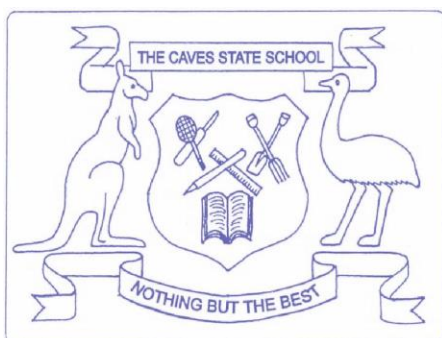


The Caves State School

Queensland State School Reporting

2013 School Annual Report



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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 Operation 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 work of students, staff and the community at The Caves State School and have 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



Queensland State School Reporting

2013 School Annual Report



School progress towards its goals in 2013

Our priorities for 2013 were:

- **Writing** (partially completed in 2013 and remains on-going priority in 2014)
- **Pedagogy** (partially completed in 2013 and remains on-going priority in 2014)
- **Student Wellbeing** (partially completed in 2013 and remains on-going priority in 2014)
- **Continuous monitoring of student achievement and improvement** (partially completed in 2013 and remains on-going priority in 2014)
- **Reading** (partially completed in 2013 and remains on-going priority in 2014)
- **Numeracy** (partially completed in 2013 and remains on-going priority in 2014)

To achieve these, we:

- Developed a coherent and sequenced Curriculum, Assessment, Data Collection and Reporting Plan for our multi-age classes.
- Developed a research driven, evidence based pedagogical approach for The Caves State School with Explicit Instruction as the core element for the teaching of new work, and emphasis on differentiation to engage every student and promote success in all areas.
- Established consistent school-wide teaching practices for reading, writing and maths.
- Undertook internal and external moderation, with reflection on assessment tools used and feedback provided.
- Established high expectations for each student and teaching staff responded effectively to their current levels of achievement and differing rates of learning
- Established and reviewed Individual learning goals and targeted teaching strategies for every student in priority areas as part of our embedded 5-weekly cycles of improvement to inform teaching & learning
- Unpacked NAPLAN Marking Guide and aligned teacher understanding of criteria to build capability in teachers to use NAPLAN Marking Guide as an assessment tool to guide teaching and learning
- Undertook Whole School Writing Tasks (Year 1-7) in NAPLAN testing conditions and moderated internally
- Provided opportunities for community engagement to support student wellbeing and development
- Raised awareness and understanding of all stakeholders of Learning & Wellbeing Framework

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.

Our key priorities in 2014 will be an unrelenting focus on improving reading, writing, spelling, punctuation, grammar and vocabulary and numeracy in all students through a whole school pedagogical approach which includes explicit instruction, and developed capability and capacity in teaching staff to ensure high quality teaching practices

Our commitment is that:

- The percentage of students in Years 3, 5 and 7 (not on an Individual Learning Guarantee) achieving at or above the national minimum standard in Writing will increase from 94.6% in 2013 to 100%, in Spelling from 96.9% in 2013 to 100%, and in Grammar & Punctuation from 96.9% in 2013 to 100% by the end of 2014, and maintain at 100% in Reading and Numeracy.
- Individual Learning Guarantees for all students at risk of not meeting the National Minimum Standards in Literacy and Numeracy will be developed and implemented.
- Individual Mean Scale Scores of 100% of students in Years 3 to 7 (not on an Individual Learning Guarantee) will improve in all five domains of NAPLAN (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy) to within at least 20 points of the average national gain.
- The percentage of Year 1-3 students (not on an Individual Learning Guarantee) achieving a Sound (C) or above in English will increase from 82% in 2013 to 100%, and in Maths from 91% in 2013 to 100%, by the end of 2014.
- Rigorous programs of learning and intensive extension programs will be implemented to increase the percentage of Year 3, 5 and 7 students in the Upper Two bands of NAPLAN from 24.3% in Reading in 2013 and 29.7% in Spelling in 2013, to equal to or higher than the average percentage of the nation, and maintain in Writing, Grammar and Punctuation and Numeracy a rate equal to or higher than the average percentage of the nation.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	113	50	63	95%
2012	95	42	53	94%
2013	85	46	39	86%

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

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.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	20	25	22
Year 4 – Year 7 Primary	26	24	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
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

Curriculum offerings

Our distinctive curriculum offerings

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 Library, Music 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

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:

- Choir
- Interschool sporting opportunities, including Sports Representatives at a District, Regional and State Level
- Sporting opportunities across a variety of sports and codes
- Cultural performances, activities and excursions
- A school wide Camping and Excursion Program to compliment classroom curriculum offerings
- Student Council projects and activities
- Community events, such as Anzac Day and Fair In The Square

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
- Robotics hardware and software
- Integration of ICTs across the curriculum, evident in planning
- Animations
- Presentations of assessment pieces
- Online reporting using OneSchool portal

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, Nothing But The Best Awards and Behaviour, Attitude and Performance 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 feels safe at this school.
- ~ 100% of students felt that they were safe at The Caves State School.
- ~ 95.5% of parents were satisfied that student behaviour is well managed at this school.
- ~ 100% of parents acknowledge that this school looks for ways to improve.
- ~ 100% of parents acknowledge this school celebrates student achievements
- ~ 100% of parents felt that this school encourages them to take an active role in their child's education.
- ~ 100% of staff was satisfied that this school is a good place in which to work.

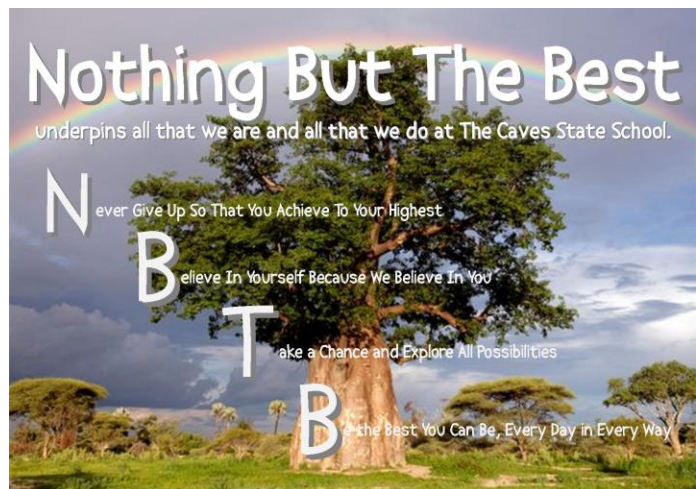
Students have access to a visiting Guidance Officer. Staff members have access to the Employment Advisor.

Education Queensland does not tolerate bullying behaviour at schools. At The Caves State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. All students are explicitly taught the expected school behaviours and receiving 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:

Strategies For Students To Deal With Bullies

- 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 and once the student has tried to manage the situation



Our school at a glance

Parent, student and staff satisfaction with the school

Overall parent and student satisfaction with The Caves State School is comparable to the state. 94.4% of parents agree that The Caves State School is a good school. 100% of students agree that they like being at The Caves State School and they are getting a good education. Staff overall satisfaction levels were higher than state means.

These outcomes demonstrate that the performance of The Caves State School is appreciated and valued by the school community.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	95%	100%
this is a good school (S2035)	94%	100%
their child likes being at this school* (S2001)	95%	100%
their child feels safe at this school* (S2002)	95%	100%
their child's learning needs are being met at this school* (S2003)	89%	100%
their child is making good progress at this school* (S2004)	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%
teachers at this school motivate their child to learn* (S2007)	95%	100%
teachers at this school treat students fairly* (S2008)	89%	95%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%
this school works with them to support their child's learning* (S2010)	95%	91%
this school takes parents' opinions seriously* (S2011)	84%	90%
student behaviour is well managed at this school* (S2012)	100%	95%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	94%	91%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	96%
they like being at their school* (S2036)	100%	96%
they feel safe at their school* (S2037)	100%	96%
their teachers motivate them to learn* (S2038)	100%	92%
their teachers expect them to do their best* (S2039)	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	97%	88%
teachers treat students fairly at their school* (S2041)	96%	92%
they can talk to their teachers about their concerns* (S2042)	90%	92%

Our school at a glance

their school takes students' opinions seriously* (S2043)	93%	88%
student behaviour is well managed at their school* (S2044)	97%	92%
their school looks for ways to improve* (S2045)	93%	92%
their school is well maintained* (S2046)	97%	96%
their school gives them opportunities to do interesting things* (S2047)	100%	92%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

We appreciate the support of parents and family 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, 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.

100% of parents indicated that they are satisfied that this school encourages them to take an active role in their child's education and 95.5% of parents indicated that they are satisfied that staff at this school are responsive to their enquiries.

Reducing the school's environmental footprint

All students and staff continue to 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	
	Electricity kWh	Water kL
2010-2011	49,095	999
2011-2012	48,245	737
2012-2013	47,144	426

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

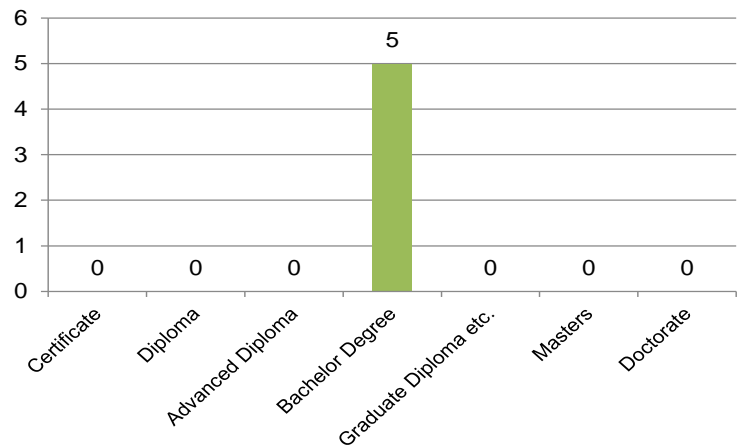
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time equivalents	5	4	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	5



* 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 2013 were \$6 701 of which \$3,659 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
- ~ Curriculum
- ~ Explicit Instruction
- ~ First Aid and CPR Qualification update
- ~ OneSchool and Finance Training

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

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 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

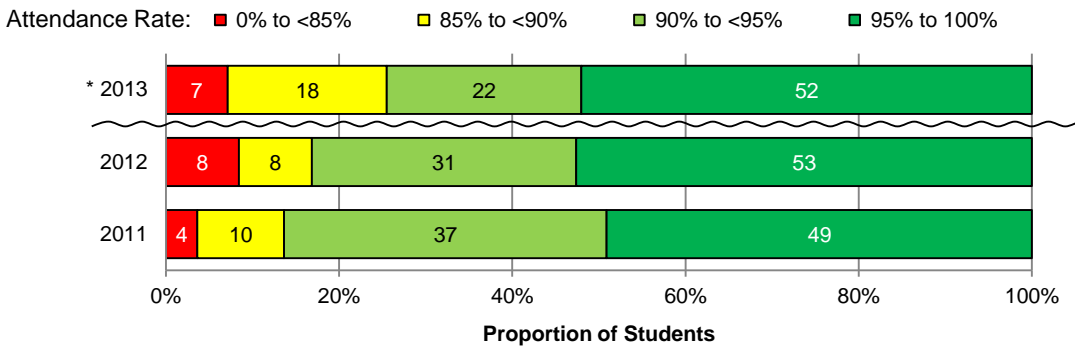
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	94%	95%	94%	96%	94%	94%					
2012	91%	95%	94%	92%	95%	96%	92%					
2013	95%	91%	97%	95%	92%	95%	95%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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:

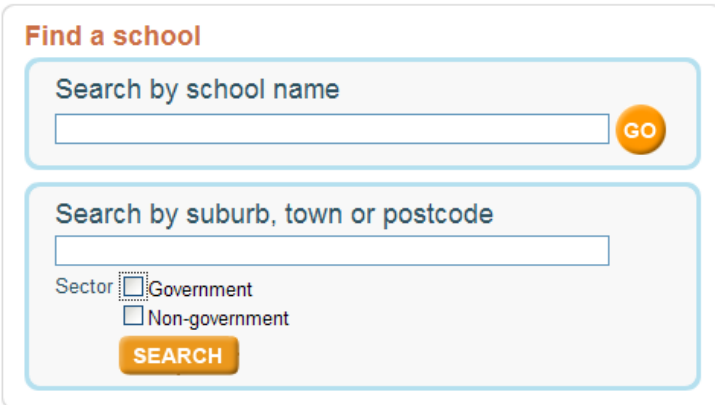
- make contact with parents and inform them of their compulsory schooling obligations and of the processes to be followed in relation to student absences.
- provide support to parents and students to ensure their child of compulsory school age attends school on every school day for the educational program 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.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Due to the small number of Indigenous students across the school, comments regarding NAPLAN performance and attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.