

Caves Beach Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

* All students demonstrate improved growth in social and emotional development.

* At least 80% of students demonstrating expected growth in literacy and numeracy

Overall summary of progress

A major focus area for the 2018–2010 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 provided during 2019 to further promote a school culture of high expectations.

Clear teacher expectations are outlined in Success Criteria and students are becoming more competent in articulating the learning intention of the task. Students better understand what they are required to do in order to be successful learners through formative assessment.

A priority was for all students to reach expected growth in Reading and Numeracy using internal and external data. This continues to be an area of focus.

Students have participated in the Galgabba STEM Expo, Creative Arts enrichment Days, sporting activities, Band, Public Speaking, Debating and Spelling competitions. Formalised Music lessons were timetabled for the second year in concession.

Progress towards achieving improvement measures

Process 1: Individual Learning Paths

Development of systems and practices to embed personalised learning.

Ensure every child has an identified staff advocate.

Evaluation	Funds Expended (Resources)
All students have learning goals in place in the area of writing	Teacher professional learning
All students have an identified staff advocate	Release staff to set up class systems

Process 2: High Expectations

Build educational aspirations and ongoing performance improvement throughout the school community.

Evaluation	Funds Expended (Resources)
Focus will be to educate parents on learner dispositions/mindsets mind frames.	Teacher professional learning – Visible Learning

Next Steps

Ensure Learning Intentions and success criteria are common practice in all classrooms K–6.

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.

Improvement Measures

* All teacher use relevant data to measure impact and improve practice.

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 walk throughs and student interviews indicated that explicit teaching and effective feedback is a continual area for development.

Formative Assessment also allows teachers to set personal learning goals for individual students as well as use the Teaching Sprint Cycle to develop a focus area of pedagogical practices for each teacher to ensure professional growth.

Progress towards achieving improvement measures

Process 1: Data Analysis

Development of systems and practices in the collection data and collaboratively using this data to inform planning and modify teaching practices.

Evaluation	Funds Expended (Resources)
Staff utilising feedback from lesson observations	Professional learning and support by Teacher Quality Advisor
IL using information to direct professional learning agenda	IL timetable
Staff embedding principles of visible learning	

Process 2: Evidence based practices

Teachers implement and embed high quality, research based, future focussed teaching practice.

Embed principles of visible learning

The school ensures the ongoing development and improvement of all teachers by sharing and embedding best practice.

Evaluation	Funds Expended (Resources)
Information input into Powerview program. Additional training required for full benefit.	Professional learning to continually develop teacher skills in data analysis
Zones of Achievement determined using fluency and comprehension results.	Executive trained in Formative Assessment practices and presented to staff

Progress towards achieving improvement measures

Information input into Powerview program. Additional training required for full benefit.

Lee Englefield provided professional learning on learning sprints

Zones of Achievement determined using fluency and comprehension results.

Next Steps

Continue to increase our understanding of Teaching Sprint to improve teaching practice.

Increase staff capacity and knowledge of learning progression through intervention by IL.

To further improve both teacher and student mathematical thinking by linking mathematical conceptual understandings to mathematical knowledge and skills.

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.

Improvement Measures

Genuine authentic partnerships throughout the school community reflect a shared value of high expectations.

All staff demonstrate continual improvement and identify individual goals.

Overall summary of progress

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

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

Progress towards achieving improvement measures

Process 1: Building Leadership Capacity

Establish systems for distributed leadership

Positive promotion of school programs

Evaluation	Funds Expended (Resources)
School funded IL to continue and moving forward second AP shadowing and taking up more professional learning opportunities.	RAM funding to support IL off class, this supports other Executive and staff
Plan to create Vision Board in 2020	

Process 2: Instructional Leadership

Focus is on distributed instructional leadership to develop a culture of effective, evidence-based teaching and measurable student progress

Evaluation	Funds Expended (Resources)
Increased use of students as instructional resources for each other	Professional Learning

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 and the newly appointed members of the P&C

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Sem 1 \$9661 Sem 2 \$9661	All students identified as ATSI have current personalised learning plans in place. All students are also supported by the IL Funding was provided to enable Aboriginal students to attend an EACG camp.
English language proficiency	\$3551	Additional support has been provided by LaST
Low level adjustment for disability	Sem 1 \$1736 Sem 2 \$1736	All students requiring adjustments and learning support have been entered into NCCD and are catered for within class programs and other learning support programs. The school has supplemented SLSO funding to continue to support students as part of our Maths intervention program
Quality Teaching, Successful Students (QTSS)	0.676 allocation	Expert teachers were released to work with colleagues including lesson demonstrations and team teaching of explicit teaching practices.
Socio-economic background	Sem 1 \$17040 Sem 2 \$17040	Increased funding was provided to increase the LaST position to 1.0 allowing access for students every day and increased class support.
Support for beginning teachers	\$14,130	We currently have 1 Beginning teacher funded He has <ul style="list-style-type: none"> • worked with a mentor teacher to develop programming and reporting expertise • Participated in lesson observations • provided additional release and resources • Attended external professional learning • Teacher was awarded Accreditation in late 2019.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	198	201	206	224
Girls	208	203	202	191

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	96	94.3	94.9
1	93.4	94	94	93.5
2	95.6	94.7	93.1	93.4
3	93.7	95.2	93.1	92.9
4	94.2	93.3	93.6	91.9
5	94	93.8	92.3	94.7
6	93.6	94.6	93.8	91.6
All Years	94.3	94.5	93.4	93.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.09
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	369,999
Revenue	3,527,475
Appropriation	3,350,288
Sale of Goods and Services	6,716
Grants and contributions	169,280
Investment income	1,191
Expenses	-3,335,707
Employee related	-2,976,365
Operating expenses	-359,342
Surplus / deficit for the year	191,768

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	59,901
Equity Total	166,385
Equity - Aboriginal	19,322
Equity - Socio-economic	34,080
Equity - Language	3,551
Equity - Disability	109,432
Base Total	2,841,693
Base - Per Capita	95,732
Base - Location	0
Base - Other	2,745,960
Other Total	212,540
Grand Total	3,280,519

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

177 students in Year 4,5 and 6 participated in a survey regarding their thoughts about the school in 2019 with 99% of students 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 92% of students having friends at school they can trust and who encourage them to make positive choices.
- Our students were above NSW Government Norms in regards to positive behaviour at school with 96% of students that do not get in trouble at school for disruptive or inappropriate behaviour.
- Our students were above NSW Government Norms in regards to effort with 97% students trying hard to succeed in their learning,

Our student were well below the NSW Government Norms in regard to being victims of bullying.

Parent/caregiver satisfaction

In Term 4, 11% of Parents and Caregivers completed the Tell Them From Me survey to provide feedback to the school in relation to the 2019 school year. Our school performed above NSW Government Norms in the following areas:

- Parents supporting learning from home
- School supporting positive behaviour
- Safety at school
- Inclusiveness

90% of parents would recommend our school to other parents.

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 the next year with increased time planned.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.