

Caldera School Annual Report



2016



5573

Introduction

The Annual Report for **2016** is provided to the community of **Caldera 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.

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Relieving Principal

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Message from the Principal

Caldera school has dedicated staff across two sites (Tweed Heads South and Lismore), committed to supporting the wellbeing of all of our students. Our success is underpinned by a strong collaborative philosophy that promotes student voice and engagement as well as fostering positive relationships between staff, students and their families. Our teaching and learning programs operate within an educational model where quality academic and management programs exist in unison. All students have Personalised Learning and Support, which is designed to meet their academic, cognitive, transition and social goals.

In 2016 there was a significant increase in the amount of community agencies that were involved in assisting the school to enhance student welfare, transitional and school engagement goals. 2016 also witnessed a shift in school culture of one where students displayed a greater interest in attaining employment and were willing to engage in work experience as a means to improve their vocational skills.

All staff worked extremely hard to deliver the goals of the School Plan and continually strive for excellence. Their efforts were reflected by some significant progress in the school self-evaluation tool, The School Excellence Framework as described in detail below.

School background

School vision statement

Caldera School.

- Provides the opportunity for students to develop and improve their cognitive and problem solving capabilities.
- Values the individual differences of all students.
- Encourages the involvement of families and our community agencies and supporters.
- Implements policies and procedures to protect the rights and wellbeing of all school community members.

At Caldera we know that students develop best where teaching and learning occur within a context of student wellbeing. Student wellbeing at Caldera is the sum of all academic, cognitive and social practices, policies and programs that occur within the school. Given the nature of the students it is paramount that staff, students and the community actively work to establish a safe, structured and supportive environment.

Our school is committed to the values of public education.

School context

Caldera is a School for Specific Purposes, located at Tweed Heads South. The school is an alternative Department of Education and Communities facility that has been created to meet the needs of students whose challenging behaviour has prevented them from being maintained in a regular school setting. The school aims to support a student's transition through school into the wider community.

In 2008 Caldera School commenced providing teaching support to the Kamala, Child and Adolescent In-Patient Unit. Kamala is an acute mental health inpatient facility within the Richmond Mental Health Campus, co-located with the Lismore Base Hospital. The Unit provides diagnostic assessments and therapeutic programs for children and adolescents (12–17yrs) with severe and/or complex mental health needs.

Caldera programs operate within an educational model where quality academic and management programs exist in unison. All students have Personalised Learning and Support, which is designed to meet their academic, cognitive, transition and social goals. The fragile nature of the students at Caldera requires staff to develop programs designed to promote achievements and success, whilst accounting for students' past experiences and capabilities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

In the domain of **Learning**, there has been a dramatic increase in the schools capacity to deliver a quality **Learning Culture** for students. There has been a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. This was achieved by an increased focus on developing and sustaining a quality learning culture for staff. It was also assisted by forming relationships with external agencies that were able to support student wellbeing, assist in seeking employment and adding creative engagement to student programs. The school also strengthened its ability to enhance student **Wellbeing**. Having wellbeing as one of the schools strategic directions, there was an increased focus on school practices and procedures. The school has in place a comprehensive and inclusive framework to support the cognitive, social, physical, emotional and spiritual wellbeing. This is achieved by teachers providing students with effective Personalised Learning and Support and the whole school philosophy and approach to managing challenging behaviour.

In the domain of **Teaching**, the school has achieved growth in teacher **Learning and Development** with the introduction of a new cyclical structure of ensuring school initiatives and professional development would be embedded into practice. The use of the Numeracy Framework and Literacy Continuum has also served to improve teaching methods in literacy and numeracy with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. There has also been growth in the element of teacher **Professional Standards**. Teachers at Caldera school demonstrate responsible, adaptable and ethical practice in working towards school goals whilst working beyond their classrooms to contribute to broader school programs. This is evident in all teachers having performance and development plans align to the three strategic directions of the school. Teachers also use the language of the

In the domain of **Leading**, the school has demonstrated much improved methods of **School Planning, Implementation and Reporting**. There has been a concerted effort to involve all staff in the School Excellence Framework self assessment and to have input into the School Plan and strategic directions. There has also been time allocated each week in order for all staff to collaborate and work towards effective implementation of the school plan. There has also been an increase in the school's **Leadership** capacity. The leadership team supports a culture of high expectations and community engagement. This is evident by the creation of surveys in order to receive feedback from students, parent/carer and teachers on a number of school programs and initiatives. There has also been a marked increase use of external agencies to provide support for students and their families.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Digital Learning in the Classroom

Purpose

To ensure that all students have the skills and access to engaging and enriched personalised learning and support through the integration of Information Communication Technologies into their school experience.

Overall summary of progress

Professional development was delivered to staff on how to create digital learning resources and how to use cloud based software in order to deliver into student daily programs. The initial focus was for staff to become familiar with the creation of resources by creating resources on areas of interest or specific student interests.

The school further increased the hardware provisions within the school to allow for one laptop per student. This has increased student time spent developing skills and accessing ICT based learning programs. The school also purchased iPads, this has allowed teachers to use applications to enrich student learning and to also assist students transition or calm down and collect their thoughts. The introduction of 'Climate Schools' has provided staff with an ICT learning program based on PDHPE syllabus outcomes.

ACER Online assessment was introduced to staff and all staff were able to use it to administer diagnostic style assessments in literacy and numeracy. This has allowed them to identify and analyse student learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By 2017 surveys indicate staff have the necessary skills to deliver the curriculum using a variety of digital learning resources and software.	Staff have undergone training and had experience in developing digital learning resources.	RFF
By 2017, ACER online pre and post testing to be conducted to measure improvements in literacy and numeracy.	Staff have undergone training and are using ACER online assessments in literacy and numeracy to identify and analyse student learning needs.	\$600 ACER online annual subscription.
By 2017 surveys indicate students have the necessary skills and access to participate in ICT based learning tasks. Surveys also indicate an increase in student engagement as a result.	A survey was created and delivered to students, the survey will be readministered at the end of 2017 to evaluate improvement.	RFF
Student IEPs contain an increase in the amount of ICT related learning tasks.	There has been a notable increase in the amount of ICT based learning in the majority of student IEPs	RFF
Leaders provide staff and students greater access to hardware and software required to deliver ICT related curriculum resources.	All teachers received new laptops. Additional laptops were purchased to allow for one per student. Two iPads per room were purchased. New ICT based resource for Science and PDHPE were purchased.	Laptops and accessories Software (Mathletics, Clickview, Styles) Appstore (Educational apps)

Next Steps

In 2017

- Staff will continue to create digital learning resources, the resources will be more focused on the History and Geography syllabi. Evaluation will also be conducted to measure student engagement and accessibility.
- Staff will continue to explore the use of iPads and applications that will serve to engage students in their learning and enhance the learning experience.
- Assessments and learning programs will be created to evaluate and increase student ICT skills in order to ascertain there has been an increase in their ability to access learning materials and demonstrate their learning.
- Evaluation will be undertaken to ascertain the effectiveness of the ACER online assessment tool.

Strategic Direction 2

Wellbeing Framework for Caldera

Purpose

The wellbeing of our students is a paramount priority for the school. Students develop best in schools where teaching and learning occur within a context of student wellbeing.

The wellbeing framework at Caldera will deliver quality professional learning, enhance the leadership capabilities of our staff and ensure the delivery of engaging, innovative and supportive learning experiences for our students.

Overall summary of progress

Unexplained absence data helped inform classroom conversations for every teacher as well several HSLO meetings. This resulted in students self-reporting improved understanding of the amount of school they were missing and improved understanding of HSLO involvement. 100% completion of student surveys yielded very pleasing results. The vast majority of students gave overwhelmingly positive reviews of themselves and the school as well as the teaching and learning. Life outside of school showed mixed results and many students indicated that they didn't know if their teachers talk to their parents specifically about their learning. A goal to track reporting of explicit feedback to parents about Teaching and learning (as well as behaviour and well-being) has been set to address this and a new class roll with space to record the types of feedback being given has been designed and approved by all staff. Disappointingly, only 15% of Carers surveys were returned despite thorough follow up. This has also informed a new plan for 2017. Staff surveys are still being designed at this stage.

We are proud to report a dramatic result from efforts targeting engagement in extracurricular activities. In term 1, 2016 14% of students were involved. By Term 4, 2016, 50% of Caldera students were involved in extra curricular activities. Now embedded staff development practices have resulted in all staff understanding the school's behaviour management system.

We have made significant improvement in the sharing and use of culturally appropriate Aboriginal education resources. This has resulted in greater student engagement as well as contributing to all staff now self-reporting increased cultural competence and improved curriculum options for students. All teaching staff have undergone supervision and provided satisfactory personalised learning and support for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By 2017– all staff will monitor and feedback unexplained absence data to students as well as Carers/ HSLO as relevant in order to reduce individual rates of unexplained absence.	Class rolls amended to include mechanism to track the type of explicit feedback staff are giving to parents. It is hoped this will increase explicit feedback about teaching and learning and result in students reporting greater knowledge that staff are feeding back to carers about teaching and learning on student surveys. (To be measured in 2017)	RFF
Between 2016–17 surveys will indicate staff, students and their family's satisfaction with the schools approach to supporting student wellbeing.	5 of 5 teachers on site have all personalised learning and support plans including IEP's, IMP's, SCP's and transition plans up to date. Transition planning for every student involved collaboration with carers. Transition planning in 2017 will include administration of carer survey's measuring satisfaction with the school's approaches to well-being. Student cohort has increased community engagement measured by links to community services and participation in extra-curricular activities including work and work experience. 14% in term 1 to 50% by term 4, 2016.	RFF

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Between 2016–17 surveys will indicate staff, students and their family's satisfaction with the schools approach to supporting student wellbeing.	<p>100% of student surveys were completed indicating strong satisfaction with the school and its approaches to supporting wellbeing.</p> <p>Student survey practices are embedded allowing tracking of whole school student well-being. Carer survey practices have been refined leading to increased feedback from carers and the ability to track carer views school's attempts to foster well-being. Staff surveys have not yet commenced.</p> <p>Only 10% of Carer surveys were returned despite persistent follow up by class room teachers.</p>	
By term 2 2016 all staff self-report increased cultural intelligence and improved curriculum options for all students with regards to Aboriginal history and culture.	Regular sharing of culturally appropriate Aboriginal Education resources for all students is now occurring as an embedded practice.	RFF
2015, 16 and 17 begin with all teaching and SLSO staff reporting confidence in understanding of our schools philosophy.	As a result of staff receiving training in philosophy to support wellbeing including delivery of Collaborative and Proactive solutions in-service, Language Idea's in-service and Understanding Behaviour in-service, all students and staff understand the school's behaviour management system and the school's philosophical underpinnings.	RFF

Next Steps

Next year, student surveys will be administered, analysed and used for planning. Parent surveys will be completed at Transition planning meetings by the end of term 4 2017 to increase the rate of return and better inform future planning. Staff Wellbeing surveys will be designed, administered and analysed to inform future planning.

Philosophy to support wellbeing including delivery of 'The Why of our philosophy' in-service will be delivered to staff with the goal of all staff being able to articulate aspects of our philosophical underpinnings that are important to them. Measurement of unexplained absences will continue alongside our plan for reducing individual student unexplained absences.

Staff will accurately track and reflect on type of feedback given to carers. A bank of Community Contacts will be established and shared with all staff via Faculty Drive and One note. Participation in extracurricular activities, work experience and work will continue to be encouraged in a systematic fashion with the aim of a further increase of students participating.

Shared resources targeting education about Aboriginal history and culture will be updated to include clear learning objectives as well as space for staff to record level of engagement and level of understanding of topics pre and post completion.

Strategic Direction 3

Quality Teaching and Accreditation

Purpose

Caldera SSP is dedicated to the pursuit of excellence in its delivery of quality teaching across the curriculum.

We recognise our duty to offer the best pedagogy and support we can provide so that students attending Caldera have the opportunity to realise their potential.

Overall summary of progress

As part of the focus to improve literacy and numeracy outcomes in the school, teachers were provided with professional development in the use of the literacy continuum and numeracy framework and how they could be applied to planning and programming in the classroom. A review of the school's reporting process and policy led to a revamp of the report format which included the introduction of a new grading scale intended to encourage students to be positive in their approach to learning. Further time was devoted to understanding of the accreditation process and a file created to provide teachers with access to a raft of external professional development opportunities. With guidance from the school executive, teachers were able to demonstrate their knowledge and understanding by maintaining their BOSTES accreditation and developing PDPs that met departmental requirements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By 2017 all teachers are enrolled and engaged in seeking to maintain their accreditation through BOSTES.	All staff are currently registered and working towards the maintenance of their accreditation with BOSTES. Old scheme teachers are receiving ongoing instruction on how to register, maintain and improve their accreditation with BOSTES.	RFF
By 2017, teaching staff have participated in professional development induction on Performance Development Planning, The Australian Professional Standards for Teachers and the maintenance of BOSTES accreditation.	Teachers have indicated their satisfaction with the level of induction they have received on the Australian Professional Standards for Teachers and how they are tied to PDP's and the School Plan. Teachers have indicated their satisfaction with the level of induction they have received on how to maintain their accreditation through BOSTES. An ongoing dossier of professional development courses was created, that is accessible to all teaching staff, to improve the quality of their practice and upkeep their accreditation with BOSTES. All teachers lodged PDP's that meet Department of Education requirements.	RFF
By 2017, teachers are able to use the Numeracy Framework and Literacy Continuum as a guide to map student progress and plan and program teaching and learning.	Teachers were introduced to, and provided with professional development, on how to use the Numeracy Framework and Literacy Continuum, however feedback indicated that more time and collaboration would be required before this could be embedded into teaching and learning practice.	RFF

Next Steps

- Old scheme teachers to receive professional development on the accreditation process so they have a greater

understanding of the accreditation process and are better prepared for it in 2018.

- Teachers to work collaboratively towards further inclusion of the literacy continuum and numeracy framework into planning and programming.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal students and their parents/ carers were involved in the Transition Plan process which influences a students' Individual Education Plan (IEP) and future pathway plans.</p> <p>As part of their PLS, all Aboriginal students have achievable and engaging IEPs with necessary adjustments made to content and assessment procedures to allow access to the curriculum.</p> <p>All teachers work within the philosophy of the school and are committed to developing effective problem solving skills in Aboriginal students.</p>	\$10 394.24
Socio-economic background	<p>Teachers have the skills and resources to deliver ICT based educational activities that students find engaging and achievable. Teachers also have an online assessment tool that they can use to analyse the literacy and numeracy learning needs of their students. This has led to programming targetting the gaps in student learning. Students have access to a laptop each, ICT based learning programs and iPads in the class to increase student engagement.</p>	\$42 874.46

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	16	17	22	23
Girls	5	3	5	3

Management of non-attendance

Full school attendance is encouraged for all students. Attendance is legally required each day. The school continues to work with families to ensure maximum learning occurs for each of our students. This may involve supporting families to arrange suitable transport or assisting with communication or behaviour strategies to use at home. If student attendance becomes a concern the student and parent/carer are called in for a meeting to discuss how the school or an external agency such as support workers, allied health or other medical personnel can assist in maximising attendance. If attendance is still deemed unsatisfactory student attendance is supported through case meetings with a home school liaison officer.

Structure of classes

Classes at Caldera School are structured in a way to minimise risk within the school and maintain a safe and fair school environment. Therefore the classes are not structured by school grade, age or academic ability. All students are on Individualised Education Plans and have their own daily task sheet and patterns of study.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment		20	50
TAFE entry			
University Entry			
Other	22		50
Unknown			

In 2016 we had seven of nine student's complete year ten and opt to continue furthering their education with the school whilst two have transitioned onto Distance

Education. Four of five year eleven students have remained with the school with one leaving with employment. Both year twelve students completed their HSC with one of the students successful in attaining employment.

Year 12 vocational or trade training

In 2016, neither of the two year 12 students undertook vocational or trade training.

Year 12 attaining HSC or equivalent

One hundred per cent of the students in year 12 stayed at school in 2016 and were successful in attaining a life skills HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Counsellor	0.3
School Administration & Support Staff	7.82
Other Positions	0.2

*Full Time Equivalent

There are currently no teachers with an Aboriginal background working at Caldera school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	43

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Caldera School staff in 2016. Aside from

assigned professional learning schedules, professional learning also occurred most Thursday afternoon's focused on the strategic directions of the school plan and educational reforms.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	375 795.51
Global funds	94 996.86
Tied funds	127 371.82
School & community sources	0.00
Interest	6 983.50
Trust receipts	234.00
Canteen	0.00
Total income	605 381.69
Expenditure	
Teaching & learning	
Key learning areas	30 220.82
Excursions	0.00
Extracurricular dissections	34 881.17
Library	766.46
Training & development	1 531.83
Tied funds	122 808.01
Short term relief	16 045.76
Administration & office	16 067.81
School-operated canteen	0.00
Utilities	13 511.26
Maintenance	7 843.26
Trust accounts	112.27
Capital programs	0.00
Total expenditure	243 788.65
Balance carried forward	361 593.04

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.

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.

HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Two students were successful in attaining a HSC at Caldera School in 2016. Both of the students completing their HSC this year did so via a mixed pattern of study including Life Skills subjects delivered by the school and Board Endorsed subjects delivered by Distance education.

Parent/caregiver, student, teacher satisfaction

In 2016, all students and their parents/ carers participated in a Transition Plan meeting with their class teacher. These meetings served to give both the student and their parents/ carers voice in the Personalised Learning and Support provided by the school. From these meetings the general feedback was that:

- The majority of students and parents/ carers were very happy with the Personalised Learning and Support being provided by their teacher.
- The majority of students and parent/carers were happy with the Transition Plan in place for the 2017 school year.
- Parent/ carers supported the teacher and the service that the school was providing for their child.

In addition the school created parent and student surveys with 100% completion of student surveys yielding very pleasing results. The vast majority of students gave overwhelmingly positive reviews of themselves and the school as well as the teaching and

learning. Only 15% of parent surveys were returned. There are plans in place in 2017 to ensure more responses are returned. 2017 will also see the creation of a staff survey.

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Policy requirements

Aboriginal education

Caldera school received (\$10394) RAM Equity loading for Aboriginal Background funding in 2016. The funding was targeted at providing teachers with professional development and relief from face to face in order to implement Personalised Learning and Support (PLS) that would enhance the wellbeing and achievement of aboriginal students in line with the 'Turning policy into action' document. As a result of this initiative:

- Aboriginal students and their parents/ carers were involved in the Transition Plan process which influences a students' Individual Education Plan (IEP) and future pathway plans. Parents and Carers were also invited to complete a survey indicating their views on the school's current approaches to supporting student well-being.

- As part of their PLS, all Aboriginal students have achievable and engaging IEPs with necessary adjustments made to content and assessment procedures to allow access to the curriculum.

- All teachers work within the philosophy of the school and are committed to developing effective problem solving skills in Aboriginal students. All Aboriginal students also have Self Control Plans that assist them to better manage themselves emotionally and behaviourally.

Multicultural and anti-racism education

In 2016 our ARCO has led strategic direction 2– Well-being, of our school plan. A significant goal within this direction was to proactively target improvement in Aboriginal and Multicultural resources and lessons for all students in our school. Significant release from face to face teaching for several key staff in the Well-being team has resulted in development, refinement and sharing of a resource bank of culturally appropriate Aboriginal and Multicultural education resources. Correspondingly, all teaching staff have self-reported improved cultural competencies and increased confidence in ability to deliver engaging and culturally appropriate Aboriginal and multicultural educational resources and lessons to all students.