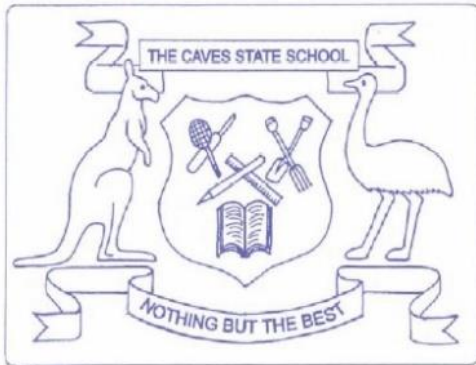


The Caves State School

Queensland State School Reporting

2014 School Annual Report



Postal address PO Box 65 The Caves 4702

Phone (07) 4912 6111

Fax (07) 4934 2937

Email the.principal@thecavess.eq.edu.au

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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.

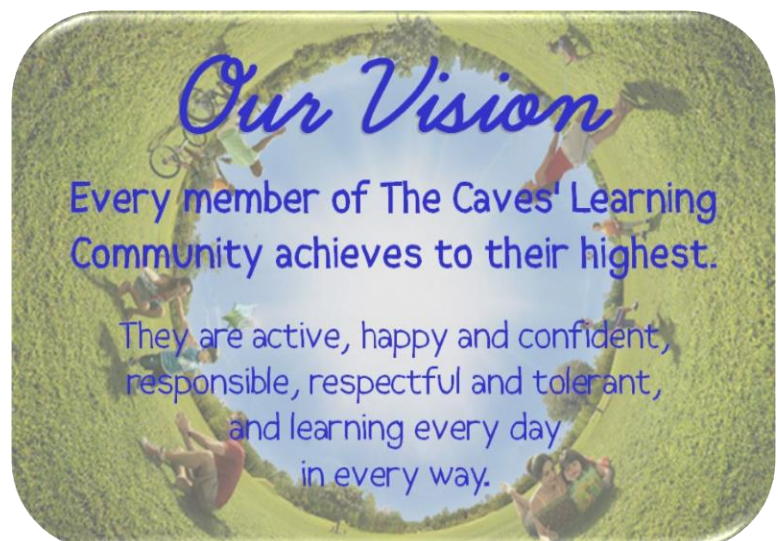
Queensland schools annually publish information to parents about student and school performance. The School Annual Report is a public document that provides output and outcome information on the achievement of the goals in the school's Annual Implementation Plans. It highlights the school's strengths 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 2014

In 2014, we had an unrelenting focus on improving reading, writing, spelling, punctuation, grammar and vocabulary and numeracy in all students through a whole school pedagogical approach which included explicit instruction, and developing capability and capacity in our teaching staff to ensure high quality teaching practices.

Our priorities for 2014 were:

- Core curriculum
- Writing
- Reading Numeracy
- Quality Teaching
- Student Wellbeing
- Leadership and Accountability

To achieve these, we:

- Monitored teacher practices, assessment practices and student data in all learning areas
- Developed and documented the school's approach to the explicit teaching of Writing, Spelling, Punctuation, Grammar and Vocabulary
- Adopted consistent school-wide teaching practices and assessment strategies
- Implemented a process for professional discussion and moderation of student writing
- Developed capability and capacity in teaching staff to ensure high quality teaching practices
- Used the Developing Performance Framework as a tool to align teacher capability development with school priorities
- Developed and implemented the Learning and Wellbeing Framework
- Provided opportunities for community engagement to support student wellbeing and development
- Engaged every student and promoted success in all areas through differentiation of teaching practice
- Used Teaching and Learning Audit framework to drive our Explicit Improvement Agenda

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 2015 will be Student Wellbeing, through parent and community engagement and quality teaching. We will focus 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.

Our commitment is that:

- 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.
- 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.
- The capability of all teaching staff to deliver rigorous programs of learning will be developed through coaching and mentoring, feedback and Professional Development.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	95	42	53	94%
2013	85	46	39	86%
2014	80	42	38	99%

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. Our student body is comprised of children from rural, semi-rural and urban backgrounds.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	25	22	27
Year 4 – Year 7 Primary	24	24	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 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

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 District and Regional 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, Bonfire Night 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.

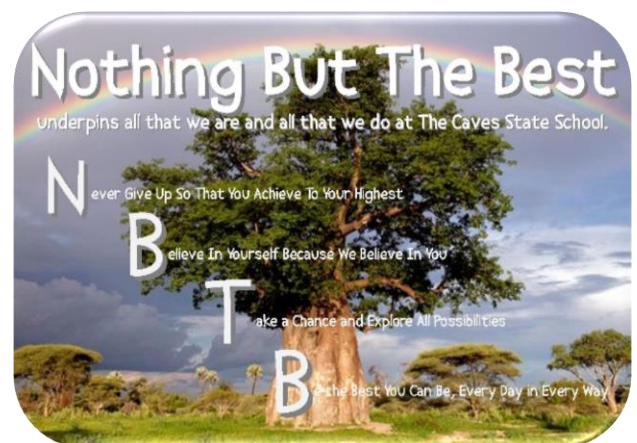
A positive, safe and supportive environment exists at The Caves State School. Proactive behaviour awards include Rainbow Behaviour Awards and Nothing but the Best Awards.

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.

Overall parent and student satisfaction with The Caves State School is comparable to the state. 100% of parents agree that their child's English and Maths skills are being developed, and that their child is getting a good education at The Caves State School. 96.6% of students agree that they like being at The Caves State School and 100% agree that 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.

The School Opinion Survey showed that:

- 100% of parents felt that:
 - ~ their child feels safe at this school
 - ~ their child is getting a good education at school
 - ~ teachers at this school expect their child to do his or her best
 - ~ teachers at this school motivate their child to learn
 - ~ they can talk to their child's teachers about their concerns
- 100% of students felt that:
 - ~ they are getting a good education at school
 - ~ they feel safe at their school
 - ~ their teachers motivate them to learn
 - ~ their teachers provide them with useful feedback about their school work
 - ~ their school gives them opportunities to do interesting things
- 100% of staff felt that:
 - ~ they enjoy working at their school
 - ~ their school is a safe place in which to work
 - ~ they receive useful feedback about their work at their school
 - ~ students are encouraged to do their best at their school
 - ~ their school takes staff opinions seriously



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 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 [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	95%	100%	100%
this is a good school (S2035)	94%	100%	83%
their child likes being at this school* (S2001)	95%	100%	92%
their child feels safe at this school* (S2002)	95%	100%	100%
their child's learning needs are being met at this school* (S2003)	89%	100%	83%
their child is making good progress at this school* (S2004)	89%	100%	92%
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)	94%	100%	92%
teachers at this school motivate their child to learn* (S2007)	95%	100%	100%
teachers at this school treat students fairly* (S2008)	89%	95%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	100%
this school works with them to support their child's learning* (S2010)	95%	91%	92%
this school takes parents' opinions seriously* (S2011)	84%	90%	83%
student behaviour is well managed at this school* (S2012)	100%	95%	92%
this school looks for ways to improve* (S2013)	100%	100%	83%
this school is well maintained* (S2014)	94%	91%	75%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	96%	100%
they like being at their school* (S2036)	100%	96%	97%
they feel safe at their school* (S2037)	100%	96%	100%
their teachers motivate them to learn* (S2038)	100%	92%	100%
their teachers expect them to do their best* (S2039)	100%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	88%	100%
teachers treat students fairly at their school* (S2041)	96%	92%	96%
they can talk to their teachers about their concerns* (S2042)	90%	92%	97%
their school takes students' opinions seriously* (S2043)	93%	88%	83%
student behaviour is well managed at their school* (S2044)	97%	92%	97%
their school looks for ways to improve* (S2045)	93%	92%	100%
their school is well maintained* (S2046)	97%	96%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	92%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	89%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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.

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 can talk to their child's teacher about their concerns, and that the school keeps them well informed.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	48,245	737
2012-2013	47,144	426
2013-2014	24,394	479

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.

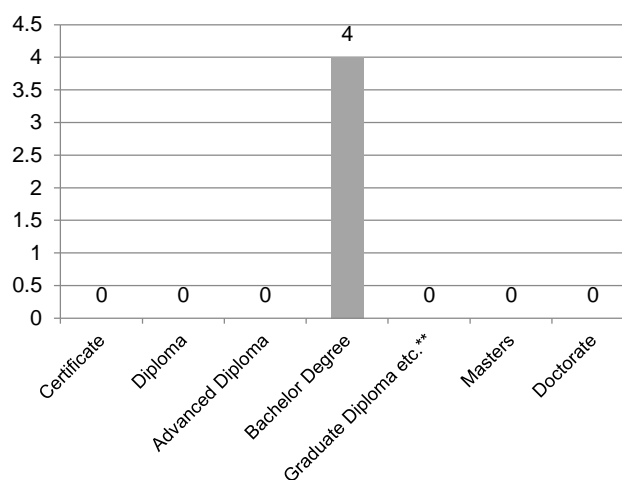
Our staff profile

Staff composition, including Indigenous staff

2014 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
Total	4



*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 2014 were \$ 5704.93, of which \$ 1798.84 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 2014 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	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 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

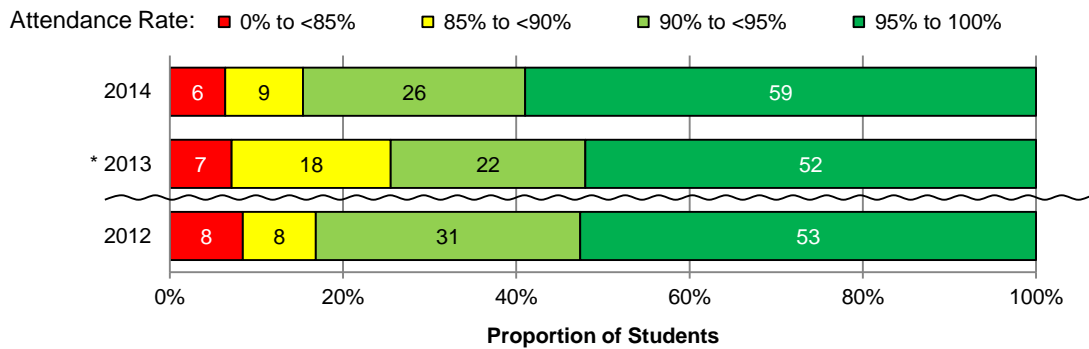
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	91%	95%	94%	92%	95%	96%	92%
2013	95%	91%	97%	95%	92%	95%	95%
2014	94%	97%	94%	96%	91%	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 after 2012 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 DETE 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.

In 2014, 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.

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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.

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.