Caves Beach Public School
Annual School Report 2014
**School context statement**

In 2014, Caves Beach Public School had an enrolment of 395 students. There were 187 male and 208 female students.

**Staff**

**Principal**  
Denise Rispen

**Assistant Principals**  
John White  
Michelle Pascoe  
Laura Chaffey (relieving)

**Class Teachers**  
Rose Johns  
Michelle Thurston  
Jo McDonald/Katie Scott  
Dan Egginton  
Lexi Gilbert  
Sarah Lovell  
Alison Chapman  
Jo Dennis  
Karina Pengelly/Bec Searles  
Tony Sedgman  
Elleise Bell  
Daniel Lindsell  
Helen Sandall  
Greg Manning

**Support Teachers**  
Katie Scott - Computers  
Jeanette Mueller - Reading Recovery  
Jenny Coughtrie - Learning and Support Teacher  
Rose Toohey – Health/Personal Development

**Library**  
Kerrie Stien

**School Counsellor**  
Louise Theissen

**School Administration Manager (SAM)**  
Kerrie Cambourakis

**School Administration Officers (SAO)**  
Alida Hanchard  
Kim Brooks  
Gloria Debono

**School Learning Support Officers (SLSOs)**  
Debi Davis  
Leann Smith

**General Assistant**  
Norm Boyd/Norm Turner

**Canteen Supervisors**  
Michelle Stewart/Jackie Bugeja

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

**Principal’s message**

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.

During Term 1 both Parent Information sessions and parent/teacher interviews were offered. Students from Years 3-6 participated in the beginning rounds of some PSSA knockouts and the Swimming Carnival, K-6 students enjoyed the Easter Hat parade, School Parliament elected their new office bearers and the school leaders presented the annual ANZAC Day ceremony. A highly informative Cybersafety workshop, which highlighted ways to keep safe on the internet, was offered to students, staff and parents.

In Term 2 students continued to participate in the PSSA sporting activities, UNSW competitions, Public Speaking Competitions, Year 6 students participated in the GRIP Leadership day and ran the first disco of the year, Years 3 and 5 sat the NAPLAN test, selected Year 5 and 6 students debated their way through the Premiers’ Debating Challenge and all students had the opportunity to participate in a series of art workshops. The Galgabba group of schools participated in the third CAPApillar Day based at Caves Beach Public School and the first Mothers’ Day breakfast was attended by a large number of mums.

During Term 3 the band participated in both Bandlink and Bandfest, Year 5 children went to camp, selected Year 6 students participated in the Galgabba Science Fair and our Education Week, Book Week and biannual Art Show were combined in the last week of the term. This was a hugely successful day with several hundred people passing through the open classrooms, newly refurbished library and the hall to view the students’ art on display.

Term 4 offered the Intensive Swimming program, a trip to Canberra for Year 6, Kindergarten Orientation for the 2015 kinders, Year 6 Fun Day, the Dance2bfit program for K-6, the conclusion of student participation in the local chess competitions and the annual Presentation Day.
Parent workshops were offered in maths, technology, cybersafety and reading.

This year the Caves Beach P&C raised money for the refurbishment of the library, successfully applied for a Lake Macquarie Council grant to extend our vegetable and develop a sensory/bush tucker community garden. A very successful working bee kicked off the beginning of this project.

Parents are continuously encouraged to participate in the school in many ways - the classrooms, canteen, fundraising, attendance at school functions and through the P&C and School Council.

Staff, students and parents are proud of the achievements at Caves Beach Public School and work closely together to ensure a wide range of opportunities across all KLA’s are offered annually.

Denise Rispen

School Council message

The School Council is made up of the School Principal, 4 parents, 2 staff members and a community representative who meet five times each year to discuss financial and policy issues affecting the school.

Some of the key issues discussed and passed by the School Council during 2014 include:

• Approving the introduction of Ethics Classes;
• Liaising with Telstra regarding the possible construction of a new mobile phone tower in close proximity of our school;
• Approving an application by our Principal, Mrs Rispen, to explore options for a Year 5 laptop program;
• Ensuring the timely arrival of new demountable building, used by class 3/4C this year;
• Working with staff on the development of the School Plan 2015 - 2017;
• Reviewing school financial reports at each meeting, with the Council discussing the most appropriate way to spend funds allocated to the school by the Department of Education; and
• Discussing and evaluating new and existing education initiatives for inclusion in the school curriculum, based on advice from teaching staff, external providers and parents.

I continue to be proud of the calibre of our Council representatives who all work together with our dedicated teacher representatives to ensure the best possible outcomes for our school. I must also thank Brendan Curran for his contribution as a parent representative for the last 3 years and staying on last year as our Community Representative. As this is my last year as President of the School Council I thank all who have served under my tenure and I wish Kelsey Scott, our new President all the best. I am confident she will continue to work to improve our school for the benefit of our children and the wider community.

As a parent, being involved in the School Council allows you the opportunity to be actively involved in your child’s education as well as giving back something to the school and our community. I urge all parents to contact the Council with any issue you think needs to be addressed at our school for inclusion on the agenda at our meetings.

Bradley Gabb - School Council President

P & C message

This year’s goal was to help pay for the refurbishment of the school library - $10,000. A famous quote “Reading is to the mind is what exercise is to the body” highlights how important our school library can be for our kids. Thankyou for helping us make it happen!

Each year the P&C run the Mothers’ Day and Fathers’ Day stalls, with the aim of offering children the chance to buy for their parents. No money is raised from these activities, the aim being just to break even and give the children the opportunity to purchase their favourite items with minimal difficulty. We also ran a highly successful disco and pizza night, with large numbers of students attending both the K-2 and 3-6 sessions. Although the pizzas took a long time to arrive after the K-2 disco, which caused some frustration, we were pleased with Swansea Dominoes’ apology. They provided free pizzas for the K-2 classes on the last day of Term 3. An extra bonus for K-2!

We were excited to run a special end of year major fundraiser, with the prize being a Gold Coast holiday for a family of 4. As I write this report, I am excited by the enthusiasm the students have displayed towards the fundraiser,
and look forward to selling all the tickets with little difficulty.

The P & C is not just a Fundraising group; it also oversees the Canteen, Uniform Shop, Chess club and Band. These great groups/committees work tirelessly throughout the year to provide our children with great programs and choices. We are very lucky at Caves Beach Primary School to have such wonderful parents who give of their time and their skills to assist our students in their educational career.

This year the P&C was manned by a very small team who worked hard to organise and plan the fundraising events necessary to support our children. Other parents were always on hand to offer support at organised events however more members would be wonderful.

As we head towards 2015, please consider if you can help in some way on the P&C. We meet twice a term on Monday nights and everyone helps when they can, where they can. This could be you!

Samantha Brown
Vice President

Student representative’s message
This year the Student Representative Council (School Parliament) has again been very busy. This year we conducted:

- Two whole school discos
- The Year 6 Fun Day.

Raised money for:
- Walk in their Shoes (Drought Relief)
- Joshua Caruso
- Breast Cancer
- Melanoma Research

Provided financial assistance to the following children to attend sporting events.
- Bella Ferfoglia to attend the National Athletics Championships
- Harry McNaughton to attend the National Rugby League Carnival
- Joel O’Callaghan to attend the National Cross Country
- Kayne Gilmore to attend the National Athletics Championships

The Year 6 gift to the school was a cheque for $500.00 to go towards purchasing a compressor for the sports shed. In addition the student parliament purchased two new sets of softball playing shirts and a new set of knickerbockers.

Our school responsibilities have included: establishing communication committees to organise weekly assemblies and distribute newsletters, supervising canteen lines and allocating sports equipment at lunch and recess breaks recycling duties.

Jessica Fonti and Angus Wilson
School Captains

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<td>Male</td>
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<td>180</td>
<td>182</td>
<td>186</td>
<td>180</td>
<td>180</td>
<td>187</td>
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<tr>
<td>Female</td>
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<td>201</td>
<td>200</td>
<td>198</td>
<td>196</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>95.6</td>
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<td>94.6</td>
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<td>93.7</td>
<td>95.1</td>
<td>94.2</td>
<td>96.4</td>
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<td>3</td>
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<td>93.5</td>
<td>94.2</td>
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<td>6</td>
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<td>94.1</td>
<td>94.5</td>
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<td>95.0</td>
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State DEC

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<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
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<td>5</td>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

In 2014 student attendance was monitored using the SENTRAL WebAttend software program to register and track student attendance. This enabled more rigorous tracking of students and the overall management of attendance. Issues around attendance are discussed in the Welfare Meetings and concerns communicated to
parents. When necessary, the assistance of the Home School Liaison Officer is sought.

**Class sizes**

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
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<tbody>
<tr>
<td>K BLUE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K GREEN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K RED</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1E</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2S</td>
<td>1</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2/3P</td>
<td>2</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
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<td>28</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/SW</td>
<td>4</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>5L</td>
<td>5</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>26</td>
<td>26</td>
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</tbody>
</table>

This year Caves Beach Public School increased to 16 classes.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
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</tbody>
</table>

**Workforce information**

It is a requirement that the 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 are two staff members with indigenous backgrounds.

**Workforce composition**

This year two new teachers were appointed to the school to fill vacant positions. At the end of the year two teachers will retire, one teacher will be replaced, the other appointment will occur in 2015 when the actual enrolment numbers are confirmed.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.42</td>
</tr>
<tr>
<td>Primary Part-Time teacher</td>
<td>.7</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>.672</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.022</td>
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<tr>
<td>Total</td>
<td>24.714</td>
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</table>

**Professional learning and teacher accreditation**

Professional learning was linked to the school’s targets of literacy, numeracy and student engagement.

- $14225 was spent from Teacher Professional Learning (TPL) tied fund with an average of $1000 per teacher providing up to 3 days release per teacher for Professional Learning
- $6585 was spent on TPL from the schools’ global funds to allow staff to engage in planning days allocated to assist with the embedding of practices and programs in line with the new English syllabus and to organise resources to support its implementation
- Teachers from Kinder to Year 6 participated in the Focus on Reading program. This program supports the schools’ goal to improve student performance in reading comprehension. Training activities were generally conducted after school hours
- A survey of staff expertise in technology was undertaken and a program of support was designed and offered after school in the use of weeblies, ipads, wiggis, blogs and PLAN
- 4% of staff are at proficiency in the teacher accreditation and 2% are at the provisional level of accreditation
- All teachers participated in five full day school development days; 1 at the beginning of Terms 1, 2 and 3 and 2 at the end of Term 4 and
• All staff participated in Child Protection, Code of Conduct, CPR, Emergency Care training and the online Anaphylaxis course.

Beginning Teachers
With the appointment a teacher requiring accreditation, funds allocated to the school were used to:
• Support attendance at professional development sessions
• Set up a program of mentoring with time allocated on a weekly basis
• Allocate extra release from face to face teaching time and
• Facilitate lesson study opportunities and feedback.

Financial summary

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>188762.56</td>
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<tr>
<td>Global funds</td>
<td>243056.38</td>
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<tr>
<td>Tied funds</td>
<td>159975.18</td>
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<tr>
<td>School &amp; community sources</td>
<td>109078.16</td>
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<tr>
<td>Interest</td>
<td>6199.10</td>
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<tr>
<td>Trust receipts</td>
<td>23297.57</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>730368.95</td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>59398.38</td>
</tr>
<tr>
<td>Excursions</td>
<td>32707.32</td>
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<tr>
<td>Extracurricular dissections</td>
<td>65293.95</td>
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<tr>
<td>Library</td>
<td>26033.13</td>
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<tr>
<td>Training &amp; development</td>
<td>8748.30</td>
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<tr>
<td>Tied funds</td>
<td>130409.66</td>
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<td>Casual relief teachers</td>
<td>76165.20</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>509789.43</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>220579.52</td>
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This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

NAPLAN Year 3 - Numeracy

![Percentage in bands: Year 3 Numeracy](image)
NAPLAN Year 3 – Literacy

Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Writing

NAPLAN Year 5 - Literacy

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Grammar & Punctuation
Gifted & Talented Education (GATs)

A number of opportunities were offered to students from Years 1 to 6, in identified areas of interest and talent this year. Selected students from Stages 1, 2 and 3 engaged in extension and enrichment activities in Mathematics, Science, Drama and Technology.

Stage 1 students were introduced to programming and coding and explored the app - Kodable. They were also introduced to the Bee Bot robots and the computer animation program Scratch.

Identified students from Years 4 and 5 developed their problem solving skills through a variety of open-ended tasks, in both individual and group settings.

The Technology GATS program for Stage 3, developing students’ understanding of coding and game design. Students explored a variety of iPad apps, including Kodable and Hopscotch and the computer program, Scratch. The second part of their program examined game design where students completed quests on Gamestar Mechanic. Finally students used the app Floors to design their own game using glyphs.

Selected Stage 3 students developed their drama skills when they transformed into ‘street
performers’ during our school ‘Open Day’ in September.

Due to the previous success of the ‘Night of the Notables-Images of Greatness’, the Galgabba Community of Schools initiated a different GATS experience for Stage 3 students 2014 - a Science Fair. Nine students from Year 6 were identified and worked under the guidance of Mrs Pengelly to solve a scientific problem of their choice. The budding scientists presented their findings at the inaugural Galgabba Science Fair at Swansea High School in July.

In 2014, a Year 6 student, Jess Fonti, attended a regional GATS camp in the area of Visual Arts.

In Term 2, over 100 students from our local community of schools worked alongside 52 of our own students, as they participated in the third CAPApillars Enrichment Day which was organised and coordinated by Mrs Pascoe and Mrs Thurston. Students participated in workshops in the areas of: Concert Band, Guitar, Visual Arts (Painting or Sketching), Dance, Photography and Drama.

Facilitators with expertise in their field were sourced from the local community and High School. To conclude the day, students and parents were invited to attend a culmination assembly to showcase their talents.

In Semester 2, Year 5 students attended the Swansea High School GATS program. Identified students worked with teachers and students from Swansea High School on extension opportunities in English, Mathematics, HSIE and Science.

Michelle Pascoe
GATs Coordinator

Information Technology (IT)

During 2014, students at Caves Beach Public School continued to have ready access to a variety of technologies. This year the school purchased 15 iPads and a Macbook Air to manage the distribution of apps via Configurator. Class computers also had AirServer installed, allowing teachers to project the iPad screen onto the Smartboard to demonstrate apps and share work samples with the class.

All staff and students underwent training in how to use the iPads in the classroom and parents were invited to an afternoon Technology session explaining how technology was being integrated into the curriculum at school. The iPads were borrowed by class teachers and used during literacy and numeracy group sessions and also for research. Students used a wide variety of apps to create videos, audio clips, movies, puppet plays and ebooks to creatively demonstrate their knowledge and understanding of content. The iPads were also used during our GATS programs in 2014 during which selected Stage 1 and 3 students took part in ten week programs where they were introduced to coding and aspects of game design. Due to the success of the iPad implementation, a further 15 iPad minis were purchased at the end of 2014 ready for the new school year.

In 2014 a number of classes used class blogs to communicate with parents and the wider community. Parent and student feedback was overwhelmingly positive about the experiences blogging provided.

Laura Chaffey
GATs IT Coordinator

Premier’s Spelling Bee

This year 3 of our students, Christian Bunt, Clair Groth and Zac Newman, represented our school in the zone level of the Premier’s Spelling challenge, with Zac Newman going onto represent at the regional level of the competition.

Laura Chaffey
Spelling Bee Coordinator

External Examinations

All Stage 3 students participated in the Hunter Region Primary Mathematics Competition.

Results included:
Year 5: 4 Distinctions and 11 Merits
- Year 6: 5 Distinctions and 13 Merits

This year 82 students participated in UNSW Global Competitions in Mathematics, English, Writing, Spelling, Science and Computer Skills.

Results included:
- Mathematics: 1 Distinction, 8 Credits and 4 Merits
- English: 2 Distinctions, 1 Credit and 4 Merits
- Writing: 2 Credits
- Spelling: 4 Credits
- Science: 1 Credit, and 4 Merits
- Computer Skills: 1 Distinction, 3 Credits and 2 Merits

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Transition for all students enrolling at Caves Beach Public School provides several opportunities to experience a classroom environment and to become familiar with the school grounds. Parents are offered the opportunity to attend information sessions during which routines, procedures and expectations are explained clearly. Parents of Aboriginal students are offered the chance to arrange additional visits to the school and to classrooms.

Embedded within classroom programs are Aboriginal perspectives, which encourage our students to share information and history with others and so feel valued among their peers. All classroom resources to support teachers in the inclusion of Aboriginal perspectives across the KLA’s have been centrally located to ensure the ease of borrowing and implementation of the Aboriginal Education and Training Policy. All of our Aboriginal students have a Personalised Learning Plan which has been developed with the input of the class teacher, the LaST and parents of the student.

NAPLAN results for Aboriginal students in 2014 place them in the top bands in Year 3. In Term 4 students in Stage 3 were targeted through an in-class program aimed at strengthening comprehension skills. The educational outcomes achieved by these students generally match or betters those of ‘all students’.

All staff received training in the Aboriginal Pedagogy Course - 8 Pathways of Learning, presented at the end of the school year, as part of the Galgabba Group of Schools, School Development Day.

NAIDOC Week activities acknowledged and celebrated the significance of Aboriginal culture. In classes, teachers and students discussed:
- Traditional Aboriginal Culture
- Invasion or Colonisation
- Stolen Generation
- Sorry Day
- Reconciliation

Every student used the colours of the Awabakal nation to create a boy or girl figure. These figures were then placed around the school, joined together in lines, demonstrating the recognition and respect of Caves Beach Public School students. Two of our Aboriginal students ran an assembly during which Steve Lombardi, an Awabakal elder, spoke to the children about his heritage and outlined the purpose of a smoking ceremony. He then invited Aboriginal students to choose a friend to go with them through the smoke to be purified or cleansed. All students and teachers were then cleansed by the smoke. As everyone walked through, Mr Lombardi sang in his traditional language.

During the 2013 NAIDOC celebrations, a competition was held to design a surfboard on which an ‘Acknowledgement of Country’ was written. The completed surfboard was unveiled
at this year’s assembly, standing with the existing ‘Values’ boards.

The Galgabba NAIDOC Week project was the design of a series of artworks depicting native Australian animals that would ultimately hang on the Swansea High School’s library staircase.

Each primary school decorated an animal shape to represent a part of the local Aboriginal culture. Caves Beach Public School students used the shape of a snake, decorated in Aboriginal colours and symbols, to tell our story of what life may have been like for Indigenous Australians around the Caves Beach area pre-European colonisation. Two students prepared a speech explaining our story which they presented along with the art piece at Swansea High School’s NAIDOC celebrations.

Earlier in the year, a grant was received to create a bush tucker and sensory garden and extend the current vegetable gardens in front of the school canteen. Parents and students from the school worked together to create a design of Birrabahn the sea-eagle as a centre piece for this garden and the Aboriginal students worked with parents to paint the garden beds on colours that reflect Aboriginal culture.

Rose Johns
Aboriginal Education Coordinator

**Multicultural education and anti-racism**

To celebrate Harmony Day 2014, students in every class decorated a blank jigsaw piece with drawings and messages about living together with respect, tolerance and harmony. At a whole school assembly each class came together with the pieces of their puzzle joined. All 16 puzzles were then joined together to create one large message - that here at Caves Beach we cooperate, share, work together, get along and find friends based on who we are rather than how we look.

Many classrooms participated in activities to investigated world cultures and global education, making contact with children and adults from around the world and learning about traditions and celebrations. In Kindergarten, students learned about the Indian culture from one of the grandmothers who visited the classrooms to talk to the children. They then made a ‘rangoli’ from coloured rice to show one of the things Indian people do to celebrate Diwali.

The school’s Anti-Racism Contact Officer (ARCO), Ms Rose Johns, organised activities during the school year to promote tolerance and harmony.

**Learning and Support (LaST)**

The primary focus for the LaST this year has been to support students in Stage 2 and Stage 3. This support included making relevant adjustments to the Teaching and Learning program to maximise student engagement and providing resources and scaffolds to allow for more independent learning.

This year support was provided for the top Maths group in Year 5, which allowed the classroom teacher more time to review and consolidate concepts already treated with other students.

Kindergarten students were targeted during Term 3 and Term 4 as research shows the earlier intervention the more effective it is.

Responsibilities include:

- Monitoring all students K-6
- Assessing new students in their first week at our school
- Managing the Student Learning Support Officers (SLSOs). This includes liaising with staff to organise timetables to assist those students who receive funding.
- Liaising with parents and running Learning Support meetings
- Providing support for all teachers in recognising and responding to students’ additional learning needs.

Jenny Coughtrie
LAST
Public Speaking & Debating

In 2014, students from Kindergarten to Year 6 participated in whole school Public Speaking opportunities, with selected students participating in a number of external competitions. Stage based Public Speaking programs were organised in Semester 1 with a number of students selected to represent their Stage at the Galgabba Community of Schools Competition, Zone Competition or the Multicultural Perspectives Public Speaking Competition.

In Early Stage 1, Jordan Bugeja was awarded first place in the Galgabba Community of Schools Competition and a highly commended at the Zone Competition. Isaac Pascoe in ES1 and Jack Collyer from Stage 1 also received a highly commended in the Galgabba Competition.

After being awarded first place in the Multicultural Public Speaking Competition for her speech on ‘Empathising with Others’, Lily Webster went on to represent our school at the Regional final.

Two teams also competed in the Premier’s Debating Challenge in 2014. Caves Beach Dolphins, our Year 5 team used this year as their initial training year and developed their knowledge of debating and the skills associated with it.

The Year 6 Sharks team competed successfully throughout the competition to be named Zone Champions. Both teams were fortunate enough to have the opportunity to attend a debating workshop earlier in the year as part of their preparation.

Michelle Pascoe
Public Speaking Coordinator

Other Programs

Reading Recovery

Reading Recovery is an Early Literacy Intervention Program for Year 1 children. It provides intensive, individual instruction in reading and writing through daily lessons of thirty minutes over twelve to twenty weeks. Reading Recovery text Level 16 is considered the minimum level at which students will have developed appropriate independent reading and writing strategies and is therefore the minimum level at which students are considered to have completed Reading Recovery successfully.

All eight students (five boys and three girls) who were offered Reading Recovery in 2014 successfully completed the program.

Reading Levels at entry to the program ranged between Level 1 and Level 4 for the first intake of four students (Term 1) and Level 3 to Level 11 for the second intake of four students (Term 3).

Of the first intake of four students, three completed at Level 17 and one at Level 18. Of the second intake of four students, three completed the program at Level 21 and one at Level 19.

The progress of these children will continue to be monitored for the next two years.

Jeanette Muller
Reading Recovery Teacher

Sport

All students from Years 3-6 participated in three carnivals, Swimming, Cross Country and Athletics, during the year. Children turning eight in Year 2 were also invited to attend these carnivals. Each year the P&C donate all trophies presented to our successful sports people. This year the Annual Swimming, Athletics and Cross Country Carnivals were all won by Paterson House.

Following each carnival the junior, 11 years and senior girls and boys champions (Swimming and Athletics) and the 8/9 years, 10 years, 11 years and 12/13 years girls and boys champions (Cross Country) were announced. Their medallions were presented at the Assembly of Excellence assemblies held in Terms 1, 2 and 3.

Students participated in a variety of Primary School Sports Association (PSSA) State Knockout sporting competitions with the following results:

- Boys Soccer (Round 5)
- Girls Soccer (Round 6)
- Netball (Round 6)
- Cricket (Round 3)
- Boys Softball - Hunter Champions
- Girls Softball - Hunter Champions and State Runners-up
- Boys Touch Football (Round 5)
- Girls Touch Football (Round 6)
In addition the Under 10 Years and Under 12 years Rugby League teams participated in the Knights Knockout competition.

Students from Years 3-6 participated in the East Lake Macquarie (ELM) Zone PSSA Netball, Touch Football and T-Ball Gala Day with three children participating in a local golf tournament.

Individual students were selected to attend PSSA trials in AFL, Diving, Rugby League, Rugby Union, Soccer, Tennis, Netball, Softball and Touch Football.

During Term 4 a whole school Dance2befit program was offered to all students from K-6 and an Intensive Swimming School program was offered to students in Years 2-6.

The children from Kindergarten to Year 2 enjoyed fun-filled carnivals, weekly sport and skill development sessions and in Term 4 participated in a sporting program organised and run by the Year 6 students.

Nominated children in Year 5 and all Sports House Captains and Vice Captains participated in the Premier’s Sports Leadership Program hosted by Swansea High School.

Primary sport was conducted on a stage basis - teaching skills, good sportsmanship and participation in team games.

Stage 3 trialed a new 20 week rotational sporting program that involved tennis, gym and fitness activities, tennis and beach activities using local community facilities and skilled personnel.

Caves Beach Public School competed in three zone carnivals conducted by the ELM PSSA which incorporates 23 schools within our area. This year our school won all three ELM Zone Carnivals: Swimming, Cross Country and Athletics.

There were many individual and team performances at Zone, Regional and State levels. Regional representation:

- Swimming: 8 Regional representatives
  — Kye Ballard, Oliver Fox, Kayne Gilmore, Cruz Kingston, Kobi Kingston, Jake Morris, Mitch Morris and Zach Morris
- Cross Country: 6 Regional representatives
  — Kaylee Dowsett, Jake Morris, Mitch Morris, Joel O’Callaghan, Zach Morris and Hayley Walmsley
- Athletics: 9 regional representatives
  — Lilly Coombs, Bella Ferfoglia, Jessica Fonti, Kayne Gilmore, Elise Kneller, Abbie Leyshon, Mitch Morris, Maddison Neill and Joel O’Callaghan.
- Diving: 2 Regional representatives
  — Taya Moody and Chloe Smith
- AFL 1 Regional representative
  — Zach Morris
- Rugby League: 3 Regional representatives
  — Kye Ballard, Zane Ballard and Harry McNaughton
- Rugby Union: 1 Regional representative
  — Harry McNaughton
- Soccer: 2 Regional representatives
  — Ethan Hartge and Chloe Smith
- Softball: 4 individual Regional representatives and 21 team representatives
  — Olivia Castledine, Ethan Hartge, Elise Kneller and Olivia Sedgman (individual)
  — Ally Boertje, Olivia Castledine, Amber Clowe, Taylah Ellercamp, Jessica Gabb, Elise Kneller, Abbie Leyshon, Mattiese Loretan, Olivia Sedgman, Chloé Smith and Emalee Wilson. (Team)
  — Kye Ballard, Zane Ballard, Beauyn Crew, Oliver Fox, Ethan Hartge, Ben Houston, Zach Morris, Caleb Pritchard, Ken Simms and Angus Wilson

This represents a total of 57 Regional representative appearances across 10 different sports from 36 different children.

State Representation:

- Cross Country: Joel O’Callaghan
- Rugby League: Harry McNaughton
• Athletics: Bella Ferfoglia (Shotput and Discus) and Kayne Gilmore (Shotput and discus - National Champion)

Five children were awarded Hunter Regional Sports Awards in 2014.
• Sports Award - Athletics: Bella Ferfoglia
• Sports Award - Cross Country: Joel O’Callaghan
• Sports Award - Rugby League: Harry McNaughton
• Achievement Award - AFL Swimming and Cross Country: Zach Morris
• Achievement Award - Soccer and Softball: Ethan Hartge

Helen Sandall
Sports Coordinator

School Concert Band
Caves Beach Public School provides a comprehensive, high quality Band program for both senior and junior students from Years 2 – 6.

During 2014, our Band has performed at Family Band Night, weekly school assemblies, Band Presentation Night, Assemblies of Excellence, Presentation Day, CAPApillar Day and the Marine Park Open Day.

Our Band Director, Mrs Kelsey Scott, is a qualified music teacher, who also offers private lessons to clarinet and saxophone students. Her ongoing effort and commitment has allowed the students to consistently strive to reach their individual goals. The band has made wonderful progress under her guidance.

In Term 2, the Band attended our LMG’s annual CAPApillar Day where creative arts activities including band, sketching, dance, drama, art, guitar and digital photography were offered to students within the Galgabba cluster of schools. Our band students joined with the Nords Wharf Public School Band under the expert guidance of Kelsey Scott.

In Term 3, the Band participated in a two day BandLink workshop at Newcastle City Hall which allowed students from Hunter schools to come together under the experienced guidance of tutors from the Newcastle Conservatorium of Music to learn and perform new music pieces and to meet other young musicians.

Family Band Night was another event in Term 3 where Band members performed a piece of their choice for family and friends as well as performing as a whole band in a relaxed environment.

In Term 3 Michael Bell began to offer private trumpet and trombone lessons at our school. He has studied at the Newcastle and Sydney Conservatoriums of Music and has been teaching brass for over twenty years. Mr Bell is an excellent addition to our school band as we continue to build our brass section.

In Term 4, both Junior and Senior Bands competed at the annual Hunter/Central Coast BandFest competition. Currently in its fourteenth year, this five-day competition is for the enjoyment and enrichment of all primary and high school students. Both bands received a Commendation Award and Junior band also received an Encouragement Award.

Later in Term 4, Senior Band attended a playout at the Marine Park Open Day at Pelican. This was an excellent opportunity to perform for the public and for the community to appreciate our talented Concert Band.

At the end of Term 4, Band Presentation Night was held in the school hall. It was the culmination of consistent hard work and effort displayed by our band students during the year. A number of awards were presented and the band showcased many songs learned throughout the year.

A diligent and supportive committee made up of parents of band members manages the financial and administrative responsibilities of the band.

The Junior Band Person of the Year for 2014 was Jack Paterson. The Senior Band Persons were Marnie Nebauer and Emma Cummings. Band Leader for 2015 is Kristian Bunt.

Michelle Thurston
Band Coordinator
Junior & Senior Choirs

Our school choirs, which include students from Years K to 6, have performed at weekly whole school assemblies, Easter celebrations, Assemblies of Excellence and the annual Presentation Day.

For the Senior Choir, a highlight was the opportunity to perform at Charlestown Square during Education Week.

Sarah Lovell & Rose Johns
Choir Leaders

Environmental Education

This year the school received another grant from Lake Macquarie Council to develop a sensory/bush tucker garden and redevelop the existing vegetable gardens in front of the school canteen.

In June, a working bee involving parents and students began building garden beds, moving soil and mulch and planting seedlings and small trees.

The area continued further transformation continued as horticultural students from Swansea High School assisted with building new garden beds and borders and mulching and moving turf under the supervision of a TAFE teacher.

In the centre of one section of the garden, parents and children placed the coloured stone representation of Birabah the eagle, to celebrate the Awabakal people, original custodians of the land.

Rose Johns
Environmental Coordinator

Chess

Caves Beach Public School chess club found great success in 2014. Twenty four students from Kindergarten through to Year 6 attend our weekly chess club every Thursday morning in the multipurpose room.

This year 3 teams were entered into the state chess championships – A Knights team and two Rookies teams. The Rookies A team were successful in winning their zone and went on to compete at the regional final. Congratulations to the following students who all won best board in their zone: Knights - Board 3 - Jye Bugeja, Rookies - Board 1 - Liam Kraitzer, Board 3 - Rochelle Manning, Board 3 - Darcy Morris, Board 4 - Mackenzie Alexander.

The squad also had success playing in Gala Days hosted by Sydney Academy of Chess. Most notably, the squad placed an impressive 3rd overall out of 15 schools from the Central Coast and Sydney after playing at Valley View Public School in Wyoming. Also on that day, one student, Jye Bugeja, earned an impressive 5th placed overall with his individual score.

Thank you to Mr Kraitzer for his time, dedication and commitment to the chess club. Mr Kraitzer works with the students every Thursday and provides transport whenever he can.

Jo Dennis
Chess Coordinator

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveying staff, parents and students
- Staff evaluation of programs and NAPLAN results and
- Teacher feedback on planned professional development opportunities in 2014

School planning 2012-2014:

School priority 1 - Literacy

Outcomes from 2012–2014

Increased levels of Literacy for every student

Evidence of achievement of outcomes in 2014:
• 100% of K-2 students exceeded the benchmark targets in reading set by the Region
• 44.7% of students in Year 5 achieving in the top 3 skill bands in reading and 20% achieving in the top 2 skill bands
• 60.4% Year 5 students achieving expected growth in literacy
• 66% Year 7 students achieving expected growth in literacy
• 77.1% of students in Year 3 achieving in the top 3 skill bands in reading

**Strategies to achieve these outcomes in 2014**

• Stage based planning days were allocated to support staff to develop English units based on the new syllabus that incorporated explicit strategies for students requiring extension or support
• Ongoing stage based professional development related to Focus on Reading for staff K-6
• Reading Recovery program in Year 1 and focused in-class support for identified students and
• Reading resources across the school were audited and updated.

**School priority 2 - Numeracy**

**Outcomes from 2012–2014**

**Increased performance in Numeracy for every student**

**Evidence of achievement of outcomes in 2014:**

• 70.3% of Year 3 students achieving in the top 3 skill bands
• 74% of students meet expected growth in numeracy in Years 5-7
• 31.4% of students in Year 5 achieving in the top 3 skill bands

**Strategies to achieve these outcomes in 2014:**

• Implementation of a school based scope & sequence based on the new syllabus
• GATS programs focused on working mathematically
• Explicit programming for extension and remediation activities in maths

• Continuing to embed the Focus on Reading strategies into problem solving tasks.

**School priority 3 - Engagement and Attainment**

**Outcomes from 2012–2014**

**Improved overall student engagement to ensure improved outcomes for all students.**

**Evidence of progress towards outcomes in 2014:**

• 60% of Year 3-5 students achieving expected growth in reading
• 74% Year 5 students achieving expected growth in numeracy
• 66% Year 5 students achieving expected growth in literacy
• Increased participation in the School Band.

**Strategies to achieve these outcomes in 2014:**

• GATS opportunities were offered across the school in the areas of English, Maths and technology
• An increased use of technology, eg weeblies, ipads and laptops
• Students participated in LMG GATS activities, eg High School transition programs, CAPApillar Day or Science Fair

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

All staff, 10 randomly selected students from each primary class and 22 parents, randomly selected while attending a school function, were asked to complete a survey about Teaching at Caves Beach Public School.

Participants were asked to score questions using a scale of almost always, usually, sometimes or rarely. Only one parent response chose rarely for one statement. No students or staff selected the rarely column as a response to any statement.

To analyse the data, almost always and usually responses were added together and compared with the combined responses for sometimes and rarely.
Findings and conclusions

- 100% of parents and staff and 97% of students feel that what they are asked to learn is important;
- 68% of parents, 89% of students and 86% of staff feel that parents and students understand how the students are assessed;
- 77% of parents, 91% of students and 100% of staff feel that students learning is maximized by the classroom management practices in place;
- 81% of parents, 92% of students and 86% of staff feel that the school’s reporting processes provides clear information about student achievements; and
- 77% of parents, 91% of students and 93% of staff feel that teachers know what the students can do and need to learn.

Future directions

- Continue to incorporate WALT (we are learning to) and WILF (what I am looking for) strategies and information in daily teaching programs;
- Provide more training for staff in giving feedback to students about their learning;
- Offer parent workshops on understanding school/classroom based assessment practices; and
- Evaluate stage and class based assessments and subsequent report comments for the reporting periods.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

To develop the new school plan, parents, staff and the students were consulted in order to develop clear Vision and Context Statements that reflected what all stakeholders saw was a clear and accurate picture of where Caves Beach Public School should be heading. Parent and staff meetings were held, students’ results analysed, and staff, parent and students were surveyed to ascertain the directions and for the next three years.

Strategic Directions

The directions for Caves Beach Public School 2015-17 will be:

- Raising expectations and enhancing the quality of student learning.
- Fostering quality teaching and leadership.
- Relationships & Partnerships

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Denise Rispen Principal
John White Assistant Principal
Michelle Pascoe Assistant Principal
Laura Chaffey Relieving Assistant Principal
Jo Dennis Class Teacher
Rose Johns Class Teacher
Helen Sandall Class Teacher
Daniel Lindsell Class Teacher
Jenny Coughtrie Learning and Support Teacher
Jeanette Mueller Reading Recovery Tutor
Bradley Gabb School Council
Samantha Brown P&C Vice President

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: