

# The Caves State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

Postal address:	PO Box 65 The Caves 4702
Phone:	(07) 4912 6111
Fax:	(07) 4934 2937
Email:	principal@thecavess.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Ms Rosalie Welburn, Acting Principal

## School Overview

Established in 1904, The Caves State School is situated twenty-six kilometres to the north of Rockhampton on the Bruce Highway. Our school motto of 'Nothing but the Best' is reflected in our successful multi-age curriculum which has a central focus on high levels of literacy and numeracy.

At The Caves State School, we have a clear focus on identifying and catering for individual needs to improve outcomes for all children. We have a strong, embedded philosophy that aims to build the foundations of each individual's future success through encouraging and inspiring children to utilise their potential, curiosity, initiative and interest. This way, they construct their own learning, becoming life long learners through cultivating the skills of questioning, investigating, problem-solving and reflecting, recognising, celebrating and capitalising on their individual strengths. We promote self-respect, recognition of individual efforts, and pride in the school community. We encourage teamwork, attitudes that are positive and accepting in all relationships, and maintain positive three-way communication channels between students, families and staff. A safe, supportive and stimulating environment is maintained through our Whole School Social Skills and Values Program, and a focus on ongoing learning and development of all members of the school community - A Learning Community. The Caves State School is happy, healthy and excited about learning!

Our school Vision: [Nothing But the Best, Be the Best You Can Be](#) and our Values: Be Safe, Be Responsible and Be Respectful are displayed throughout the school and embedded in the school culture.

## Principal's Foreward

## Introduction

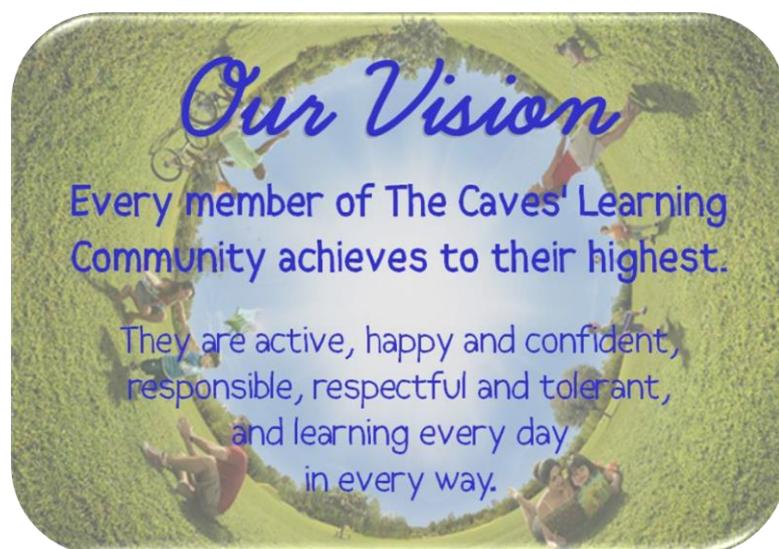
The Caves State School is committed to its motto of **Nothing but the Best** with an emphasis on quality teaching and learning, and success for all children. Social Skills and Values, integrated technologies and ongoing learning of all members of the school community are also esteemed.

Queensland schools annually publish information to parents about student and school performance. The School Annual Report is a public document that provides an overview of the achievements, developments and challenges of The Caves State School. It highlights the school's strengths and also sets out targets for improvement during following years.

The School Annual Report is available from the school website or in paper form from the school office upon request. It has also been presented at a meeting of The Caves State School Parents and Citizens' Association.

I am very proud of the efforts of students, staff and the community at The Caves State School in working together to make our school and our students **Nothing but the Best, Be the Best you can Be.**

I have great pleasure in providing this report to you and trust that you will find it interesting and informative. If you would like to discuss this report further, please contact the school.



### School Progress towards its goals in 2016

2016 was a very unsettled year for The Caves State School. One teacher left and could not be replaced so the principal was teaching full time and running the school. During the year, at different times an Acting Principal (a senior teacher already on staff, who continued to also teach full-time) was employed and 2017 commenced with another Acting Principal. This does not allow for cohesiveness within the school nor does it provide for continuity to implement long term strategies.

Therefore, a number of planned for actions did not occur. These include a review of the Responsible Behaviour Plan, Respectful Relationships Plan and the whole school Professional Development plan with teacher performance reviews. These have now all been commenced in 2017 with the Respectful Relationships Plan becoming our School Values of Be Safe, Be Respectful, Be Responsible.

The goal of ensuring school attendance at or above 95% was reached.

The Booster and Impact programs were implemented but were found to not have the desired impact considering or relative to, the funds spent.

Our students attained equal to or higher than the average percentage of the nation with Upper Two Bands in Naplan for Year 5 in Reading and Writing and with Year Three in Numeracy.

Although Robotics have been purchased, they have not been implemented to date. This may be looked at in 2017, along with the use of data to inform teaching and learning.

The School Opinion Survey shows Parent satisfaction at or above 80% in all areas except:  
*'This school takes parents opinions seriously', 'The school asks for my input'*  
*and 'This school provides useful information on-line'.*

These areas will be looked at in 2017.

### **Future Outlook**

Focus areas for 2017 include improving outcomes for students in Reading. Using data to inform teaching and learning, staff will develop individualised programs for students to support students not meeting school based targets as well as extending students close to reaching the Upper Two Bands in Naplan. The implementation of SSP (a literacy program) will continue to be embedded within the school. The teaching of reading will be a focus for PD throughout the year.

Formal observation, coaching and feedback will also be implemented.

Student and Staff well-being is a focus for 2017 with staff well-being a part of every staff meeting and Student well-being established through the use of the High 5 programme and our school values of Be Safe, Be Responsible and Be Respectful.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	80	42	38	1	99%
<b>2015*</b>	73	34	39	1	97%
<b>2016</b>	87	39	48	4	96%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The Caves State School has a strong multi-age philosophy with every class comprised of at least two year levels. Our student body is comprised of children from rural, semi-rural and urban backgrounds.

Our school community have high expectations of students, academically, socially and culturally. All classes are well supported by teacher aides, who are valued members of our teaching team. Individual student needs are identified early and individualised programs are implemented as necessary to support all students in reaching their full potential.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	27	24	21
Year 4 – Year 7	24	23	23
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The Caves State School equips students with the skills to become successful life-long learners. Challenging and innovative learning experiences are designed to ensure that each child has the opportunity to reach their maximum potential. Exposure to and participation in a broad range of cultural, sporting and academic activities that will improve student outcomes is a priority.

- Multi-age teaching and learning with a focus on meeting individual student needs
- Curriculum implementation using the Australian Curriculum
- Explicit teaching of computer skills in weekly lessons
- Early Years Pre-Intervention Programs
- Intervention and Extension Programs
- Integrated Information and Learning Technologies
- Japanese for all Year Five and Six students

### Co-curricular Activities

The Caves State School is very proud to offer a broad range of extracurricular activities to students to cater for individual and group development including:

- Community Choir Performances
- Sporting opportunities, including representation at District and Regional level, across a variety of sports and codes
- Annual school Cross Country, Athletics, Ballgames and Swimming Carnivals
- Cultural performances, activities and excursions
- A school-wide Camp and Excursion Program to compliment classroom curriculum offerings
- Student Council projects and activities
- Community events, such as Anzac Day, Bonfire Night and Fair In The Square
- Onsite Guitar, Tennis and other sporting lessons as available
- Under 8s' Activity Morning

### How Information and Communication Technologies are used to Assist Learning

At The Caves State School, we aim to embed the use of technology into every unit of work. Computers are an important part of our lives. We believe the work we do in schools should reflect this. ICTs are used in the following ways for learning:

- E-mail and internet access
- Weekly lessons in Computing skills
- Access to digital cameras, digital video cameras, iPods and iPads to store digital media created/captured by staff and students
- BeeBots, Robotics hardware and software
- Integration of ICTs across the curriculum, evident in planning
- Animations
- Presentations of assessment pieces

## Social Climate

### Overview

The Caves is a school with high expectations and strong values and traditions. Our school motto, **Nothing but the Best, Be the Best You Can Be**, underpins what we stand for in our daily interactions, what we do and how we present ourselves in the school community. The Caves State School has a high standing in the community and a long history of family connections and productive partnerships.

A positive, safe and supportive environment exists at The Caves State School. Proactive behaviour awards include Rainbow Behaviour Awards, Bucket Fillers and the use of High 5 questioning to enhance student well-being.

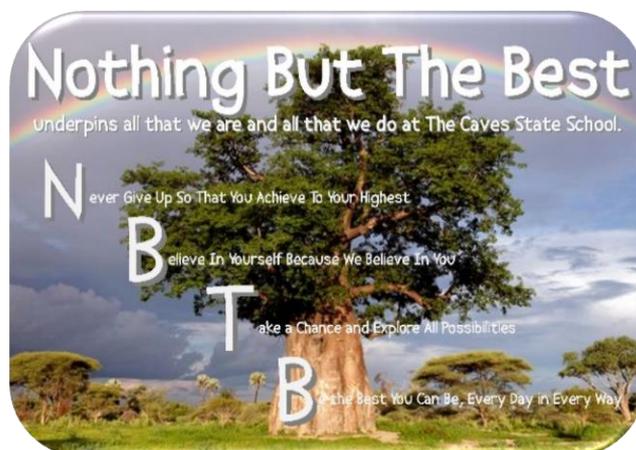
Student and staff achievements are celebrated at our weekly parade and monthly, student-led Showcase Parade which is well attended by parents. Parade also includes presentation of classroom projects, awards, School Value of the Week and Sporting & Cultural News.

The School Opinion Survey showed that:

- 100% of parents felt that:
  - ~ their child is getting a good education at school
  - ~ their child's learning needs are being met at this school
  - ~ their child is making good progress at this school
  - ~ teachers at this school expect their child to do his or her best
  - ~ teachers at this school provide their child with useful feedback about his or her school work
- 100% of students felt that:
  - ~ they are getting a good education at school
  - ~ they like being at their school
  - ~ their teachers expect them to do their best
  - ~ their teachers provide them with useful feedback about their school work
  - ~ student behaviour is well managed at their school
  - ~ their school looks for ways to improve

At our school there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour, not tolerated at school. All students are explicitly taught the expected school behaviours and receive high levels of social acknowledgement for doing so.

The High 5 process to be used by all students when experiencing bullying behaviour, either as a person being bullied, the person bullying or bystander is explicitly taught by all teachers in all classrooms:



## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	83%	82%	100%
their child likes being at this school* (S2001)	92%	82%	100%
their child feels safe at this school* (S2002)	100%	91%	100%
their child's learning needs are being met at this school* (S2003)	83%	100%	100%
their child is making good progress at this school* (S2004)	92%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	91%
teachers at this school treat students fairly* (S2008)	92%	64%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	100%
this school works with them to support their child's learning* (S2010)	92%	82%	91%
this school takes parents' opinions seriously* (S2011)	83%	82%	64%
student behaviour is well managed at this school* (S2012)	92%	82%	100%
this school looks for ways to improve* (S2013)	83%	82%	90%
this school is well maintained* (S2014)	75%	82%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	97%	100%	100%
they feel safe at their school* (S2037)	100%	100%	97%
their teachers motivate them to learn* (S2038)	100%	96%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	96%	96%	100%
they can talk to their teachers about their concerns* (S2042)	97%	91%	97%
their school takes students' opinions seriously* (S2043)	83%	96%	94%
student behaviour is well managed at their school* (S2044)	97%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	89%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	90%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parents can become involved in the life of the school and their child's education through the following:

- Weekly homework is set by class teachers and typically includes home reading and learning content previously taught in class.
- Parents assist with listening to children read and changing home readers.
- Written progress reports are provided twice a year, at the end of each semester. At the end of Terms 1 & 3, parent teacher interviews are offered to discuss student progress in person.
- Parents' and Citizens' Association – meets every month
- Special school events (eg Sports days, excursions) – are advertised in the newsletter and in-class notes sent home from the teacher.
- Volunteer in class support – Teachers often request help in the classroom with different activities. This is a great way to get directly involved in classroom learning and for parents' to assist in their child's education. The Caves has volunteers who participate in the classroom on a regular basis.
- Monthly newsletter – This is a regular communication tool to parents and members of the community.
- Tuckshop – parent volunteers are requested for help in the school tuckshop which is held on Wednesdays each week.
- Information sessions – classroom teachers offer information sessions to parents usually at the commencement of each school year, but also when other needs arise; for example when children are going on camp.
- Transport – Parents are sometimes asked to provide transport for certain excursions.
- Bookclub – Volunteer parents organise and distribute bookclub

### Respectful relationships programs

Our school values augment our Responsible Behaviour Plan to ensure appropriate, respectful and healthy relationships. These are modelled by student leaders each week on parade with one Value each week being the focus. The High 5 questions we have implemented throughout the school further enhance respectful dialogue between students.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

All students and staff make a concerted effort to reduce our environmental footprint. Our first priority is educating our students in sustainability and responsibility, and then implementing what our students have learned in the real world.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	24,394	479
2014-2015	25,934	74
2015-2016	41,281	432

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	8	0
Full-time Equivalent	5	5	0

#### Qualification of all teachers

All the teachers and Principal, during 2016, have obtained a Bachelor of Education degree.

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	5
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$6060

The major professional development initiatives are as follows:

- SSP – Speech Sound Pics
- Beginning Teacher Mentoring & Beginner Teacher – From Surviving to Thriving PD
- Athletics Upskilling
- Seven Steps to Writing

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	85%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

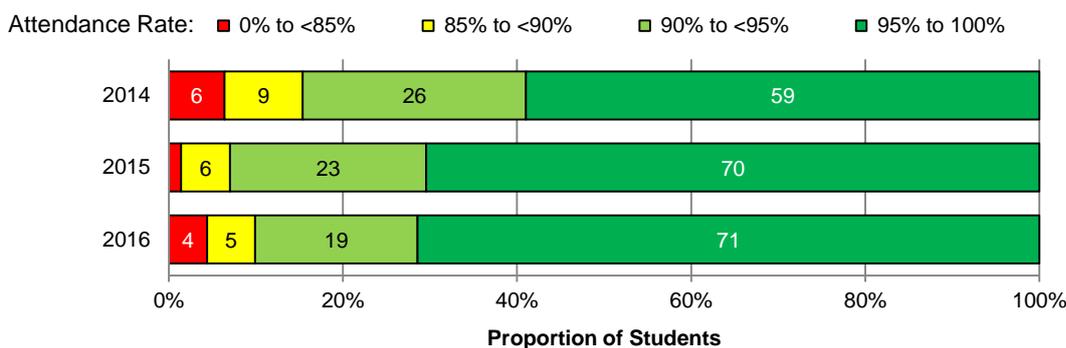
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	94%	97%	94%	96%	91%	95%	95%					
2015	96%	97%	96%	98%	92%	98%	98%						
2016	95%	97%	94%	94%	95%	96%	98%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The roll is a legal document and must be filled in using the recommended codes twice a day (morning and afternoon). All student absences are recorded as either explained (using an appropriate reason code) or unexplained. This information is entered into OneSchool. Administration uses this data to generate reports about student absences, required for the report card.

Teachers are responsible for:

- ~ keeping attendance records and monitoring attendance and absenteeism of enrolled students.
- ~ alerting the principal when a student's absence is unexplained or when concerned that the explanation may be unsatisfactory.
- ~ referring a student to the Guidance Officer if concerned that welfare issues may be impacting on attendance.

In the event of unexplained absences greater than three days, or patterns of non-attendance, the principal will:

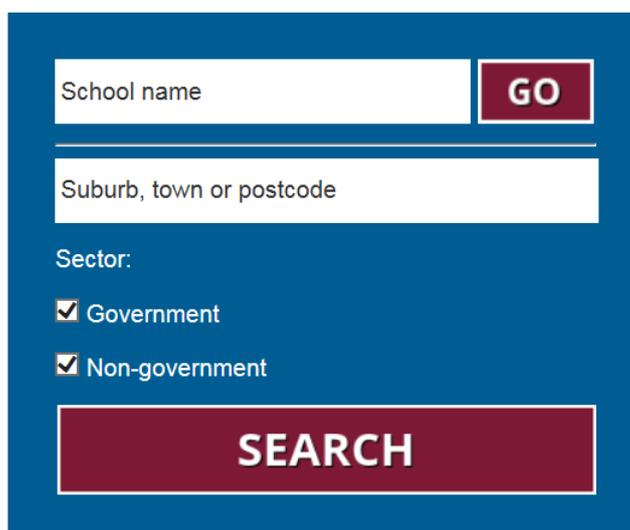
- make contact with parents and inform them of their compulsory schooling obligations and of the processes to be followed in relation to student absences.
- provide support to parents and students to ensure their child of compulsory school age attends school on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse.
- negotiate alterations to a student's educational program to promote engagement and/or maintain student connection with the school, if required.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion

This concludes The Caves State School's Annual Report.