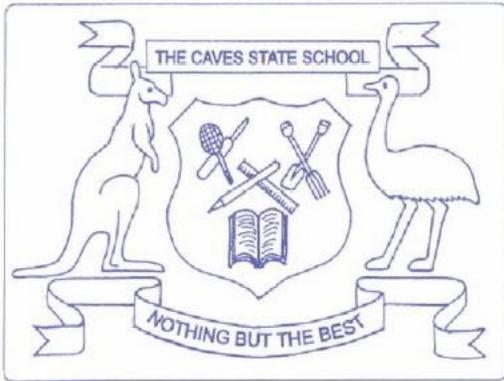


# The Caves State School Queensland State School Reporting 2015 School Annual Report



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Contact person	Miss Sandra Porter - Principal

## Principal's foreword

### 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 valued.

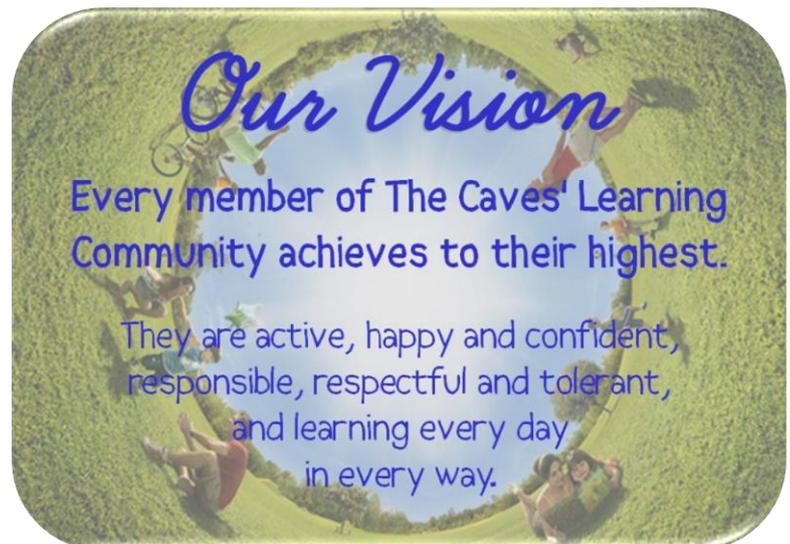
Queensland schools annually publish information to parents about student and school performance. The School Annual Report is a public document that provides output and outcome information on the achievement of the goals in the school's Annual Implementation Plans. It highlights the school's strengths 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**, and I have great pleasure in providing this report to you.

I trust that you will find this report interesting and informative. If you would like to discuss this report further, please contact the school.

Sandra Porter  
**Principal**



### School progress towards its goals in 2015

Our key priority in 2015 was Student Wellbeing, through parent and community engagement and quality teaching. We focused on improvement and achievement in reading and writing, while actioning recommendations from the Discipline Audit and driving our Explicit Improvement Agenda through continuous tracking and monitoring of all 8 domains.

The table below outlines the key actions of 2015 and the progress made towards these goals.

Action	Progress
An Early Intervention program across Years 1-3 (and Prep in Semester 2) for students at risk of not achieving a Sound (C) in English and Maths and/or not achieving NAPLAN national minimum standards will be implemented.	<b>Attained and ongoing</b>
An extension program across Years 3-7 for students achieving in the upper third and fourth bands of NAPLAN will be implemented to explicitly address Literacy and Numeracy concepts that require consolidation, in order to increase the percentage of students in the Upper Two bands of NAPLAN.	<b>Attained and ongoing</b>
The capability of all teaching staff to deliver rigorous programs of learning will be developed through coaching and mentoring, feedback and Professional Development.	<b>Attained and ongoing</b>

### Future outlook

Consistently high results in all areas are testament to quality teaching and a supportive and nurturing environment at The Caves State School. With high expectations comes the challenge to provide facilities and resources to meet the needs of a 21st century learning community committed to delivering high quality future-focused teaching and learning.

The driving force behind our Explicit Improvement Agenda will be improvements in literacy and numeracy. The 2016 key actions will be:

#### Successful Learners

- Identify and address the learning needs of individual students and tailor classroom activities to levels of readiness and need, to boost student confidence and levels of achievement
- Encourage positivity, resilience and making amends, and develop social and emotional learning and Respectful Relationships

#### Teaching Quality

- Competency and consistency of teaching staff in English and Maths
- A feedback culture of coaching and mentoring, whereby all teaching staff give and receive feedback on effective methods of promoting successful learners

#### Principal leadership and performance

- Communicate explicit and clear school-wide targets for improvement to all stakeholders
- Consolidate school practices to ensure consistency and to develop competency

#### School Performance

- Coherent and sequenced learning as per Curriculum, Assessment, Data Collection and Reporting Plan
- Consistent vocabulary and best-practice teaching strategies as per Pedagogical Framework
- Participation of all teaching staff in 3-weekly Data Meetings to moderate, analyse and discuss data and classroom assessments, develop goals and strategies for improving levels of student achievement, examine attendance and behavioural outcomes and student wellbeing, and give and receive feedback to promote successful learners

#### Local Decision Making

- Provide parents with relevant information so that they can engage as integral members of the school community and partners in their children's education

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	85	46	39		86%
2014	80	42	38	1	99%
2015	73	34	39	1	97%

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 2015, 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.htm>).

### Characteristics of the student body:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	27	24
Year 4 – Year 7 Primary	24	24	23

\*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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0
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.

## 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
- Weekly skills lessons in Performing Arts (music, drama, dance) and Physical Education
- 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

### Extra curricula activities

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

- Community Choir Performances
- Intra- and Inter-school 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 and Tennis lessons
- Under 8s' Activity Morning

### How Information and Communication Technologies are used to improve 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
- Robotics hardware and software
- Integration of ICTs across the curriculum, evident in planning
- Animations
- Presentations of assessment pieces

## Social Climate

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 and Nothing but the Best Awards.

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.

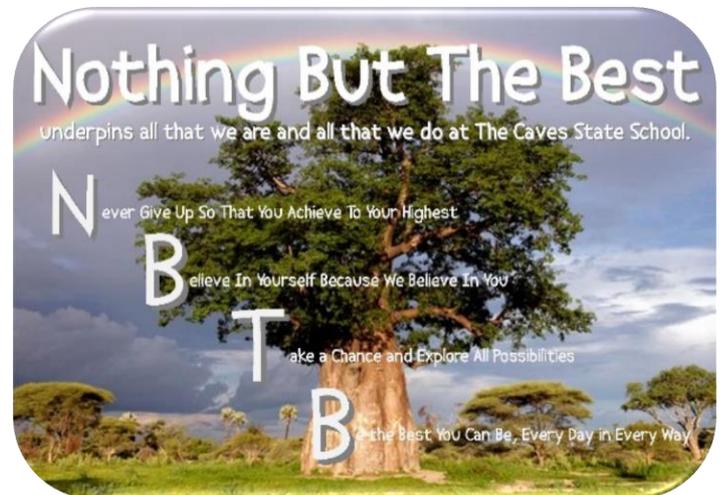
The School Opinion Survey showed that:

- 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
  - ~ teachers at this school motivate their child to learn
- 100% of students felt that:
  - ~ they are getting a good education at school
  - ~ they like being at their school
  - ~ they feel safe 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
  - ~ their school is well maintained

At The Caves State 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 3-step 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:

- Let the bully know that what they are doing is bullying.
- Refuse to join in with their bullying
- Support any students who are bullied.
- Stand up for yourself if anyone tries to bully you by:
  1. Telling them to stop
  2. Ignoring them or walking away
  3. Asking an adult for support if nothing else works once the student has tried to manage the situation



## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	83%	82%
their child likes being at this school (S2001)	100%	92%	82%
their child feels safe at this school (S2002)	100%	100%	91%
their child's learning needs are being met at this school (S2003)	100%	83%	100%
their child is making good progress at this school (S2004)	100%	92%	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)	100%	92%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	95%	92%	64%
they can talk to their child's teachers about their concerns (S2009)	95%	100%	91%
this school works with them to support their child's learning (S2010)	91%	92%	82%
this school takes parents' opinions seriously (S2011)	90%	83%	82%
student behaviour is well managed at this school (S2012)	95%	92%	82%
this school looks for ways to improve (S2013)	100%	83%	82%
this school is well maintained (S2014)	91%	75%	82%

Performance measure			
Percentage of students who agree <sup>6</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	100%	100%
they like being at their school (S2036)	96%	97%	100%
they feel safe at their school (S2037)	96%	100%	100%
their teachers motivate them to learn (S2038)	92%	100%	96%
their teachers expect them to do their best (S2039)	96%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	88%	100%	100%
teachers treat students fairly at their school (S2041)	92%	96%	96%
they can talk to their teachers about their concerns (S2042)	92%	97%	91%
their school takes students' opinions seriously (S2043)	88%	83%	96%
student behaviour is well managed at their school (S2044)	92%	97%	100%
their school looks for ways to improve (S2045)	92%	100%	100%
their school is well maintained (S2046)	96%	100%	100%
their school gives them opportunities to do interesting things (S2047)	92%	100%	96%

Performance measure			
Percentage of school staff who agree <sup>6</sup> that:	2013	2014	2015
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%	89%	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%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

<sup>6</sup> '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

We appreciate the support of parents, family and community in working with us as a united team to ensure each student achieves to his/her full potential. Open communication is the key to this partnership, with regular opportunities to meet with staff members and to contribute to school activities including provision of transport and coaching for interschool sport, participating as classroom helpers and being involved in formal structures, including the Parents & Citizens' Association.

We value and acknowledge the work of parents and give parents regular opportunities to be informed about and to share in their child's learning and the life of the school through newsletters, a regularly updated website, FaceBook, Communication Books to promote improved school/home communications, assemblies, student-led conferences and learning celebrations.

The Caves State School has an active and supportive Parents and Citizens' Association who plays an integral part in the community.

## 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	47,144	426
2013-2014	24,394	479
2014-2015	25,934	74

\*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.

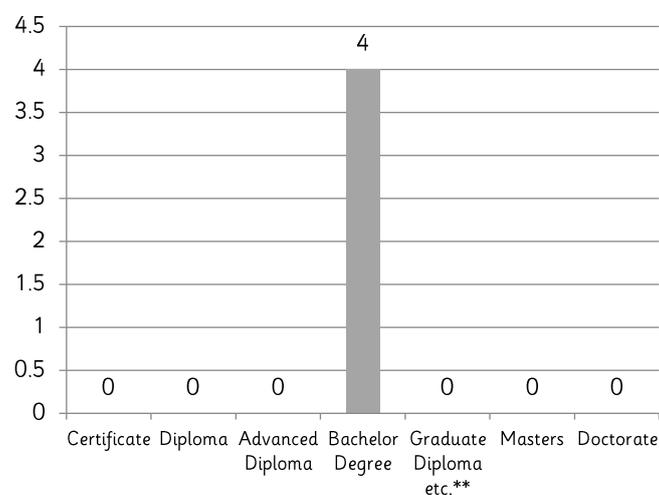
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	7	0
Full-time equivalents	4	4	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>4</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$4019.74, of which \$2869.79 was used to replace teachers to attend training and professional development or engage in professional conversations and dialogue.

The major professional development initiatives were as follows:

- ~ Literacy & Numeracy (including Writing)
- ~ Curriculum Development and Implementation
- ~ Explicit Instruction
- ~ Data Usage
- ~ First Aid and CPR Qualification update
- ~ OneSchool and Finance Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income 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

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Sector:

Government  
 Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select qGOG.

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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	DW	DW

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

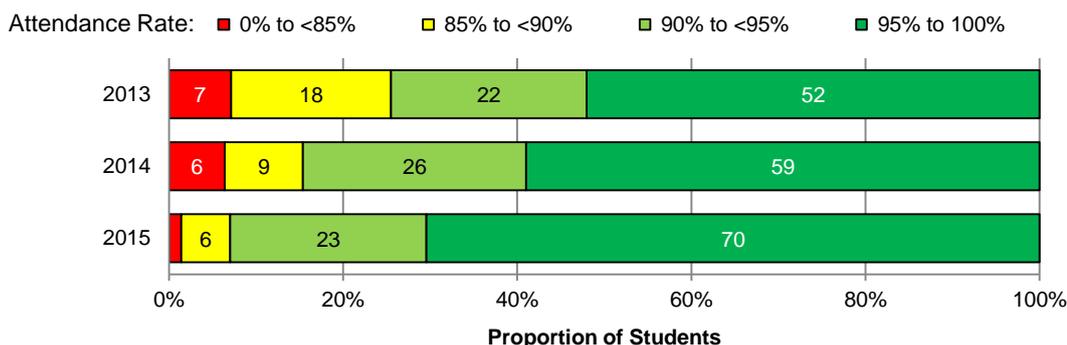
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	91%	95%	91%	97%	95%	92%	95%	95%
2014	91%	94%	97%	94%	96%	91%	95%	95%
2015	96%	97%	96%	98%	92%	98%	98%	

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

In 2015, Silver Attendance Awards were presented to children who achieved 95% Attendance and above, and Gold Attendance Awards were presented to children who achieved 100% Attendance.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>.

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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.