



The Caves State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

| | |
|-----------------|---|
| Postal address: | PO Box 65 The Caves 4702 |
| Phone: | (07) 4912 6111 |
| Fax: | (07) 4934 2937 |
| Email: | principal@thecavess.eq.edu.au |
| Webpages: | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
| Contact Person: | Moira Mackenzie |

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!

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 esteemed.

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

The School Annual Report is available from the school website or in paper form from the school office upon request.

School Progress towards its goals in 2017

School improvement priorities for 2017 included reading and student wellbeing.

The target for reading was to have Naplan results in reading similar to or above SQSS (Similar Queensland State School) in reading. In years three and five, The Caves State School was similar to Similar Queensland State Schools in both MSS and U2B. The priority in 2018 has shifted to writing.

The target for student wellbeing was to have all students and staff using a common language when dealing with social issues. The 'High 5' program was implemented across the whole school.

Future Outlook

The explicit improvement agenda for 2018 continues to be Reading with a target to have 50% of student in the Upper Two Bands for year 3 and 40 % of students in the Upper Two Bands for Year 5. Writing is also a focus with a target of having Naplan results in writing Similar to Queensland State Schools. In Semester two, the school is moving towards using data walls and the literacy continuum for tracking and improving writing.

Our School at a Glance

School Profile

| | |
|--|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Prep Year - Year 6 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 73 | 34 | 39 | 1 | 97% |
| 2016 | 87 | 39 | 48 | 4 | 96% |
| 2017 | 90 | 34 | 56 | 4 | 97% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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

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

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 24 | 21 | 23 |
| Year 4 – Year 6 | 23 | 23 | 22 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

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

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

Co-curricular Activities

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

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

How Information and Communication Technologies are used to Assist Learning

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

- E-mail and internet access
- Weekly lessons in Technology
- Access to computers and iPads to store digital media created/captured by staff and students and use to create
- BeeBots, Robotics hardware and software
- Integration of ICTs across the curriculum, evident in planning
- Presentations of assessment pieces

Social Climate

Overview

The Caves is a school with high expectations and strong values and traditions. Our school motto, Nothing but the Best, Be the Best You Can Be, underpins what we stand for in our daily interactions, what we do and how we present ourselves in the school community. The Caves State School has a high standing in the community and a long history of family connections and productive partnerships. A positive, safe and supportive environment exists at The Caves State School. Proactive behaviour awards include Rainbow Behaviour Awards, Bucket Fillers and the use of High 5 questioning to enhance student well-being.

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

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 100% | 100% | 100% |
| this is a good school (S2035) | 82% | 100% | 100% |
| their child likes being at this school* (S2001) | 82% | 100% | 100% |
| their child feels safe at this school* (S2002) | 91% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 100% | 100% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 91% | 100% |
| teachers at this school treat students fairly* (S2008) | 64% | 91% | 92% |
| they can talk to their child's teachers about their concerns* (S2009) | 91% | 100% | 92% |
| this school works with them to support their child's learning* (S2010) | 82% | 91% | 100% |
| this school takes parents' opinions seriously* (S2011) | 82% | 64% | 85% |
| student behaviour is well managed at this school* (S2012) | 82% | 100% | 85% |
| this school looks for ways to improve* (S2013) | 82% | 90% | 100% |
| this school is well maintained* (S2014) | 82% | 100% | 92% |

Student opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 100% | 100% | 97% |
| they like being at their school* (S2036) | 100% | 100% | 97% |
| they feel safe at their school* (S2037) | 100% | 97% | 100% |
| their teachers motivate them to learn* (S2038) | 96% | 100% | 97% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree* that: | 2015 | 2016 | 2017 |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% | 97% |
| teachers treat students fairly at their school* (S2041) | 96% | 100% | 97% |
| they can talk to their teachers about their concerns* (S2042) | 91% | 97% | 100% |
| their school takes students' opinions seriously* (S2043) | 96% | 94% | 94% |
| student behaviour is well managed at their school* (S2044) | 100% | 100% | 97% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 100% |
| their school is well maintained* (S2046) | 100% | 97% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 96% | 100% | 100% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| 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% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 90% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 100% |

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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

- Weekly homework is set by class teachers and typically includes home reading and learning content previously taught in class.
- Parents assist with listening to children read and changing home readers.
- Written progress reports are provided twice a year, at the end of each semester. At the end of Terms 1 & 3, parent teacher interviews are offered to discuss student progress in person.
- Parents' and Citizens' Association – meets every month
- Special school events (eg Sports days, excursions) – are advertised in the newsletter and in-class notes sent home from the teacher.
- Volunteer in class support – Teachers often request help in the classroom with different activities. This is a great way to get directly involved in classroom learning

and for parents' to assist in their child's education. The Caves has volunteers who participate in the classroom on a regular basis.

- Monthly newsletter – This is a regular communication tool to parents and members of the community.
- Tuckshop – parent volunteers are requested for help in the school tuckshop which is held on Wednesdays each week.
- Information sessions – classroom teachers offer information sessions to parents usually at the commencement of each school year, but also when other needs arise; for example when children are going on camp.
- Transport – Parents are sometimes asked to provide transport for certain excursions.
- Bookclub – Volunteer parents organise and distribute bookclub.

Respectful relationships programs

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

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

| SCHOOL DISCIPLINARY ABSENCES | | | |
|----------------------------------|------|------|------|
| Type | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 0 | 1 | 0 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

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

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 25,934 | 74 |
| 2015-2016 | 41,281 | 432 |
| 2016-2017 | 40,344 | 280 |

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

School Funding

School income broken down by funding source

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

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

Find a school

Sector:
 Government
 Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 6 | 9 | 0 |
| Full-time Equivalent | 5 | 4 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Masters | 1 |
| Graduate Diploma etc.** | |
| Bachelor degree | 3 |
| Diploma | 1 |
| Certificate | |

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$2 696.37.

The major professional development initiatives are as follows:

Emergency Procedures
 Beginning Teachers
 Cert III Business Administration
 First Aid & CPR
 ASCIA Anaphylaxis Training
 Leading Where You Are
 Asperger Training
 Sue Larkey Autism Workshop
 Sensory Integration Workshop
 Apple Teacher PD
 Digital Technology Portfolio PD
 Cleaners Training
 Age Appropriate Pedagogies
 Principal Conference

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| Description | AVERAGE STAFF ATTENDANCE (%) | | |
|--|------------------------------|------|------|
| | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 97% | 96% |

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

| STUDENT ATTENDANCE 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 96% | 96% | 96% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | DW | 85% | 93% |

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

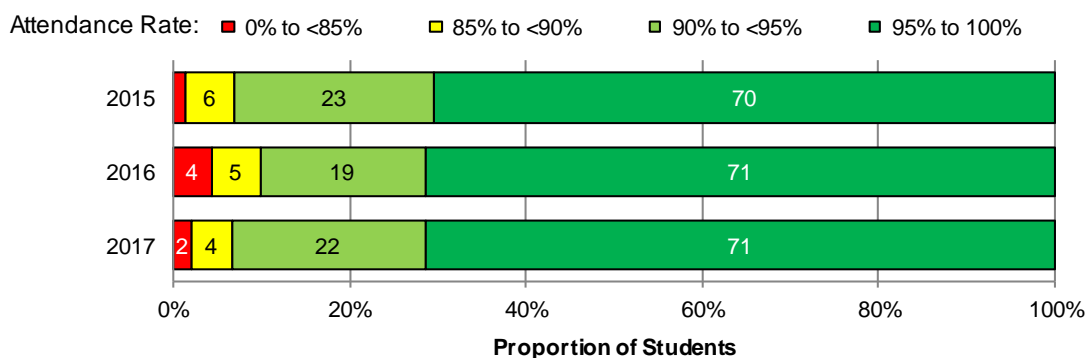
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 96% | 97% | 96% | 98% | 92% | 98% | 98% | | | | | | |
| 2016 | 95% | 97% | 94% | 94% | 95% | 96% | 98% | | | | | | |
| 2017 | 96% | 95% | 97% | 95% | 98% | 97% | 95% | | | | | | |

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 non-attendance, the principal will:

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

NAPLAN

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

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

Find a school

Sector:

Government

Non-government

SEARCH

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

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

Conclusion

This concludes The Caves State School's Annual Report.