow students from Swansea High School.

In Term 3, our school Cultural Group also went on a cultural tour sharing their learning with their friends from other local Galgabba Schools. At each school students danced and sang traditional Awabakal songs. Students performed beautifully and showed such pride in their cultural heritage.

During Term 4, selected staff had the opportunity to participate in Connecting to Country which is an Aboriginal community cultural awareness program. Teachers engaged directly with local Aboriginal Australians as they significantly bettered the depth of their insight into Australia's first peoples. Our Cultural Group also attended an Awabakal Cultural Excursion organised by Mrs McLaren. Students explored significant Aboriginal sites in the local area including: Belmont Lagoon, Black Ned's Bay, Coon Island, Swansea Heads and Hams Beach. This tour increased the students' awareness of the cultural geography of their local region.

Rose Johns – Aboriginal contact

Multicultural and anti-racism education

To celebrate Harmony Day 2016, students in every class were encouraged to accessorise in orange. Whilst it was great to see so many students wearing orange, it was the conversations and activities that occurred in classes that were of the upmost importance. At a whole school assembly, a message of the importance of being accepting and tolerant of others was delivered and the importance of working in harmony with each other every day just not on Harmony Day.

In all classes throughout the year, messages and activities, which celebrate and encourage acceptance of our similarities and differences are embedded within programs. The school's Anti-Racism Contact Officer (ARCO), Ms Rose Johns, organised activities during the school year to promote tolerance and harmony.

Other school programs

PLAT – Powerful Learning Accountable Teaching

Caves Beach was introduced to the Powerful Learning Accountable Teaching initiative at a Staff Development Day presented by The Director, Public Schools, Lake Macquarie East, Steve Harris. Initial discussions with staff, identified writing as an area in which we should

incorporate PLAT. Executive staff planned organised visits and discussions with nearby schools who had been implementing PLAT for a number of years to build a greater understanding of the program and how to make its implementation within Caves Beach successful.

Mid-term 3, we were identified as a Bump It Up school, with our priority areas focusing on Comprehension and Numeracy. With this in mind, comprehension and mathematics became the two whole school focus areas for PLAT for 2016–2017. An Instructional Leader of Pedagogy was employed from a nearby PLAT school to support one of our Assistant Principals in developing PLAT within Caves Beach.

In Mathematics, a whole school scope and sequence was developed, 5 weekly pre and post assessment tasks across Years 1 to 6 and "I can" statements which would support our Learning Intention/Success Criteria professional learning. In Reading, fluency and accuracy as well as comprehension assessment tasks were developed across Years 2–6, with PLAT markers for each grade to determine which students were in the zone of high performance, at expected achievement and those students requiring intervention. In comprehension, markers from the English syllabus and literacy continuum, were reorganised to become more manageable in the classroom for teachers. These markers were identified under headings of explicit comprehension strategies which supported the already embedded program of Focus on Reading. This was important to ensure teachers saw the connection to FoR and didn't see PLAT as an additional program within the room.

In addition, to the Bump It Up priorities, Grammar markers and "I can" statements, were developed across Years 1–6 as a whole school grammar initiative and ensure consistency across grades.

Focus On Reading (FoR)

The pedagogies incorporated within the Focus on Reading program, continue to support the Quality Teaching Framework and the What Works Best document. The common language of FoR continues to be a focal point within classrooms and ensuring this explicit teaching of comprehension extends across all Key Learning Areas. Stage planning of teaching units in English, Geography and History incorporate quality literature and a wide variety of written, visual and spoken texts. All newly appointed staff, including temporary and casual staff were provided the opportunity to participate in the professional learning in FoR Phase 1 led by one of our School Based Trainers (SBT). This ensured all staff at the end of 2016 were trained in Phase 1 FoR. This will ensure consistency in the explicit teaching of comprehension across all classrooms.

Learning and Support (LaST)

This year there have been a few changes to the Learning and Support structure at Caves Beach Public School over the past year. Jenny Coughtrie retired at the end of Term Two and Lee Sharpe is the new

Learning and Support Teacher (LaST). Based on the Every Student Every School Framework, we have provided an integrated approach to building the capacities of our school to provide high quality support for all students with disabilities and additional learning and support needs. To ensure high levels of teaching and learning we have identified:

- 36 students have been listed on the Nationally Consistent Collection of Data (NCCD). All parents have been notified and have attended meetings with the LaST to discuss learning adjustments that have been made to ensure quality teaching, learning and engagement.
- 8 Year One students have participated in the Reading Recovery Program with Mrs Michelle Thurston
- 19 Year One and Two students have participated in an Early Intervention Program. Students have been assessed at the end of each term to monitor growth and pinpoint areas for further focus.
- 2 Year Six students have participated in the Multilit Reading Tutor Program. Our SLSO runs the program three afternoons per week.
- All new students to the school have been assessed within the first few days to identify any learning needs, and to assist teachers within their literacy/numeracy group structure.
- 12 Kindergarten students have participated in an early phonics program to support learning in all reading and writing aspects.
- Withdrawal of small groups for intensive learning and support in literacy and numeracy for selected groups of students who are displaying learning difficulties.
- In class support and team teaching with selected classroom teachers during literacy and numeracy sessions.

In Term 4 of 2016, a final focus for the year includes:

- Increasing student caseload in the MultiLit Reading Tutor Program
- Implementing Minilit to our Early Intervention Program
- Creating and implementing a Speech and Language program targeted at Kindergarten students.
- Providing information for parents as a part of the Kinder Orientation program.
- Continuing to provide information for parents in the weekly newsletter.
- Implementing strategies and providing support to targeted Year Four students as a part of the 'Bump It Up' strategy.

Lee Sharpe – Learning and Support Teacher

Reading Recovery

Reading Recovery is an Early Literacy Intervention Program for Year 1 children. It provides intensive, individual instruction in reading and writing through daily lessons of thirty minutes over twelve to twenty weeks. Reading Recovery text Level 16 is considered the minimum level at which students will have developed appropriate independent reading and writing strategies and is therefore the minimum level at which students in the program are considered to have completed Reading Recovery successfully.

Out of the eight students (six boys and two girls) who were offered Reading Recovery in 2016, four successfully completed the program.

Reading Levels at entry to the program ranged between Level 2 and Level 4 for the first intake of four students (Term 1) and Level 8 to Level 9 for the second intake of four students (Term 3). Of the first intake of four students, one completed at Level 19 and one at Level 18. Of the second intake of four students, two completed the program at Level 16 and Level 17.

The progress of these children will continue to be monitored for the next two years.

Michelle Thurston – Reading Recovery Teacher

Debating

This year Caves Beach Public School had 3 debating teams. The Premier's Debating Challenge team, consisted of four Year 6 students – Luca S, Rochelle M, Lara G and Imogen W – who competed against 4 other schools in our zone. One student, Rochelle M, was selected to try out for the Hunter Regional Debating Team. The 2 train-on teams participated in the Lake Macquarie Debating Competition. The 8 students achieved good results and are well prepared for the 2017 competition.

Jo Dennis – Debating Coordinator

Public Speaking

All stages were involved in Public Speaking this year. In Term 1, Stages 2 and 3 held their respective Stage 'Speak Offs', to select their representatives for the Zone and Multicultural Competitions. Stage 1 and Early Stage 1 held their 'Speak Off' to select their Zone representatives in Term 2. In Term 2, two Stage 2 and two Stage 3 students competed in the Multicultural Public Speaking competition. Stage 2 were required to present a three minute speech, whilst Stage 3 presented a four minute speech. They were both also given five minutes to prepare a one minute impromptu speech, which they also presented. One student from Stage 2 was awarded a 'Highly Commended' for his efforts in this competition. In Term 3, two students from each Stage competed in the Zone Public Speaking Competitions. One teacher was involved in adjudicating at the Zone level. Both of our Early Stage 1 students

were successful in receiving 'Highly Commended' for their speeches. The Stage 2 and Stage 3 students selected for Zone were also given the opportunity to speak at the local Galgabba event, where one of our teachers was also involved in adjudicating. All students were worthy opponents at all competitions. The competitions gave all speakers wonderful experiences in this field, with opportunities to listen to very worthwhile advice from the adjudicators.

Karina Pengelly – Public Speaking Coordinator

Chess

Caves Beach Public School chess club found great success again in 2016. Up to 24 students from Kindergarten through to Year 6 attended the weekly chess club held every Thursday morning in the multipurpose room.

This year, 2 Knights teams and a Rookies team were entered into the State Chess Championships. Knights Team A was successful in winning the Zone Competition as was Rookies Team C. Both teams went on to compete at the Regional Final for the third consecutive year. Knights Team A placed a very respectable 4th overall against some tough competition and placed first among all public schools in the region. Rookies Team C placed 9th. Congratulations to the following students who all won best player in their zone – Knights Team A: Board 1 – Jye B, Board 2 – Liam K, Board 3 – Rochelle M, Board 4 – Mackenzie A.

Caves Beach Public School was proud to host the last round of the zone final. All students participated to the best of their ability, displaying excellent sportsmanship and representing the school proudly.

A 17 student squad consisting of students from Year 2 to Year 6 attended the 26th Annual Lower Hunter One Day Tournament at Broadmeadow PCYC. Our students were narrowly defeated in a tough battle. Thank you to Mr Kraitzer for his time, dedication and commitment to the chess club, working with the students and transporting whenever he can.

Jo Dennis – Chess Coordinator

Premier's Spelling Bee

This year, four of our students, Rochelle M and Zac N from Stage 3 and Olivia T and Tadhg S from Stage 2, represented the school at the zone level of the Premier's Spelling Bee held at Coal Point Public School. These students also represented Caves Beach Public School at the first annual Galgabba Community of Schools Spelling Bee competition. Tadhg went on to represent Caves Beach at the State Final of the Premier's Spelling Bee Competition.

Jo Dennis – Premier's Spelling Bee Coordinator

School Band

Caves Beach Public School provides a comprehensive, high quality band program for both senior and junior students from Years 2 – 6. Our Band Conductor, Mrs

Kelsey Scott, is a qualified music teacher who also offers private lessons to clarinet and saxophone students. Her ongoing effort and commitment has allowed the students to consistently strive to reach their individual and group goals. The band continues to make wonderful progress under her guidance.

During 2016, our Band has performed at Band Camp, BANDITS at Valentine Public School, Family Band Night, Caves Beach Public School Concert Band Presentation Night, CAPApillar Day, weekly school assemblies, Presentation Day and Celebration Assemblies. Glenrockin' Band Camp at Glenrock Lagoon was an exceptional two day event in Term 1, which included over 60 band students from Caves Beach and Nords Wharf Public School. This was a unique experience where the children came together to learn, play and perform new songs under the guidance of Band Conductors, Mrs Scott from Caves Beach and Mrs Schofield from Nords Wharf. Other qualified musicians assisted the children in sectional and whole band rehearsals. Students from the Swansea High School Band were also involved as mentors.

In Term 2, the Band attended our LMG's annual CAPApillar Day, where creative arts activities including band, sketching, dance, drama, digital technology, art and guitar were offered to students within the Galgabba cluster of schools. Our band students joined with others from Nords Wharf Public School under the expert guidance of Kelsey Scott and Julia Schofield. Later in Term 2, both Junior and Senior Band members attended the 2-day Lake Macquarie Bandlink workshop at the Newcastle Jockey Club. This was a time where over 500 students from Hunter schools came together to work under the experienced guidance of tutors from the Newcastle Conservatorium of Music to learn new music pieces and meet other young musicians. Also in Term 2, the Senior Band attended a playout at the Valentine Public School BANDITS (Bands In The Schools) event. This provided an excellent opportunity to perform in public and for the community to appreciate our talented Concert Band. They also played an item which involved other primary schools and the Lake Macquarie Winds Band.

Family Band Night was a wonderful event held in Term 3, where members performed solo or part on an ensemble for family and friends as well as playing as a whole band in the relaxed environment of Swansea R.S.L. Term 4 began with our Junior and Senior Bands competing at the annual Hunter Central Coast Bandfest competition. Currently in its fifteenth year, this five-day competition celebrates school bands and is for the enjoyment and enrichment of all primary and high school students. The children played magnificently and were a credit to our school. At the end of Term 4, the Band Presentation Night was held in the school hall. It was the culmination of consistent hard work and effort displayed by our band students during the year. A number of awards were presented and the band showcased many songs learned throughout the year. A diligent and supportive committee, made up of parents of band members, manages the financial and administrative responsibilities of the band. Band Leader for 2016 was Molly F.

Choir

Our school choir, which includes students from K to 6, rehearse twice a week and have continued to expand their audiences throughout 2016. Choir students perform at weekly whole school assemblies, Easter celebrations, Celebration Assemblies and the annual Presentation Day and have visited and performed at our local Uniting Aged Care facility.

The choir is an important additional program, encouraging the development of creative expression and provides students with the opportunity to enhance their awareness of the elements of music such as rhythm, tone, beat, colour and harmony.

Rebecca Searles– Choir Coordinator

External Examinations

All Stage 3 students participated in the Hunter Region Primary Mathematics Competition in 2016. It is wonderful to see the number of students receiving Distinctions and Merits continually growing. Results included:

Year 5: 5 Distinctions and 11 Merits

Year 6: 9 Distinctions and 20 Merits

This year several students from Stage 1 to Stage 3, participated in ICAS External Competitions in Mathematics, English, Writing, Spelling, Science and Digital Technologies. Our results in external competitions have also shown growth in most subject areas. Results included:

Mathematics: 4 Distinction, 14 Credits, 2 Merits

English: 1 Distinction, 3 Credits, 1 Merit

Writing: 1 Credit, 1 Merit

Spelling: 6 Distinctions, 11 Credits

Science: 3 Distinctions, 4 Credits and 4 Merits

Digital Technologies: 4 Distinctions, 3 Credits, 2 Merits

Michelle Pascoe – Assistant Principal

Gifted and talented programs (GATs)

Instead of withdrawing targeted students for a variety of GATs lessons as has been the practice in previous years, the school has continued to focus on planning explicit differentiated tasks within the teaching and learning programs in each class across the Key Learning Areas of English, Mathematics, History and Science to cater for all student needs within the classroom. Children requiring support as well as those students who needed to be further extended within a concept were identified and catered for on a daily basis. For the third year running, the Galgabba Community of Schools showcased a Science Fair in July. Ten

students from Years 5 and 6 participated in the program, which focused on designing a series of experiments focused around an hypothesis.

In 2016, four students in Stage 3 were selected to attend a regional Creative Arts camp focusing on music, visual arts and drama.

In Term 2, Caves Beach hosted 65 students from our local community of schools along with 75 of our very own talented artists, actors, musicians and digital technology experts. These students came together to participate in the fifth CAPApillar Enrichment Day again coordinated by Mrs Pascoe and Mrs Thurston. The workshops targeted students who were gifted and talented in the areas of: concert band, guitar, visual arts (painting or sketching), dance, drama or digital technology. Facilitators with expertise in their field were sourced from the local community and Swansea High School. To conclude the day, students and parents were invited to attend a culmination assembly to showcase their talents.

In Semester 2, Year 5 students attended the Swansea High School GATS program. Identified students worked with teachers and students from Swansea HS on extension opportunities in English, Mathematics, HSIE, Science, Dance, Art, Drama, ICT and Music with the aim of the program to extend students in areas in which they excel, create partnerships with other school community and continue to build learning ties with our local high school.

Michelle Pascoe – GATs Coordinator

STEAM Day

In 2016 saw the inaugural Caves Beach PS STEAM Day. All students participated in STEAM Day which was a peer support program with a focus on Science, Technology, Engineering, Art and Mathematics. Students spent the day rotating between classrooms completing fun, engaging explorations and gaining new understanding. Year 6 students with the support of organising teachers Miss Weekes and Ms Johns, did a fabulous job leading their group activities across the school. This was such a successful event that plans for the second STEAM Day in 2017 are already in motion.

Sport

All students from Years 3–6 participated in three carnivals, Swimming, Cross Country and Athletics, during the year. Children turning eight in Year 2 were also invited to attend these carnivals. Each year the P&C donate all trophies presented to our successful sports people. This year the Annual Swimming, Athletics and Cross Country Carnivals were all won by Allyn House.

Following each carnival the junior, 11 years and senior girls and boys champions (Swimming and Athletics) and the 8/9 years, 10 years, 11 years and 12/13 years girls and boys champions (Cross Country) were announced. Their medallions were presented at the Celebration Assembly held in Terms 1, 2 and 3.

Students participated in a variety of Primary School Sports Association (PSSA) State Knockout sporting competitions with the following results:

– India L for Hockey and Touch Football and Kaylee D for Athletics and Cross Country.

Greg Manning PSSA Sports Coordinator

Boys Soccer – Round 2.

Girls Soccer – Round 4.

Netball – Round 1.

Cricket – Round 2

Boys Softball – Round 6.

Girls Softball – Round 6.

The Under 10 Years Rugby League teams participated in the Knights Knockout competition. Students from Stage 2 and Stage 3 participated in the Galgabba Cup soccer competition – Stage 2 were victorious and Stage 3 runners up.

Individual students were selected to attend PSSA trials in Rugby League, Rugby Union, Soccer, Tennis, Netball, Softball and Touch Football.

During Terms 2 and 3 a school Gymnastics program was offered to all students from K–6 and in Term 4, Stages 2 and 3 were involved in a Rugby League clinic organised by the Newcastle Knights. Also in Term 4, an Intensive Swimming School program was offered to students in Years 2–6.

The children from Kindergarten to Year 2 enjoyed fun-filled carnivals, weekly sport and skill development sessions and in Term 4 participated in a sporting program organised and run by the Year 6 students.

Nominated children in Year 5 and all Sports House Captains and Vice Captains participated in the Premier's Sports Leadership Program hosted by Swansea High School.

Primary sport was conducted on a stage basis – teaching skills, good sportsmanship and participation in team games.

Caves Beach Public School competed in three zone carnivals conducted by the ELM PSSA which incorporates 23 schools within our area. There were many individual and team performances at Zone, Regional and State levels. This year we had many students succeed to Regional representation:

Cross Country: 5 regional representatives

Athletics: 6 regional representatives

Hockey: 1 regional representative

Touch Football: 1 regional representative

Softball: 6 regional representatives.

This represents a total of 19 regional representative appearances across 5 different sports. Two children were awarded Hunter Regional Sports Awards in 2016