



Caravonica State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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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 Australian Curriculum in 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 technology resources include 100% of classrooms with wireless connectivity, data projectors in all teaching spaces, and access to iPads across the school. Programs are enhanced by extracurricular activities in instrumental music, public speaking, academic competitions, sport, STEM, and our students leadership programs.

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 and presentation
- High levels of student engagement in the delivery of the Australian Curriculum [using evidence based, high yield teaching strategies]

## School progress towards its goals in 2018

### **Focus of Improvement Agenda:**

**Reading:** embed reading approach across the school to be based upon differentiated reading instruction – decoding and comprehension. The school reading program is embedded and yields high levels of success for our students.

**Data Based Decision Making:** analysis of student achievement data for continued future focus with each student having clear learning goals and targets; use of data to make instructional decisions. In 2018 this goal was achieved through the term by term tracking of student progress and implementation of interventions for students not reaching benchmarks; data meetings with teachers to monitor student progress; continuation of cohort data meetings every fortnight including term meetings around effect size and a *year's growth for a year of teaching*; continuation of Master Teacher role – to support our teachers to become data literate [building capability program].

**Effective Teaching Practices:** In 2018 the key focus was on “Every day, every classroom, every student learning through explicit teaching”. This was achieved by embedding high expectations across all classes including standards of behaviour, lesson delivery, and consistency of practice; an ongoing focus on the importance of relationships with students; and maintaining the coaching model for staff to enhance capacity in explicit instruction and the use of consolidations including the reading hierarchy.

In 2018 the school also participated in a full school review led by the School Improvement Unit. This review was part of a four year plan-review-reflect cycle for all schools in Queensland. It considered the school's performance against the nine domains of the *National School Improvement Tool* and suggested ways to further improve outcomes for students. The feedback from this review was very positive and is available on our school website.

## Future outlook

In 2019 our focus for school improvement will be:

**Teach for Success: Teachers will confidently teach, assess and report on Mathematics curriculum using Australian Curriculum [including Content Descriptors and Achievement Standards].** Planning will reflect the school model of number, place value, operations, problem solving, and other strands. The focus will be on a strong alignment between teaching programs, assessment tasks and reporting.

**Teach for Success: Data based Instructional Decision Making.** The focus will be on using data to make decisions about what teaching comes next, analysing the impact of teaching practices on student learning, working in teams to build collective efficacy for student learning and success, and participating in drill down data meetings with the Head of Curriculum.

**Teach for Success: Differentiated Instruction to Meet the Diverse Needs of ALL Learners.** The focus will be the design and implementation of lessons and supports that are differentiated to provide success for all students; the design and ongoing checks for understanding and common assessment tasks to inform instruction and intervention opportunities; the collaboration in teams to scale up effective teaching practices; and the ongoing participation of teachers in coaching/feedback sessions.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	530	545	537
Girls	258	262	242
Boys	272	283	295
Indigenous	73	75	68
Enrolment continuity (Feb. – Nov.)	93%	94%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### 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 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, China, Germany, Indonesia, and Japan.

Our school ICSEA ranking is 1002.

Our enrolment history is tracking on a stable trend.

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	24	23	23	The <a href="#">class size</a> targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	26	26	26	

## Curriculum delivery

### Our approach to curriculum delivery

Caravonica State School uses an explicit teaching framework for the key curriculum 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. This is a research and evidence based practice that has proven success world-wide. Other curriculum areas are implemented using appropriate pedagogies for the class/subject including inquiry based learning and hands-on project based learning. 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 author's purpose [and the Australian Curriculum], Spelling Mastery and Soundwaves or Jolly Phonics [prep] for spelling and phonics instruction, SRA Phonemic Awareness program [prep], our school math program built around the Australian Curriculum and C2C, and C2C for HASS and Science. HPE and The Arts are also delivered on a school wide timetable, following the expectations of the Australian Curriculum.

Our school uses the research of Archer and Hughes, Lyn Sharratt, 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 – public performances including eisteddfod

Instrumental music – Concert Band and String Orchestra performances

Whole of school dance program – as part of the HPE program and lunchtime sessions

Lunchtime art program

School affiliated Hockey, Netball and Futsal teams

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

Premiers Reading Challenge

Under 8s

Excursions for Years 2/4/5

NAIDOC celebrations

National Day of Action [Bullying Education]

Leadership Program for all student in Y5-6

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

STEM extension program for Y4 students

Young Scholars and Global Tropics Future - extension opportunities with Smithfield High School

## 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 is continuing 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 underpinned by respect for one's self and others, and is inclusive of a strong focus on the development of life skills. Each week, explicit lessons are conducted by all class teachers and reinforced on assembly. Our school also focuses on the 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 2019 – with an increased focus on mindfulness and social emotional competence. The role of the Deputy Principal will also change to focus on engagement and behaviour support – especially the case management of all identified students at risk.

Our Student Code of Behaviour clearly outlines the school's response to incidents of bullying and the use of electronic devices at school. The success of our programs is reflected in the strong parental approval in the School Opinion Survey around students feeling safe at school and student behaviour being managed at the school.

Caravonica State School has a strong Response to Intervention focus and provides support at the small group and individual level. This support is for academic learning and for personal and social capabilities mapped from the Australian Curriculum.

The school actively involves parents in the home-school partnership. This parental involvement ranges from parent help in the classroom, to volunteering in the tuckshop, being a member of the P&C, participating in student case management meetings, and attending goal setting parent-teacher interviews. We value the important role families play in the success of our students. This is reflected in the School Opinion Survey results where 100% of parents agree that the school works with them to support their child's learning.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	96%	100%
• this is a good school (S2035)	100%	96%	96%
• their child likes being at this school* (S2001)	100%	96%	96%
• their child feels safe at this school* (S2002)	94%	100%	96%
• their child's learning needs are being met at this school* (S2003)	100%	96%	100%
• their child is making good progress at this school* (S2004)	100%	96%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	96%
• teachers at this school motivate their child to learn* (S2007)	100%	96%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	100%	96%	96%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	93%
• this school works with them to support their child's learning* (S2010)	94%	96%	100%
• this school takes parents' opinions seriously* (S2011)	87%	96%	88%
• student behaviour is well managed at this school* (S2012)	94%	96%	93%
• this school looks for ways to improve* (S2013)	100%	96%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	92%	91%
• they like being at their school* (S2036)	88%	90%	83%
• they feel safe at their school* (S2037)	88%	96%	77%
• their teachers motivate them to learn* (S2038)	93%	96%	95%
• their teachers expect them to do their best* (S2039)	98%	99%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	87%
• teachers treat students fairly at their school* (S2041)	84%	84%	72%
• they can talk to their teachers about their concerns* (S2042)	87%	83%	79%
• their school takes students' opinions seriously* (S2043)	81%	77%	83%
• student behaviour is well managed at their school* (S2044)	73%	77%	68%
• their school looks for ways to improve* (S2045)	91%	95%	93%
• their school is well maintained* (S2046)	88%	88%	89%
• their school gives them opportunities to do interesting things* (S2047)	85%	83%	82%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	100%	91%
• they feel that their school is a safe place in which to work (S2070)	91%	92%	87%
• they receive useful feedback about their work at their school (S2071)	95%	88%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	96%
• students are treated fairly at their school (S2073)	95%	92%	78%
• student behaviour is well managed at their school (S2074)	73%	81%	65%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	95%	88%	70%
• their school takes staff opinions seriously (S2076)	95%	92%	70%
• their school looks for ways to improve (S2077)	100%	100%	91%
• their school is well maintained (S2078)	100%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	86%	81%	83%

\* 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 and co-curricular activities, parent information sessions, curriculum celebration and sharing sessions, Parent–Teacher interviews, whole school breakfast and open classroom sessions, Under 8s Day, and newsletter education articles providing tips and suggestions for reading and numeracy. We also value the educational partnership of parents in the development of individual curriculum plans, case management meetings, and other supports for our students.

Membership of our Parents and Citizens Association which meets monthly and manages the tuckshop, uniforms and stationary shop, and Outside School Hours Care. 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 education programs

Our school focuses on personal safety and awareness, including identifying and responding to abuse and violence, increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

We have 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 specially identifying and handling big emotions and developing help seeking behaviours. We use the Kids Matter 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 also purchases additional Guidance Officer time to provide support for students and staff. Our school welcomes Braveheart's into our P-3 classes each year, ACT for Kids Emmy and Friends Program in Y1, and we use the Daniel Morcombe C2C lessons where appropriate/necessary.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	39	47	53
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	<5
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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. We continue to work with the infrastructure team on this facilities issue.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	185,483	260,658	232,411
Water (kL)	5,545	4,161	7,530

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	41	27	<5
Full-time equivalents	37	16	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	1
Bachelor degree	34
Diploma	3
Certificate	0

\*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 2018 was \$54 214

The major professional development initiatives are as follows:

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

\*Adrenalin Auto Injector Training, First Aid and CPR Training

\*Developing Leaders e.g. Take the Lead

\*School-Wide Positive Behaviours [PBL]

\*Moderation and the Achievement Standards

\*Explicit Instruction with a focus on the teaching of Mathematics [problem solving]

\*Writing –including intentional teaching of grammar, punctuation, vocabulary and sentence structure

\*Peer coaching and Watching Others Work

\*Analysing Data

\*Beginning teacher mentor/support

\*NAPLAN Online

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	92%
Attendance rate for Indigenous** students at this school	89%	85%	84%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

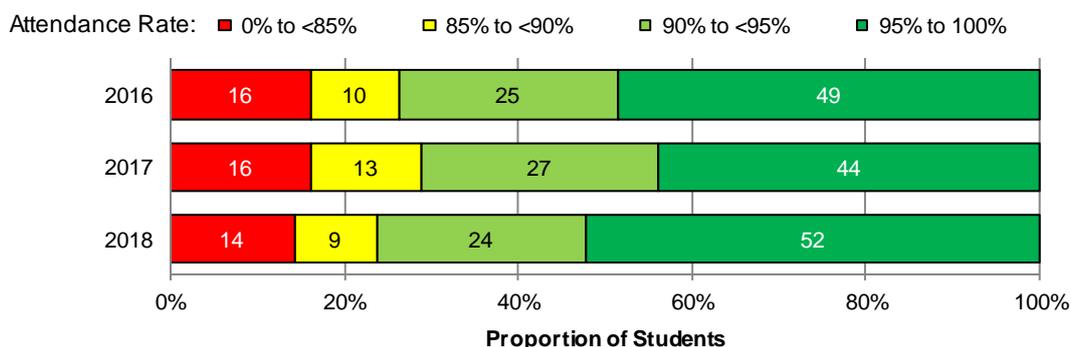
Year level	2016	2017	2018
Prep	92%	93%	93%
Year 1	91%	91%	92%
Year 2	93%	92%	92%
Year 3	92%	91%	93%
Year 4	92%	91%	92%
Year 5	92%	91%	91%
Year 6	90%	92%	92%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

All rolls are marked twice daily. SMS notifications are 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 assembly.

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 and 5 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.