

Candelo Public School Annual Report



2016



1490

Introduction

The Annual Report for **2016** is provided to the community of **Candelo Public 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.

Suzanne Bourke

Principal

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Message from the Principal

Candelo Public School staff and community members have worked consistently and with great determination to provide quality educational opportunities for every student. We are exceptionally proud of our students' commitment to develop competencies, knowledge and skills to think critically, apply knowledge to new situations, analyse information, comprehend new ideas, communicate, collaborate, solve problems and make informed decisions.

We are fortunate to have such an outstanding team of teachers, support staff and active parents who support the achievements and progress of every child. Our teachers work strategically and collaboratively to keep abreast of innovation and change. With an enrolment of 65 students, in 2016, and three multi-age classes, staff know each child and work toward developing personalised plans to position every child to maximise their learning. Our staff continue to earn a wonderful reputation in the community for excellent inclusive programs demonstrating care and support, as well as for teaching programs that achieve excellent academic results. The Kindergarten and Year 1 classes in 2016 demonstrated exceptional results in L3 literacy program; and Year 3 and Year 5 results in NAPLAN were above state average exhibiting excellent growth from Year 3 to Year 5.

Supported by a highly motivated P&C, the school has a beautiful physical environment and well-resourced classrooms providing so many extra advantages. Community spirit thrives in Candelo and community festivals and events are a highlight for all. At school we combine our love of music with the expertise of local identities. The adult band that rehearses at lunchtime, supports and inspires children to participate in the weekly wind instrument program.

Opportunities are abundant in our small school. The Sapphire Coast Learning Community of Public Schools Performing Arts Spectacular and the Opera House Recorder Concert require commitment by students, staff and families to develop programs of excellence in dance, drama and music. Student welfare is a feature of the school and leadership programs enable senior students to develop skills and confidence that hold them in good stead in high school and future endeavours. Teachers and parents promote sport participation as part of our whole child approach to learning. With a well-developed daily fitness program the children thrive on the competition presented by the school swimming carnivals, gala days and athletic events. In 2016 Sporting Schools funding enabled our students to develop skills in athletics, cricket and gymnastics with dedicated coaches.

The highlight of the year was the end of year drama performance, "Into the Woods", because the program involves the whole school community. Every child K-6, demonstrated amazing enthusiasm and confidence. Staff and community members worked collaboratively creating props, setting up lighting, editing film and music to support the children's hard work. The courage demonstrated by all involved epitomises that Candelo strives to *show the way*.

I would like to thank everyone for a wonderful year, it is such a privilege to work in such a beautiful community.

Suzanne Bourke, Principal

Message from the school community

P&C Message 2016

The P&C has once again worked collaboratively with the principal and teaching staff of Candelo Public School, parents, students and the local community, to engage in many events and assist in every way that we can to bring out the best for our great school. I would like to thank all who have assisted the school with their time and in particular to the 2016 P&C executive members: Vice Presidents, Ancret Shipton and Michelle Mark; Secretary, Jemal Airey and Treasurer, Sherryn Heffernan. The tireless work that the committee do behind the scenes benefits all the school community. I thank them for their unbelievable contributions and for their passion and hard work.

In 2016 the P&C had an income of \$22,355. As in previous years we made a commitment to provide support to various programs including: Literacy support funding (\$4,000) for a best start for Kindergarten; assistance for families with subsidies towards excursions and visiting performances (\$3,000) and funding for Year 6 shirts and Kindergarten hats (\$1,000). We also continued to support the end of year activities with vouchers at Presentation Night and financial support of Magic Mountain, Jumping Castle and Pool Party.

An important role for the P&C was working with the principal, Suezanne Bourke and the teachers to determine school directions, liaising with committees and supporting activities. Parents supported working bees and workshops as well as fundraising programs. The major money spinner was the Candelo Markets BBQ stall (\$6,500 profit). In addition the school community cooked up a storm at the Bega Valley Motorcycle Expo (\$1,200 profit). Parents also worked to make changes in the canteen (\$1,100 profit), organised a disco and movie night (\$350 profit) and helped set up a school uniform shop to operate in 2017.

Thank you to everyone for their contribution and we are looking forward to 2017 and continuing our strong commitment towards the school and the community. Parents are always welcome to become more involved and should contact the school, as we would love to see some new faces.

Joe Weller – P&C President

Message from the students

School Parliament Report

It has been my privilege to lead the Candelo Public School Parliament in 2016. I have learnt so much more about teamwork, being organised and taking responsibility so that the activities we planned were successful.

I am grateful for the many opportunities that are available for all students at Candelo Public School, there is something for everyone. Academic competitions, great excursions, fun peer support camps, exciting whole school sport programs, support for students by students and building school spirit through School Parliament activities. I have especially loved the amazing performing arts opportunities in music, band, drama and dance. We have learnt so many skills and we are always very busy at Candelo PS.

At Candelo we focus on the school values of Care, Respect and Responsibility. We will take these values with us throughout life. As school leaders we are invited to present at community events such as Anzac and Remembrance Day as well as official school occasions. Each student is given the chance to develop confidence in public speaking and learn the importance of service to our community.

Year 6 school leaders become ministers in the Parliament and meet with Mrs Bourke to work on projects. This year we have raised money for Jeans for Genes, Cancer research, Day for Daniel and Stewart House. We helped organise a disco with P&C members, and Oxfam Christmas toy sale with Miss Martin. Year 6 students also help new students settle in and I am sure that next year the great tradition of care will continue. I would like to thank the ministers of the Parliament who have shown leadership in their fields and who respect that student voice is an important part of the school.

Amelia Moffitt – Leader School Parliament 2016

School background

School vision statement

Candelo Public School vision is to enable our students to become successful learners, confident and creative individuals, and active and informed citizens through equity and excellence in education.

Candelo Public School has a dynamic school community committed to delivering richer, broader learning in a nurturing environment.

Our school values are:

Care – for yourself, for others and the environment.

Respect – for learning, for others, for property and school rules.

Responsibility – to do your best and make the best choices.

School context

Candelo Public School is a P5 school in the Far South Coast Network with a current enrolment of 65 students K–6. There are three multi-age classes that include Aboriginal students (8%) and students with disabilities (8%) who access additional funding. The school is participating in the 229 Schools reform program, implementing LMBR.

Student performance data informs the delivery of a range of innovative teaching and learning programs to promote improved student learning outcomes. Focus areas for the school also include maximising the use of technology in teaching and learning, inclusive student welfare programs, excellence in performing arts programs and environmental education for sustainability.

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 participated in 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.

Staff have worked with the School Excellence Framework and are aware of its implications to inform, monitor and validate practices to engage our school community. We have worked to develop a shared vision and identify strategic priorities and milestones to support the journey towards excellence. The school plan reflects the elements of the School Excellence Framework and staff track the progress being made across the school to ensure that our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on developing a learning culture that is inclusive, and where there is school-wide responsibility for student learning and success. Underpinned by positive and respectful relationships, the strong performance of the school in creating differentiated learning expectations where every student is engaged in learning, has been a feature of our progress. Students use reflection on assessment and reporting processes and feedback to plan learning. Students with high learning needs are identified early and their parents' contribution is valued in planning and supporting the learning directions. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust and respect where each person is valued. Through personalised learning we have also successfully provided for the strong participation and success of Aboriginal students.

Our major focus in the domain of Teaching has been on collaborative practice and quality professional learning for staff members to address the isolation of working in a small school setting. Important opportunities have been facilitated to ensure staff are able to plan, develop teaching practices and grow their skills regularly with other stage/school groups. School wide improvement in the use of technology, data analysis, feedback and syllabus knowledge have increased levels of student learning and engagement. There has been greater focus on evidence based practice, mentoring and coaching practices and teachers working beyond their classroom to contribute to broader programs.

In the domain of Leading, our priorities have been to create a culture of high expectations and community engagement

and to develop leadership potential based on expertise. The consistency and effectiveness of implementation of our key strategic directions recognises that leadership development is central to the achievement of school excellence. We have successfully led the initiatives outlined in this report by building the capabilities of staff to create a dynamic school learning culture. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

Our self-assessment will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Leadership and Community Engagement

Purpose

To ensure all school leadership promotes quality education and effective organisational structures through strong community partnerships and the pursuit of equity and excellence.

Overall summary of progress

Parents and community members engage in a wide range of school related activities and are positive about educational provision at Candelo PS. Strategically, the school contributes to the leadership of the Small Schools network and Sapphire Coast Learning Community (SCLC) to support the achievement of broader school programs. Leadership of SCLC Performing Arts Spectacular and SCLC Equity Directorate by Candelo staff serves to meet the needs of students and teachers across the SCLC.

School staff maintain effective engagement with the school community and there is a level of acceptance that teachers are working hard to support student achievement. School and local resources are supplemented by the input of key figures in the community providing richer learning experiences for students.

Positive respectful relationships are fostered across the school community and collaboration with key stakeholders to develop the school vision, strategic directions and annual school plans are in place.

Coaching practices, modelled during teacher meetings and implemented during parent meetings to review student plans and to counsel and manage student welfare meetings, are developing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 85% participation in 3 way parent student teacher interviews. At least 70% families attend at least one other event at school.	Teachers met with all parents to discuss student goals and actively communicated about all aspects of school life. Enhanced delivery of curriculum was achieved by targeting the expertise of parents and community members eg in aspects of the music program. Parent representatives were invited to review strategic directions and welfare policies. School events such as Book Fair, Sport Carnivals, orientation days, excursions and P&C community events were planned to enable parent participation.	Relief days \$1800
<ul style="list-style-type: none">• 100% of staff develop professional learning plans and participate in coaching workshops.	Teachers developed goals for improvement addressing the Teaching Standards and leadership aspirations. All staff were coached to develop professional learning goals during the year. Staff extended leadership capabilities, supported pre-service teachers and led small schools and SCLC programs.	Professional development \$1800

Next Steps

- Staff will participate in Growth coaching professional learning sessions to maximise the use of coaching as a tool for parent and student interviews.
- Beginning teachers will be supported to work toward accreditation goals.
- Professional learning plans, collaborative feedback and reflection strategies will promote and inform planning for 2017.

Strategic Direction 2

Teaching, Learning and Curriculum

Purpose

To deliver 21st Century Education that is high performing, engaging, differentiated and innovative.

Overall summary of progress

The key professional learning focus in 2016 was to align school targets and individual professional learning needs. Teachers are committed to evaluation of the effectiveness of teaching practices to maximise the level of engagement, learning growth and outcomes. Staff members continue to deepen their understanding of the new English, mathematics and science syllabus and are trialling units of work in history and geography. They use assessment data to monitor achievement and to provide effective feedback.

Professional learning is linked to the L3 pedagogy, growth mindset of *How to Learn*, explicit learning intentions and direct instruction. These initiatives are having a significant impact on student learning, particularly for equity groups in the early years of schooling. Growth Coaching training for members of the school executive has led to more focused and strategic approaches for guiding professional learning and development of staff. Teachers continue to develop strategies to enable students to monitor their success against their personal goals. Student goals are monitored against the learning continuum at least once per term and recorded in PLAN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students engaged in learning as measured by student satisfaction and attendance data (95% attendance or above).	<ul style="list-style-type: none">• Tell Them From Me Survey: 86% of students were interested and motivated; the NSW Govt norm for these years is 78%.• 100% had a high sense of belonging; the NSW Govt norm for these years is 80%.• Attendance in 2015 (95.3) was not maintained in 2016 (91.7).	Professional learning
All students achieve at or above expected growth as measured by NAPLAN and PLAN data.	NAPLAN: 2016 the average growth of students in Reading was 108.5 compared to the state 80.1 and Numeracy 133.5 compared to the state 91.7. All students achieved above expected growth.	
No child below National Minimum Benchmark in NAPLAN (except students with identified IEPs)	In 2016 no child was below the National Minimum Benchmark in NAPLAN.	

Next Steps

- Coordinate regular collaborative sharing of data and tracking systems to enhance our focus on impact and to plan for the ongoing growth in student learning.
- Continue to work with Small Schools to develop transition programs, STEM initiatives, L3 pedagogy and deepen our learning of growth mindset through *How to Learn*.
- Work with individual families to ensure excellent attendance levels for all children are being met.
- Increase Growth Coaching for all staff members to promote even greater collaboration and ensure provision is made for professional sharing of evidence based teaching that is focussed on impact and growth.

Strategic Direction 3

Equity and Wellbeing

Purpose

To embrace inclusion and to ensure educational opportunity for all, within a culture of high expectations and broad educational opportunities.

Overall summary of progress

Students engage in a wide range of welfare, gifted and talented and mentoring programs to develop confidence, creativity and leadership skills. Staff members know and understand each child and how they can develop their potential. Staff explicitly teach values and promote student wellbeing creating an environment where achieving your best is inevitable.. Staff members work across our learning community to support and lead others to effectively implement strategies.

There are a range of strategies to address equity issues, meet the needs of individual students and ensure Aboriginal students individual learning needs are being met. The engagement of the school community generally in this process is ensuring a strong, positive and strategic approach to the progress of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All staff develop and implement consistent, collaborative and effective programs to support transition: Preschool – Kindergarten, Year 6–Year 7, Aboriginal transition; as well as for targeted students.	<p>School Learning Support Officers worked strategically with teachers to support students to achieve their learning, behaviour, social and emotional goals.</p> <p>Transition programs for Kindergarten and Year 6 were reviewed. Parent interviews enabled the collection of information to target student needs.</p>	<p>\$60381 Integration Support</p> <p>\$5028 Socio Economic</p> <p>\$5597 Aboriginal</p>
All staff understand and confidently implement Every Student Every School (ESES) reform and Nationally Consistent Collection of Data (NCCD).	The Learning Support team informed differentiation of curriculum delivery to meet individual needs. Teachers involved parents and students in planning next steps in learning.	Relief \$450

Next Steps

- Continue to build to improve learning and support team processes and strengthen the support for gifted and talented students.
- Embed high quality practices for Aboriginal students and ensure that Aboriginal families are active participants in school life.
- Build on transition practices, develop relationships with parents, preschool teachers and high school teachers to maximise continuity of learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	School Learning Support Officers supported teachers to implement Personalised Learning Plans (PLPs) for all Aboriginal students developed in collaboration with parents and carers. PLPs were published on MGoals site with the intention that families could interact more effectively.	\$5597 Aboriginal Background
Low level adjustment for disability	<p>Targeted students are a school wide, collective responsibility. The expertise of staff to develop an inclusive school culture that nurtures students at risk, is respected in the wider community. Staff engaged in professional learning and research to support best practice for each student. Individualised Learning Plans were developed for targeted students in consultation with parents/carers and aligned to ESES reform and requirements of the Nationally Consistent Collection of Data (NCCD).</p> <p>The school used the NCCD to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes. Teachers worked with the learning and support teacher to manage adjustments to support individual student learning.</p>	\$60381 Integration Support
Quality Teaching, Successful Students (QTSS)	To support collaborative practices teachers observed lessons and provided feedback about what they learned. Teachers reported that this assisted them to improve their understanding of student learning and effective classroom practice. Leadership opportunities, effective mentoring and coaching practices supported development of effective lesson delivery, programming, assessment and classroom management. Teachers received support with accreditation processes and the new Performance and Development Framework.	\$2040 QTSS
Socio-economic background	Ensuring access to excellence and equity for all students is a priority. Equity funds employed School Learning Support Officers to support individual students.; provided access to school uniform; and provided access to excursions and other resources.	\$5028 Socio Economic

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	35	27	30	29
Girls	36	29	35	36

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.8	95.9	95	89.9
1	98.4	92.1	96.7	91.9
2	93.2	96.4	93.3	89
3	95.4	95.2	96.4	93.9
4	95.2	97	94.4	94
5	92.1	96.3	95.9	91.4
6	96.2	95.1	96.2	92.7
All Years	94.6	95.5	95.3	91.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

In 2016 the school attendance average was below state average. We are monitoring student attendance regularly, cases are discussed at staff meetings; parents are contacted when outstanding absences present and when unexplained absences arise. Individual cases with multiple absences can have a large impact due to the small cohort in some year groups.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.02

*Full Time Equivalent

In 2016 there were no Aboriginal members of staff.

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	

Professional learning and teacher accreditation

The Teacher Professional Learning budget allocation for 2016 was \$7364. This equates to an average allocation for each teacher of \$2166. Staff identify professional learning goals through Professional Development Planning.

There are two teachers working towards proficient level of teacher accreditation with BOSTES.

In 2016 staff participated in training in Literacy, Language and Learning (L3), GROWTH Coaching, SCLC Performing Arts Festival coordination, SCLC and Small Schools network meetings, TENS training, Performance Development Framework, developing individual learning plans, Project Based Learning, How2Learn modules, Science inservice, High School & Primary School teachers transition unit of work in English, Arts Council conference, STEM conference, Finance training using SAP and Principal conferences.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from January 27 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	59 152.73
Revenue	788 521.53
(2a) Appropriation	757 316.67
(2b) Sale of Goods and Services	2 053.75
(2c) Grants and Contributions	28 678.20
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	472.91
Expenses	-767 538.08
Recurrent Expenses	-767 538.08
(3a) Employee Related	-700 528.54
(3b) Operating Expenses	-67 009.54
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	20 983.45
Balance Carried Forward	80 136.18

The school's financial management processes meet financial policy requirements, the Financial Summary is tabled at the P&C annual general meeting.

During 2016 funds for Small Schools Reading Recovery costs incurred in 2015 were updated in Candelo School's account. Funds now available will roll over to 2017 to update the playground equipment and enable further school initiatives. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	587 771.44
Base Per Capita	3 500.91
Base Location	13 547.82
Other Base	570 722.71
Equity Total	26 677.92
Equity Aboriginal	5 596.90
Equity Socio economic	5 027.85
Equity Language	0.00
Equity Disability	16 053.17
Targeted Total	60 380.58
Other Total	44 923.19
Grand Total	719 753.12

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.

Individual results in literacy for Year 3 and Year 5 students have been provided for parents. Naplan data is not available for publication where there are less than 10 students in the cohort.

The average growth in Reading by students in Year 5 (from Year 3 to Year 5) was well above state average.

Individual results in numeracy for Year 3 and year 5 students, have been provided for parents. Naplan data is not available for publication where there are less than 10 students in the cohort.

The average growth in Numeracy by students in Year 5 (from Year 3 to Year 5) was well above state average.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au>

In accordance with the Premier's Priorities *Improving education results*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The cohort size for both Year 3 students and Year 5 students at Candelo Public School in 2016 is too small to enable us to provide the report.

Another reporting requirement from the State priorities: *Better services – Improving Aboriginal education outcomes* is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. At Candelo Public School once again the cohort was too small to enable us to provide the report.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015/6 we asked the community for feedback about what we could do together to maintain focus on improving student learning outcomes. Some of the suggestions are outlined below followed by some responses as discussed by staff and P&C members.

- Cross generation learning – involving seniors to share learning experiences.

In 2016 seniors in the community were trained to support students as classroom tutors, library monitors, Project Based Learning mentors and parents worked with staff and students to develop our school performing arts program by creating costumes and props during workshops.

- Project Based Learning to optimise real life experience.

In 2016 students worked with parents and community members to develop STEM projects for exhibition during Science Week in Bega. We facilitated an application to Fair Schools Education in STEM Project Based Learning and coordinated training for Small School's principals and teachers that will lead to a major whole school project in 2017.

- Community/ Business/ schools working together.

In 2016 students worked with the local store owners to support integration programs. Living skills development included road safety, management of money, finding goods in shops and collecting mail.

The school canteen policy was reviewed to meet our goals to teach children about healthy eating habits and financial literacy. The canteen demonstrated wholesome home-made food production with fresh produce grown in local gardens. Lessons in financial literacy required budgeting and planning expenditure as well as counting money and working out change.

Community members initiated scripture for students in 2016.

- Parent community could be more supportive of fundraising opportunities.

In 2016 there was an increase in parents offering to

support school activities. Kindergarten parents organised a smorgasbord luncheon at Book Week and Year 5 and 6 parents organised supper for the P&C disco. Kindergarten parents were instrumental in replanting gardens. Many parents supported transport for excursions and sport programs. A range of student focussed fundraising opportunities were implemented through the School Parliament.

The focus was to encourage all families to contribute to programs to support those less fortunate. Staff always lead by example and attend each and every after hours school-focussed activity.

- Maintain balance between classroom work and extra-curricular activities.

In 2016 Literacy and numeracy session times were prioritised and extra curricula activities were scheduled during afternoons and after school and during weekend workshops, when required. In addition, the benefits of integrating literacy and numeracy across programs to achieve class based projects, were highlighted to parents.

- Maintain assistance in classrooms to support children to learn strategies to increase understanding and also challenge children who require extension.

In 2016 staff trained in coaching techniques, a solutions focussed strategy, to teach students to deal with problems and work towards solutions. Staff focused on counselling sessions to support children with particular needs. School Learning Support Officers were strategic in targeting students who required support with learning, behaviour, social and emotional challenges. Working in consultation with parents, staff determined the best method of intervention to support every child to succeed.

Parents, staff and students reported the most successful things that the school and community do together to improve student learning outcomes. These included:

- Citizenship and focus on service at community events.
- Celebrations such as Book Week performances and character parades.
- Parent helpers in classrooms working with teachers, helping children in the classroom and helping their own children at home.
- Arts and performance programs that provide opportunities for stimulation and variety in learning.
- How2Learn strategies that help children to learn about a growth mindset so that they are able to take risks to grow their learning and learn that it takes effort and persistence to continue to improve.
- Fundraising to support school programs, including monthly BBQ fundraiser.
- Supporting children to value healthy eating habits by the example set by the canteen.
- implementing environmental programs so that children learn about sustainability and taking care of the environment.
- Honing in on local knowledge and creating even greater opportunities by working with the broader

community.

Policy requirements

Aboriginal education

State targets aim to reduce the recognised achievement gap in learning between indigenous and non-indigenous students. Awareness of the issues for our students continued in 2016 and staff attended cultural activities at Jigamy Farm, developed their understanding of the significance of the Bundian Way, and supported children to develop writing and art projects for the State Reconciliation initiative.

All students learn about Aboriginal history, culture and contemporary Aboriginal Australia through a focus on Aboriginal Education. Aboriginal consultants support the students to develop deeper understanding of Aboriginal culture during NAIDOC celebrations held at Jigamy. Indigenous story-telling and games, dance, appreciation of arts and crafts are a feature of the program and successfully engage students.

All Indigenous students have personalised learning plans to support greater engagement. Programs are introduced to meet the individual child's needs. Again this year, our students have received acknowledgement for their efforts in class, at sport, in gymnastics and performing arts programs and for their contribution to school life.

Multicultural and anti-racism education

The students develop understandings, attitudes, values and knowledge of multiculturalism through integrated units of work. The units focus on cultural acceptance and respect of personal differences and promote tolerance.

Teachers practice cultural inclusiveness encompassing both curriculum content and pedagogy. They ensure that materials and examples used in teaching and learning activities avoid bias and prejudice and challenge stereotypes. We invite community members to share their culture and travel experiences at every opportunity, to deepen students understanding.

In 2016 Stage 3 students developed presentations focussed on countries from around the world. The students researched their topic to include aspects of music, culture, art and food. The presentation combined cooking demonstrations and sampling of food to enable all students to engage with international culture.

Other school programs

Achievements in Performing Arts

All students participate in a wide range of arts programs and opportunities each year. The expertise of staff and community members is engaged to develop inclusive

programs and extend gifted and talented students.

- Music lessons in wind instruments are offered as part of the Candelo Instrumental Program (CIP) and advanced recorder tuition is presented by Susan Gray and Henry Grose.
- *Into the Woods* was a literacy focus developed through drama, dance and movement to involve every student K–6. The play is inclusive and many members of the school community work alongside staff to build and support performances by students.
- Birds in Rio dance ensemble was a highlight of the SCLC Performing Arts Spectacular. Inspired by the Olympic Games held in Rio, the students worked to develop challenging choreography and were beautifully costumed and supported by dedicated staff and parents.
- It was the inaugural year for the junior performance group (K–3) at the SCLC Performing Arts Spectacular. An engaging process to bring the story 'Crocodile Beat' to life was complemented by colourful costumes. Excellent community support ensured the success of this dramatic piece.
- Patrick Farrell, Esther Hall, Alannah Wood, Rebecca Airey, Lily Mark, Daisy Thomas, Joseph Maher and Jez Carrett represented the school as part of the recorder ensemble in the Festival of Instrument Music at the Opera House in Sydney. They also performed as part of the combined schools ensemble for the SCLC Performing Arts Spectacular.
- Twenty five students were selected for the SCLC Performing Arts Spectacular combined choir.
- Amelia Moffitt was runner up in the Stage 3 section of the SCLC Public Speaking Competition held in Merimbula.
- Jez Carrett, Daisy Thomas, Esther Hall and Alannah Wood represented the school at the residential SCLC Music Camp.
- Senior Citizen Christmas function was enriched with a special performance by the cheery Kindergarten and Stage 1 singers.
- Book Week celebrations, included character dress up, Parliament minister reports and performing arts programs in dance, drama and music. An excellent promotion for the school, the programs were warmly received by parents and members of the community to include the local pre-school..

Achievements in Sport

All students participate in daily fitness and Stage 2 and 3 students participated in interschool Gala Days and PSSA sport competitions in athletics, cross country and swimming. To support the Small Schools network, combined athletics and swimming carnivals were held prior to the zone carnivals. Candelo teams were successful in the Zone Small Schools Cross Country and Small Schools Athletics. Workshops were held leading up to gala days in Tag Football and Hockey, all students developed skills, teamwork and pride in our school. The Sporting Schools program was introduced in 2015 and the funds were used to develop gymnastic, athletics and cricket programs. The gymnastic program

culminated in an excursion to Pambula to attend the Eden Gymnastic Centre.

- Lachlan O'Brien was selected to represent Far South Coast in Rugby League.
- Jez Carrett and Archer White were selected to represent Far South Coast in soccer.
- Oliver Joyce was selected to represent Far South Coast in Athletics.
- The senior soccer team was competitive in the State Small Schools PSSA Football Knockout.
- All classes participated in the Premier's Sport Challenge achieving an average of 30 to 80 minutes of physical activity to include moderate to vigorous activity each day.
- The two week Swim School ran successfully in term 4, student groups improved levels in learn to swim and the advanced group developed water safety skills.