

Caves Beach Public School

Annual Report



2017



4367

Introduction

The Annual Report for **2017** is provided to the community of **Caves Beach Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Michelle Pascoe

Relieving Principal

School contact details

Caves Beach Public School

Park Ave

Caves Beach, 2281

www.cavesbeach-p.schools.nsw.edu.au

cavesbeach-p.School@det.nsw.edu.au

4971 1838

Message from the Principal

Caves Beach Public School is a place where students are valued as individuals and staff are committed to providing quality teaching and learning experiences to maximise students learning opportunities. These opportunities are evidenced by the wide variety of activities offered each year.

We started the with our Parent Information sessions and welcome BBQ. This was a relaxed evening where parents and teachers could mingle in a social environment and an opportunity for the school to continue to build links with the community. Selected students participated in the beginning rounds of some of the PSSA knockouts and the school held their annual Swimming Carnival with many students being selected to represent the Zone at the Hunter region and two students attending the State titles in Sydney. The Year 6 Parliament conducted their first fundraiser for the year "Wild Shirt Day" for an orphanage in Malawi. Students raised \$600, a parent matched them with \$600 and so did the staff showing the Values of Caves Beach was alive and well. K-6 students also enjoyed the activities off Harmony Day and benefited from the Maths Intervention/Investigation Weeks as part of our new whole school Maths program. A Community Movie Night was held by the P&C on the school grounds, a Numeracy Workshop for parents conducted and our first Caves Beach 5c Challenge introduced in an effort to raise funds as part of our school beautification program to paint murals around the school.

In Term 2, students continued to participate in the PSSA sporting activities, ICAS competitions, Public Speaking Competitions, Year 6 participated in their first Swansea High School taster lessons, Years 3 and 5 sat the NAPLAN test, selected Year 5 and 6 students debated their way through a variety of Debating Competitions, Year 5 and 6 students danced away in the Starstruck production. A Years K-2 gymnastics program was offered as part of the PD/Health/PEsyllabus and our band participated in Bandlink. Year 1 enjoyed their excursion to Blackbutt and Kindergarten visited Oakvale Farm. Our Under 10 rugby league team participated in the Knights Knockout and students participated in the annual Cross Country carnival. The P&C and teaching staff worked together to ensure the important females in our students' lives were treated to a lovely Mother's Day breakfast and gifts from the Mother's Day stall. Selected Year 6 students showcased their journalism skills through their participation in the NBN Junior Journos program.

During Term 3, we opened further increased communication channels with the community by introducing our school Facebook page which provided another avenue for us to highlight all the wonderful things happening at Caves Beach. Selected Stage 3 students participated in the Galgabba STEM Expo, selected students from K-6 participated in the Galgabba and Regional Public Speaking competitions and Spelling Bees. K-6 participated in a whole week of Education Week activities where our Director of Schools joined us during STEM Day. The week also incorporated a visit from the NSW Police Band where they performed with our students, a "Creative Caves Day" where a variety of Creative Arts opportunities were provided across the Stages, Book Week parade and BookFair and finishing the week with traditional Aboriginal games. There was a fantastic turn out for the Father's Day Breakfast and Year 2 students participated in a geographical inquiry of the local beach and caves, all Stage 3 students participated in the Newcastle Permanent Maths

Competition and selected students attended the regional Gifted and Talented camp for Science and Mathematics. K–6 participated in their respective Athletics Carnivals, our first school DISCO was held for the year, the band enjoyed their Family Band Night and Year 6 made the trek to our Nation's Capital to support their History unit. A reading workshop was provided for parents of students in K–2 and three "inaugural" events occurred the Caves Beach Fashion Parade and markets which further promoted the links with the local community businesses, our Fit–As–Athon with a record \$10 000 funds raised for our technology programs within the school and our participation in the Galgabba Community of Schools Showcase which was held at Swansea High School. To end the term, school leaders were involved in External Validation with a successful presentation to panel members which confirmed the wonderful things happening in the school.

Term 4 offered the Intensive Swimming program and Year 6 students participated in a Science and Engineering Day. Our Year 3 students participated in their first overnight excursion to Camp Toukley with another overnight camp organised for our Year 5 students. Both our Junior and Senior band were successful again at BandFest, the choir performed at the Rocktober Festival at Swansea Library, the Band held its Presentation Night and once again had an exclusive invitation to perform at the Newcastle Conservatorium of Music at the Christmas Winds Concert. A number of Kindergarten Orientation days were conducted for the 2018 Kindergarten students and a transition to high school program for 2018 Year 7 students. Term 4 also saw the school Parliament conduct two fundraisers. The first for all our Hunter sporting representatives who represented the region throughout the year where we provided some financial support with their travel expenses and the other for Tourettes Australia. Year 6 held their Fun Day and implemented their K–2 weekly sporting program to build their leadership skills. Students attended the Remembrance Day ceremony, the Galgabba Soccer Cup, an OzTag Gala Day, a Hockey Gala Day and our Christmas Disco. Students in Stage 2 participated in a local community initiative CALM'd Art Competition, which focused on keeping our waterways clean and using discarded rubbish within an art project. This competition led to the formation of our Year 4 Environmental Warriors Program within the school. We finished the school year with the successful merging of our long standing School Council with our P&C body, receiving a BBQ Grant as part of the Stronger Communities Programme and the selection of our new Principal who will begin in 2018 after an 18 month process.

It has been a rewarding and highly successful 12 month journey and I feel extremely privileged to have led the hard–working and dedicated staff, students and community of such a wonderful public school.

Michelle Pascoe

Relieving Principal

School background

School vision statement

Caves Beach Public School inspires today's students to ride the waves of change as they embrace the possibilities of tomorrow. By providing a quality education in a safe and supportive environment, students are empowered to become valued independent members of society. This vision outlines the ethos and collective purpose of this school community.

School context

Caves Beach Public School, surrounded by native flora, is situated in the East Lake Macquarie area of Newcastle. The school provides a dynamic and caring educational environment in which all students can access quality educational programs. Strong kinder orientation and high school transition programs support the smooth progression between pre-school, primary school and high school stages of learning. Caves Beach Public School is a proud member of the Galgabba community of schools.

There are currently 407 students from 275 families with fourteen students identifying as Aboriginal. In the 2013 NAPLAN, student growth from Years 3 to 5 in reading and numeracy was slightly below state average. In Year 5 reading in 2014 20% of students achieved in the top two bands compared with the state average of 35.2% and in numeracy 11.8% of students achieved in the top two bands compared with the state average of 28.5%. In Year 3 numeracy and Year 5 reading, 100% of students met the national minimum standards.

The school offers diverse opportunities in the areas of Literacy, Numeracy, Student Wellbeing, Technology, Sport and the Creative and Performing Arts. Additional programs such as band, supported by specialist music tutors, guitar, choir, dance, STEM, environmental activities, debating and public speaking further enrich student learning by developing the whole child. Involvement in School Parliament supports the development of the leadership skills of Year 6 students.

Tracking of student achievements ensures school resources are strategically targeted. This tracking is also used to collaboratively develop differentiated teaching programs to meet student needs across all curriculum areas.

The staff is a combination of early career and experienced teachers who are committed to providing students with a quality education based on best practice developed through regular, targeted, professional development. Specialist staff further supporting student learning include Learning and Support Teacher, School Counsellor, Student Learning Support Officers, Early Intervention teacher and Librarian. Technology and personal development programs are delivered two days per week.

Parent participation is actively encouraged by assisting in the classrooms, vegetable garden, rainforest, uniform shop, training sporting teams, assisting in the canteen or with the band, or joining the P&C or School Council. Caves Beach Public School values a close working relationship with its parents and the wider community to ensure the best possible outcomes for all our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from the self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

In the domain of Learning, the school leadership team self-assessed at Sustaining and Growing based on the elements of Curriculum and Learning, Assessment and Reporting, Learning Culture and Wellbeing. However, the leadership team have determined, Student Performance Measures are currently at the Delivering stage. Although, in saying that, our 2017 NAPLAN results clearly show we are growing with an aim of excelling over the next few years.

Caves Beach Public School consistently implements a whole-school approach to wellbeing through our Values Education program. The students, and teachers have strong positive, respectful relationships with each other. This is

evident when you walk into any of our 16 classrooms. Students have clearly defined behaviour expectations which create this positive teaching and learning environment.

Students have a myriad of opportunities to connect, succeed and thrive and internal data, anecdotal evidence and observations clearly indicate that Caves Beach students care for self and contribute to the wellbeing of those around them. A variety of transition programs, extra-curricular activities, and systematic programs and processes ensure students progress through the stages of education – being catered for socially, emotionally and academically.

Caves Beach has explicit processes to collect, analyse and report on internal and external data. The leadership team thoroughly analyses NAPLAN data each year to determine trends, target students' individual needs and support decisions in the school planning process.

Over the past two years, we have also used internal measures to calculate the effect size to determine teacher impact on their cohort of students over the course of a year in mathematics, comprehension and vocabulary. Teachers have the opportunity to self-reflect on their teaching practices and use the data to possibly formulate a goal for their following year's PDP in collaboration with the Principal as part of developing themselves professionally.

Students also reflection on their learning in a formal manner at the end of each semester. Students have the opportunity to acknowledge their achievements within the semester and areas for consolidation or development for the next semester. This self-report will form the basis of student goal setting which is a future direction for Caves Beach.

The External Validation panel report stated, "In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework."

The results of this process indicated that in the School Excellence Framework domain of Teaching:

In the domain of Teaching, the school leadership team self-assessed at Sustaining and Growing based on the elements of Effective Classroom Practice, Collaborative Practices, Data Skills and Use and Learning and Development. However, the leadership team feels in regards to staff engaging with the Professional Standards we are currently at a Delivering level.

As part of the Bump It Up initiative, teachers use both internal and external student performance data to evaluate the effectiveness of their own practices and also use this information to provide more explicit feedback to students. Pre and post test data from four weekly cycles of related Maths concepts have guided teachers to provide specific feedback on how their students can improve. Using this assessment data helps teachers monitor student learning progress and identify skill gaps which require intervention.

Using a large proportion of our Equity Loading from our School Budget Allocation, additional staff are employed in Weeks 5 and 10 of every term which creates targeted, smaller groups which cater for individuals at their point of need. This whole school Maths program along with explicit teaching of problem solving strategies, a whole school focus on quick recall of basic facts and consistent use of mathematical vocabulary have resulted in outstanding external performance measures in 2017.

Reading Accuracy and Fluency data is calculated once at term as part of Powerful Learning Accountable Teaching and students identified "at educational risk" are supported within the classroom and through Learning and Support.

All data is discussed within stages and constructive feedback from colleagues is provided so teachers can modify or implement different strategies to get students to move to the next progression of their learning.

Caves Beach PS have strong collaborative practices within stage teams and now more collaborative practices across stage teams has seen a greater consistency across K-6. Teachers are identified by the leadership team as being "expert" in an area and processes are then put in place for teachers to be mentored to improve teaching practices and improve student learning outcomes.

Continual professional learning in Teacher Clarity has strengthened teachers' knowledge of effective feedback, learning intentions and success criteria. This quality teaching practice remains a focus throughout the school as we aim to have it embedded across all classrooms and in all Key Learning Areas.

The External Validation panel report stated, "In the domain of Teaching the school's self-assessment is consistent with the evidence presented in 4 elements and is validated using the School Excellence Framework .In the element of Professional Standards the evidence presented indicates the school is operating at the Sustaining and Growing stage."

The results of this process indicated that in the School Excellence Framework domain of Leading:

In the domain of Leading, the school leadership team self-assessed at Delivering based on the elements of School Planning, Implementation and Reporting, School Resources, Leadership and Management Practices and Processes.

With a number of relieving Principals, leading and managing the school during the 2015–2017 School Plan cycle, we feel this is an honest reflection in the Leading element.

Despite the change of leadership, the school has always acknowledged the importance of the parent and community within the school. Parents and community are provided an opportunity to participate in a wide range of school related activities and there are many links with community organisations to support the school's programs.

Communication platforms have increased between the school and the community, with weekly newsletters, website, Skoolbag app, ClassDojo and Facebook keeping parents/carers informed about school programs and practices. A variety of parent information sessions offered each term and P&C/School Council meetings held twice a term have provided the community opportunities to engage further with the school.

Through financial planning using the BPC budgeting tool, regular monitoring of LMBR reports and human resource management, the school has effectively utilised school resources to support the successful operation of the teaching and learning programs within the school and achieve our annual milestones within the school plan.

The school leadership team has created more efficient structures in administrative practices and legislative requirements and obligations. This streamlining of management systems will continue to be a focus as our permanent Principal joins the Caves Beach team in 2018.

The External Validation panel report stated, "In the domain of Leading the school's self-assessment is consistent with the evidence presented in 1 element and is validated using the School Excellence Framework. In the element of Leadership the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of School Planning, Implementation and Reporting the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Management Practices and Processes the evidence presented indicates the school is operating at the Sustaining and Growing stage."

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Raising expectations & enhancing student learning

Purpose

To improve student learning and outcomes through the development and delivery of consistent high quality teaching practices resulting in students who are socially, culturally and environmentally aware and who develop as ethical, critical and creative thinkers

Overall summary of progress

A variety of quality learning opportunities to cater for all students were again a major focus area for the school in 2017. A school priority was to ensure all students reached expected growth in reading and numeracy using internal and external data. An increase in expected growth has occurred although not for all students and this is still a continual area of focus and consideration.

Our Year 3 cohort of students participated in an early intervention program in Year 1 and Year 2. Their Year 3 NAPLAN results indicated the success of this program with results far exceeding the State average in the Proficiency bands in NAPLAN. In Numeracy, our Year 3 students were 18% above the State and 8% above the State in Reading. Year 5 were above the State average in the Top 2 bands for the first time since 2010 and on par with the State average in Numeracy. Students have participated in a STEM Expo, Creative Arts enrichment days, Aboriginal culture groups, gardening programs, sporting activities, band, guitar, public speaking, debating and spelling competitions. Students are becoming more competent in articulating the learning intention of a task and understanding what they are required to do in order to be successful learners. Students completed a formalized self-assessment at the end of Semester 1 and 2 that were included in the reports sent home to parents.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| <ul style="list-style-type: none"> Equal or exceed the state % of students in the top 2 bands of reading and numeracy in Years 3, 5 & 7 | <p>Cost of Early Intervention increased LaST time.</p> <p>Expert teacher release to support colleagues with Quality Teaching practices.</p> <p>Cost of planning days.</p> <p>Cost of Minilit program</p> <p>Cost of Kindergarten interventionist 3 mornings per week in Term 4.</p> | <p>In NAPLAN Reading:</p> <ul style="list-style-type: none"> * Year 3 achieved 59% in the Top 2 bands compared to 51% of the State. * Year 5 achieved 48% in the Top 2 bands compared to 40% of the State. * Year 7 achieved 26% in the Top 2 bands compared to 31% of the State. <p>In NAPLAN Numeracy:</p> <ul style="list-style-type: none"> * Year 3 achieved 61% in the Top 2 bands compared to 43% of the State. * Year 5 achieved 32% in the Top 2 bands compared to 33% of the State. * Year 7 achieved 30% in the Top 2 bands compared to 35% of the State. <p>Planning days were held to develop units of work which incorporated opportunities for differentiation and a variety of assessment tasks.</p> <p>At the end of each semester, stage meetings focused on the development of consistent judgement of work samples as part of the assessing and reporting process.</p> <p>Early Intervention Programs in K–2 incorporating</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| <ul style="list-style-type: none"> Equal or exceed the state % of students in the top 2 bands of reading and numeracy in Years 3, 5 & 7 | | <p>components of Reading recovery, Minilit, Phonemic Awareness, Synthetic Phonics and Brain Gym practices.</p> <p>Improvement was demonstrated each term. Most made quite significant gains in reading text levels.</p> <p>100% of students improved in increased word recognition and sound knowledge.</p> |
| <p>All students in Years 5 and 7 to achieve expected or above growth in NAPLAN in reading and numeracy</p> | <p>Cost of early intervention increased LaST time.</p> <p>Intervention teachers employed to work in classrooms in Weeks 5 and 10 of each term to support Maths PLAT program.</p> | <p>In NAPLAN Reading, 61% of students achieved the expected growth between Year 5 to Year 7. Year 7 student growth in Reading increased from 39.4% in 2016 to 60.7% in 2017.</p> <p>In NAPLAN Numeracy, 68% of students achieved the expected growth between Year 5 to Year 7. Year 7 student growth in Numeracy decreased by half a percentage from 68.4% in 2016 to 67.9% in 2017.</p> |
| <p>100% of students demonstrate improved comprehension as evidenced through the PAT assessments</p> | <p>Cost of online PAT tests.</p> <p>Cost of AP release to calculate effect sizes.</p> | <p>Students in Years 2–6 completed PAT tests in Maths, Vocabulary and Comprehension at the beginning of 2017 and their effect size calculated at the end of 2017. Results indicate that 100% of teachers had an overall effective size greater than 0.4 in comprehension within their classrooms.</p> <p>Individual student effect sizes indicated that 81% demonstrated improved comprehension.</p> |

Next Steps

This section includes future directions for 2018 and ensures the next 3–year cycle remains on track to provide high quality educational outcomes.

- * Continue to strengthen staff understanding of differentiation to cater for Future Focussed learners.
- * Continue to utilize school resources effectively to target identified students at point of need.
- * Continue to embed explicit phonemic awareness through Explicit Instruction across K–2 to improve students knowledge of sounds and consolidation of the basics.
- * Continue to implement the syllabus documents to cater for Future Focussed learners; that is historical and geographical inquiry models of learning, English conceptual programming and Critical and Creative Thinking (CCT).
- * Implementation of PLAT in Mathematics, Reading Accuracy and Fluency, Comprehension and Grammar to ensure students at educational risk are identified and intervention strategies are implemented.

Strategic Direction 2

Fostering quality teaching & leadership

Purpose

To implement for all staff on individual and collective levels, a planned program of Professional Learning that reinforces school targets, enhances skills in classroom pedagogy and reflects the Quality Teaching Framework.

Overall summary of progress

Staff members were provided opportunities to promote and foster collaborative expertise through stage-based planning days and teacher professional learning, including increased expectation for staff to embrace evidence-based pedagogies in their programs and daily practice.

Teacher professional learning in evidence-based practices focussed on Teacher Clarity. Evidence from informal walkthroughs and student interviews indicated that teacher clarity is a continual area of development. Feedback, success criteria, learning intentions, clear communication and clarity of assessment are key features of Teacher Clarity and will continue to be a priority in 2018 in the next 3 year school plan.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| IMPROVEMENT MEASURE/S · 100% of staff will be at Proficient level by 2017 and a percentage of staff seeking accreditation at a higher level | \$22 000 expended to support beginning teachers. | 86% of staff accredited at Proficient Level by the end of 2017. 14% of staff seeking accreditation at Proficient Level. |
| · Evidence based programs and pedagogies embedded in class programs | | Professional learning in Teacher Clarity has resulted in more informed teachers, students and parents, who are aware of grade and stage expectations. This has been supported by a culture of high expectations in the implementation of a more consistent Mathematics program across the school. Effect size calculations for 2017 indicated that 100% of teachers in grades 2–6 achieved an overall effect size greater than 0.4 for the year in both Reading and Mathematics. Many staff achieved far greater effect sizes. This indicates that teachers are making an impact with the students' progress and growth, achieving at least a year's growth for a year's input. |

Next Steps

- * The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practices that will develop CBPS students into assessment capable learners who display 21st century learning dispositions and skills.
- * Teachers learn about different levels of feedback and how to build a culture in the classroom is where feedback is welcomed and valued
 - * Our strategic planning incorporates a focus on developing assessment capable learners
- * Our strategic plans show a deliberate strategy for raising teacher capability based on research of what makes the greatest difference to student learning.
- * Teachers use information from student data as feedback about the effectiveness of their teaching
- * Processes and timelines are in place to support and enable mentoring, coaching and observations
- * Consistency in teacher judgement in all Ley Learning Areas.
- * Teachers are able to understand and use assessment data – by developing their knowledge of data literacy concepts
- * Teachers take responsibility for changes in practice required to achieve improved school performance – teachers use data to assess their own impact on student learning
- * CBPS purposefully develops assessment capable learners who use creative and critical thinking across the curriculum

Strategic Direction 3

Relationships and Partnerships

Purpose

To build stronger, positive relationships as an educational community that will support the holistic development of each student.

Overall summary of progress

The school aimed to continue to strengthen its strong relationship within our immediate school community as well as extend our connections to the wider community. Communication channels were a key feature in increasing involvement. Keeping information up-to-date on our school website, using the school App and Facebook page for instant notification of events and revamping the newsletter to become more appealing to our parent audience. Major whole school events were highly patronised and continue to grow each year. Parent information sessions focused on literacy and numeracy, were offered during parent information sessions in Term 1 and for new Kindergarten parents as part of the orientation program. Numeracy and Literacy sessions were also conducted throughout the year targeted Early literacy and numeracy skills to support parents of students in Years 1, 2 and 3.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| IMPROVEMENT MEASURE/S · Participation of all stakeholders in the annual Tell Them From Me surveys · | \$500 release to evaluate responses. | 15% of families participated in a survey organised by the Executive and P&C representatives. 100% of staff completed the teacher survey. 93% of students in Years 4, 5 and 6 completed the student survey. |
| Increased parental involvement in school activities as evidenced by attendance data | LaST allocation to cover preparation for and presentation of workshops. | Attendance data indicated an increase in parent involvement in parent information sessions and Kindergarten orientation information programs. Literacy and Numeracy workshops were offered as part of the Kindergarten Orientation Program and for parents of students in K-3 throughout the year. .The Easter Hat Parade, Celebration Assemblies, Book Week, Education Week Celebrations, Mother's Day and Father's Day Breakfasts, Sporting Carnivals, Fit-as-Athon, Caves Beach Fashion Parade and Galcappa Showcase provided a variety of opportunities for the community to become involved in school activities. |

Next Steps

Continue to:

- * Build relations with Swansea High School to support our Aboriginal Cultural Program
- * Offer parent workshops in literacy, numeracy as well as Critical and Creative Thinking (CCT).

- *Increase participation of class based communication platforms to strengthen opportunities for home school contact.
- *Coordinate CoS GATs STEM/Science/Creative Arts and transition initiatives .
- *Explore Stage 3/4 links and expectations in English and Maths
- * Utilise the Tell Them From Me Survey with reviewed opportunities to increase parent participation
- * Refine the role of the newly formed P&C (after the merger with the School Council) to increase parental involvement, particularly with the 50th Celebrations of Caves Beach PS in 2018.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | Semester 1 = \$5973 Semester 2 = \$5973 | All students have a personalised learning plan (PLP) and are making progress based on syllabus markers. A cultural program was conducted once a week for Aboriginal students and a friend. |
| English language proficiency | Semester 1 = \$1184 Semester 2 = \$1184 | Synthetic Phonics program was implemented in Kindergarten with identified students. |
| Low level adjustment for disability | Semester 1 = \$16 926 Semester 2 = \$16 926 | All students requiring adjustments and learning support have been entered into the NCCD and catered for within class programs and other Learning Support programs. Identified students from Years 1 and 2 were involved in daily literacy Early Intervention/Minilit in Semester 1 and literacy and numeracy intervention in Semester 2. The school supplemented SLSO funding to support students with additional needs as part of our Maths Intervention Program. Identified students in Year 5 also participated in the Multilit program in Semester 2. |
| Quality Teaching, Successful Students (QTSS) | Semester 1 = 0.296 allocation Semester 2 = 0.296 allocation | Expert teachers were released from class to work with colleagues regarding Teacher Clarity and QT practices in literacy and numeracy. |
| Socio-economic background | Semester 1 = \$15 447 Semester 2 = \$15 447 | The LaST position was funded to increase from 0.7 to 0.8 for the year. The increased time allowed for increased in-class support. Our whole school Maths program was funded twice a term during Intervention/Investigation weeks. This allowed for additional staffing to target smaller groups at point of need. |
| Support for beginning teachers | \$21 450 | Beginning Teachers: *worked with a mentor to develop programming and reporting expertise. *Participated in lesson observations *Were provided with additional release and resources; and *Attended external professional learning |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 187 | 198 | 198 | 201 |
| Girls | 208 | 207 | 208 | 203 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 94.1 | 94.5 | 95.8 | 96 |
| 1 | 93.8 | 95.3 | 93.4 | 94 |
| 2 | 93.3 | 93.9 | 95.6 | 94.7 |
| 3 | 94.1 | 93.6 | 93.7 | 95.2 |
| 4 | 93.7 | 93.7 | 94.2 | 93.3 |
| 5 | 94.9 | 95.1 | 94 | 93.8 |
| 6 | 92.6 | 93.6 | 93.6 | 94.6 |
| All Years | 93.8 | 94.2 | 94.3 | 94.5 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | 93.9 | 93.8 |
| 2 | 94.9 | 94 | 94.1 | 94 |
| 3 | 95 | 94.1 | 94.2 | 94.1 |
| 4 | 94.9 | 94 | 93.9 | 93.9 |
| 5 | 94.8 | 94 | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

Management of non-attendance

Student attendance in 2017 was overall above State average. Regularly revisiting the attendance policy with staff in staff meetings and through newsletter articles to reach the wider community has been successful. A more streamlined approach to sending unexplained absent notes to parents/carers has increased the amount of explained absences throughout the year. Another successful initiative this year has been teachers informing the Principal after a student was away from school for 2 days. The Principal would contact the parents/carers to determine their whereabouts.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 3 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 14.67 |
| Teacher of Reading Recovery | 0.42 |
| Learning & Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.8 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 3.02 |
| Other Positions | 0 |

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies. The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. There is one staff member with indigenous background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 78 |
| Postgraduate degree | 22 |

Professional learning and teacher accreditation

PROFESSIONAL LEARNING

All professional learning was linked to the School Plan and targeted areas of literacy, numeracy and student engagement.

* \$22,000 was spent from Teacher Professional Learning from our Base School Allocation Funding.

* Planning days were held on a stage basis by collapsing release from face to face timetables and the use of flexible entitlement;

* Three new staff this year participated in catch up

training for Focus on Reading Phase 1;

*QTSS allocation was used to release Executive staff to work alongside stage colleagues to embed explicit teaching practices using Learning Intentions and Success Criteria. Expert teachers with Reading Recovery qualifications were also released to support staff in guided reading strategies in K–2.

* All staff participated in five School Development Days that delivered professional learning on: CPR, Child Protection, Code of Conduct, Disability Standards, Asthma, Anaphylaxis and Diabetes awareness, Bump It Up initiatives based on the What Works Best document and Critical and Creative Thinking.

* Professional Learning was provided outside the school for a number staff including attending a two day Bump It Up conference in Sydney, Seven Steps to Writing, Minds Wide Open – Critical and Creative Thinking conference, Minilit training and Connecting to Country.

*Professional learning was also delivered through stage and whole staff meetings each Monday afternoon through the year.

TEACHER ACCREDITATION

In 2017, there were two Beginning Teachers working towards accreditation at Proficient and 1 Beginning Teacher maintaining accreditation at Proficient. \$22 00 of beginning teacher funds were used to:

- * Provide opportunities to work with a mentor to develop programming and reporting expertise;
- * Participate in lesson observations;
- * Provide extra release for resource preparation; and
- * Attend external professional learning opportunities.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 87,822 |
| Revenue | 3,100,187 |
| Appropriation | 2,951,188 |
| Sale of Goods and Services | 28,028 |
| Grants and Contributions | 119,435 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 1,537 |
| Expenses | -3,100,696 |
| Recurrent Expenses | -3,100,696 |
| Employee Related | -2,809,804 |
| Operating Expenses | -290,892 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -509 |
| Balance Carried Forward | 87,314 |

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. A full copy of the school's financial statement is tabled twice a term at the School Council meetings. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2017 Actual (\$) |
|-----------------------|------------------|
| Base Total | 2,582,196 |
| Base Per Capita | 62,047 |
| Base Location | 0 |
| Other Base | 2,520,149 |
| Equity Total | 150,164 |
| Equity Aboriginal | 11,947 |
| Equity Socio economic | 30,895 |
| Equity Language | 2,368 |
| Equity Disability | 104,954 |
| Targeted Total | 60,874 |
| Other Total | 78,488 |
| Grand Total | 2,871,722 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

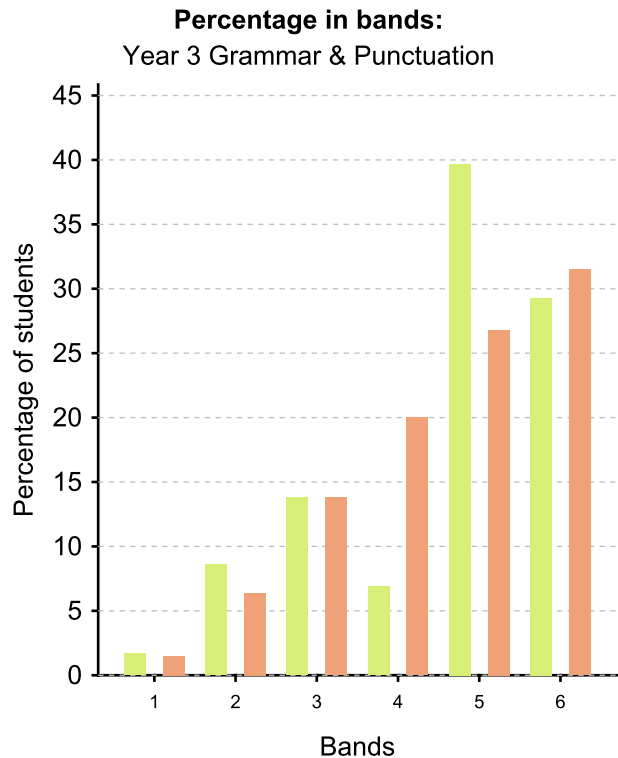
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

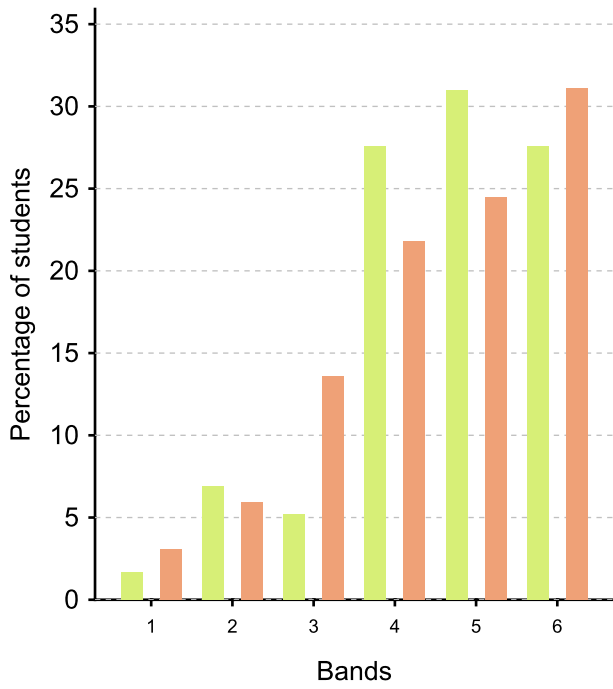
NAPLAN Literacy results include Reading, Writing, Spelling and Grammar and Punctuation.



| |
|---|
| ■ Percentage in Bands |
| ■ School Average 2015-2017 |

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.7 | 8.6 | 13.8 | 6.9 | 39.7 | 29.3 |
| School avg 2015-2017 | 1.5 | 6.4 | 13.8 | 20.0 | 26.8 | 31.5 |

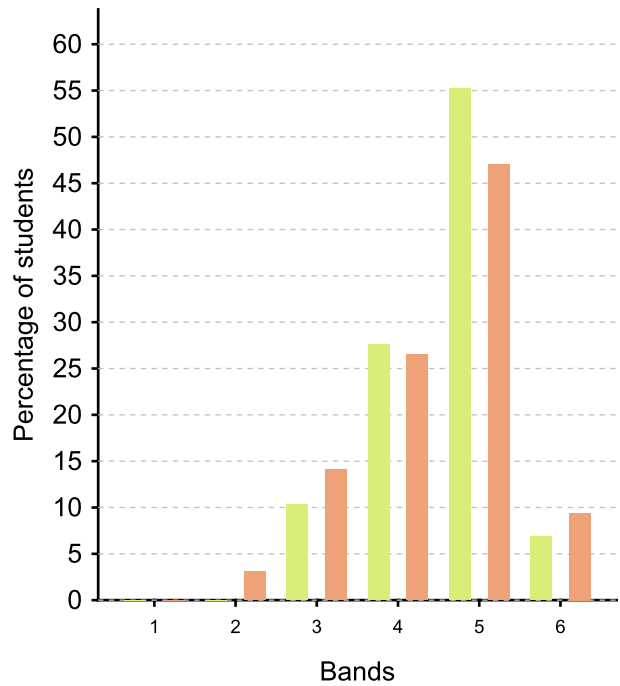
**Percentage in bands:
Year 3 Reading**



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.7 | 6.9 | 5.2 | 27.6 | 31.0 | 27.6 |
| School avg 2015-2017 | 3.1 | 5.9 | 13.6 | 21.8 | 24.5 | 31.1 |

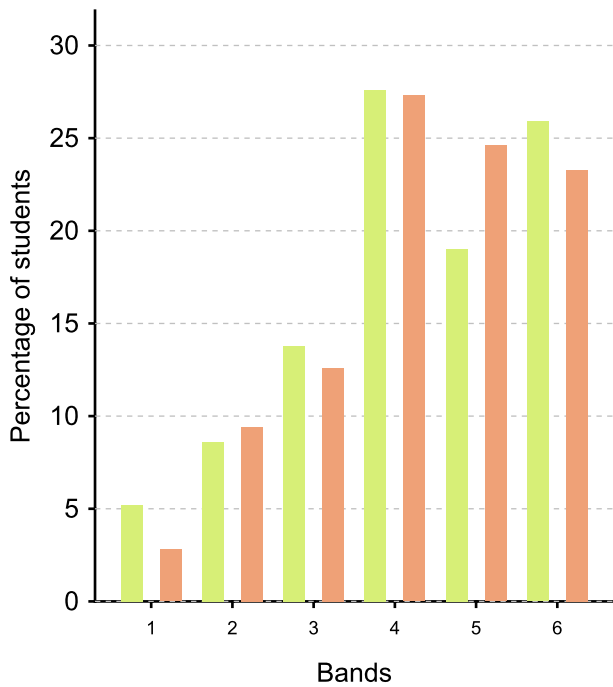
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 5.2 | 8.6 | 13.8 | 27.6 | 19.0 | 25.9 |
| School avg 2015-2017 | 2.8 | 9.4 | 12.6 | 27.3 | 24.6 | 23.3 |

**Percentage in bands:
Year 3 Writing**

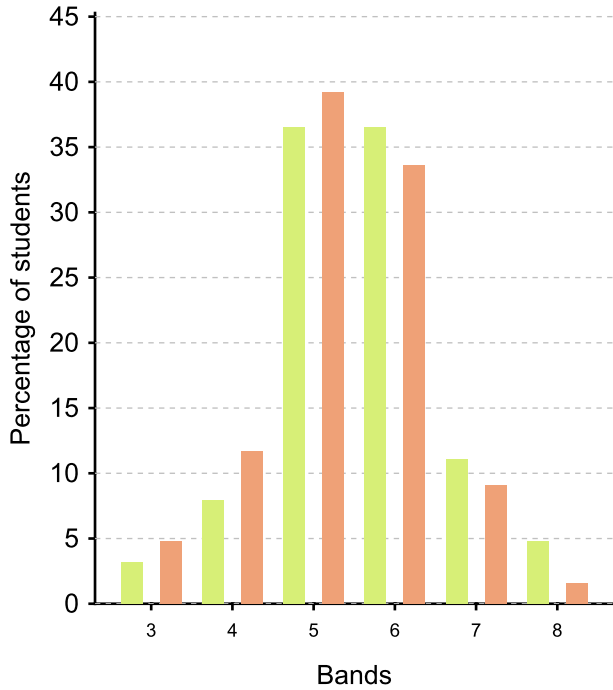


| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 0.0 | 0.0 | 10.3 | 27.6 | 55.2 | 6.9 |
| School avg 2015-2017 | 0.0 | 3.1 | 14.1 | 26.5 | 47.0 | 9.4 |

**Percentage in bands:
Year 3 Spelling**



**Percentage in bands:
Year 5 Writing**

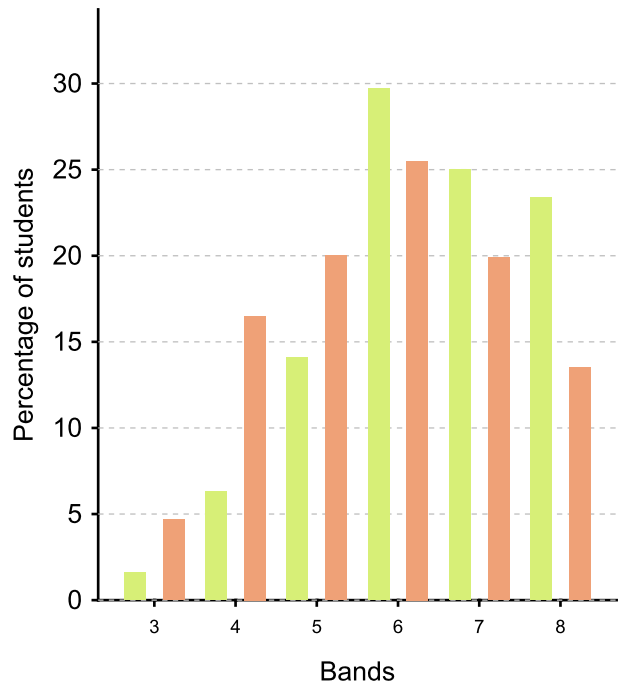


| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 3.2 | 6.4 | 11.1 | 49.2 | 22.2 | 7.9 |
| School avg 2015-2017 | 5.3 | 9.2 | 22.0 | 38.9 | 16.4 | 8.2 |



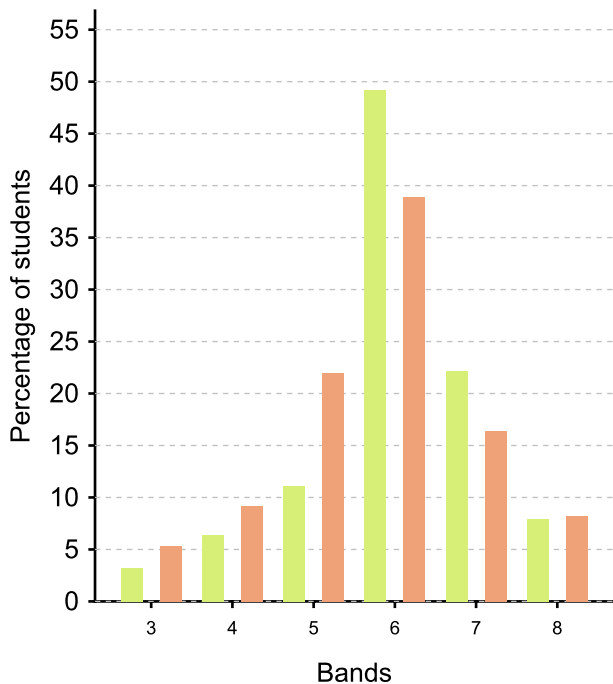
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.2 | 7.9 | 36.5 | 36.5 | 11.1 | 4.8 |
| School avg 2015-2017 | 4.8 | 11.7 | 39.2 | 33.6 | 9.1 | 1.6 |

**Percentage in bands:
Year 5 Reading**

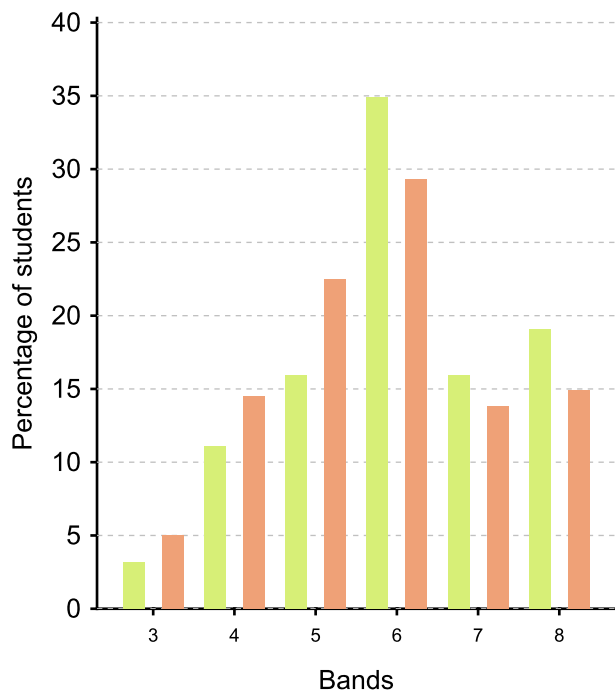


| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 1.6 | 6.3 | 14.1 | 29.7 | 25.0 | 23.4 |
| School avg 2015-2017 | 4.7 | 16.5 | 20.0 | 25.5 | 19.9 | 13.5 |

**Percentage in bands:
Year 5 Spelling**

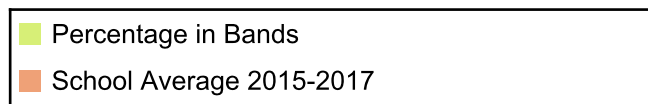
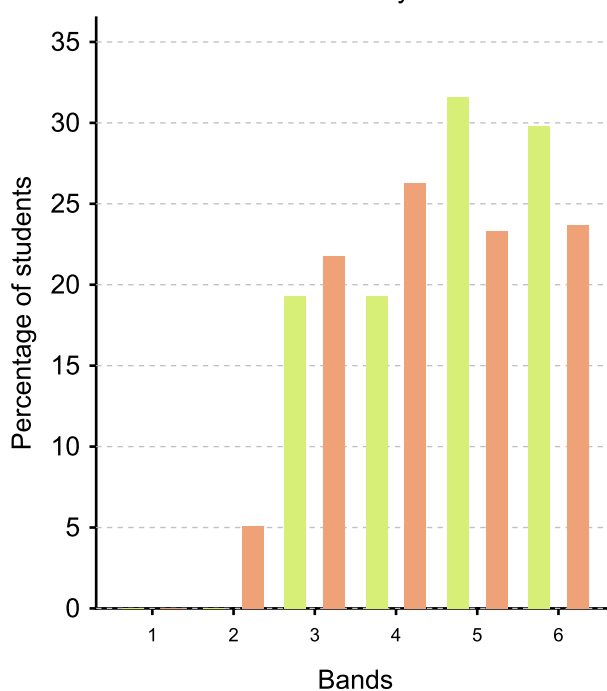


Percentage in bands:
Year 5 Grammar & Punctuation



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 3.2 | 11.1 | 15.9 | 34.9 | 15.9 | 19.1 |
| School avg 2015-2017 | 5.0 | 14.5 | 22.5 | 29.3 | 13.8 | 14.9 |

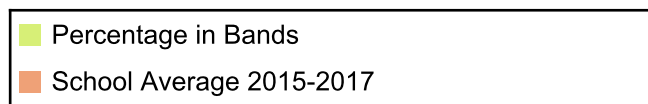
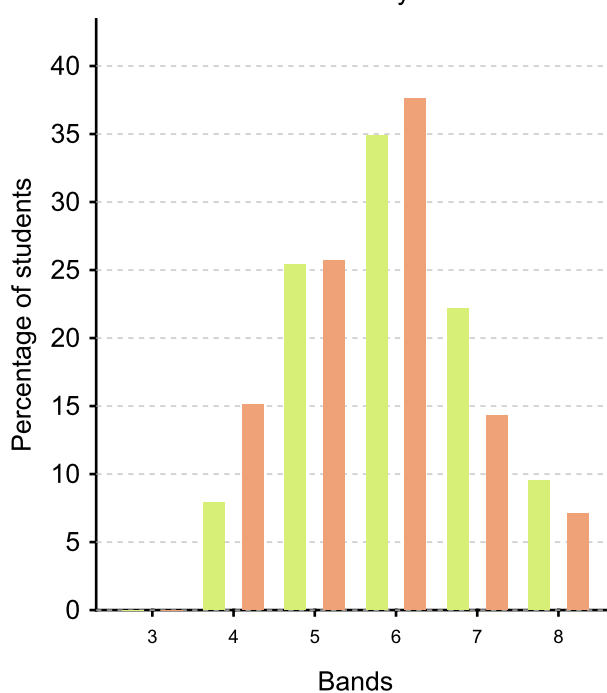
Percentage in bands:
Year 3 Numeracy



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 0.0 | 19.3 | 19.3 | 31.6 | 29.8 |
| School avg 2015-2017 | 0.0 | 5.1 | 21.8 | 26.3 | 23.3 | 23.7 |

NAPLAN Numeracy results include the areas of Data, Measurement, Space and Geometry, Number, Patterns and Algebra

Percentage in bands:
Year 5 Numeracy



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.0 | 7.9 | 25.4 | 34.9 | 22.2 | 9.5 |
| School avg 2015-2017 | 0.0 | 15.1 | 25.7 | 37.6 | 14.3 | 7.1 |

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. Insert the school name in the Find a school and select GO to access the data for Caves Beach Public School.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

In 2017, our school had only one Year 3 student who identifies as Aboriginal participate in the NAPLAN testing and two Year 5 students. As these students can be easily identified it would be unethical to publish their NAPLAN results in this public forum.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

Over 160 students in Year 4, 5 and 6 participated in a survey regarding their thoughts about the school in 2017 with 99% of them believing that schooling is useful in their everyday life and will have a strong bearing on their future.

* Our students were above NSW Government Norms in regards to positive relationships with 92% believing they have friends at school they can trust and who encourage them to make positive choices.

* Our students were above NSW Government Norms in regards to demonstrating positive behaviour at school with 96% of students surveyed indicating that they do not get in trouble at school for disruptive or inappropriate behaviour.

* Our students were above NSW Government Norms in regards to effort at school with 94% of students saying they try hard to succeed in their learning.

* Our students were below NSW Government Norms in regards to being victims of bullying.

Parents/Caregivers Satisfaction

In Term 4, Parents and Caregivers completed the Tell Then From Me survey to provide valuable feedback to the school in relation to the 2017 school year. Thirty-nine parents participated in the survey and some of the results are shown below.

* Our school performed above the NSW Government Norm in regards to parents feeling welcome. Parents felt welcomed when they visited the school, felt they could easily speak to their child's teacher and were well informed about school activities. Parents did feel however that more school activities need to be scheduled at times when more parents can attend.

* Our school performed above the NSW Government Norm in regards to parents being informed. Parents indicated that school reports are written in terms they understand, believe the school keeps them informed of their child's behaviour, whether positive or negative and their child's emotional and social development. They also felt teachers would inform them if their child was not making adequate progress.

* Our school performed above the NSW Government Norm in regards to parents believing the school supported learning. Parents strongly believed that teachers had high expectations for their child to succeed, were interested in their child's learning and always encouraged them to do their best. Parents did however think teachers homework expectations regarding completion could be higher.

* Our school performed above the NSW Government Norm in regards to parents believing the school

supported positive behaviour. This was the highest scoring category in the parent survey. Parents believed teachers expected their child to pay attention in class, devoted their time to extra-curricular activities and maintained control of their classes. They also believed quiet highly that their child was clear about the rules for school behaviour.

* Our school performed above the NSW Government Norm in regards to parents feeling their child was safe at school and behaviour issues were dealt with in a timely manner.

* Our school performed above the NSW Government Norm in regards to parents viewing the school as a place of inclusivity. They felt teachers helped students who needed extra support, understood students with special needs and helped students develop positive friendships.

Teacher Satisfaction

In Term 4, Teachers completed the Tell Then From Me survey to provide valuable feedback to the school in relation to the 2017 school year. All teaching staff participated in the survey and some of the results are shown below.

* Our school performed above the NSW Government Norm in regards to Leadership with staff identifying the school leaders as providing them with useful feedback about their teaching, providing them with guidance when monitoring student progress and most notably creating a safe and orderly school environment.

* Our school performed above the NSW Government Norm in regards to Collaboration with staff working with other teachers in developing cross-curricular learning opportunities, discussing with each other strategies to increase student engagement, sharing of lesson plans and other resources and working together to minimize learning problems of particular students.

* Our school performed above the NSW Government Norm in regards to Learning Culture with staff identifying the use of learning goals in most of their lessons, monitoring the progress of individual students and setting high expectations for student learning.

* Staff did identify the use of technology as a continued area of improvement. Particularly using interactive technology to give students feedback on their learning and to track their progress towards their learning goals.

Policy requirements

Aboriginal education

Aboriginal Education

During 2017, Caves Beach Public School continued to provide additional opportunities for Aboriginal students and families to become familiar and confident with the schooling experience. While incoming Kinder students were enjoying classroom activities and meeting buddies, parents were offered information sessions

about practical literacy and numeracy, as well as the administrative aspects of our school, such as uniforms, readiness, routines, procedures and expectations. Aboriginal families had the option to arrange additional visits to the school and classrooms.

Embedded within class programs are Aboriginal perspectives, which encourage students to share with others and so embody reconciliation. In addition to many students learning about traditions of Aboriginal life, Dreamtime stories and modern day Aboriginal experiences, accessibility and purchasing of suitable resources has continued to be a priority for our school.

During the development of Personalised Learning Plans early in the year, parents were offered the option of developing cultural understanding for their children. Caves Beach Public School was able to provide cultural and language lessons on a weekly basis. Aboriginal students and a friend attended each week for Terms 1 to 4 on a Friday afternoon. The Culture Class had a very distinct purpose. In consultation with our Aboriginal community we acknowledged that the main challenge facing Aboriginal children today is identity. That is, due to a loss of culture and language, cultural identity has been lost too. Aboriginal children in our local area haven't been given the chance to learn from the land, they don't know about the land or the animals and plants of the land. They do not realise why it's important to have that connection with the land.

Caves Beach Culture Class was about addressing these challenges. Through having a connection to the land, our students will also have connection to the spirits of the land and their ancestors. Our culture class has an aim to get these kids connected back to country. We wanted to teach them to slow down, to watch, listen and learn from the land. We taught them the importance of acknowledging country every time they stepped onto it, by touching Mother Earth they were giving her their energy and receiving her energy through touch. We taught bird and animal species and learnt that through observing animals movements, dances are made and stories are told through these dances. Students also learned about plant species, how to identify them, the importance of plants to people and animals and which plants are edible or used for medicinal purposes.

Our lessons were often outside of classrooms on country. Students continued to learn the language of Aboriginal English which will serve them later in life within community having identified as Aboriginal. They learned Awabakal as this is the language of the country they are on now. They were also taught about respect. Respecting each other, respecting the land and everything that lives within the land. They were taught to look out for one another as they are all brothers and sisters in the spirits eyes.

Multicultural and anti-racism education

To celebrate Harmony Day 2017, students in every class were encouraged to accessorise in the colours of

the Olympic flag. Whilst it was great to see so many students wearing the mixed array of colours, it was the conversations and activities that occurred in classes that were of the utmost importance. At a whole school assembly, a message of the importance of being accepting and tolerant of others was delivered and the importance of working in harmony with each other every day just not on Harmony Day. In all classes throughout the year, messages and activities, which celebrate and encourage acceptance of our similarities and differences are embedded within programs. The school's Anti-Racism Contact Officer (ARCO), Ms Rose Johns, organised activities during the school year to promote tolerance and harmony.