

# 2023 Annual Report

## Candelo Public School



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# Introduction

The Annual Report for 2023 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 Strategic Improvement 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.

## School contact details

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## Message from the principal

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It is with immense pride and joy that I extend my heartfelt congratulations to each and every member of our school community for an outstanding year in 2023. As we reflect on the past year, we are filled with gratitude for the remarkable achievements and growth that have taken place within our school.

Our students have showcased dedication and enthusiasm in their pursuit of knowledge and personal growth. They have embraced the values and ethos of our school, demonstrating excellence in a myriad of areas including academics, arts, sports, and beyond. It has been a privilege for our teachers to witness the blossoming of each student as they explore their passions and talents.

In the words of Lewis Carroll, "Alice laughed: 'There's no use trying,' she said; 'one can't believe impossible things.'" However, our students have defied this notion, daring to dream big and believe in the 'impossible things.' Their resilience, curiosity, and determination have been truly inspiring.

I must commend our wonderful team of teachers and educators, whose dedication and expertise have been instrumental in shaping the success of our students. Their unwavering commitment to our students' well-being and academic excellence is outstanding. Working in partnership with parents and the community, we love that we have a school of thriving writers, scientists, mathematicians, readers, sports people, gardeners, musicians, artists, public speakers, technicians, philosophers, historians, actors, and dancers, who care so much about their community.

My deepest gratitude is extended to our administrative and support staff for their tireless efforts and unwavering support. Their behind-the-scenes work ensures the smooth functioning of our school and enriches the experiences of our students every day. They liaise beautifully with parents to ensure communication channels are clear and all students have access to the many opportunities presented and support children to attend school every day.

The invaluable support of our parent community cannot be understated. Your unwavering support, collaboration, and high expectations play a pivotal role in our collective success. The outstanding contribution of the school P&C to school programs is so valuable. Together, we create a nurturing environment where every child can thrive and succeed.

As we look ahead to the future, I am filled with optimism and excitement for the possibilities that lie ahead. While it is impossible to capture the full breadth of our achievements in this report, it serves as a testament to the strength and resilience of our school community.

Let us celebrate our successes, reflect on our growth, and embark on the journey towards even greater heights in 2024. Together, we will continue to inspire excellence, foster growth, and empower every child to reach their full potential.

Suzanne Bourke

Principal



## School vision

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

We 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.

## School context

Located on the Far South Coast of NSW Candelo Public School has successfully created opportunities to work collaboratively with local schools to break down isolation factors for students, teachers and parents. The small schools network, operational since 2008, ensures principals share innovative practices and provide collaborative 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 a combination of experienced and early career teachers working to create a strong sense of belonging, tradition, history, respect, responsibility and pride. The student population of 92 students has 6% 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 academic, arts and sporting opportunities and takes great pride in the provision of a broad-based curriculum to ensure that all students are supported to excel in areas of individual interest and talent.

Our goal is to:

- focus on collaborative expertise, student progression and engaging communities
- expect a year's worth of progress for each child
- develop new assessment and evaluation tools through professional learning focussed on quality teaching excellence
- know our impact as teachers, leaders, community members and students.

## Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Data Driven Practices

### Resources allocated to this strategic direction

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Integration funding support

Aboriginal background

Socio-economic background

Low level adjustment for disability

QTSS release

AP Curriculum & Instruction

Per capita

Professional learning

Location

### Summary of progress

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Teachers worked to build expert curriculum knowledge to provide high quality reading and mathematics instruction for all students. Funding sources supported:

- Professional learning for all staff to ensure teachers were provided opportunities to develop deep syllabus knowledge and an extensive understanding of curriculum reform for the implementation of K-2 curriculum. Readiness for 3-6 curriculum implementation in 2024 was assured.
- The curriculum advisor met with staff and principals of small schools, to provide support to develop K-2 syllabus knowledge and implementation of draft units and assist the whole school understanding for 3-6 implementation.
- APC&I mentor support for K-2 teachers to implement DOE literacy and numeracy units of work. These teachers will mentor 3-6 teachers as they work to implement their new curriculum in 2024.
- Staff identified and developed areas of focus for reading professional learning aligned with current research on the BIG 6, Scarborough's Reading Rope and tier framework for vocabulary. Teacher time for collaboration and feedback to review, refine, and apply new learning to teaching practice in reading and school planning and programming structures, is an ongoing feature of our focus.
- Staff participated in professional learning and review of DoE Numeracy guides to ensure understanding and capacity building of effective, explicit numeracy practices. Teachers focussed on additive thinking and multiplicative thinking with clear links to the new syllabus, so that all staff could embed effective strategies to support students' mathematical reasoning.
- Teachers engaged with Interviews for Student Reasoning (IfSR) to identify how students construct their mathematical understandings and to help teachers tailor their teaching more specifically to support students' progress in developing fundamental numeracy skills. The assessments, mapped to the NSW syllabus and National Numeracy Learning Progression, supported teacher understanding, confidence and data literacy.

### The impact of this funding has resulted in:

- All K-2 classes implemented scope and sequences and new syllabus units of work.
- Year K-2 teachers developed expertise with the new K-2 curriculum and will mentor 3-6 teachers to deconstruct and implement the 3-6 syllabus in 2024.
- Teachers have focussed professional learning, identified through their Professional Development Plans, to support curriculum implementation and to develop effective reading and numeracy strategies.
- Staff accessed blended learning in phonological awareness, phonics, fluency, vocabulary and comprehension to impact student learning in reading and writing.
- Staff accessed blended learning units in additive and multiplicative strategies, understanding decimals and units of measurement to engage, help, and grow students' mathematical understanding.
- All staff continue to plan effective ways to utilise PLAN3 in their everyday teaching, learning and assessment. Assessment practices were reviewed and strategic assessment points mapped in each stage of learning to track and monitor student progress and analyse data trends to inform purposeful planning. Essential Assessment was

trialled (Years 3-6) and Year 1 Phonics Screener was implemented.

- Staff developed greater consistent teacher judgement by analysing student writing samples K-6, against specific criteria rubrics. This led to greater clarity of student learning and increased understanding of the progressions, and the importance of specific feedback to students to inform their learning goals. Student confidence and enjoyment of writing is evident.
- NAPLAN and Check In Assessment data was more widely analysed by teachers to impact insights into student learning and support targeted and differentiated teaching to meet student learning needs. This work will continue in 2024 with consistent implementation of the whole school assessment plan and more in-depth data analysis to track student learning across the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• Increase in the percentage of students achieving expected growth in reading using internal and check-in assessment data..</li> </ul>	Assessment data, to include Check in Assessments and teacher internal assessment, indicate that 80% of students in Stages 1, 2 and 3 are achieving expected growth in Reading. Students yet to meet stage outcomes have been identified and receive individual and small group support with the Learning and Support Team.
<ul style="list-style-type: none"> <li>• Increase in the percentage of students achieving expected growth in numeracy using internal and check-in assessment data.</li> </ul>	Assessment data, to include Check in Assessments and teacher internal assessment, indicate that 80% of students in Stages 1, 2 and 3 are achieving expected growth in Numeracy. Students yet to meet stage outcomes have been identified and receive individual and small group support with Learning and Support Team.
In the element of <i>Data Skills and Use</i> , School Excellence Framework Self Assessment shows uplift to <i>Excelling</i> in the themes: <ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Data Use in Planning</li> <li>• Data literacy</li> <li>• Data use in teaching</li> </ul>	In the element of <i>Data Skills and Use</i> , School Excellence Framework Self Assessment shows uplift to <i>Excelling</i> in the themes of data analysis, data use in planning, data literacy and data use in teaching

## **Purpose**

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The school community shares high expectations, understanding and responsibility for student learning, engagement, attendance and wellbeing. We work together to create positive attitudes to learning and build a culture of welcome, inclusion and belonging for families.

## **Initiatives**

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement in Learning
- Community and Engagement in Learning

## **Resources allocated to this strategic direction**

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### **Socio-economic background**

### **Professional learning**

## **Summary of progress**

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Wellbeing and community engagement in learning required clear strategies to create a purposeful, calm, focused and safe learning environment for everyone. Underpinned by respectful and positive relationships, the initiatives were multi-faceted and centred on catering for individual student learning and wellbeing needs with the support of parents/carers and community members.

Health and wellbeing programs focused on explicit teaching of positive mental health strategies, building emotional intelligence through self awareness, understanding and growing character strengths, establishing and maintaining healthy relationships and developing growth mindset perspectives.

The development, implementation and embedded differentiation practices and systems for developing, recording and monitoring individual learning goals/plans, ensured optimal success for all students. Learning plans developed in collaboration with students and parents/carers, were implemented with embedded differentiation practices.

Positive and proactive transition programs were implemented across and beyond the school to further support the wellbeing and engagement of each student.

Engagement of Department and external expertise, parents, caregivers and community members, supported personalised wellbeing practices. School funding for additional School Learning Support Officers provided individualised support for students to grow their wellbeing in the classroom and playground, enabling children to access the curriculum more consistently, connect socially, and experience high levels of overall wellbeing.

All staff built their knowledge and expertise of student wellbeing, demonstrating high levels of collective efficacy. Regular review of individual and cohort data sources supported improvement and consistency.

Important communication systems supported students' wellbeing and learning needs. Staff, parents and caregivers conducted face-to-face meetings and regular phone and electronic communications.

In 2024, the focus on parent/caregiver and allied health support engagement in student learning will continue to support personalised learning practices. All additional funding will contribute to School Learning Support Officers and provide for students' personalised learning needs. Staff will achieve success through engagement with the Department's new Inclusive, Engaging and Respectful Schools Policy. Holistic learning and development practices will continue to support students' cognitive, physical, social, emotional and physical development.

School-wide collective responsibility was evidenced through the delivery of high-impact teaching and learning programs in literacy, numeracy, extracurricular, and other key learning areas. Quality Aboriginal education programs, extension opportunities for high achievers, as well as disability support provisions for students with additional learning needs, have been provided.

Staff worked collaboratively to develop further a streamlined whole-school approach to positive behaviour intervention. School amenities, learning spaces and resources were also updated to promote student wellbeing and engagement.

Unfortunately, attendance targets for all students to attend greater than 90% of the time were not met, despite



attendance data being regularly analysed and whole school and personalised attendance approaches introduced for some students at risk. This will be an area of focus for 2024, to work with parents to support this target.

Positive and respectful relationships were evidenced by Tell Them From Me and People Matter survey data, illustrating a school-wide shared understanding of behaviours, attitudes and expectations that enhance wellbeing to improve student outcomes. All staff work to understand disability support practices and stay abreast of best practice professional learning, differentiation and teaching/support strategies.

The next steps in this initiative are to ensure that collaborative partnerships continue to strengthen, particularly with Aboriginal families and families in need. It will also be imperative that partnerships across the local public school network and Sapphire Coast Learning Community continue to strengthen. A greater focus on wellbeing, differentiation, and supporting high performing and gifted learners, Aboriginal students, EAL/D students and students with disability or additional learning needs, will take place in 2024.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>Attendance increase in the percentage of students attending school with an uplift of 1.1% to the school's lower bound system-negotiated target being achieved.</li> </ul>	<p>Attendance data continued to be well above state and Similar School Group and showed consistency across the year.</p> <p>The progress measure for students attending school 90% of the time or more is below the expected level.</p>
<ul style="list-style-type: none"> <li>Increase in the percentage of students demonstrating positive wellbeing as measured through the 'Tell Them From Me' survey with an uplift of 4.5% to the school's lower bound system-negotiated target being achieved.</li> </ul>	<p>Wellbeing measures on the Tell them from Me survey indicated improved wellbeing with 100% students reporting high expectations of success and engagement in learning. 83% of female students and 100% of male students reported a sense of belonging. While 100% of female students reported a strong sense of advocacy, the result for male students was 78%. Ensuring that both male and female students needs are being met will continue to be a targeted focus in 2024.</p>
<p>In the element of Wellbeing, School Excellence Framework Self Assessment is <i>Excelling</i> in the themes:</p> <ul style="list-style-type: none"> <li>Caring for students</li> <li>A planned approach to wellbeing</li> <li>Behaviour</li> <li>Individual learning needs</li> </ul>	<p>Self assessment against the School Excellence Framework in the areas of Wellbeing and Learning Culture demonstrate Excelling. Our goal is to continue the focus on student wellbeing through a planned approach to meet the individual needs of students.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$155,715.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Candelo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders, Assistant Principal Learning and Support to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teaching and learning programs across the school support individual learning needs of students with integration funding. School Learning Support Officers (SLSOs) provide support to classroom teachers and implement plans with students identified with additional learning needs and/or a diagnosed disability.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue facilitating the improvement in student learning outcomes and individual education goals to cater for the learning and wellbeing needs of students who meet the criteria for funding. Collaborative support for SLSOs to develop 'just in time' learning to maximise learning with students with Autism, intellectual disabilities, and challenging behaviours.</p>
<p>Socio-economic background</p> <p>\$34,942.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Candelo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Wellbeing and Engagement in Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional SLSO staff to support literacy and numeracy initiatives.</li> <li>• supplementation of extra curricula activities.</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Socio-economic funding has supported the implementation of intensive, targeted programs and strategies supported by Student Learning Support Officers (SLSOs). Data, such as SCOUT, school based internal data, learning progressions and attendance rates were analysed, to plan and implement individualised and differentiated learning and support to those students .</p> <p>Uniforms, equipment and excursion costs were provided as needed to ensure equity issues were addressed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to provide an equitable level of access to learning tools for all students, irrespective of financial situation. Funds will be used to support families in need and financial support for students to access school uniforms and to attend excursions/school camps. This includes the continuation of</p>

<p>Socio-economic background</p> <p>\$34,942.28</p>	<p>employing SLSOs to support students with learning needs so that all goals for Out of Home Care (OOHC) and transition plans are achieved.</p>
<p>Aboriginal background</p> <p>\$6,905.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Candelo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Regular collaboration with Aboriginal families and carers has strengthened the chance of school success. Planning, updating and implementing Personalised Learning Plans is undertaken in consultation with parents/carers, teachers and SLSOs. All students work to develop literacy, numeracy, sporting and cultural goals on their Personalised Learning Plans which are reviewed and updated twice each year. Tell Them From Me data indicated the small cohort of Aboriginal students feel that their culture is valued at school. Successful transition process has better prepared teachers and students for the following school year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To consolidate the implementation of the PLP process each semester to ensure that all Aboriginal students have literacy, numeracy, sporting and cultural goal and that parents are supported with strategies to meet these goals. Support for teachers and SLSOs to develop and share lesson ideas to support significant Aboriginal dates included on the school calendar for 2024. Support professional learning for teachers around Cultural Awareness and Aboriginal Education and engaging students and parents in their schooling.</p>
<p>Low level adjustment for disability</p> <p>\$35,924.99</p>	<p>Low level adjustment for disability equity loading provides support for students at Candelo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher (0.3) to work with individual students and support teaching staff within the classroom/whole school setting and support differentiated programs to improve student learning outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Data analysis informs resourcing to meet the needs of students with a disability and identified learning needs. Learning and Support programs are adjusted to meet the needs of students at different levels of achievement. Students are more able to articulate their learning and work towards the</p>

<p>Low level adjustment for disability</p> <p>\$35,924.99</p>	<p>next goal for continuous improvement. Whole school intervention programs are identified and strategically focus on early intervention in Literacy and Numeracy.</p> <p>IEPs or wellbeing profiles are developed for all students with a diagnosed or imputed disability, requiring their learning and support needs to be actively monitored throughout the teaching and learning cycle.</p> <p>Tracking identified students on the Nationally Consistent Collection of Data (NCCD) provides a data base for staff to be kept up to date with the individual needs of these students.</p> <p>Development of a transition checklist, including individualised education plans to facilitate relevant and consistent adjustments and accommodations to ensure students can successfully access the curriculum as they progress from one grade to the next.</p> <p>LaST and SLSOs support targeted students through the delivery of programs in reading and comprehension and targeted numeracy support. Individual, group and team teaching support structures help build the capacity of teachers and student differentiation practices in literacy and numeracy.</p> <p>Referral processes to the school's Learning and Support Team, are informed by internal and external data.</p> <p>Weekly staff meetings enable staff to collaborate and develop reports for the school counsellor and external agency support, for identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to identify and monitor students with additional needs through our whole of staff approach to ensure students social, emotional, physical and academic needs are met.</p> <p>Strengthen our whole school policies and procedures regarding students individualised education plans, working collaboratively with parents and external agencies to maximise the achievement of student learning goals.</p> <p>Continue to deliver targeted evidence-based programs in literacy and numeracy differentiated for students requiring additional support with a focus on vocabulary, reading and place value.</p>
<p>Location</p> <p>\$24,356.94</p>	<p>The location funding allocation is provided to Candelo Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate.</li> <li>• provide incursion expenses, student program subscriptions, library and learning resources.</li> <li>• technology resources to increase student engagement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Positive student, staff, parent/caregiver and community feedback has been evident through discussion, evaluations and survey feedback.</p> <p>The school is well resourced and looks well cared for, contributing to improved staff and student wellbeing and increased enrolments for 2024.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue focusing on individual and whole-school wellbeing by providing quality learning resources and spaces, together with funding additional support staff to further enhance student, parent/caregiver, family and community engagement.</p>
<p>Professional learning</p> <p>\$12,912.82</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Candelo Public School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Professional learning</p> <p>\$12,912.82</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Data Driven Practices</li> <li>• Wellbeing and Engagement in Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning for continuous improvement</li> <li>• course costs for staff undertaking recognised courses that are identified by staff Professional Development Plans.</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops, curriculum focussed and wellbeing focussed programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  professional learning is reflected in classroom observations, team teaching, peer observations and feedback sessions. The result is an increased capacity of teachers to deliver teaching and learning programs that support all students.  As part of staff participation in External Validation (EV) processes, all staff benefited from analysis, collation, reflection and feedback practices to develop negotiated evidence sets.  Successful presentation of their findings to the EV panel had a very positive effect on staff and the school community.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  targeted collaborative teacher learning embedded into our weekly staff meetings. Staff will evaluate their learning, demonstrate and share the learning with others. Release from face-to-face teaching (RFF) offers teachers time to engage in professional learning based on Literacy and Numeracy. Time allocations for teachers to engage professionally with other teachers will support them to trial innovative practices, improve or enhance their teaching and keep up to date with current research practice.  The development of instructional rounds with a focus on implementing teaching protocols that ensure teaching and learning is explicit and consistent.</p>
<p>QTSS release</p> <p>\$18,938.88</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Candelo Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  the Quality Teaching, Successful Students(QTSS) initiative, provided Candelo Public School with additional resources to ensure that all students benefit from high quality teaching and learning practices that best meet the full range of student needs. Throughout 2023, the focus was on developing and providing systems to manage evidence-based data sets for External Validation. Providing time for teachers to manage collaborative practices in the school is a focus in our small school. Teachers have developed mentoring and coaching skills as well as providing support through lesson observation, sharing pedagogy for lessons, programs and assessment strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  a continued focus on evidenced-based practices and ensuring that teachers are provided with time to best support collaborative practices across the school. A focus will also be on the use of metalanguage by all staff to</p>

<p>QTSS release</p> <p>\$18,938.88</p>	<p>ensure our students are engaged, make progress and achieve desired growth.</p>
<p>COVID ILSP</p> <p>\$31,270.07</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional teacher (0.4) to deliver intensive small group tuition in literacy and numeracy and working with staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  the majority of students making progress in the constrained skills of Phonics and Phonological Awareness, and a focus on vocabulary to improve reading and writing have thereby impacted positively on reading outcomes and reading levels as identified by Fountas and Pinnell and running records, DoE Year 1 Phonics Screener, DoE Phonological Awareness Diagnostic Assessment and Check in Assessments.  CILSP educator has a strong understanding of the effective use of data to inform planning. The effective use of PLAN 3 was used to plan for and monitor small group tuition groups in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  It is important to continue the implementation of literacy and numeracy small group tuition using a variety of data sources (formal and informal) to identify specific student needs. COVID ILSP funding is not available in 2024 and this will significantly impact our current support structures. The school will need to seek support from the community to target support for small group instruction in literacy and numeracy.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	34	42	46	36
Girls	48	50	52	41

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.7	94.8	90.4	92.3
1	92.0	88.6	92.7	90.4
2	95.0	90.6	88.8	91.8
3	92.8	93.7	90.4	89.7
4	93.3	90.9	92.4	91.6
5	95.9	92.5	93.0	93.7
6	95.6	91.4	91.3	90.7
All Years	94.0	92.1	91.4	91.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- \* Families evacuating and relocating due to NSW floods
- \* Sick students staying at home until a negative COVID-19 test was returned
- \* Household members testing positive to COVID-19
- \* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	3.5
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	46,080.32
<b>Revenue</b>	1,280,543.85
Appropriation	1,237,171.98
Sale of Goods and Services	1,495.43
Grants and contributions	40,581.20
Investment income	1,295.24
<b>Expenses</b>	-1,283,204.87
Employee related	-1,159,791.51
Operating expenses	-123,413.36
<b>Surplus / deficit for the year</b>	-2,661.02
<b>Closing Balance</b>	43,419.30

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.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	127,154
<b>Equity Total</b>	77,773
Equity - Aboriginal	6,906
Equity - Socio-economic	34,942
Equity - Language	0
Equity - Disability	35,925
<b>Base Total</b>	880,719
Base - Per Capita	25,505
Base - Location	24,357
Base - Other	830,857
<b>Other Total</b>	75,185
<b>Grand Total</b>	1,160,832

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.

## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Consultation with focus groups about key school issues is regularly undertaken. The P&C Association is the key consultative group for our parents. The School Parliament is the key consultative group for our students. Staff feedback is gained during regular staff meetings.

During 2023 Candelo Public School participated in External Validation. Parent meetings, staff meetings and student leadership meetings contributed to consultation to inform self assessment strategies and development of future directions.

Teachers offered feedback to the executive team about the opportunity to engage in structured collaboration time. They reported that they highly value this time with colleagues and have identified the advantages of working in inter-stage teams. Staff have offered positive feedback on the refinement of learning support and wellbeing processes, identifying the positive improvement in responsiveness to referral processes to include having greater access to the school counsellor, and the value of support for behaviour expectations in the classroom and playground.

Parents regularly expressed satisfaction with how the school cares for their children and how staff enable students to achieve their best within the classroom. We are grateful to parents who respond to the parent Tell Them from Me survey.

Wellbeing measures on the Tell them from Me survey indicated improved wellbeing with 100% students reporting high expectations of success and engagement in learning. 83% of female students and 100% of male students reported a sense of belonging. 100% of female students reported a strong sense of advocacy, and 78% of male students. Ensuring that both male and female students need is being met, will continue to be a targeted focus in 2024.

Parent engagement in the Tell Them From Me survey provided insufficient data from which to glean judgement or rich feedback. The level of satisfaction from those families that did respond was extremely positive, parents were satisfied with the school response to all matters raised during the year.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.