



The Caves State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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. We face a world that is full of challenges, and we need to be confident, competent, and capable to succeed in an ever-changing future. 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 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!

School progress towards its goals in 2018

School improvement priorities for 2018 included Reading, Australian Curriculum, Writing, Upper two bands achievement in Maths, Parent and Community Engagement, and Student Well-being.

The target for reading was to have NAPLAN results of 50% or more students in U2B for Year 3 and 40% or more of students in U2B for Year 5. Both of these were achieved. The priority for 2019 will continue to be Reading, Australian Curriculum, Consistency and use of ICTs in pedagogy.

Future outlook

The explicit improvement agenda for 2019 continues to be Reading with a target of 100% of students (not verified) at/or above reading age. The Australian Curriculum targets include an enacted school CARF documented on staff ipads.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	87	90	89
Girls	39	34	36
Boys	48	56	53
Indigenous	4	4	2
Enrolment continuity (Feb. – Nov.)	96%	97%	99%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	22
Year 4 – Year 6	23	22	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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
- Intervention and Extension Programs
- Japanese is taught to all students in the school (P-6)
- Playgroup
- Step-into-Prep

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 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 and Tennis lessons
- Under 8's Activity Morning
- Playgroup
- Step-into-Prep

How information and communication technologies are used to assist learning

At The Caves State School, we aim to make icts integral in our teaching and learning. We use a variety of tools (computers, ipads, EV3s, robotics) to enable this to happen. ICTs are used in the following ways for learning:

- Completing assessments – computers and ipads
- Coding – computers (Scratch, code.org), bee-bots, and Lego Mindstorms
- Emailing
- Internet access
- Reading (epic and other libraries)
- Mathematics (websites and apps0

Social climate

Overview

The Caves is a school with high expectations and strong values and traditions. Our school motto, Nothing but the Best, 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	95%
• this is a good school (S2035)	100%	100%	95%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	95%
• their child is making good progress at this school* (S2004)	100%	100%	95%
• 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)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	91%	100%	100%
• teachers at this school treat students fairly* (S2008)	91%	92%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	92%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	91%	100%	95%
• this school takes parents' opinions seriously* (S2011)	64%	85%	100%
• student behaviour is well managed at this school* (S2012)	100%	85%	100%
• this school looks for ways to improve* (S2013)	90%	100%	95%
• this school is well maintained* (S2014)	100%	92%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	97%	100%
• they like being at their school* (S2036)	100%	97%	100%
• they feel safe at their school* (S2037)	97%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	97%	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%	97%	100%
• teachers treat students fairly at their school* (S2041)	100%	97%	100%
• they can talk to their teachers about their concerns* (S2042)	97%	100%	97%
• their school takes students' opinions seriously* (S2043)	94%	94%	100%
• student behaviour is well managed at their school* (S2044)	100%	97%	97%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	97%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	90%	100%	93%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	93%

* 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.
- 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.
- Fortnightly 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.

Respectful relationships education programs

The Caves State 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. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	0	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	41,281	40,344	38,502
Water (kL)	432	280	1,618

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter buttons: 'School sector', 'School type', and 'State', each with a dropdown arrow.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	6	10	0
Full-time equivalents	5	5	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*		
Bachelor degree	2	
Diploma	2	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$4 511.68

The major professional development initiatives are as follows:

- First Aid and CPR
- ASCIA Anaphylaxis Training
- Principal Conference

- Playgroup Facilitator Training
- Regional Moderation
- QCAA Writing PD
- Technology PD
- Headspace

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 64% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	96%	96%	95%
Attendance rate for Indigenous** students at this school	85%	93%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

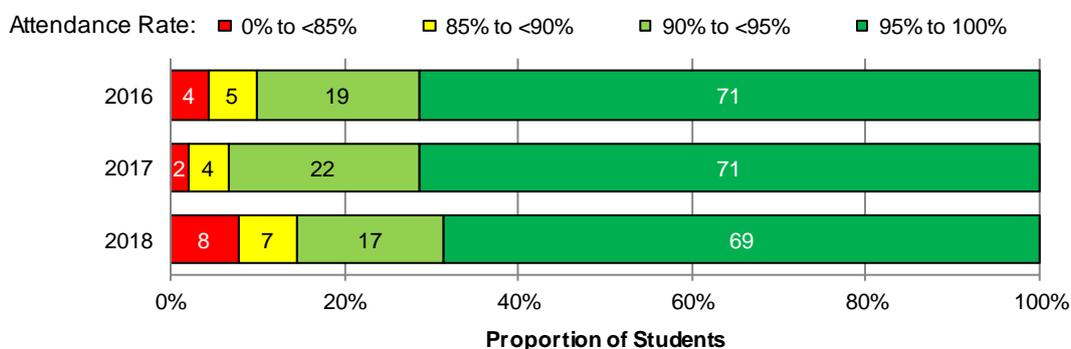
Year level	2016	2017	2018
Prep	95%	96%	95%
Year 1	97%	95%	97%
Year 2	94%	97%	95%
Year 3	94%	95%	97%
Year 4	95%	98%	92%
Year 5	96%	97%	95%
Year 6	98%	95%	96%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 nonattendance, the principal will:

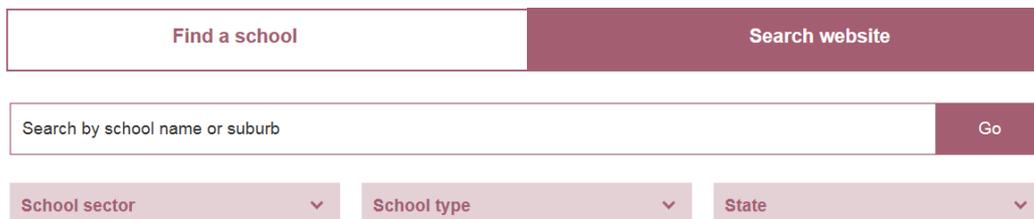
- make contact with parents and inform them of their compulsory schooling obligations and of the processes to be followed in relation to student absences.
- provide support to parents and students to ensure their child of compulsory school age attends school on every school day for the educational program 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.