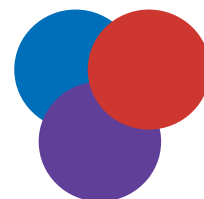


Caldera School Annual Report



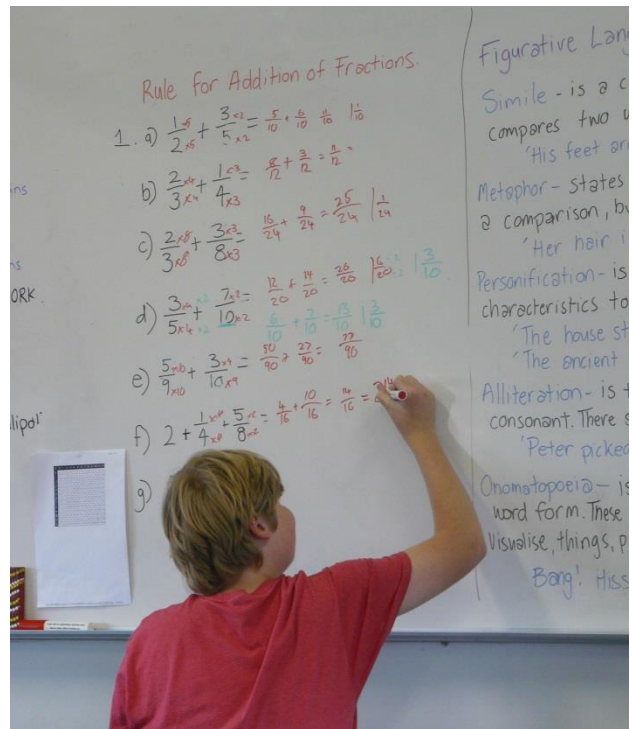
2015

Introduction

The Annual Report for 2015 is provided to the community of Caldera School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding. The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



Principal's Name:

Taisuke Shimizu
Relieving Principal

School contact details:

Caldera School
37 Corporation Circuit
Tweed Heads South, 2486
Ph: 0755 243 244

Message from the Principal

Caldera school has dedicated staff, committed to supporting the wellbeing of all of our students. Our success is underpinned by a strong collaborative philosophy that promotes student voice and engagement as well as fostering positive relationships between staff, students and their families. Our teaching and learning programs operate within an educational model where quality academic and management programs exist in unison. All students have Personalised Learning and Support, which is designed to meet their academic, cognitive, transition and social goals. Some of our student achievements this year were:

- Two students achieved a Higher School Certificate
- Ten students completed Year 10
- Six students participated in Work Experience and or Volunteering programs
- One student participated in an Automotive TAFE program
- Four Students achieved a Construction Industry WHS (White) card
- School achieved a Diamond award (the highest) in the premiers sporting challenge.

School background

School vision statement

Caldera SSP:

- Provides the opportunity for students to develop and improve their cognitive and problem solving capabilities.
- Values the individual differences of all students.

- Encourages the involvement of families and our community agencies and supporters.
- Implements policies and procedures to protect the rights and wellbeing of all school community members.

At Caldera we know that students develop best where teaching and learning occur within a context of student wellbeing. Student wellbeing at Caldera is the sum of all academic, cognitive and social practices, policies and programs that occur within the school. Given the nature of the students it is paramount that staff, students and the community actively work to establish a safe, structured and supportive environment. Our school is committed to the values of public education.

School context

Caldera is a School for Specific Purposes, located at Tweed Heads South. The school is an alternative Department of Education facility that has been created to meet the needs of students whose challenging behaviour has prevented them from being maintained in a regular school setting. The school aims to support a student's transition through school into the wider community.

In 2008 Caldera School commenced providing teaching support to the Lismore Child and Adolescent Mental Health Unit (LCAMHU). LCAMHU is an acute mental health inpatient facility within the Richmond Mental Health Campus, co-located within the Lismore Base Hospital. The Unit provides diagnostic assessments and therapeutic programs for children and adolescents (12–17yrs) with severe and/or complex mental health needs.

Caldera programs operate within an educational model where quality academic and management programs exist in unison.

All students have Personalised Learning and Support, which is designed to meet their academic, cognitive, transition and social goals. The fragile nature of the students at Caldera requires staff to develop programs designed to promote achievements and success, whilst accounting for students' past experiences and capabilities.



Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, as well as our school's achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

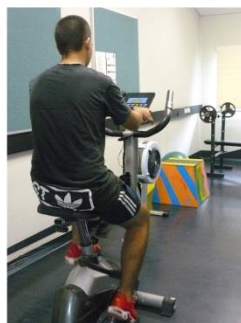
This year, the staff at Caldera School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our School Development Day in Term 4 for all staff to reflect on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on learning culture and wellbeing. The school's commitment to building staff capacity has created a positive learning culture within the school. This is evident in the inclusive teaching programs and class environments created by teachers identifying student strengths, learning needs and individual differences. Expectations of behaviour are explicitly taught and positive respectful relationships are evident throughout the school. Teachers work within the philosophy of the school and provide effective Personalised Learning and Support to enhance the wellbeing of their students.

Our priorities in the domain of Teaching have been on effective classroom practice and collaborative practice. School systems such as a daily debrief and highly skilled supervisors allow for immediate and effective feedback to teachers on their classroom practice. This has led to teachers regularly reviewing and revising their teaching and learning programs in addition to well managed classrooms with well-planned teaching taking place. Weekly staff development sessions aim to build staff capacity and provide time for staff members to collaborate on the school's strategic directions. This has resulted in teachers who are working in unison in the pursuit of school excellence and providing positive outcomes for their students.

In the domain of Leading, our attention has been directed towards leadership and school planning, implementation and reporting. Teachers have been provided with opportunities to develop leadership capacities in numerous ways. Teachers have been given the responsibility to mentor casual teachers new to the school and the field of special education. This has assisted them gain a deeper understanding of the school's philosophy and practices which has translated to better outcomes for their students.

The new approach to school planning, supported by the new funding model, is having a positive impact on our progress as a school. The achievements and future direction are outlined in the following pages of this report. Our self-assessment process will further assist the school to build staff capacity and leadership skills in the pursuit of enhancing student wellbeing and the delivery of education to our students.



Strategic Direction 1

Digital learning in the classroom

Purpose

To ensure that all students have the skills and access to engaging and enriched personalised learning and support through the integration of Information Communication Technologies into their school experience.

Overall summary of progress

Enhancing the Information Communication Technology skills of staff has assisted them in writing and implementing enriched Personalised Learning and Support for their students. Having all teachers make use of the shared drive by uploading Personalised Learning and Support plans and teaching resources has assisted all staff in writing creative and engaging programs and increased collaboration.

The school has increased the hardware and software provisions within the school to enhance student access to digital learning resources. The purchase of laptops has increased the frequency and duration that a student has access to digital learning resources in the classroom on a daily basis. Software such as Mathletics, Intoscience and Clickview have served to further engage and enrich students' patterns of study.

ACER Online has been selected by the school as an online assessment tool to measure students' Literacy and Numeracy achievement. A digital template for tracking students along the 'Numeracy Framework' has been developed. Both will be implemented into teaching practices in 2016.

| Progress towards achieving improvement measures | | Resources (annual) |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Improvement measure | Progress achieved this year | <\$> |
| Staff indicate satisfaction and confidence with new ICT training, processes and support. | <ul style="list-style-type: none">All staff are currently uploading Personalised Learning and Support and teaching resources to shared drive.All staff have increased access to software and hardware required to engage their students in digital learning in the classroom. | \$5864.30 (socio-economic background funding) |
| All students undertake online pre and post testing with results mapped along a continuum to measure improvement in literacy and numeracy. | <ul style="list-style-type: none">An online assessment tool for assessing student literacy and numeracy has been selected.A template for measuring student progress along the numeracy continuum has been developed. | \$997 (socio-economic background funding) |

Next steps

- Diagnostic assessments will be created to ascertain student ICT competencies.
- Staff development will be provided to allow staff to create digital learning units with the aim of increasing student engagement.

Strategic Direction 2

Wellbeing Framework for Caldera School

Purpose

To develop a wellbeing framework at Caldera that encompasses a collaborative approach. This approach is grounded in a philosophy that values all student and stakeholder perspectives and is reflected in all academic, cognitive, social, community practices, policies and programs.

Overall summary of progress

We have designed our first Caldera Student Wellbeing Survey which is ready to be implemented in Term 1 2016. We hope that findings from this survey as well as Staff and Parent Surveys (yet to be developed) will help inform future plans to support whole school wellbeing. In 2015 we began a review of all key policies and school systems that support whole school wellbeing. We are on track to complete a review of all current relevant policies and systems by 2017. Systems and policies reviewed so far have resulted in amendments (Anti-bullying, Anti-racism and Behaviour management system, Lismore manual), development of school specific procedures (unexplained absences, Suicide Postvention tool kit and Emergency Response Team) and significant staff training (ARCO trained, Anti-Racism and Multi-cultural education training and resources given to staff) to support student wellbeing. Staff in-service surveys show very positive staff perceptions of ability to have the planned impacts. Student, parent and staff surveys will help measure these impacts in the future.

| Progress towards achieving improvement measures | | Resources (annual) |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Improvement measure (to be achieved over 3 years) | Progress achieved this year | <\$> |
| Surveys will indicate staff, students and their family's satisfaction with school approaches to student wellbeing. | <ul style="list-style-type: none">A survey design team was formed. 'Tell them from me' and other options were considered and consulted. Context specific survey questions were chosen and refined for a student survey. Student Survey design finalized and ready for 2016. | \$1100 (socio-economic funding) |
| Review of school based systems of wellbeing. | <ul style="list-style-type: none">Wellbeing Operations Manual for Lismore Unit reviewed.Welfare policy and wellbeing resources/ websites reviewed by Wellbeing team. Wellbeing policy constructed to reflect school philosophy and wellbeing process. Anti-bullying policy designed by team. Wellbeing and Anti-bullying policies reviewed, published on school website and delivered to staff.Designed recording and feedback method for data on unexplained absences with plan to reduce unexplained absences by 10% per year 2015-17.Wellbeing operations manual for Lismore updated and shared on school executive drive. Caldera Suicide action plan developed and shared with Executive and Emergency Response Team staff. Caldera Behaviour Management System reviewed. ARCO trained and in-service delivered to staff around the role and resources to support multi-cultural education and | \$5761.30 (socio-economic background funding) \$6 668.00 (Aboriginal background funding) |

| | | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <p>anti-racism. Mandatory Child Protection training delivered to all staff.</p> <ul style="list-style-type: none"> • Students and parents attended transition planning meetings. All student plans are updated by class teachers (SCMP, IMP, IEP, Health Care plans, Transition Plans). | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Next steps

- In the next 2 years Student surveys will be administered, analysed and used for planning. Parent and Staff Wellbeing surveys will be designed, administered and analysed to inform future planning. Systems and Policies to be reviewed in the next 2 years include- Ethical Behaviour policy, Drugs in Schools, Staff wellbeing policy, Suspension, Legal bulletin reviews (ongoing), Child Protection (annual), Serious Incidents policy review.
- Philosophy to support wellbeing including delivery of Collaborative and Proactive solutions, Language Idea's and Understanding Behaviour in-services will be delivered to staff. Measurement of unexplained absences will continue alongside our plan for a 10% reduction in unexplained absences from 2015 to 2016 and 2016 to 2017.

Strategic Direction 3

Quality Teaching and Accreditation.

Purpose

All teaching staff to develop quality teaching and learning practices through targeted professional learning. This will also provide teachers with the opportunity to maintain their BOSTES accreditation.

Overall summary of progress

Evidence would indicate that progress made towards the achievement of improvement measures was positive. Teachers recognised the value of the new supervision model as part of their ongoing professional development. They also spent time unpacking the Australian Professional Standards for Teachers and acknowledging its relevancy as a reference for Quality teaching. All teachers were able to complete Performance and Development Plans that assisted in meeting BOSTES requirements. They also participated in training as well as collaborated to clarify their understanding of how to maintain and improve their teaching accreditation.

| Progress towards achieving improvement measures | | Resources (annual) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Improvement measure (to be achieved over 3 years) | Progress achieved this year | <\$> |
| By 2016, teaching staff have been provided with professional development induction on Performance Development Planning, The Australian Professional Standards for Teachers and the maintenance of BOSTES accreditation. | <ul style="list-style-type: none">Teachers collaborated to unpack the Australian Professional Standards for Teachers.A new supervision template incorporating the Australian Professional Standards for Teachers was created and trialled successfully.All teachers were able to create Performance and Development Plans in accordance with BOSTES guidelines.Professional development was provided for teachers to enhance their understanding of maintaining and/or improving their teaching accreditation under the BOSTES guidelines. | \$6861.30 (socio-economic background funding) |

Next steps

- A Quality Teaching Framework is developed for the school. The framework will be based on the Australian Professional Standards for Teachers in tandem with the doctrines that underpin the philosophy of the school.
- Teachers to receive professional development to reinforce the value of evidence-based practice as part of quality teaching.
- Professional development to be provided to unpack the Numeracy framework and Literacy continuum to explore its use as a tool to guide quality literacy and numeracy programming.

Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

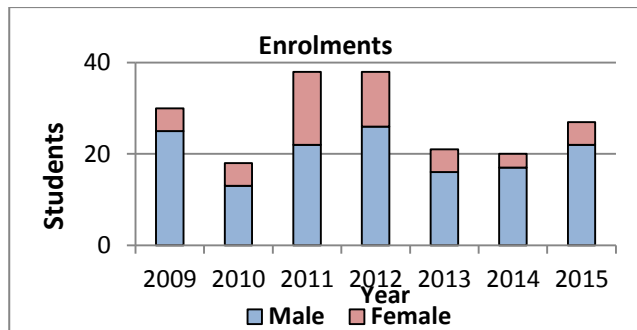
| Key initiatives (annual) | Impact achieved this year | Resources (annual) |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Aboriginal background funding | <p>Strategic direction 3</p> <p>All Aboriginal students have Personalised Learning and Support including Transition Plans. Attendance and engagement has been enhanced by participation in a range of wellbeing activities including physical fitness and gym programs as well as in gardening, art and cooking programs.</p> | <p>\$6 668.00</p> <p>Casual art teacher</p> <p>School initiatives</p> |
| Socio-economic funding | <p>Strategic direction 2</p> <p>All students and their families are engaged in the collaboration and consultation of students personalised learning and support.</p> <p>Funding provided support to assist Yr 9-12 students in planning their school to work transition with local disability service providers, TAFE programs and Work Experience/ Volunteering organisations.</p> <p>A collaborative philosophical approach for working with challenging students has been embedded into staff training supervision and practice.</p> <p>Funding provided supported staff to have time to assist students in solving problems; and time with students and their families for transition planning as well as to work one one one with students to develop individual self- control & crisis plans as part of the schools WHS approaches.</p> <p>Strategic direction 1</p> <p>The school has purchased hardware and software to increase the instances of digital learning in the classroom. This has increased student engagement.</p> <p>Strategic direction 3</p> <p>The school had staff trained in the Performance and Development Plan. The school enlisted the services of an employee of BOSTES to provide professional learning about Highly accomplished and Lead teacher levels of accreditation.</p> | <p>\$20,584.00</p> <p>Teacher and executive release time.</p> |
| Other school focus areas | Impact achieved this year | Resources (annual) |

Mandatory and optional reporting requirements

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



Student attendance profile

Full school attendance is encouraged for all students. Attendance is legally required each day. The school continues to work with families to ensure maximum learning occurs for each of our students. This may involve supporting families to arrange suitable transport or assisting with communication or behaviour strategies to use at home. Other students may be supported through case meetings with home school liaison officers, support workers, allied health or other medical personnel to ensure school attendance is maximised.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|----------------------------------------------------------------------------------|-----------|-----------|-----------|
| seeking employment | 25 % | | |
| employment | | | 50% |
| TAFE entry | | | 50% |
| university entry | | | |
| other | | | |
| unknown | | | |

In 2015 we had six of eight student's complete year ten and opt to continue furthering their education with the school whilst two expressed that they would return but would be seeking employment. Both year eleven students remained with the school. Both year twelve students qualified for Aged, Disability and Home Care funding and were linked to ADHC service providers. One of the students was successful in gaining employment.

Year 12 students undertaking vocational or trade training

One of the two year 12 students was successful in completing a Certificate II in Community services (OTEN) and a Certificate II in Business services (Distance Education). The certificate in community services was particularly relevant as the student was also volunteering at an aged care facility.

Year 12 students attaining HSC or equivalent vocational educational qualification

One hundred per cent of the students in year 12 in 2015 were successful in attaining a HSC. Both students were involved in volunteering and work experience with one student succeeding to gain employment.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

| Position | Number |
|---------------------------------------|--------|
| Principal | 1 |
| Deputy Principal(s) | |
| Assistant Principal(s) | 2 |
| Head Teacher(s) | |
| Classroom Teacher(s) | 5.072 |
| Teacher of Reading Recovery | |
| Learning and Support Teacher(s) | |
| Teacher Librarian | |
| Teacher of ESL | |
| School Counsellor | 0.3 |
| School Administrative & Support Staff | 7.654 |
| Other positions | |
| Total | 16.026 |

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are currently no Aboriginal teachers working at Caldera school.

Teacher qualifications

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

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 57% |
| Postgraduate degree | 43% |

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Caldera School staff in 2015. Aside from professional learning events individual teachers attended, professional learning also occurred most Thursday afternoon's embedding school practices and educational reforms.

Financial information

Financial summary

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 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

| | |
|--------------------------------|------------|
| Date of financial summary | 30/11/2015 |
| Income | \$ |
| Balance brought forward | 410653.95 |
| Global funds | 82019.99 |
| Tied funds | 86439.06 |
| School & community sources | 0.00 |
| Interest | 9443.95 |
| Trust receipts | 312 |
| Canteen | 0.00 |
| Total income | 588868.95 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 23104.31 |
| Excursions | 0.00 |
| Extracurricular dissections | 79704.47 |
| Library | 684.30 |
| Training & development | 4728.95 |
| Tied funds | 66330.37 |
| Casual relief teachers | 1015 |
| Administration & office | 15093.78 |
| School-operated canteen | 0.00 |
| Utilities | 14406.50 |
| Maintenance | 5176.66 |
| Trust accounts | 2829.10 |
| Capital programs | 0.00 |
| Total expenditure | 213073.44 |
| Balance carried forward | 375795.51 |

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents

increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Higher School Certificate (HSC)

Both of the students completing their HSC this year did so via a mixed pattern of study including Life skills subjects delivered by the school and content endorsed subjects delivered by Distance education. Neither student sat an examination.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, all students and their parents/ carers participated in a Transition Plan meeting with their class teacher. These meetings served to give both the student and their parents/ carers voice in the Personalised Learning and Support provided by the school. From these meetings the general feedback was that:

- The majority of students and parents/ carers were very happy with the Personalised Learning and Support being provided by their teacher.
- The majority of students and parents/ carers were happy with the Transition Plan in place for the 2016 school year.
- Parents/ carers supported the teacher and the service that the school was providing for their child.

Policy requirements

Aboriginal education

Caldera school received Aboriginal background funding in 2015. The funding was targeted at providing teachers with professional development and relief from face to face in order implement Personalised Learning and Support (PLS) that would enhance the wellbeing and achievement of aboriginal students in line with the 'Turning policy into action' document. As a result of this initiative:

- Aboriginal students and their parents/ carers were involved in the Transition Plan process which influence a students Individual Education Plan (IEP) and future pathway plans.
- As part of their PLS, all Aboriginal students have achievable and engaging IEPs Plans with necessary adjustments made to content and assessment procedures to allow access to the curriculum.
- All teachers work within the philosophy of the school and are committed to developing effective problem solving skills in Aboriginal students. All Aboriginal students also have Self-Control Plans that assist them better manage themselves.

Multicultural Education and Anti-racism

In 2015 amendments have been made to Caldera School's Anti- bullying and Anti- racism policies as well as our Behaviour Management System. This has been influenced by significant staff training. We have a newly trained and accredited Anti-racism Contact officer who has in-serviced all staff with regard to his role, Anti racism and Multicultural education strategies, resources and contacts. Staff in-service surveys show very positive staff perceptions of ability to implement strategies and achieve the planned impacts. Student, staff and parent surveys will help measure these impacts in the future.