



Caravonica State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Caravonica State School, with our vision of 'Learning together: Enjoying the V.I.E.W.S.', has been proudly serving communities around the Northern Beaches District of Cairns since 1927. We are an energetic and engaged school community that unites to address any identified challenges and works towards the achievement of rewarding and satisfying outcomes for the children and families of our school. We have a strong focus on the development of life skills, clearly developed through our School Wide Positive Behaviour Framework. Using the Essential Learnings of all Key Learning Areas our Prep to Year 6 curriculum delivery is underpinned by our School Wide Pedagogy of VALIDITY: INDIVIDUALITY: EXCELLENCE: WORTH and SUSTAINABILITY. Teaching and learning in all Key Learning Areas is balanced and innovative, with a clear focus on literacy and numeracy. Our information communication technological resources include 100% of classrooms with wireless connectivity, data projectors in every teaching space, a computer lab and selected use of iPads across the school. Programs are enhanced by extracurricular activities in drama, instrumental music, public speaking, academic competitions, gifted and talented, and our students' leadership program.

Principal's Foreword

Introduction

Caravonica State School is dedicated to providing for the development of the child as a whole. We focus on each child's academic, physical and emotional growth to become active citizens of the future.

Our staff have a strong commitment to:

- High levels of professionalism
- High expectations around building positive and strong working relationships with students and families
- High levels of academic student achievement
- High standards of student behaviour [including mental health and well-being]
- High standards of student work presentation
- High engagement of Explicit Instruction in curriculum delivery

During 2016 we achieved many goals, seeking continual refinement and improvement of student achievement and engagement across the full range of academic, sporting, musical, language and a range of different community exchanges throughout the year. These can be summarised by:

- ▶ Consolidation of a whole of school differentiated reading program including target setting in reading for every student
- ▶ Refinement of consistent practices in the teaching of writing – from sentence construction to author's purpose
- ▶ Refinement of our whole school pedagogical framework, with explicit instruction as our signature pedagogy
- ▶ Professional Development of Consolidations to support embedded practice for all teachers
- ▶ Review of our Responsible Behaviour Plan for Students and our Positive Behaviours for Learning ethos
- ▶ A highly successful and engaging Country Fair
- ▶ Implementation of whole school Intervention Program [SSS referral system]
- ▶ Family Breakfast, Under 8s Day and open classrooms to celebrate Education Week
- ▶ Cairns and District Eisteddfod and in-school instrumental music program
- ▶ Embedded a coaching culture to support professional growth in the delivery of Explicit Instruction

The scope of this report will include:

- ▶ Identification of both the goals achieved throughout 2016 and those towards which we will aim in 2017.
- ▶ A school profile providing the characteristics of the student body.
- ▶ An overview of the School Disciplinary Absences.
- ▶ Details of our distinctive curriculum offerings together with extra curricula activities.
- ▶ Details of the social climate of the school.
- ▶ Satisfaction levels of the parents, students and staff.
- ▶ A profile of parent involvement in their child's education

School Progress towards its goals in 2016

Consolidation of Differentiated Reading Instruction: 100% of teachers have engaged in Professional Development

Foundation programs embedded: Jolly Phonics, Spelling Mastery P-6, Key Into Inference stretching program, Math Mentals Y2-6. All programs have been consistently delivered across the school.

Implementation of the Australian Curriculum: English, Mathematics, Science, Geography, History.

Consolidation of school writing program – focus on sentence structure, grammar, punctuation and authors purpose. The development of this term by term writing program will continue in 2017.

Leaders working as coaches giving teachers feedback: All teachers participated in observation and feedback sessions throughout the year to continually develop capacity to enhance student engagement and the achievement of improved outcomes. Continuation of targeted watching others work program [WOW]

Monitoring school and student improvement: term by term tracking of student progress and implementation of interventions for students not reaching benchmarks; 5 weekly data meetings with teachers to monitor student progress

Continuation of Master Teacher role – to support our teachers to become data literate [building capacity program]

Connecting parents and caregivers with student learning: Refinement of parent/teacher interview progress which outlines where children are at, shares targets and shares how parents can support learning. Using postcards home to involve parents in the celebration of student success.

Future Outlook

Key focus on “Every day, every classroom, every student learning through explicit teaching”.

Embed standards of school across all classes including standards of behaviour, lesson delivery, consistency of practice and importance of relationships with students.

Embed reading approach across the school to be based upon differentiated reading instruction – decoding and comprehension.

Further develop consistent school writing approach – matched to Australian Curriculum English.

Analysis of student achievement data for continued future focus with each student having clear learning goals and targets.

Maintain the delivery of improvement programs for spelling, reading, number facts, phonemic awareness and phonics knowledge.

Continued development of our School Wide Positive Behaviour program across the school. Explicit teaching of expected behaviour as identified in the behaviour matrix outlined in the Responsible Behaviour Plan for Students.

Maintain the coaching model for staff to enhance capacity in Explicit Instruction and use of consolidations.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	449	224	225	58	91%
2015*	480	229	251	62	91%
2016	530	258	272	73	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

All children are placed into coeducational, homogeneous class groups across the school. Some classes are multi-age groups. All classes are constructed to fit where possible within the class size limits of 25 for Prep to year three and 28 for year four to year six.

Established in 1927 Caravonica State School principally services six quite disparate communities around the Northern Beaches District of Cairns. They are the communities of Caravonica, Lake Placid, Holloways Beach, Smithfield, Trinity Park and other northern beaches areas. At the end of 2016 the school's enrolment management plan was enacted due to the consistent growth in the school.

Our students come from a variety of different cultural backgrounds. Of the students enrolled at Caravonica State School the cultural groups are Australian (76%), Indigenous Australians (14%), and other backgrounds (10%). The students from other cultural backgrounds include Papua New Guinea, Fiji, Philippines, Czech Republic, China, Germany, Indonesia, Japan, Malaysia and Thailand.

Our school ICSEA ranking is 989.

Our enrolment history is tracking on an upward trend with the school sitting on approximately 530 students.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	25	24
Year 4 – Year 7	26	27	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.



Curriculum Delivery

Our Approach to Curriculum Delivery

Caravonica State School uses an explicit teaching framework for the key learning areas of English and Math. This intentional teaching approach involves consolidations at the beginning of each teaching episode, plus the explicit referral to the lesson intent and success criteria before each learning episode occurs. Our prep program uses age appropriate pedagogies as the cornerstone of its teaching model.

All classes across the school implement our differentiated reading instruction model, our whole of school intentional teaching of writing program based on authors purpose, Spelling Mastery and Soundwaves for spelling and phonics instruction [and Jolly Phonics in prep], SRA Phonemic Awareness program [prep], our school math program built around PRIME Math, and C2C for History, Geography and Science.

Our school uses the research of Archer and Hughes, John Fleming, John Hattie and Tim Lewis [PBL] to inform best practice.

Co-curricular Activities

Each year we offer our students the opportunity to be involved in the following activities:

Public Speaking program for all of our students in Y4-6

Performance Choir – Eisteddfod and public performances

Instrumental music – Concert Band performances and Ensemble performance

Whole of school dance program – during the Arts teaching sessions and lunchtime sessions

Lunchtime art program

School affiliated Hockey and League teams

After school and lunchtime activities such as Netball, AFL, Soccer and Basketball

Premiers Reading Challenge

NAIDOC and Harmony Day celebrations

Cross Country squad

Leadership Program for all student in Y5-6

Indigenous Leaders of the Future program

Elected Student Council who develop a detailed action plan for each year's goals

How Information and Communication Technologies are used to Assist Learning

Each classroom provides an environment in which the students/staff can use technology such as a data projector and document camera on a daily basis. The school also has a well-equipped computer lab for class bookings and sets of computers in classrooms. The school is also beginning to build banks of iPads to support teaching and learning programs across the school.

Social Climate

Overview

We have a three rule behaviour policy at Caravonica. The three rules of being Caring, Safe and Successful are known explicitly throughout the student body. Our School Wide Positive Behaviour framework is inclusive of a strong focus on the development of life skills, which are underpinned by respect for one's self and others. Each week, lessons are conducted by all class teachers in the *You Can Do It* program. This program develops life skills around the five key foundations of: Confidence; Persistence; Organisation; Getting Along and Emotional Resilience.

Teachers foster in students the goal of positive and effective relationships to achieve their personal best in all endeavours – academic, personal and social.

Our School Wide Positive Behaviour Support Committee [now Positive Behaviour for Learning PBL] is very active and committed to ensuring the provision of a positive learning environment for all students. Through various initiatives and foci, the committee continually manages proactive whole-school systems to define, teach and support acceptable student social behaviour. Data collection is pivotal in the assessment and evaluation of the effectiveness of these systems to inform decision-making. Our data shows that explicit teaching of expected social behavioural skills to students improves the ability of students to interact appropriately with others and enhances our academic environment. We will continue to refine and develop this framework in 2017.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	93%	100%
this is a good school (S2035)	97%	97%	100%
their child likes being at this school* (S2001)	97%	90%	100%
their child feels safe at this school* (S2002)	97%	90%	94%
their child's learning needs are being met at this school* (S2003)	94%	86%	100%
their child is making good progress at this school* (S2004)	94%	93%	100%
teachers at this school expect their child to do his or her best* (S2005)	94%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	86%	94%
teachers at this school motivate their child to learn* (S2007)	97%	86%	100%
teachers at this school treat students fairly* (S2008)	90%	86%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	79%	94%
this school works with them to support their child's learning* (S2010)	94%	89%	94%
this school takes parents' opinions seriously* (S2011)	90%	85%	87%
student behaviour is well managed at this school* (S2012)	90%	83%	94%
this school looks for ways to improve* (S2013)	87%	97%	100%
this school is well maintained* (S2014)	94%	90%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	95%	93%
they like being at their school* (S2036)	89%	88%	88%
they feel safe at their school* (S2037)	89%	88%	88%
their teachers motivate them to learn* (S2038)	94%	94%	93%
their teachers expect them to do their best* (S2039)	97%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	92%	94%
teachers treat students fairly at their school* (S2041)	87%	76%	84%
they can talk to their teachers about their concerns* (S2042)	88%	89%	87%
their school takes students' opinions seriously* (S2043)	74%	76%	81%
student behaviour is well managed at their school* (S2044)	73%	68%	73%
their school looks for ways to improve* (S2045)	90%	90%	91%
their school is well maintained* (S2046)	87%	85%	88%
their school gives them opportunities to do interesting things* (S2047)	75%	79%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	96%	95%
they feel that their school is a safe place in which to work (S2070)	96%	96%	91%
they receive useful feedback about their work at their school (S2071)	88%	96%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	82%	80%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	91%	95%
student behaviour is well managed at their school (S2074)	96%	79%	73%
staff are well supported at their school (S2075)	96%	83%	95%
their school takes staff opinions seriously (S2076)	100%	88%	95%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	96%	87%	86%

* 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

We value the participation of parents in all aspects of our school. It is through this partnership that we journey together towards the academic and social success of our students. We seek parent participation and partnership in:

Classroom reading, numeracy and art activities, parent information sessions, curriculum celebration and sharing sessions, Parent-Teacher interviews, Education Week whole school breakfast and open classroom sessions, Under 8s Day, and newsletter education articles providing tips and suggestions for reading and numeracy.

Membership of our Parents and Citizens Association which meets monthly. Membership in sub committees such as: School Wide Positive Behaviour Committee; Country Fair Committee; Fundraising Committee; SafeST. Committee, Parent processing of student banking.

The school also hosts Caravonica Playgroup on Wednesdays 9-11 – another amazing way for our families to join in the life of our school.

Respectful relationships programs

Caravonica School developed and implemented programs that focus on appropriate, respectful and healthy relationships. We promote Stop Walk and Talk as our reporting framework when problems are too big to solve. Our school is actively involved in mindfulness training of our students and uses the KidsMatter framework for teacher support materials. We have a social worker employed at the school one day a week to model this teaching in our classrooms and with our staff. Our school welcomes BraveHearts into our P-3 classes each year and uses the Daniel Morcombe C2C lessons where appropriate/necessary.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	10	24	39
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

We have a school policy which requires:

- ▶ All classrooms have lights and air-conditioners turned off during lunch breaks and whenever classes leave the room
- ▶ Air-conditioning usage is recommended in only terms one and four [winter is cool enough!]
- ▶ Cleaners use air blowers instead of water for cleaning covered play areas
- ▶ Monitoring water quarterly consumption to identifying possible water leaks. We have had continuing issues with underground water pipes which have ruptured so monitoring of this issue is imperative for reducing the water usage in the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	219,010	2,087
2014-2015	225,823	7,551
2015-2016	185,483	5,545

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	25	<5
Full-time Equivalents	34	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	33
Diploma	1
Certificate	0

*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 2016 were \$42 307

The major professional development initiatives are as follows:

* Mandatory training including Code of Conduct, Student Protection, Asbestos Awareness, Emergency Procedures, Induction

*Age Appropriate Pedagogies with Griffith University

*Explicit Instruction including consolidations

*SchoolWide Positive Behaviours [PBL]

*Reading – Decoding and Comprehension

*Writing – school writing program including explicit and intentional teaching of grammar, moderation of standard

*Analysing Data

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	89%	89%

*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 2016 for all Queensland Primary schools was 93%.

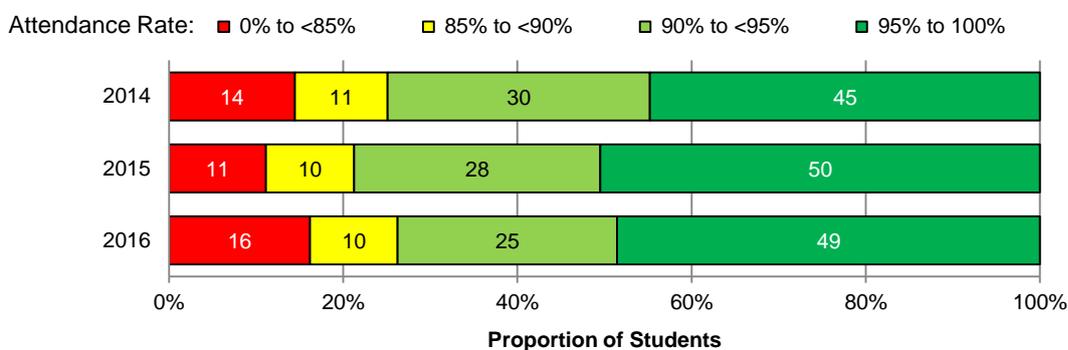
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	92%	93%	93%	92%	93%	90%					
2015	93%	92%	93%	95%	93%	92%	92%						
2016	92%	91%	93%	92%	92%	92%	90%						

*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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

All rolls are marked twice daily.

An SMS notification is sent each morning for all unexplained absences.

Children arriving late or leaving before the bell are required to attend the office to record reasons.

All children arriving late are marked as such on the roll.

Any child who is absent for three consecutive days is sent a letter requesting information regarding this absence.

Any child who is developing a pattern of lateness will have a letter requesting information regarding this matter.

The school monitors patterns of days absent by individual students – case management of identified students

Class of the week – recognition of highest attendance for the week. Attendance Cup handed out at parade and class acknowledged on school sign.

Caravonica State School works closely with the engagement team at regional office to support our students and families.

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

School name

Suburb, town or postcode

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