2021 Annual Report

Caldera School

Caldera School

5573

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

At Caldera School we endeavour to provide young people with opportunities to learn and grow in a setting that is engaging and supportive of their needs. Learning pathways and post-school transitions are planned in collaboration with students and their families, so that all students have the best chance to realise their potential, whilst living healthy and productive lives.

School context

Caldera is a School for Specific Purposes, located at Tweed Heads South. The school is an alternative Department of Education 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.

A thorough Situational Analysis was completed with community engagement and input. This input was taken into consideration when formulating the 2021-2024 School Improvement Plan.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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: Student growth and attainment

Purpose

To provide students with access to Vocational Education and Training at Caldera School and measure the impact that has on future study and/ or employment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- To introduce engaging, relevant and achievable Vocational Education and Training courses that can be delivered at Caldera School.
- Pathways into further education, training and employment are promoted, developed and measured.

Resources allocated to this strategic direction

Socio-economic background: $37,549.70
Professional learning: $14,027.70

Summary of progress

The school was able to provide students in Stage 5 the opportunity to engage in a Certificate I in Hospitality. The biggest challenges were based around student attendance and engagement. The Strategic Direction team made a few adjustments to the delivery of the course throughout the year to accommodate student achievement. Increasing student engagement and achievement will be the focus for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Stage 5 students have the opportunity to access a Certificate 1 in Hospitality course at Caldera School.	Three out of the six students who started the Certificate I in Hospitality were able to complete it. Of those that did not complete it, two moved out of the area and one disengaged from the school. Of the three that did complete the course all three have managed to gain employment with two of them being offered a School Based Traineeship.
The Strategic Direction team have developed relationships with select workplaces that can offer the students a safe and supportive environment in which to participate in work experience.	This was limited due to the impacts of COVID. The Strategic Direction team will explore options available in 2022.

Strategic Direction 2: Wellbeing

Purpose

To increase student attendance patterns.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Introduce engaging programs in order to improve student attendance rates.
- Each students attendance will be closely monitored. Each student will engage in regular attendance improvement plan meetings in order to identify barriers, set goals and implement strategies in order to improve their attendance.

Resources allocated to this strategic direction

Aboriginal background: $11,308.25
Professional learning: $5,000.00
Socio-economic background: $12,858.35

Summary of progress

The school identified three main focus areas to increase student attendance; Universal, Targeted, Individualised. Universal strategies involved the school working closely with a Attendance Support Officer (ASO) to conduct a Situational Analysis, Roll Check and assist in refining school processes. Professional Learning on 'Supporting student attendance' was also identified and delivered to staff. Targeted strategies included a range of programs on offer for the students to engage in such as a Breakfast Club, Muay Thai Kick Boxing, Waves of Wellness (surfing), Equine Therapy, Woodwork, Art, Music, LoveBites and a Vocational Education and Training course. There are plans in place to increase program offerings in 2022 including programs targeted at increasing parent/ carer engagement.

Individualised strategies included Attendance Improvement Plan surveys for all students twice through out the year. Data has been analysed with mental health concerns being the most common barrier identified to student attendance. Plans have been made to focus on Universal, Targeted and Individualised strategies to enhance student mental health in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A range of Targeted programs are in place in order to increase student engagement.	A range of engaging programs were implemented in 2021 with great success and student engagement, however COVID lock downs and restrictions limited these programs operating in semester 2.
100% of students have participated in an Attendance Improvement Plan (AIP) meeting.	All of the students at the school have engaged in at least two Attendance Improvement Plan meetings.

Strategic Direction 3: Effective Classroom Practice

Purpose

To ensure that students have the opportunity to access a diverse range of resources and programs that encourage them to engage with their learning and work towards meeting syllabus outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Ensure students have access to a broad range of resources and learning opportunities that cater to their interests and ability levels.

Resources allocated to this strategic direction

Socio-economic background: $12,402.00
Location: $1,879.00
COVID ILSP: $12,616.62

Summary of progress

The Strategic Direction team refined the school's current curriculum offerings in order to make them more accessible for staff, so that they might better engage students in their learning. This included a better filing system for resources on the faculty drive, creating an online learning package for staff to provide new enrolments to engage them early and have them experience success, creating a visually appealing catalogue of all the resources available so that students can choose what they would like to learn about in any given KLA. History was identified as the KLA most students had difficulty engaging in so new and engaging resources were developed. Older online learning resources have also been reviewed and updated for relevance.

In 2022 teachers will have time to implement the range of programs that are being implemented. Data will be gathered and evaluated to inform future directions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• % of students engaging with targeted Key Learning Areas (KLAs) is increasing.	The programs developed have not been in operation long enough to provide any meaningful data.
• A (STILE) induction package is created and provided to teachers to engage new enrolments • A resource catalogue is developed that lists online, and other resources for teachers to draw on to engage students with their learning • A selection of new resources have been evaluated and determined as engaging, are presented to teachers (including STEM and online)	The programs developed have not been in operation long enough to provide any meaningful data. The resource catalogue has been recreated on a new platform. We are currently in the trial phase before gathering data on it's impact.

Funding sources	Impact achieved this year
Socio-economic background $62,810.05	Socio-economic background equity loading is used to meet the additional learning needs of students at Caldera School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • To introduce engaging, relevant and achievable Vocational Education and Training courses that can be delivered at Caldera School. • Ensure students have access to a broad range of resources and learning opportunities that cater to their interests and ability levels. • Introduce engaging programs in order to improve student attendance rates. **Overview of activities partially or fully funded with this equity loading include:** • In order to deliver the certificate I in Hospitality, the school had to purchase new equipment and make adjustments to the learning space in order to meet compliance. Staff required professional development and time off class to plan, program and deliver the course. **The allocation of this funding has resulted in:** In the first year of implementation, 3 out of 6 students were able to complete the course. Of those three that completed the course, all three were successful in attaining employment. **After evaluation, the next steps to support our students with this funding will be:** Continue program implementation, monitor success and refine as required.
Aboriginal background $11,308.25	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Caldera School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Introduce engaging programs in order to improve student attendance rates. **Overview of activities partially or fully funded with this equity loading include:** • The initiation of an aboriginal mentoring group. This program aimed to increase student attendance through enhancing engagement, knowledge of self and connecting to culture. **The allocation of this funding has resulted in:** Whilst in attendance, all aboriginal students engaged in the program. **After evaluation, the next steps to support our students with this funding will be:** Continue with the program and gather further supports such as the AECG to increase student attendance.
Location $1,879.00	The location funding allocation is provided to Caldera School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Ensure students have access to a broad range of resources and learning opportunities that cater to their interests and ability levels.

Caldera School 5573 (2021)

Location	
$1,879.00	**Overview of activities partially or fully funded with this operational funding include:** • Providing staff with time off class to work developing a catalogue of resources, creating surveys and collecting data. **The allocation of this funding has resulted in:** The catalogue and surveys were created. As a result the Strategic Direction team was able to identify the KLA of least engagement. **After evaluation, the next steps to support our students with this funding will be:** The Strategic Direction team will work towards creating more engaging resources in the identified KLA.
COVID ILSP $22,616.62	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Ensure students have access to a broad range of resources and learning opportunities that cater to their interests and ability levels. • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teacher to deliver individualised tuition **The allocation of this funding has resulted in:** The teacher was able to engage 29% of students in individualised literacy tuition. **After evaluation, the next steps to support our students with this funding will be:** Continue one to one tuition with a focus on literacy. Embed consistent practices of monitoring student progress utilising Plan 2.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	24	17	18	15
Girls	5	9	8	9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	993,106
Revenue	2,253,485
Appropriation	2,252,790
Sale of Goods and Services	-560
Grants and contributions	1,050
Investment income	204
Expenses	-2,519,605
Employee related	-2,009,165
Operating expenses	-510,440
Surplus / deficit for the year	-266,120
Closing Balance	726,985

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.

Caldera School 5573 (2021) Printed on: 28 June, 2022

Financial summary - Equity loadings

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

	2021 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	74,118
Equity - Aboriginal	11,308
Equity - Socio-economic	62,810
Equity - Language	0
Equity - Disability	0
Base Total	1,749,491
Base - Per Capita	19,790
Base - Location	1,879
Base - Other	1,727,822
Other Total	278,450
Grand Total	2,102,060

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

Feedback from all key stakeholders has been extremely positive.

Parents/ carers have expressed extreme satisfaction in the level of support provided to their children both internally on school matters and externally. They have expressed that the communication and interactions with staff are always positive, the level of communication and amount of communication is also something that has been appreciated. Parents/ carers are also extremely happy with the way that the school works with their children and manage challenging situations.

All Students felt like staff were extremely responsive and supportive. Students identified that the staff interactions were different to what they have experienced in the past and the staff made the school a nice place to come each day.

Teachers and SASS staff have all identified that they feel extremely supported within the school, they feel it's a great work environment and very inclusive especially to new staff. Staff feel comfortable to raise concerns or ask for assistance if required.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.