2020 Annual Report

Caves Beach Public School

4367

Introduction

The Annual Report for 2020 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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School vision

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

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)
Staff participated in TPL to build and strengthen the capacity of teachers and schools to identify and respond to the personalised learning and support needs of every student, particularly those with disability and additional learning needs. Every student can identify staff members to whom they can confidently turn for advice and assistance at school.	TPL through OLT and delivered by 2 x APLS Executive member developed teaching and learning program to instruct students on 'advocacy' to develop consistent whole school understanding.

Process 2:   High Expectations

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

Evaluation	Funds Expended (Resources)
All teachers have received guidance and support with implementing effective learning and teaching practices to develop the talent of high potential and gifted students.	HP & GE Teacher Professional Learning- Staff participated in Canapes (Online) and 4 x TPL with Michelle Wasson and Brendan Jones (Quality Teaching Advisors)

Next Steps

To provide students with opportunity to meet with staff advocate through timetabled sessions and availability of advocate to support students in Planning Room.

All students are provided with personalised learning goals in reading and Numeracy using the Literacy Progressions and Numeracy Progressions.

Teaching and Learning programs show evidence of differentiation and adjustments to develop the talent of high potential and gifted students.

Individual Learning Plans to be developed for students using SMART goals and

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.

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)
Powerview is used by Executive to collate and analyse school internal data. Learning and Support Team, in conjunction with Executive, identify students for support and extension.	Professional learning to continually develop teacher skills in data analysis.

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)
All Staff participated in Teacher Professional Learning regarding evidence-based practice in reading and numeracy as part of the Situational Analysis.	Executive attended TPL to support their knowledge and understanding of best practice through the Situational Analysis.

Next Steps

Whole school approach to analyzing data and understanding trends in student achievement to provide teachers with a greater understanding of interpreting and responding at an individual, group and whole-school level.

School practices align with evidence-based practice.

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.

Progress towards achieving improvement measures

Process 1: **Building Leadership Capacity**

Establish systems for distributed leadership

Positive promotion of school programs

Evaluation	Funds Expended (Resources)
Executive participated in TPL delivered by John Picton, 'Improving the Quality of Teaching' and developing their collective understanding of the Performance and Development t Cycle and Teacher Improvement Process. Executive delivered TPL to Galgabba CoS. All teachers understand the Performance and Development Cycle and the importance of The Standards to develop PDP goals.	Executive participate and deliver TPL

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)
Executive Team led the situational analysis where staff participated in TPL regarding DoE model; Looking Inward, Looking Outward and Looking Forward. This information developed teacher understanding of current practice versus best practice through evaluating student, teacher and parent feedback.	What Works Best TPL- Situational Analysis and relevant readings Executive attended Online TPL

Next Steps

Instructional Leader to work with school funded Interventionist who will support classroom teachers in developing personalised goals using Literacy and Numeracy progressions.

Instructional Leader to work with identified teachers to engage in TPL in regard to best-practice in reading and numeracy and deliver TPL to teachers through afternoon TPL and modelling best practice in classrooms.

Embed explicit systems for formal mentoring within school structure to support teachers as requested or that have been identified.

Explicit PDP processes & time frame.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	$46,624.00	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	$11,730.00	We currently have 1 Beginning teacher funded. She has; • worked with a mentor teacher to develop programming and reporting expertise • participated in lesson observations • provided additional release and resources • attended external professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	201	206	224	202
Girls	203	202	191	205

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	96	94.3	94.9	95.1
1	94	94	93.5	94.1
2	94.7	93.1	93.4	93.4
3	95.2	93.1	92.9	94.2
4	93.3	93.6	91.9	93.8
5	93.8	92.3	94.7	93.6
6	94.6	93.8	91.6	91.7
All Years	94.5	93.4	93.3	93.7
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

Caves Beach Public School 4367 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.07
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	561,767
Revenue	3,480,760
Appropriation	3,360,083
Sale of Goods and Services	9,133
Grants and contributions	111,090
Investment income	453
Expenses	-3,229,485
Employee related	-2,894,624
Operating expenses	-334,861
Surplus / deficit for the year	251,275
Closing Balance	813,042

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.

	2020 **Approved SBA** ($)
Targeted Total	89,405
Equity Total	180,921
Equity - Aboriginal	21,853
Equity - Socio-economic	46,624
Equity - Language	0
Equity - Disability	112,444
Base Total	2,811,137
Base - Per Capita	99,809
Base - Location	0
Base - Other	2,711,328
Other Total	195,522
Grand Total	3,276,985

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

STUDENT SATISFACTION

149 students from Year 4, 5 and 6 participated in the Tell Them From Me survey in 2020.

- 94% of students believing that schooling is useful in their everyday life and will have a strong bearing on their future.
- 72% of students feel accepted and valued by their peers and by others at their school.
- 88% of students have friends at school they can trust and who encourage them to make positive choices.
- 88% of students display positive behaviour that do not get in trouble at school for disruptive or inappropriate behaviour.
- 88% of students try hard to succeed in their learning.

PARENT/CAREGIVER SATISFACTION

In 2020, results from Tell them From Me survey is based on data from 5 respondents in this school who completed the Parent Survey. Due to the limited responses this data is not reliable. However, a parent survey was conducted through google forms. 32% of families participated in this survey.

- 96% of respondents felt that staff are approachable and supportive.
- 89% think that they have an effective partnership with the school to support their child's learning.

TEACHER SATISFACTION

Tell Them From Me teacher survey provides results based on data from 19 respondents.

- 79% of teachers feel school leaders are leading improvement and change.
- 63% of teachers feel school leaders clearly communicate their strategic vision and values for our school.

The following responses were converted to a 10-point scale to evaluate the Eight Drivers of Student Learning. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

- Leadership- School Mean of 7.3 (above NSW Govt Norm)
- Collaboration- School Mean of 8.1 (above NSW Govt Norm)
- Learning Culture- School Mean of 7.9 (below NSW Govt Norm)
- Data Informs Practice- School Mean of 8.1 (above NSW Govt Norm)
- Teaching Strategies- School Mean of 8.0 (above NSW Govt Norm)
- Technology- School Mean of 6.5 (below NSW Govt Norm)
- Inclusive School- School Mean of 8.0 (below NSW Govt Norm)
- Parent Involvement- School Mean of 6.9 (above NSW Govt Norm)

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.