2020 Annual Report

Caldera School

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Introduction

The Annual Report for 2020 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.

School contact details

Caldera School

37 Corporation Circuit

TWEED HEADS SOUTH, 2486

www.caldera-s.schools.nsw.edu.au

caldera-s.school@det.nsw.edu.au

07 5524 3244

School vision

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 angencies 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 establisha 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

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
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

Engagement

Purpose

To generate student engagement through the introduction of STEM technology into teaching and learning.

Improvement Measures

As a result of STEM activities students are more engaged in their learning.

As a result of engaging in STEM activities students report that they are more likely to attend school.

Overall summary of progress

A range of STEM technology was introduced across the school over the 2018-2020 school planning period. Engagement in the technology was varied across the classes with certain students highly engaged whilst some students did not engage at all. There was also variation in teacher capacity to implement STEM technology which may have impacted student engagement. There was no consistent data that showed a correlation between STEM and student attendance.

Progress towards achieving improvement measures

Process 1: Conduct baseline research to explore benefits of STEM technology. Incorporate technology into teaching and learning programs. Evaluate the effectiveness of STEM technology as a means of engaging students with their learning.

Evaluation	Funds Expended (Resources)
A range of STEM technology was introduced across the school over the 2018-2020 school planning period. Engagement in the technology was varied across the classes with certain students highly engaged whilst some students did not engage at all. There was also variation in teacher capacity to implement STEM technology which may have impacted student engagement. There was no consistent data that showed a correlation between STEM and student attendance.	PL, RFF, STEM Technology **Funding Sources:** • Aboriginal background loading ($9356.00) • Socio-economic background ($15000.00)

Next Steps

Teachers identified in the STEM survey that it is something that they would like to continue to pursue in the future. After conducting a Situational Analysis at the end of 2020, Curriculum was an area identified by key stakeholders as ana rea of focus. The curriculum Strategic Direction team plan to incorporate further training and development of the STEM program at Caldera School.

Strategic Direction 2

Wellbeing

Purpose

To measurably increase the emotional literacy and resilience of students at Caldera, with a focus on the following key areas; Self awareness, self management, social awareness, relationship skills and responsible decision making.

Improvement Measures

Improved student emotional literacy.
Improved student resilience.

Overall summary of progress

There was a slight delay in the creation and implementation of the social and emotional literacy program as the format was adjusted from being on pen and paper to being delivered via a SmartBoard. The engagement of students participating in this program was high. Teachers did find it difficult with inconsistent student attendance to keep students at the same level of progress. Although engagement in the lessons was high. There was no clear link between student engagement and improved student resilience.

Progress towards achieving improvement measures

Process 1: Research, embed and evaluate a clear, whole school approach to teaching emotional literacy and resilience, through ongoing explicit and implicit education.

Evaluation	Funds Expended (Resources)
There was a slight delay in the creation and implementation of the social and emotional literacy program as the format was adjusted from being on pen and paper to being delivered via a SmartBoard. The engagement of students participating in this program was high. Teachers did find it difficult with inconsistent student attendance to keep students at the same level of progress. Although engagement in the lessons was high. There was no clear link between student engagement and improved student resilience.	RFF, PL **Funding Sources:** • Socio-economic background ($25000.00)

Next Steps

A survey of staff indicated that social and emotional literacy was a valued program for their students. As it is no longer part of the School Improvement cycle, the school will leverage the resource of a Student Support Officer to deliver the social and emotional literacy to students in a group setting.

Strategic Direction 3

Quality Teaching

Purpose

Enhance quality teaching practices by increasing staff and student competence in use of assessment and inquiry based learning practices.

Improvement Measures

In Literacy and Numeracy, students report increased understating of what they are meant to learn and increased ability to identify their progress.

Students report increased understating of what they are meant to learn and increased ability to identify their progress across other KLA's.

Students experience higher levels of engagement as a result of participating in IBL tasks matched to their personal interests.

Overall summary of progress

The Quality teaching Strategic Direction team was able to embed a whole school approach to effective assessment for the students with which we work at Caldera School. Both staff and students reported an increased understanding of how to effectively assess knowledge and the ability to identify their progress.

The team also embedded inquiry-based learning practices. Inquiry-Based Learning took on many forms across the school however the surveys identified that student engagement was high. It was also an effective tool in which to engage students who have been difficult to engage in other areas of their curriculum.

Progress towards achieving improvement measures

Process 1: Assessment- Research effective assessment practices for adolescent students with Emotional and/or behavioural difficulties. Embed and evaluate these practices.

Evaluation	Funds Expended (Resources)
The Quality teaching Strategic Direction team was able to embed a whole school approach to effective assessment for the students with which we work at Caldera School. Both staff and students reported an increased understanding of how to effectively assess knowledge and the ability to identify their progress.	PL, RFF **Funding Sources:** • Socio-economic background ($12500.00)

Process 2: Inquiry Based Learning- Research Problem, Project and Inquiry Based learning theories and frameworks. All staff Identify, implement and evaluate Inquiry based learning options for our students.

Evaluation	Funds Expended (Resources)
The Strategic Direction team embedded inquiry-based learning practices. Inquiry-Based Learning took on many forms across the school however the surveys identified that student engagement was high. It was also an effective tool in which to engage students who have been difficult to engage in other areas of their curriculum.	RFF, PL **Funding Sources:** • Socio-economic background ($12500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	STEM Technology purchased, RFF, Professional Learning **Funding Sources:** • Aboriginal background loading ($9 356.00)	All staff were able to incorporate STEM technologies into their academic programming. The majority of students engaged to some extent.
Socio-economic background	Professional Learning, RFF **Funding Sources:** • Socio-economic background ($66 453.00)	STEM technologies were incorporated into teaching and learning programs. A Social and Emotional Literacy program was developed and delivered via SmartTV. The majority of students were highly engaged in this program. School-wide assessment practices and IBL were embedded into practice.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	23	24	17	18
Girls	4	5	9	8

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Counsellor	0.1
School Administration and Support Staff	8.02
Other Positions	0.2

*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	670,538
Revenue	2,209,324
Appropriation	2,207,558
Sale of Goods and Services	27
Grants and contributions	1,250
Investment income	488
Expenses	-1,886,756
Employee related	-1,798,854
Operating expenses	-87,902
Surplus / deficit for the year	322,567
Closing Balance	993,106

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	0
Equity Total	75,809
Equity - Aboriginal	9,356
Equity - Socio-economic	66,453
Equity - Language	0
Equity - Disability	0
Base Total	1,717,486
Base - Per Capita	19,308
Base - Location	1,879
Base - Other	1,696,299
Other Total	314,260
Grand Total	2,107,555

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.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction The majority of students, parents, and staff are extremely satisfied with the school's performance and the service we are providing.

Students have reported that; it makes them happy coming to school, it's fun and enjoyable, this was never the case at mainstream school. They feel cared for and understood by all staff. The teachers are really funny and nice. The teachers get along really well with the kids and don't judge. The café and gym have given me confidence and made me feel better about myself. Everyone is great to talk to, the school helped me get a job and traineeship. I have made really big changes since coming here in my learning, attendance, and enjoyment of school. It's the only school I've attended and enjoyed.

Parents have reported that; the programs that the school is offering have really helped their child grow in confidence. The café has been a great idea and has helped their child get a job. The staff are good to work with and give their child a fair go. It's been the best thing for their child. The transition options that their child has access to are beyond what they could have imagined.

Staff have reported that; it's such a great place to work and feel that there is a real emphasis on their own wellbeing. The new range of extracurricular activities that have been introduced have added real value to the school. The café has been such a great initiative and the students are getting so much out of it. Staff feel well supported and comfortable talking to the leadership team. Certain staff have really enjoyed adopting the role of a coach to students and have found it extremely rewarding. Staff are excited about the new Strategic Improvement Plan and what it might bring.

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.