

Caves Beach Public School

Annual Report



2018



4367

Introduction

The Annual Report for **2018** 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.

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Principal

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School background

School vision statement

By valuing themselves, others and the world, Caves Beach Public School students embody the skillset of future-focused learners. Through high expectations for all members of the school community we ensure that students connect, succeed and thrive at all stages of their schooling through a school culture focused on learning.

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 Community of Schools.

There are currently 409 students from families with fourteen students identifying as Aboriginal.

With a strong focus on evidence based practices to continually support Literacy, Numeracy and Student Wellbeing, the school also offers diverse opportunities in the areas of Technology, Sport and the Creative Arts. Additional programs such as band, supported by specialist music tutors, choir, gifted and talented programs, marimba group environmental opportunities, spelling bees, 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.

The staff uphold the Values of Public Education and are committed to achieving our new school vision. Specialist staff further supporting student learning include Learning and Support Teacher, School Counsellor, Student Learning Support Officers, Early Intervention teacher and Librarian. Information Technology and Music programs are delivered weekly to all students.

Parent participation is actively encouraged by assisting in the classrooms, vegetable garden, rainforest, uniform shop, training sporting teams, assisting in the canteen or band committees, or joining the P&C. 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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Culture of Learning

Purpose

To promote lifelong learning by creating successful partnerships with parents and students, where planning for learning is informed by sound holistic information about each child. Staff provide a dynamic and engaging curriculum that supports high expectations and motivates students to continually improve.

Overall summary of progress

A major focus area for the 2018–2020 School Plan was to embed individualised learning paths through the development of whole school systems and practices. A variety of quality learning opportunities to cater for all students were again a major focus area for the school in 2018 to further promote a school culture of high expectations.

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 a continual area of focus and 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 far exceeding the State average in the Proficiency bands in NAPLAN. In Numeracy, our Year 3 students were 13% above the State and 14% above the State in Reading. Year 5 were just under the State average in the Top 2 bands for both Reading and Numeracy.

Students have participated in a STEM Expo, Creative Arts enrichment days, sporting activities, band, guitar, public speaking, debating and spelling competitions. Formalised Music Education was timetabled for the first time with great success in developing the whole child.

Students are becoming more competent in articulating the learning intention of a task and understanding what they are required to do in order to be successful learners through formative assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* All students demonstrate improved growth in social and emotional development.	Expert teacher relief to analyse data.	99% of students in Years 4 to 6 value schooling. 96% of our students believe in positive behaviour compared to 83% NSW Government norms.
* At least 80% of students demonstrating expected growth in literacy and numeracy		64% of Year 5 students achieved at or above Expected Growth in NAPLAN Reading. Outperforming State and SSSG. In Numeracy, 53% of our students achieved at or above Expected Growth.

Next Steps

- * Strengthen teacher and student relationships through advocacy program.
- * Introduce learner dispositions and mindsets of learners (students, teachers, community) to foster a culture of learning.

Strategic Direction 2

Teaching for Impact

Purpose

To create a school culture where the highest priority is given to evidence based teaching strategies through the collection of school-wide data to promote reflective practitioners who strategically align professional learning for maximum impact on student learning.

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 to ensure Quality Teaching was evident in all classrooms.

Teacher professional learning in evidence-based practices focussed on Teacher Clarity. Evidence from formal walkthroughs and student interviews indicated that explicit teaching and effective feedback is a continual area of development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* All teacher use relevant data to measure impact and improve practice.	Early Intervention allocation. Professional Learning to build skills around data literacy and analysis.	The school has explicit processes to collect, analyse and report specific internal and external student and school performance data on a regular basis.

Next Steps

- * Increase our understanding of Learning Sprints to improve teaching practices.
- * Further build capacity of teachers with an IL to enhance their understanding of the Literacy Progressions with a particularly focus on the sub-element of Creating Texts.
- * Develop a deeper understanding of mathematically thinking practices by revisiting the syllabus and its links to the Numeracy Progressions to assess student progress.

Strategic Direction 3

Professional Effectiveness

Purpose

The school leadership team model instructional leadership to promote professional effectiveness of all school members resulting in sustained and measurable improvement through the use of strategically used resources. The school's vision is evident in all that we do.

Overall summary of progress

The leadership team maintains a focus on professional learning in the school with a emphasis on developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

Staff collaboratively review teaching practices to affirm quality and to challenge and address evidence-based pedagogical practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Genuine authentic partnerships throughout the school community reflect a shared value of high expectations.		8.9 out of 10 on the TTFM survey indicated that Parents could easily speak with their child's teacher about their progress. 74% of parents/caregivers attended Parent Information Sessions at the beginning of the year. 91% of parents/caregivers attended Parent-Teacher Interviews.
All staff demonstrate continual improvement and identify individual goals.		100% of staff identified personal goals through the PDP process.

Next Steps

* Build leadership capacity through distributed instructional leadership to sustain a culture of effective, evidence-based teaching.

* To continue to build partnerships with the parent body with the newly formed P&C.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Sem 1 \$9952 Sem 2 \$9952	All students have a personalised learning plan (PLP) and are making progress based on syllabus markers.
English language proficiency		
Low level adjustment for disability	Sem 1 \$17233 Sem 2 \$17233	<p>All students requiring adjustments and learning support have been entered into the NCCD and catered for within class programs and other Learning Support programs. Identified students from Years 1 and 2 were involved in daily literacy Early Intervention/Minilit in Semester 1 and literacy and numeracy intervention in Semester 2.</p> <p>The school supplemented SLSO funding to support students with additional needs as part of our Maths Intervention Program. Identified students in Year 5 also participated in the Multilit program in Semester 2.</p>
Quality Teaching, Successful Students (QTSS)	0.676 allocation	Expert teachers were released from class to work with colleagues regarding Teacher Clarity and QT practices in literacy and numeracy.
Socio-economic background	Sem 1 \$15303 Sem 2 \$15303	<p>The LaST position was funded to increase from 0.7 to 0.8 for the year. The increased time allowed for increased in-class support.</p> <p>Our whole school Maths program was funded twice a term during Intervention/Investigation weeks. This allowed for additional staffing to target smaller groups at point of need.</p>
Support for beginning teachers	\$24000 to support two beginning teachers to gain accreditation	<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 additional release and resources; and *Attended external professional learning <p>One teacher was awarded accreditation the second will submit early in 2019</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	198	198	201	206
Girls	207	208	203	202

Student enrolment has reflected historical trends in the last two years as the new Enrolment Policy currently restricts enrolment to in-zone students only. Larger than normal enrolments in current Stage 3 classes will see a decline in numbers over the next two years. The school has a Out-of-Zone Enrolment procedure that registers enquiries, has an established panel to review and evaluate submissions. Phone calls are then made to families making enquiry to communicate outcome.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	95.8	96	94.3
1	95.3	93.4	94	94
2	93.9	95.6	94.7	93.1
3	93.6	93.7	95.2	93.1
4	93.7	94.2	93.3	93.6
5	95.1	94	93.8	92.3
6	93.6	93.6	94.6	93.8
All Years	94.2	94.3	94.5	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Principal in conjunction with the HSLO. Forward planning is to introduce 100% attendance recognised at the end of each term. Procedures currently in place; *Teachers phone home after two days absence with no explanation; *Parents communicate to school by phone, skoolbag app and written notes to explain absences; *Assistant Principal liaises with School Counsellor, HSLO in terms of managing absences that fall below 90%. All DoE processes are adhered to; and *The school has a strong process for Application for Extended Leave cases. *100% Attendance letters went home end 2018.

Management of non-attendance

Attendance Policy and closely monitors student attendance through high expectations in terms of attendance. While attendance rates are good, there are individual cases that are managed by the Assistant

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*Full Time Equivalent

At Caves Beach Public School we have a mixture of beginning , expert and experienced teachers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

Teacher accreditation is well managed across the school with 100% compliance from teachers in managing their process .PDP's are aligned with the School Management Plan and teacher need is catered for through both mandatory and teacher identified Professional Learning opportunities. PDP completion and teaching observation rounds are recorded in a highly visible manner and written and verbal feedback is provided. .

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	87,314
Revenue	3,333,963
Appropriation	3,122,653
Sale of Goods and Services	11,308
Grants and Contributions	198,495
Gain and Loss	0
Other Revenue	0
Investment Income	1,507
Expenses	-3,051,277
Recurrent Expenses	-3,051,277
Employee Related	-2,719,527
Operating Expenses	-331,750
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	282,685
Balance Carried Forward	369,999

Caves Beach Public School Financial Committee consists of the Principal, Instructional Leader and , School Administration Manager.. The committee takes a responsible approach to managing a large school with a FOEI of 64, so careful consideration is given to fund management.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,691,388
Base Per Capita	78,121
Base Location	0
Other Base	2,613,267
Equity Total	161,662
Equity Aboriginal	19,904
Equity Socio economic	30,607
Equity Language	3,806
Equity Disability	107,345
Targeted Total	52,523
Other Total	118,806
Grand Total	3,024,379

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

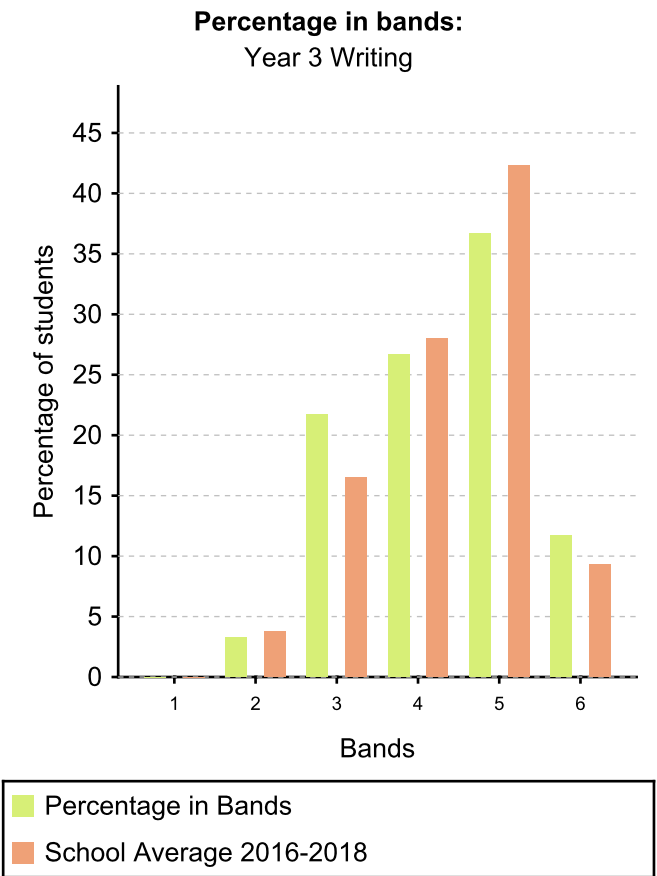
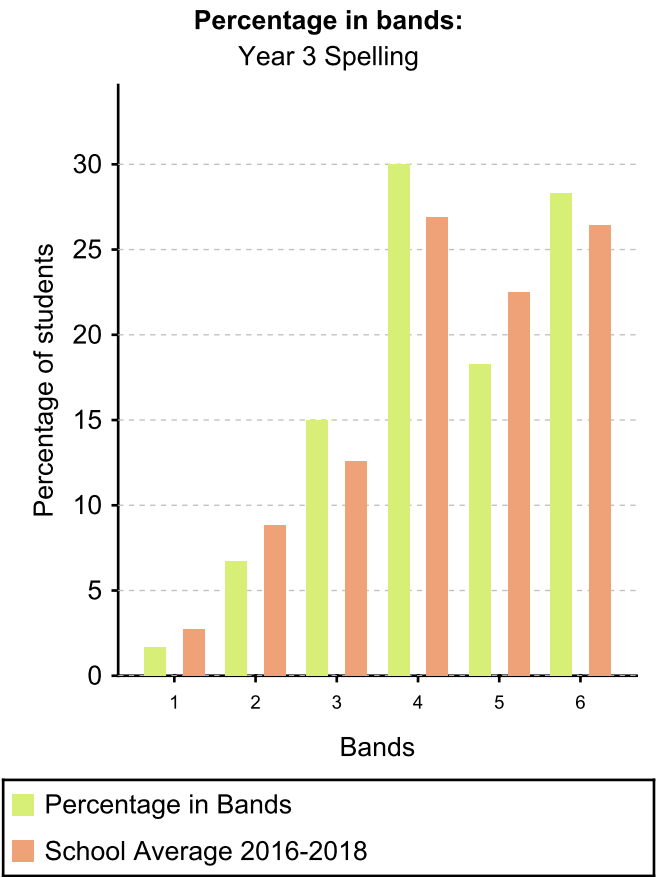
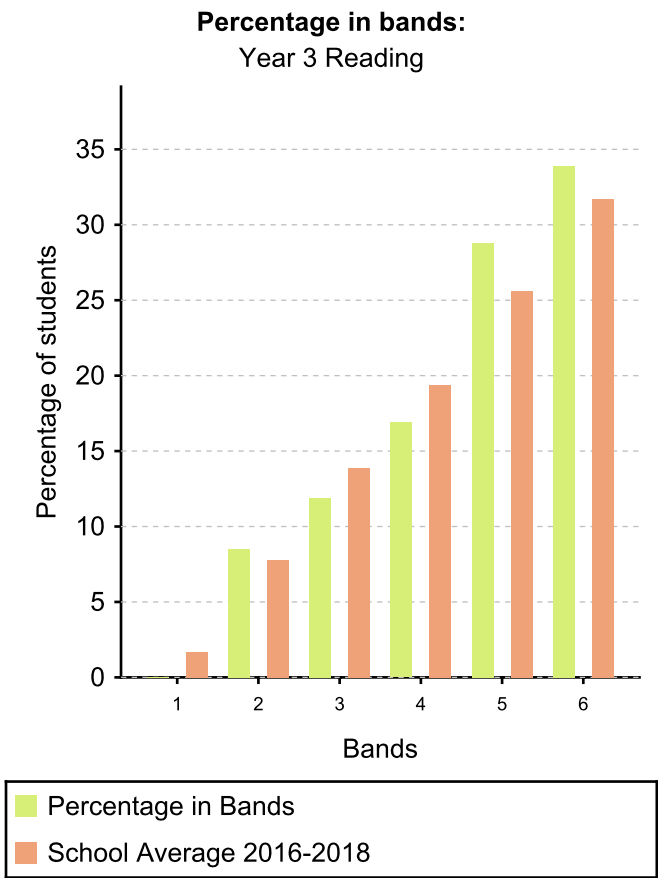
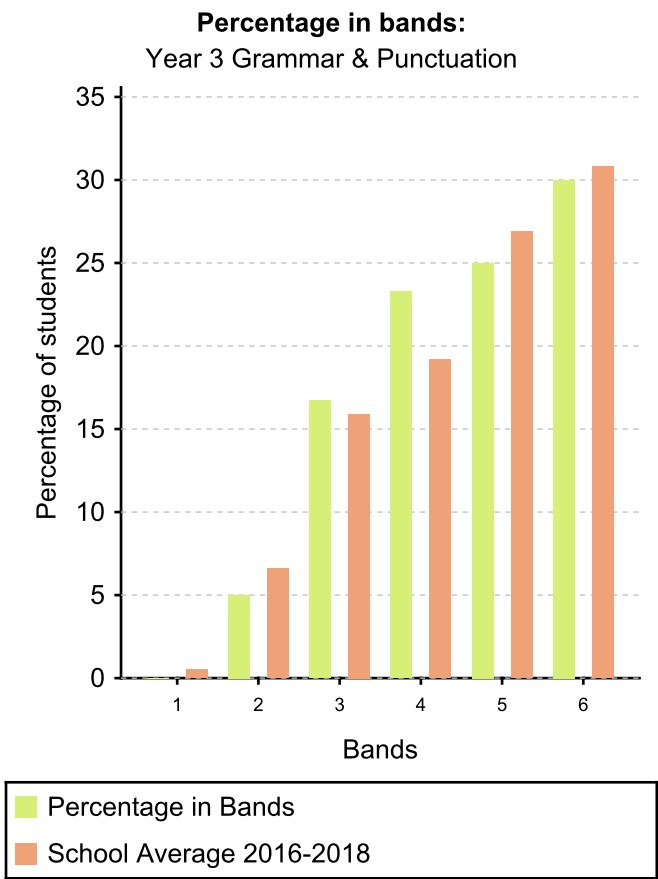
School performance

NAPLAN

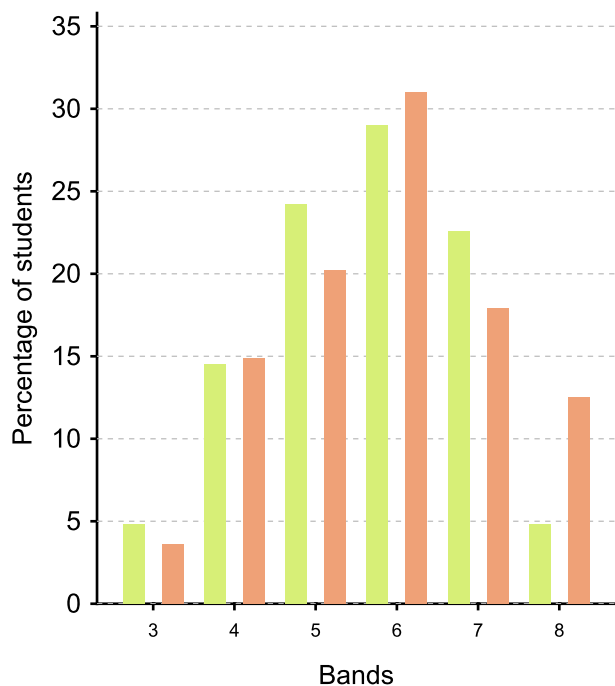
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

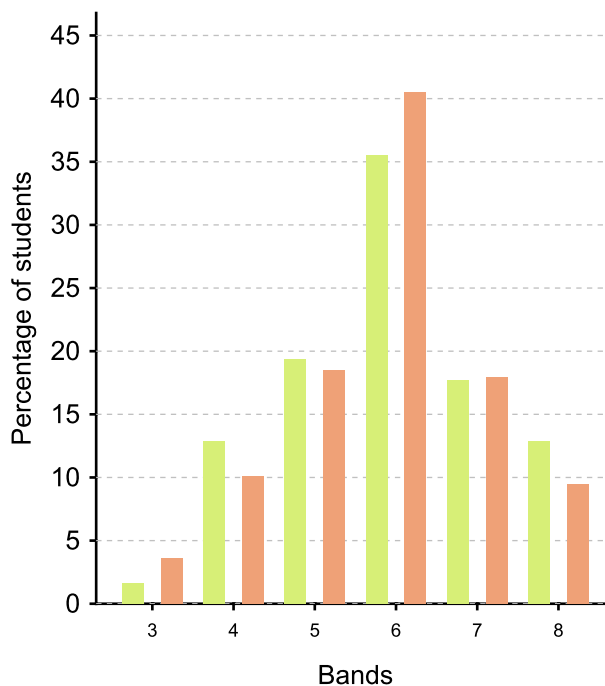
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.



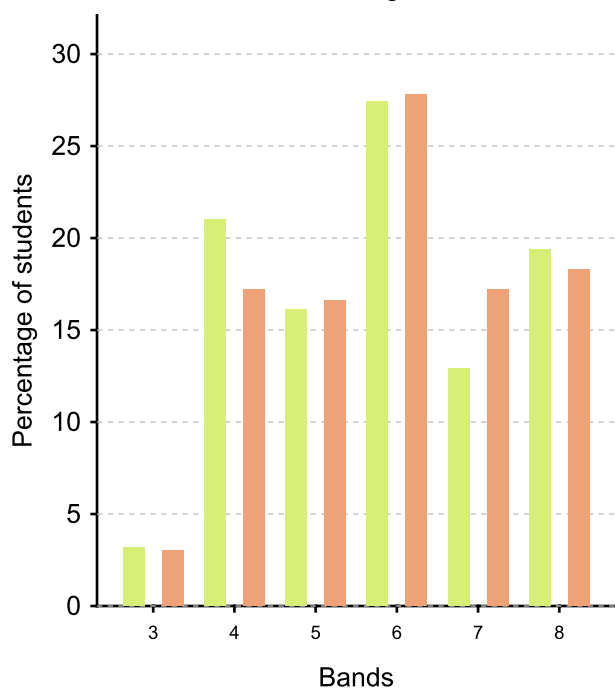
Percentage in bands:
Year 5 Grammar & Punctuation



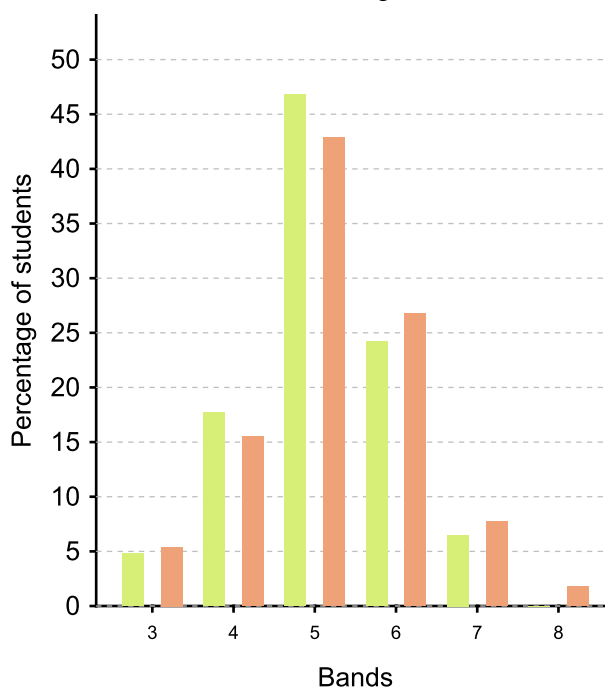
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



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

The My School website provides detailed information and data for national literacy and numeracy testing. Go

to <http://www.myschool.edu.au> to access the school data.>

In Year 3, four students identified as Aboriginal completed NAPLAN in 2018. In Numeracy 75% of Aboriginal students were in Band 4 & 5. In Reading 50% of Aboriginal students were in Bands 4 –6.

In Year 5, three students identified as Aboriginal completed NAPLAN in 2018. In Numeracy Aboriginal students were spread between Bands 4–6. In Reading all Aboriginal students were in Band 6.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

168 students in Year 4, 5 and 6 participated in a survey regarding their thoughts about the school in 2018 with 99% of them believing that schooling is useful in their everyday life and will have a strong bearing on their future.

* Our students were above NSW Government Norms in regards to positive relationships with 93% believing they have friends at school they can trust and who encourage them to make positive choices.

* Our students were above NSW Government Norms in regards to demonstrating positive behaviour at school with 96% of students surveyed indicating that they do not get in trouble at school for disruptive or inappropriate behaviour.

* Our students were above NSW Government Norms in regards to effort at school with 94% of students saying they try hard to succeed in their learning.

* Our students were well below NSW Government Norms in regards to being victims of bullying.

Parents/Caregivers Satisfaction

In Term 4, Parents and Caregivers completed the Tell Then From Me survey to provide valuable feedback to the school in relation to the 2019 school year. Thirty-five parents participated in the survey and some of the results are shown below.

* Our school performed above the NSW Government Norm in regards to parents feeling welcome. Parents felt welcomed when they visited the school, felt they could easily speak to their child's teacher and were well informed about school activities. Parents did feel however that more school activities needed to be scheduled at times when more parents can attend.

* Our school performed above the NSW Government Norm in regards to parents being informed. Parents indicated that school reports are written in terms they understand, believe the school keeps them informed of their child's behaviour, whether positive or negative and their child's emotional and social development. They also felt teachers would inform them if their child was

not making adequate progress.

* Our school performed above the NSW Government Norm in regards to parents believing the school supported learning. Parents strongly believed that teachers had high expectations for their child to succeed, were interested in their child's learning and always encouraged them to do their best. Parents did however think teachers homework expectations regarding completion could be higher.

* Our school performed above the NSW Government Norm in regards to parents believing the school supported positive behaviour. This was the highest scoring category in the parent survey. Parents believed teachers expected their child to pay attention in class, devoted their time to extra-curricular activities and maintained control of their classes. They also believed quite highly that their child was clear about the rules for school behaviour.

* Our school performed above the NSW Government Norm in regards to parents feeling their child was safe at school and behaviour issues were dealt with in a timely manner.

* Our school performed above the NSW Government Norm in regards to parents viewing the school as a place of inclusivity. They felt teachers helped students who needed extra support, understood students with special needs and helped students to develop positive friendships.

Teacher Satisfaction

Through school based surveys teachers K– 2 indicated the positive impact of the Instructional Leaders support. With this in mind this will now become a focus for next year.

Staff did identify the use of technology as a continued area of improvement. Particularly using interactive technology to give students feedback on their learning and to track their progress towards their learning goals.

Policy requirements

Aboriginal education

During 2018, 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.

Our LaST staff organise the development of Personalised Learning Plans holding meetings with parents and students to develop these. This year we have been supported by our ASLO to complete the student's goals ensuring literacy, numeracy and cultural goals were relevant to the individual student.

Multicultural and anti-racism education

The school's Anti-Racism Contact Officer (ARCO) has up to date training which includes an understanding of the nature, extent and effects of racism in the school context, the legislative background and the NSW Department of Education relevant policies and procedures and rights and responsibilities and the roles and responsibilities of Anti-Racism Contact Officers (ARCO). The training ensures the ARCO understands the Anti-Racism Policy, Multicultural Education Policy, and Aboriginal Education Policy. As part of the ARCO course it was identified that the school focus will be Anti-Racism education and prevention.