

Caldera School

Annual Report



2017

Caldera School



5573

Introduction

The Annual Report for **2017** 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.

Taisuke Shimizu

Principal

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Message from the Principal

Caldera school has dedicated staff across two campuses (Tweed Heads South and Lismore), 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.

In 2017, I was appointed as the substantive principal of Caldera School after two years relieving in the role. The school was able to build on the momentum gained in the previous year's school to work program and engage the services of two employment service providers. This led to four students attaining employment and meaningful transition outcomes. In 2017 Caldera School also engaged in meaningful partnerships with schools from the local educational community. This led to leadership opportunities and professional development opportunities for both staff and students. There was a significant increase in the schools focus on Aboriginal education. All staff were provided with professional learning on the 8 Ways of Aboriginal Learning, time was spent embedding this into practice. There was an increase in days of cultural significance being celebrated. An aboriginal employment agency worked with the school to assist a student gain employment. An indigenous garden was created with input from a respected local indigenous man and Bunnings Warehouse.

All staff worked extremely hard to deliver the goals of the School Plan and continually strive for excellence. Their efforts were reflected by significant progress in the school self-evaluation tool, The School Excellence Framework as described in detail below.

School background

School vision statement

Caldera School.

- 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 and Communities 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 Kamala, Child and Adolescent In-Patient Unit. Kamala is an acute mental health inpatient facility within the Richmond Mental Health Campus, co-located with 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 achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of learning, the school has maintained its status of excelling in the learning culture of the school and wellbeing support provided to its' students. The school has developed a strong collaborative partnership with a local disability employment service provider that provide support and continuity for students at key transition points. The school continues to ensure positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. One area of the learning domain, assessment, has been identified as delivering for the last two years has become a focus of one of the school's strategic directions.

In the domain of teaching, the biggest shift has been in the learning and development strand where a number of school initiatives have moved the school from sustaining and growing into excelling. Such initiatives include but are not limited to, a highly effective professional learning cycle where staff are given time to continually collaborate, evaluate and provide feedback on professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. A pilot program with a local primary school has seen teaching staff demonstrate and share their expertise with another school.

In the domain of leading there has been a shift in educational leadership from sustaining and growing to excelling. A culture of high expectations are set by the leadership team as they have engaged in a professional learning community which is focused on continuous improvement of teaching and learning. There has also been a shift from delivering to sustaining and growing in the strand of School resources as The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

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

The focus in 2017 was to allow teachers time and develop their skills in using a digital learning platform called Stile to create engaging and adjusted units of work for their students across any of the key learning areas as relevant. Survey results demonstrated that staff were confident and comfortable in using the Stile platform as intended, student feedback was that it was a more engaging and achievable platform to participate in their learning.

The Digital Learning in the Classroom Strategic Direction team is content that they were able to achieve what they set out to achieve at the start of the 2015–2017 school planning process. There are initiatives that were evaluated and embedded that will continue as common practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2017 surveys indicate staff have the necessary skills to deliver the curriculum using a variety of digital learning resources and software.	\$2000 annual suscription.	Staff indicate that they are comfortable using the digital learning resources and software provided by the school to deliver outcomes across a range of KLAS.
By 2017, ACER online pre and post testing to be conducted to measure improvements in literacy and numeracy.	\$600 annual membership	Staff use ACER online as a diagnostic assessment to gather data on a student's literacy and numeracy skills to then deliver effective programs that extend on a student's strengths and target gaps in their learning.
By 2017 surveys indicate students have the necessary skills and access to participate in ICT based learning tasks. Surveys also indicate an increase in student engagement as a result.	\$1000 annual subscription (Stile).	An ICT diagnostic assessment that was created has now become part of the diagnostic assessment package for students that enrol in the school. This is allowing students to develop the skills required to access ICT based learning tasks. Students have reported an increase in engagement in certain digital learning platforms, Stile being reported as the most engaging.
Student IEPs contain an increase in the amount of ICT related learning tasks.	RFF	There has been a notable increase in the amount of ICT based learning in the majority of student IEPs.
Leaders provide staff and students greater access to hardware and software required to deliver ICT related curriculum resources.	\$15000	All teachers and students have access to a laptop each. In addition there are two iPads per room were purchased. Teachers have access to ICT based resource for Science, mathematics and PDHPE as well as Stile that covers all KLAS.

Next Steps

ACER Online will remain avaluable tool to assess student skills in literacy and numeracy. As will the ICT skills diagnostic task to assess and develop student skills on enrolment.

Stile will be a continued focus area on developing and delivering engaging digital learning lessons to students.

Strategic Direction 2

Wellbeing Framework for Caldera

Purpose

The wellbeing of our students is a paramount priority for the school. Students develop best in schools where teaching and learning occur within a context of student wellbeing.

The wellbeing framework at Caldera will deliver quality professional learning, enhance the leadership capabilities of our staff and ensure the delivery of engaging, innovative and supportive learning experiences for our students.

Overall summary of progress

2017 marked the final year of a 3 year cycle. Evaluation has allowed us to see the value of our achievements as well as informing future planning. Several practices are now embedded and not required as a focus in the next 3 year cycle.

Unexplained absence data continued to inform classroom conversations for every teacher as well several HSLO meetings. This resulted in students self-reporting improved understanding of the amount of school they were missing and improved understanding of HSLO involvement. 100% completion of student surveys for the second year running again yielded very pleasing results. The vast majority of students gave overwhelmingly positive reviews of themselves and the school as well as the teaching and learning. Life outside of school showed mixed results. 2016 results indicated almost 50% of students didn't know if their teachers talk to their parents specifically about their learning. A 2017 goal to trackreporting of explicit feedback to parents about Teaching and learning (as well as behaviour and well-being) has been achieved. 2017 Student survey results were as pleasing as 2016 with the additional bonus of clearly demonstrating that all but 1 student now knows that teachers talk to their carers about their learning. Disappointingly, only 15% of carers surveys were returned in 2016. Changes to the process of delivering Carer surveys resulted in a 100% return rate of surveys administered. Results from carer surveys of student wellbeing as well as other carer surveys from 2017 have been overwhelmingly positive and also added a far greater carer voice to our school planning process. Staff wellbeing survey design is in final stages of review and will be completed for the first time in 2018.

We are proud to report a dramatic result from efforts targeting engagement in extra curricular activities. In term 1, 2016 14% of students were involved. By Term 4, 2017, the number of students engaged in Extracurricular activities was fluctuating around 50%. Now embedded Professional learning processes have resulted in all staff understanding the school's behaviour management system and being able to clearly articulate important aspects of it to others.

We have made significant improvement in the sharing and use of culturally appropriate Aboriginal education resources. This has resulted in greater student engagement as well as contributing to all staff now self-reporting increased cultural competence and improved curriculum options for students. Teacher supervision has revealed all staff are using this learning and resources to provide satisfactory personalised learning and support for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2017– all staff will monitor and feedback unexplained absence data to students as well as Carers/ HSLO as relevant in order to reduce individual rates of unexplained absence.	RFF	Unexplained absence data is now collected and graphed. These graphs are used by all teachers to assist conversations with students, Carers and HSLO. These practices are now embedded.
Between 2016–17 surveys will indicate staff, students and their family's satisfaction with the schools approach to supporting student wellbeing.	RFF	5 of 5 teachers onsite have all personalised learning and support plans including IEP's, IMP's, SCP's and transition plans up to date. Transition planning for every student involved collaboration with carers. Transition planning meeting in 2017 included administration of Carer student wellbeing survey's measuring satisfaction with the school's approaches to well-being. This resulted in an increase from 15% to 100% of surveys administered being returned. 100% of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Between 2016–17 surveys will indicate staff, students and their family's satisfaction with the schools approach to supporting student wellbeing.		<p>which displayed overwhelmingly positive feedback.</p> <p>Student cohort has increased community engagement measured by links to community services and participation in extra-curricular activities including work and work experience. 14% in term 1 2016 to between 30% and 55% throughout 2017. This process will require ongoing monitoring to ensure maintenance or further increase in rates of engagement.</p> <p>100% of student surveys were completed and again indicated strong satisfaction with the school and its approaches to supporting wellbeing.</p> <p>Student survey practices are embedded allowing tracking of whole school student well-being. Carer survey practices have been refined leading to greatly increased feedback from carers and the ability to track carer views of the school's attempts to foster well-being. An increase from 10% to 100% of parent surveys administered were returned. Staff surveys are still being refined.</p>
By term 2 2016 all staff self-report increased cultural intelligence and improved curriculum options for all students with regards to Aboriginal history and culture.	RFF	<p>Regular sharing of culturally appropriate Aboriginal Education resources for all students is now occurring as an embedded practice.</p> <p>Class groups take turns to organise resources/ activities to celebrate days of cultural significance. This practice whilst mostly embed will require ongoing management into 2018. Further staff training in Aboriginal Educational leadership and Aboriginal Mental Health First Aid are planned for 2018 to help continue forward momentum in this important area of school improvement.</p>
2015, 16 and 17 begin with all teaching and SLSO staff reporting confidence in understanding of our schools philosophy.	RFF	<p>As a result of staff receiving training in philosophy to support wellbeing including delivery of Collaborative and Proactive solutions in-service, Language Idea's in-service, Understanding Behaviour in-service and Understanding the 'Why' of our philosophy in-service, all students and staff understand the school's behaviour management system and the school's philosophical underpinnings. As of 2017 all staff have been able to clearly articulate aspects of our philosophy that they value.</p>

Next Steps

2018 marks the beginning of a new 3 year school planning cycle. Wellbeing is to be continued as a strategic direction with a shift in emphasis away from whole school review towards some more specifically targeted wellbeing products and practices. Embed practices of the previous cycle will be continued on an on-going basis as deemed valuable by stakeholders. Stakeholders currently value: Continued Student, Carer and Staff wellbeing surveys, Availability of unexplained absence graphs, Tracking of feedback about teaching and learning as well as well-being and behaviour to carers, Regular driving and tracking of Extracurricular activities, and annual professional learning regarding our philosophy of working with complex and challenging students.

Current plans are to invest efforts into a thorough research and planning phase for 2018– 2020

Strategic Direction 3

Quality Teaching and Accreditation

Purpose

Caldera SSP is dedicated to the pursuit of excellence in its delivery of quality teaching across the curriculum.

We recognise our duty to offer the best pedagogy and support we can provide so that students attending Caldera have the opportunity to realise their potential.

Overall summary of progress

In 2015, the Caldera school staff participated in professional development as part of the CESE 'What Works Best' study on evidence based practices. In 2017 there was more of a focus placed in the following areas: the benefits of explicit teaching and effective feedback. Other key areas of professional development included critical and creative thinking in the classroom and teaching inferential comprehension. As part of a collaborative partnership with a neighbouring school, Caldera staff acted as collegial mentors to teachers at Terranora public school, focusing on 'working with kids with challenging behaviour'. In return, Terranora provided training to Caldera staff in the art of 'collaborative inquiry'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2017 all teachers are enrolled and engaged in seeking to maintain their accreditation through BOSTES.	RFF	Teachers have enrolled in and undertaken a number of board developed courses that will count towards their NESA accreditation. Teachers have partaken in a number of school-developed board approved courses that will count towards their NESA accreditation.
By 2017, teaching staff have participated in professional development induction on Performance Development Planning, The Australian Professional Standards for Teachers and the maintenance of BOSTES accreditation.	RFF	Teachers have received professional development on the PDP process, gathered and lodged evidence towards the Australian Professional Standards for Teachers that will allow them to maintain/improve their accreditation
By 2017, teachers are able to use the Numeracy Framework and Literacy Continuum as a guide to map student progress and plan and program teaching and learning.	RFF	Teachers have provided evidence through supervision meetings and through school plan staff meetings that they are using the Numeracy Framework and the Literacy Continuum to create academic plans and academic activities for students that will help them to maximise the academic outcomes they are able to achieve.

Next Steps

Due to the positive feedback received from staff, it has been decided that Quality Teaching will continue as a Strategic Direction across the next School Plan cycle. Using Critical and Creative thinking as a tool of engagement and a motivator to think in different ways has also become a focus area in another Strategic Direction moving forward.

The overwhelming success of the pilot project with Terranora PS has meant that the partnership will continue in 2018 with the intent to expand the program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10386	<p>All staff were provided with professional learning on the 8 Ways of Aboriginal Learning, time was spent embedding this into practice.</p> <p>Caldera School celebrated days of cultural significance.</p> <p>An aboriginal employment agency worked with the school to assist a student gain employment.</p> <p>An indigenous garden was created with input from a respected local indigenous man and Bunnings Warehouse.</p>
Socio-economic background	\$52842	<p>Funding was used to increase areas of engagement by hiring specialist teachers. There were three major programs including; Art, musical instruments and DJ and music production.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	22	23	23
Girls	3	5	3	4

Structure of classes

Classes at Caldera School are structured in a way to minimise risk within the school and maintain a safe and fair school environment. Therefore the classes are not structured by school grade, age or academic ability. All students are on Individualised Education Plans and have their own daily task sheet and patterns of study.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	33
Employment	0	0	66
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 vocational or trade training

In 2017, 1 student undertook TVET vocational training through Kingscliff TAFE. One student commenced a SbAT (traineeship) in Retail. 2 students undertook workplace learning opportunities during the year and 1 students completed Work Studies courses through Distance Education.

Year 12 attaining HSC or equivalent

One hundred per cent of the students in year 12 stayed at school in 2017 and were successful in attaining a life skills HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	4.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0.1
School Administration & Support Staff	7.82
Other Positions	0.2

*Full Time Equivalent

There are currently no teachers with an Aboriginal background working at Caldera school. In 2017 we had an aboriginal school learning and support officer complete a 100 hour placement at the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	43

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Caldera School staff in 2017. A weekly professional learning cycle was implemented to increase collaboration, build staff capacity and assist them in embedding school initiatives.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	361,593
Global funds	111,592
Tied funds	133,394
School & community sources	0
Interest	3,852
Trust receipts	234
Canteen	0
Total Receipts	249,072
Payments	
Teaching & learning	
Key Learning Areas	20,967
Excursions	0
Extracurricular dissections	51,114
Library	33
Training & Development	1,440
Tied Funds Payments	90,507
Short Term Relief	3,735
Administration & Office	9,461
Canteen Payments	0
Utilities	10,389
Maintenance	4,268
Trust Payments	78
Capital Programs	64,571
Total Payments	256,563
Balance carried forward	354,102

	2017 Actual (\$)
Opening Balance	0
Revenue	352,211
Appropriation	349,412
Sale of Goods and Services	0
Grants and Contributions	2,598
Gain and Loss	0
Other Revenue	0
Investment Income	200
Expenses	-147,013
Recurrent Expenses	-147,013
Employee Related	-73,328
Operating Expenses	-73,685
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	205,198
Balance Carried Forward	205,198

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

In 2017 Caldera School expenses were higher than usual. This is due to expenditure on a multipurpose room to provide increased engagement opportunities for students as well as airconditioning throughout the school.

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

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

	2017 Actual (\$)
Base Total	391,636
Base Per Capita	12,269
Base Location	1,879
Other Base	377,488
Equity Total	63,228
Equity Aboriginal	10,386
Equity Socio economic	52,842
Equity Language	0
Equity Disability	0
Targeted Total	1,122,111
Other Total	43,224
Grand Total	1,620,200

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

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

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Three students were successful in attaining a HSC at Caldera School in 2016. The three students completed

their HSC this year via a mixed pattern of study including Life Skills subjects delivered by the school and Board Endorsed subjects delivered by Distance education.

Parent/caregiver, student, teacher satisfaction

In 2017, 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 parent/carers were happy with the Transition Plan in place for the 2017 school year.

Students and their parents/carers were also involved in the School Planning process. A survey was completed by both students and parent/carers as to the focus areas of the 2018–2020 School Plan.

The school was focused on increasing the percentage of parent wellbeing surveys returned. There was a significant increase from 15% to 100% of parent surveys returned. The surveys demonstrated an overwhelmingly positive outlook on the school and it's support of both students and parent/carers.

There was 100% completion of student surveys again in 2017 with very pleasing results. The vast majority of students gave overwhelmingly positive reviews, the school as well as the teaching and learning provided.

Policy requirements

Aboriginal education

The funding provided an Executive/Strategic Direction leader with training in Aboriginal and Torres Strait Islander Education leadership. It also allowed teachers professional development in 8 Ways 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 influences a students' Individual Education Plan (IEP) and future pathway plans. Parents and Carers were also invited to complete a survey indicating their views on the school's current approaches to supporting student well-being. 100% of surveys administered were completed by parents and carers.

- As part of their PLS, all Aboriginal students have achievable and engaging IEPs 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 to better manage themselves emotionally and behaviourally.

Multicultural and anti-racism education

From 2015 to 2017 our ARCO has led strategic direction 2– Wellbeing, of our school plan. A significant goal within this direction was to proactively target improvement in Aboriginal and Multicultural resources and lessons for all students in our school. Significant release from face to face teaching for several key staff in the Wellbeing team has resulted in development, refinement and sharing of a resource bank of culturally appropriate Aboriginal and Multicultural education resources. Correspondingly, all teaching staff have self-reported improved cultural competencies and increased confidence in ability to deliver engaging and culturally appropriate Aboriginal and multicultural educational resources and lessons to all students. Furthermore all classes now take turns having responsibility for organising learning activities for the rest of the school about Days of Cultural Significance.