

# Candelo Public School

## Annual Report



2018



1490

## Introduction

The Annual Report for **2018** 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

It is a privilege to work with Candelo Public School staff and community members to develop quality educational opportunities for every student. Teaching and learning programs aim to accelerate student learning across the curriculum and with high expectations, and principles of excellence and equity, our aim is to have high impact on student outcomes. We are exceptionally proud of our students as they develop competencies, knowledge and skills to think critically, work collaboratively to solve problems and make informed decisions.

Our outstanding team of teachers, support staff and active parents support the achievement and progress of every child. Our teachers work strategically and collaboratively to keep abreast of innovation and change. With an enrolment of 73 students, in 2018, 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 2018 demonstrated exceptional results in L3 literacy; and Year 3 and Year 5 results in NAPLAN exhibited 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 students with so many extra advantages and individual support. Community spirit thrives in Candelo and community festivals and events are a highlight. At school our love of music is supported by expertise from local identities.

Opportunities are abundant through the Sapphire Coast Learning Community of Public Schools. The Performing Arts Festival and the Opera House Recorder Concert showcase outstanding student performances in dance, music and drama. 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 the future. Teachers and parents promote sport participation as part of our whole child approach to learning. With daily fitness programs the children thrive on the competition presented by inter-school carnivals, gala days and athletic events. In 2018 Sporting Schools funding fostered athletics and gymnastics skills. In addition, STEM and Project Based Learning enables Candelo students and staff to work across the small schools network to lead the implementation of the Fair Education program *Engaging Communities and Championing STEM* and the Rural and Remote STEM project.

There was great enthusiasm for the end of year drama performance, "Charlotte's Web" in which every child K-6 performed confidently. Staff and community members collaborated to create props, set up lighting, edit the film and music to support the children's hard work.

It has been a wonderful year, it is so rewarding to work in such a beautiful community. We are all looking forward to the celebrations for the 150 years anniversary planned for March 2019 where Candelo will continue to *show the way*.

Suzanne Bourke

## School background

### School vision statement

**Purpose:** To prepare young people to lead rewarding and productive lives in a complex and dynamic world.

Our teachers will:

- work innovatively with the school community to inspire and nurture students as flexible, self-reflective, responsible learners, resilient individuals and active global citizens for current and future learning landscapes; empower students to achieve excellence through connected, collaborative, critical and creative learning experiences in a safe and supportive learning environment.

**Our Values:**

**Excellence** – high expectations of students, staff and our service; use and share evidence, research and data to underpin policy and practice.

**Equity** – teach all children and respect diversity and the views and contributions of others; treat people fairly.

**Accountability** – take responsibility for decisions and outcomes; allocate and use resources efficiently and effectively; review and monitor performance to drive improvement.

**Trust** – embrace collaboration and learning with others; build relationships based on transparency and mutual respect; provide support for each other.

**Integrity** – act professionally with honesty and consistency; communicate clear expectations.

### School context

Located on the Far South Coast of NSW Candelo Public School has successfully forged opportunities to work collaboratively with small schools to break down isolation factors for students, teachers and parents. The small schools network, operational since 2008, ensures principals meet each term to share innovative practices and provide support. Candelo School is a proud member of the Sapphire Coast Learning Community (SCLC) and works collaboratively to strengthen productive partnerships with Bega and Eden Community of Schools and Far South Coast Principal Network.

Candelo Public School has worked to create a strong sense of belonging, tradition, history, respect, responsibility and pride. The student population of 73 students has 5% Aboriginal students. The Index of Community Socio-Educational Advantage (ICSEA) rating is 996 (average is 1000) which indicates low levels of socio-economic disadvantage, with 24% of families in the lowest range of socio-economic status.

The school has a strong culture of excellence in the arts and sporting pursuits and takes great pride in the provision of a broad-based curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

Our goal is to:

- shift the narrative to collaborative expertise and student progression and engaging communities;
- expect a year's worth of progress for each child;
- develop new assessment and evaluation tools;
- know our impact as teachers, leaders, community members and students.

## 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 mapped self-assessment against 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.

## ***Learning – Reporting***

**Whole school reporting:** The school analyses internal and external assessment data to monitor and report on student and school performance. The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan

**Student reports** are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

**Community Engagement:** Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

## ***Teaching – Professional Standards***

**Improvement of practice:** Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

**Accreditation:** Two teachers attained their accreditation professional standards in 2018. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

**Literacy and numeracy focus:** The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

## ***Leading – School Resources***

**Staff deployment:** The school's staffing is organised and managed to ensure an effective learning environment. Staff resources are allocated to support the achievement of the school's strategic priorities. Non-educational administrative tasks are allocated to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school. Teaching and non-teaching staff are deployed to make best use of available expertise to meet the needs of students. Data is used to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

**Facilities:** The school's physical resources and facilities are well maintained and provide a safe environment for learning. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Teachers update classroom resources regularly to meet the needs of students. A creative approach is taken so that the physical environment optimises learning, within the constraints of the school design and setting.

**Technology:** Technology is accessible to staff and students. Technology is effectively used to enhance learning and service delivery. Interactive panels have been purchased to replace aging Smart Board technology. Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

**Community use of facilities:** The school plans for community use of school facilities. Share our Space during holidays encourages greater use of school facilities by the local community to deliver benefits to students. The school collaborates with the local community where appropriate on decisions about, and access to, school assets and resources, delivering benefit to both the school and the community.

**Financial management:** The priorities in the school plan drive financial decisions. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals. 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

Excellence in Learning and Teaching

### Purpose

***To empower our teachers to achieve curriculum innovation and quality teaching that inspires authentic learning, confidence and creativity within a culture of high expectations and shared responsibility for student engagement, learning and development.***

### Overall summary of progress

In 2018 STEM Project Based Learning supported the delivery of student centred and self regulated experiences. Students set goals to achieve learning needs.

Students were well supported by programs and processes so that their individual needs were identified, monitored and met.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff and students will use learning intentions, success criteria, formative assessment, feedback and learning processes to achieve syllabus outcomes.	Training and development \$9900	Staff have evaluated student-centred and self-regulated learning experiences which have enabled students to understand how they learn, set and achieve their learning goals. Staff have evaluated processes for identification, monitoring and support processes and programs to ensure the individual needs of all students are met.
All students will achieve at least one year's growth each year in literacy and numeracy outcomes (Individual targeted interventions for students with IEPs).	LAST teacher \$20000 SLSO support \$61000	Staff have attended training and development to enable them to embed new curriculum within a highly technological and innovative learning space to achieve enriched learning outcomes. Strategic professional learning and practice opportunities were authentic, focussed on collaborative planning, coaching, mentoring, differentiation and engaged the community in learning.

### Next Steps

In 2019 we will:

- further embed principles of visible learning – learning intentions, goal setting and success criteria within a learning culture to include growth mindset and student voice and choice
- develop network support for all teachers and SLSOs
- undertake strategic professional development to better create rich technological and innovative learning spaces
- engage the community in student learning

## Strategic Direction 2

Excellence in Leading and Engaging Community

### Purpose

**To engage and connect our communities to a dynamic learning culture where outstanding expectations achieve desired student outcomes.**

### Overall summary of progress

In 2018 staff have

- built awareness and understanding of innovative pedagogy and new curriculum and increased community participation in school programs. Parents and community members have presented workshops on robotics, film making, and Aboriginal education.
- made greater connections with parents and engaged them in student learning, seeking their contribution to a learning culture of innovative pedagogy – Aboriginal education, robotics, gardening and fresh food, 150 years celebration. By using forums such as SeeSaw, Google classroom and Facebook, STEM projects, *Practising Maths* and home readers, parents were more able to stay abreast of student learning directions at school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent surveys indicate an increase in understanding of school curricula and innovative pedagogy.		Staff have built greater awareness and understanding of innovative pedagogy and new curriculum through workshops and increased school participation. Staff continue to develop structures to connect parents/carers to student learning by sharing knowledge and skills. Parents have presented learning to classes and supported teachers and have developed greater understanding and awareness of parent/community contribution to the learning culture of innovative pedagogy.
100% of teachers participate in targeted professional learning and participate in educational networks.	Fair Education funding 8 x relief days Accommodation and travel for Fair Education Conference \$2200 Rural and Remote STEM funding \$6000 STEM share kits	Staff continue to develop and strengthen educational partnerships with local high school, primary schools, external providers and university to support curriculum implementation and innovative pedagogy.

### Next Steps

In 2019 staff will :

- access professional learning through Fair Education program (Year 3 of the program) to develop confidence in Project Based Learning and Rural and Remote STEM program (Year 2 of the program).
- lead the implementation of Science and Technology syllabus.
- audit technology across the school and take the following steps: purchase Prowise panels to replace Smart Boards, update desktops in Administration and increase the number of student laptops.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Funding: \$2430 SLSO support	PLP in place for each student and SLSO support for students to realise their learning goals in literacy, numeracy and personal goals. Student led learning conferences have showcased each child's achievement of writing goals.
<b>Low level adjustment for disability</b>	Funding: \$6000 SLSO support	Students have worked successfully to realise their learning goals in literacy and numeracy. Teacher assessment identifies areas requiring further support. SLSO, LAST and parents have worked with the teacher and are able to support the implementation of individual student plans.
<b>Quality Teaching, Successful Students (QTSS)</b>	Funding: \$11000 IT support	Feedback from staff includes maximising technology to achieve quality teaching and learning goals. The Quality Teaching cycle is to include collaborative planning, mentoring and observation sessions.
<b>Socio-economic background</b>	Funding: \$15000 SLSO support	Support is given for students to identify and successfully realise their learning goals in literacy and numeracy. Teacher assessment identifies areas requiring further development. SLSO, LAST and parents have worked with the teacher and are able to support the implementation of the individual learning plan.
<b>Support for beginning teachers</b>	Funding: \$6000 PL and Mentor support	Ongoing evaluation of the processes for support for the beginning teacher. Coaching conversations for reflection and feedback support the critical analysis of evidence for accreditation.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	30	29	28	30
Girls	35	36	30	40

Student enrolment has shown a steady increase for 2018 and is projected to continue for the Kindergarten cohort in 2019.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	89.9	91	94.6
1	96.7	91.9	94.8	92.8
2	93.3	89	94.1	93.4
3	96.4	93.9	97.8	91.9
4	94.4	94	92.2	96.7
5	95.9	91.4	97.7	86.3
6	96.2	92.7	95.5	96.5
All Years	95.3	91.7	94.2	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Individual teachers contact home to follow up attendance issues. The school office manages strategies such as phone apps, to assist parents to stay connected with the school.

The impact of individual students taking long term leave is reflected in Year 3 and Year 5 cohorts.

The school generates HSLO referrals for chronic nonattendance when required.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

There are no staff identifying as Aboriginal in the school's workforce.

Teacher of Reading Recovery funding is shared with local small schools.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	10
Postgraduate degree	0

### Professional learning and teacher accreditation

In 2018 two teachers attained their Teacher Accreditation status and one teacher was funded as a Beginning Teacher.

All teachers participated in professional learning as reflected by their Performance Development Plans and were reflective of the directions in the School Plan. Online and face to face training is undertaken by all staff.

Training and Development focus in 2018 has included STEM Rural and Remote program; Fair Education *Engaging Communities and Championing STEaM*; Film Pond; presentations developed for conferences; Literacy and Numeracy training; Learning Progressions and PLAN 2 training; Athletics coaching; Soundwaves and dyslexia courses; training to support the implementation of Science and Technology syllabus and awareness of PDHPE syllabus, support teachers to meet the needs of students and inform teaching and learning practices. All teachers have expert

contemporary content knowledge and deploy effective teaching strategies.

Principal LEAP tour to Singapore (April school holidays) and principal and SASS training to implement HR and SAP upgrades ensure that the school stays abreast of international education trends and system requirements.

Staff share their expertise within their school and with other schools. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	57,332
<b>Revenue</b>	871,348
Appropriation	840,718
Sale of Goods and Services	486
Grants and Contributions	29,693
Gain and Loss	0
Other Revenue	0
Investment Income	450
<b>Expenses</b>	-814,198
Recurrent Expenses	-814,198
Employee Related	-720,157
Operating Expenses	-94,041
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	57,150
<b>Balance Carried Forward</b>	114,482

- In 2018 the school implemented financial management processes and governance structures to meet financial policy requirements.
- Gonski funding has boosted school funding in 2018.
- The school is preparing for 150 Year celebration in 2019. Funding carried forward will be used to resource identified priorities in the playground and classrooms, these priorities were developed in

consultation with the school community. Work on the projects is scheduled for the school holidays in preparation for the 150 Years celebrations.

- Funding support for every student in literacy and numeracy (School Learning Support Officers) will enable implementation of student identified goals.
- Upgrades to technology and replacement of interactive whiteboards; development of the top playground to build an outdoor learning space; and an outdoor eating area with a shade sail cover, will be undertaken, after further consultation, in 2019.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	633,460
Base Per Capita	11,215
Base Location	14,962
Other Base	607,283
<b>Equity Total</b>	38,923
Equity Aboriginal	2,414
Equity Socio economic	9,864
Equity Language	0
Equity Disability	26,645
<b>Targeted Total</b>	50,081
<b>Other Total</b>	53,972
<b>Grand Total</b>	776,436

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to

the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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 school focus is on individual growth and the average growth in Reading and Spelling by students in Year 5 (from Year 3 to Year 5) was well above State average. The average growth in Writing and Grammar and Punctuation was 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 school focus is on individual growth and the average growth in Numeracy by students in Year 5 (from Year 3 to Year 5) was just below State average. 40% of students in the Year 5 cohort were at or above expected growth.

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.

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 2018 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, there were no students recognising as Aboriginal in this cohort therefore, no data is available.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. What was the action taken by the school in 2018 to address feedback by the school community to improve student learning outcomes?

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

Seniors from the community were invited to support students as classroom tutors, support for Project Based Learning development of projects; presentations on Aboriginal culture, costume making and props development workshops.

- Project Based Learning optimising real life experience:

STEM and Project Based Learning application to Fair Schools Education (3 year plan). We coordinated training for Small Schools' principals and teachers leading to a major whole school project in 2018. Stage 3 students worked with parents and community members to develop STEM projects for exhibition during Science Week.

- Community/ Business/ schools working together:

Students worked with the local store owners to support integration programs. The school canteen continues to meet our goals to teach children about healthy eating habits and eating wholesome home-made foods with fresh produce. Lessons in financial literacy for budgeting and planning expenditure were incorporated into the program.

Community members initiated scripture for students in 2016.

- Parent community supporting fundraising opportunities:

A dedicated team of P&C members continue to seek the support of the greater school community to assist with fundraising opportunities. An increase in parents offering to support school activities in 2018 has occurred. Kindergarten and Year 1 parents organised the lunch at Book Week and parents organised morning tea foods for major Small Schools Carnival. 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 student focussed activity.

- Foreign language being taught in classrooms:

An introduction to Spanish was initiated in 2017 and continued in 2018 with plans to increase the number of lessons in 2019.

- A balance between classroom work and extra-curricular activities being maintained:

Literacy and numeracy sessions are prioritised and extra curricula activities scheduled to complement the focus. Extra curricula activities were held after school and during weekend workshops, when required.

- Assistance in classrooms to support children to learn strategies and increasing understanding of students with special needs:

Staff are trained in coaching techniques to teach students strategies to deal with problems and work towards solutions. Staff focus on counselling sessions to support children with particular needs, by using strategies such as 6 Hats and Restorative Justice practices.

School Learning Support Officers are employed to support students with special needs and in addition to provide support for small group learning.

- Programs challenging children who require extension:

Learning is differentiated so that students work at their level of interest and challenge.

'Genius Hour' bridges the gap to highlight the connections between learning at home and learning at school and the importance of student voice.

Project Based Learning supports students to have ownership of their learning and together with goal setting processes, specific learning intentions and success criteria explained, students are more accountable for learning outcomes.

## Policy requirements

### Aboriginal education

Aboriginal Education aims to reduce the recognised achievement gap in learning between indigenous and non-indigenous students. All students learn about Aboriginal history, culture and contemporary Aboriginal Australia through units of work in history and geography.

During NAIDOC Week student programs include engagement in indigenous celebrations of culture and presenters are invited to share their culture and language through storytelling.

Classroom lessons are enhanced by visits from community members and visiting authors teaching indigenous perspectives, and sharing Indigenous story-telling and games with all students. A peer support structure enables the multiage groups to share the connections across the school.

All Indigenous students have personalised learning plans and again this year, our students have received acknowledgement for their efforts in class, sport, performing arts programs and for developing leadership skills through contribution to school life.

### Multicultural and anti-racism education

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

Teachers' culturally inclusive practice encompasses both curriculum content and pedagogy. It ensures that the materials and examples used in teaching and learning activities avoid bias and prejudice and challenge stereotypes.

In 2018 all students participated in Spanish lessons and hosted the Spanish Puppeteers to support their research project as part of their cultural exchange in Australia.