2010 Annual School Report
Kandos Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Kandos Public School continues to provide quality education in a safe and caring environment. Our school promotes and rewards students individually and in groups in all areas of endeavor – academic, cultural, physical and social.

Our highly dedicated and experienced staff deliver quality teaching and learning programs ensuring that the needs of all students are catered for. They encourage, care and challenge our students to be the very best they can.

Whilst Literacy and Numeracy are our focus, teachers do provide many extra-curricular activities. These activities provide the students with many opportunities to excel, be involved and try new things. I thank the staff for their high level of dedication and commitment to student learning and well-being.

Throughout the year we have received the significant and generous support of a small but extremely hard working P & C. Their efforts are appreciated by staff and students.

This year has seen significant environmental change with the construction of a new purpose built library and the conversion of the old library into two new classrooms. As well the staff are enjoying larger much improved staffroom facilities.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Dianne Moncrieff

School Captains Message

Being Kandos Public School’s Captains for 2010 has brought us many opportunities to represent the school.

One of our most memorable opportunities was being present at the Anzac Dawn service where we had the honour to lay a wreath and read a prayer to the soldiers. Later in the day we led our school in the Anzac Day march. We also spoke at the Anzac Day Service and were invited to lunch with the returned service men and women.

Some of our responsibilities this year have been leading school assemblies, raising and lowering the flag each day and welcoming visitors to our school.

We have also been leaders of the Student Representative Council and have enjoyed having our say on the things that happen at Kandos Public School.

We have enjoyed being School Captains and we’d like to thank everyone who voted for us and giving us the chance to develop our confidence and public speaking skills.

Good luck to the captains of 2011 it will be an experience you’ll never forget.

Tegan Jones and Lachlan Parsons

P & C Message

2010 has been a rewarding year for Kandos Public School’s P & C and one in which I am proud to have completed my second year as President.

Our year commenced with two huge assignments, our annual food stall at the Kandos / Rylstone Street Machine Show in January followed by our co-ordination, on behalf of local schools, of the display of art and craft work at the Rylstone / Kandos Agricultural Show in February. Both tasks were massive but made a lot easier for P & C members by the wonderful volunteers who came forward to assist.

P & C has been involved in the purchase of six blazers, complete with embroidered school logo, to be worn by captains and debaters when representing the school. P & C also purchased new netball uniforms for our representative squad.

After attending a Priority Schools Conference I came back brimming with ideas for our school
and community. One of these was the production of “Early Start Showbags” to be presented to all of our new enrolments at the end of their Early Start Program. The bags were packed with games, books and ideas to support students starting school.

The tea-trolley was a regular sight on assembly days and parents willingly responded to all surveys I presented them with.

Thank you to all who supported the P & C during 2010. We look forward to an exciting 2011 with improved facilities for our children.

Kylie Pennell – P & C President

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

Total enrolments have dropped compared to last year. This can be explained by the departure of a very large cohort of Year 6 and the entry of a small Kindergarten group. Our enrolment of 219 students included 116 boys and 103 girls. 7% of students identify as Aboriginal or Torres Strait Islanders.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>103</td>
<td>119</td>
<td>113</td>
<td>126</td>
<td>116</td>
</tr>
<tr>
<td>Female</td>
<td>107</td>
<td>103</td>
<td>100</td>
<td>111</td>
<td>103</td>
</tr>
</tbody>
</table>

**Student attendance profile**

The school’s attendance figures show 91.9% of students attend school each day. This is slightly less than our averages over the past five years and continues to be below state average (94.4%) and regional average (92.4%).

**Management of non-attendance**

Daily attendance of all students is one of the school’s expectations. Continual monitoring of attendance occurs at class, school and district level. An Assistant Principal oversees school attendance with the assistance of the region’s Home School Liaison Officer. A new attendance policy was developed and endorsed by the parent body. A system of checks and actions are in place.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 PURPLE</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2/3 RED</td>
<td>2</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>2/3 RED</td>
<td>3</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>1/2 PINK</td>
<td>1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>1/2 PINK</td>
<td>2</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>3/4 SILVER</td>
<td>3</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>3/4 SILVER</td>
<td>4</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>5/6 GOLD</td>
<td>5</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>5/6 GOLD</td>
<td>6</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>5/6 GREEN</td>
<td>5</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>5/6 GREEN</td>
<td>6</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>4/5 ORANGE</td>
<td>4</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>4/5 ORANGE</td>
<td>5</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>K BLUE</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Support Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistant</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Part-Time Teachers</td>
<td>0.3</td>
</tr>
<tr>
<td>PSEP</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.504</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4,422</td>
</tr>
<tr>
<td>Total</td>
<td>18,226</td>
</tr>
</tbody>
</table>

We have three staff members of Indigenous background.

Staff retention

At the end of Semester 1, one teacher transferred to Bathurst and was replaced by a permanent teacher who is new to our area.

Teacher qualifications

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

Enter text here

Qualifications | % of staff |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School &amp; community sources</td>
<td>52,265.42</td>
</tr>
<tr>
<td>Interest</td>
<td>13,481.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,898.92</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>765,509.48</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Area</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>12,604.52</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>29,919.53</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>26,545.62</td>
</tr>
<tr>
<td>Library</td>
<td>8,473.51</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>263,009.52</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>27,529.08</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35,962.86</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>15,244.29</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4,609.51</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6,745.80</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>430,644.24</td>
</tr>
</tbody>
</table>

Balance carried forward                   | 334,865.24|

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the Parents and Citizens Association body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Arts
All students are involved in the creative and practical arts with emphasis on opportunities for all to perform and create artistic works.

Highlights for the year included participation in:

- Wollemi Children’s Art Show
- Rylstone / Kandos Show Art Competition
- Cudgegong Learning Community Art Show
- Little Feet Big Steps
- Whole School Performance of “Snow Bright and the Kung Fu Seven”
- Carols by Candlelight with the school being represented by the school choir.

Sport
All students participate in physical education programs aimed at increasing student physical fitness levels, improving game skills and promoting a healthy lifestyle.

Highlights and achievements include:

- Receiving Gold Level Certificate in the Premiers’ Sporting Challenge
- Obtaining funding from both the Coles Sport Promotion and the Premier Sporting Challenge which allowed us to purchase much appreciated sporting equipment.
- Excellence in performance by our Horse Sports team
- Representation in rugby league, cross-country, swimming and golf at Zone, Western and State carnivals
- Great house spirit with students readily accepting house shirts and displaying house pride
- Successful carnivals – athletics, swimming and Infants – shared with Rylstone Public School

Technopush

The KDC-NRMA Technology Challenge is an exciting program where students, teachers and local communities work together to design and construct a pushcart whilst addressing learning outcomes across all Key Learning Areas.

Participation and success required a team effort. The task was to design and construct a pushcart that would meet very detailed specifications. Students conducted extensive research, comprehensive scientific investigations and presented their findings to scrutineers at the Challenge event.

This program was highly motivating for all involved. Student engagement and learning was paramount and community involvement was superb. Above all learning was fun and student morale was high.

Literacy – NAPLAN Year 3

Year 3 student performance continued to be below state average in all strands with the exception of a significant reduction in the percentage of students working at or below NMS in the writing strand when compared to 2009 results (20% 2009 to 7% 2010). No student who sat the test in 2010 achieved below NMS. Student performance in the reading and spelling strands is of greatest concern. Year 3 boys were 76 scale scores below the state average in the test aspect of spelling.
Numeracy – NAPLAN Year 3

Year 3 student performance was below state average and below the school average of the past three years. Of the 72% of students performing above NMS only 7% achieved at Proficiency level. No student who sat the test achieved at Band 1 level.

Literacy – NAPLAN Year 5

Year 5 students are over represented in the bottom 2 bands in reading, writing and spelling strands. Of most concern is the poor representation of students at the proficiency level in the spelling strand (8% school, 36% state, 29% SSG)

Numeracy – NAPLAN Year 5

Year 5 student performance was more positive with 85% of students performing above NMS. Of these students 22% (32% state, 18% SSG) performed at Proficiency level.

Students in both cohorts performed more strongly in Number Patterns and Algebra and require most improvement in Data, Measurement, Space and Geometry.

Progress in literacy

School growth for matched Year 5 students in reading, writing and grammar and punctuation is positive being considerably greater than state growth in the case of reading, equal to in writing and close to in the case of grammar and punctuation. The school average growth in reading for 2010 is 102 scale scores compared to state growth of 83.4. Significant to this result is the performance of matched girls who in 2008 were 76 scale scores below the state average in Year 3 and are now only 8 scale scores below the state average in Year 5. Spelling is once again a concern in terms of poor growth compared to other strands (59.6 school growth, 84.5 state growth)

Analysis of student growth data indicates at least 70% of students have made greater than or equal to expected growth in reading and writing. This growth is spread across all bands not just the lower 2 bands as in 2009.

Progress in numeracy

Analysis of growth data for matched students from Year 3 to Year 5 indicates a school average growth of 77.3 points compared to state growth of 89.3 points with only 47.4% of students making greater than or equal to expected growth. Growth however is distributed across all bands.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
**Aboriginal Education**

The culmination of a year’s work was realized in Term 4 with the completion of the Reconciliation Garden, Totem Pole Gallery and Outdoor blackboards. The hard work of indigenous and non-indigenous families as well as staff has brought a special part of our playground to life.

Our educational programs feature Aboriginal Culture, history and contemporary Aboriginal Australia. This is achieved through acknowledgement of Country at all major events and assemblies and quality material presented by local indigenous contacts.

**Multicultural education**

Multicultural Education acknowledges, promotes and values diversity amongst staff, students and parents. Kandos Public School achieves this by:

- Celebrating Harmony Day to break down racial prejudice and intolerance in Australians
- Sponsoring a World Vision child and involving every student in the fundraising to support our sponsored child.

**Respect and responsibility**

The Virtues program continues to be the linchpin of our Student Welfare Policy. It provides practical opportunities and support for students to demonstrate respect and responsibility in a range of school activities.

The Positive Behaviour for Learning (PBL) program supports our Virtues program and focuses on explicitly teaching students how to be safe, respectful and on task.

During 2010 we have continued to present student of the week awards to students from K-6 who display appropriate virtues. These awards are supported by our P & C Association with the P & C Encouragement Award.

**Priority Schools Program**

Priority Schools funding was used to improve student outcomes in Literacy and Numeracy through:

- Establishment of a R2L mentor position which provided in-class support to staff implementing Reading to Learn methodology.
- Increased student engagement with mathematics by enrolling all students in Mathletics providing access to highly stimulating activities both at school and home
- Releasing executive staff to monitor programs and give quality feedback to staff
- Increasing parental involvement in curriculum based activities and programs that increased parental confidence in being involved in their child’s learning
- Employment of a Community Liaison Officer who facilitated communication between school and community.

The PSP staffing allocation was used to foster student learning as well as staff proficiency around ICT skills, supporting students to access learning through technology. The allocation was also directed towards supporting Stage 1 students in their literacy development by providing an intensive program to a small group of students.
**National Partnership Programs – Low SES School Communities**

In 2009 Kandos Public School was placed on the Low Socio Economic Status component of the National Partnerships Program. This partnership is targeted at getting the best quality teaching into schools.

Our achievements include:

- Making quality teaching a focus of our teaching programming and practice
- Employing teaching mentors to support staff in embedding quality teaching practices into their program
- Adjusting teaching load to allow executive staff to better support beginning teachers
- Targeted professional development to support improvement in student learning outcomes
- Supporting executive staff to develop their leadership capabilities in analyzing data and mentoring staff
- Exceeding targets set for improving growth in student writing outcomes

**Progress on 2010 targets**

**Target 1**

*To increase the number of students who are performing above National Minimum Standard in Year 3, exceeding minimum growth in writing in Year 5.*

Our achievements include:

- 81% of Year 5 students achieved at or above national minimum standard in writing
- School average growth in writing was 66.8 scaled points matching State average growth of 66.8 for matched students
- 71.4% of Year 5 students made greater than or equal to expected growth
- Growth for students was spread across all bands and pleasing students who performed above National Minimum Standards in Year 3 were well represented in students exceeding minimum growth in Year 5

- An extra four staff members were trained in Reading to Learn. This program supports student writing.

**Target 2**

*To achieve school attendance rate of 93% and a reduction in the number of partial absences.*

- Staff reviewed DET and School Attendance policies
- Staff implemented structured attendance monitoring
- A new Attendance Policy was written with support of HSLO and endorsed by parent body

Although our target was not met the school now has a stronger structure for bringing about improved attendance as a result of our focus during 2010.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Leadership and the English Curriculum.

**Educational and management practice**

**Leadership**

**Background**

In 2009 Kandos Public School was included in the federally funded National Partnership Program. This program provided the school with substantial funding which allowed for the implementation of some flexible models of staffing including leadership in the curriculum area of English. All staff were surveyed to gauge the effectiveness of these changes.

**Findings and conclusions**

- 86% of staff acknowledge that changes to staffing and support structures provided through National Partnerships had positively impacted on their teaching practice
31% of staff felt that they were not getting a fair share of the support available

69% of staff felt that more effective staffing and support structures could be implemented in 2011

Reading to Learn is viewed by staff to be an effective program having a positive impact on student learning

Read to Learn remains our key strategy with two more staff to be trained in 2011

Staff suggested that extra time be given to assessment, planning and programming. This would allow for staff to have time to focus and reflect on their teaching and programming

Staff commented that the ability to plan collaboratively with a mentor created a positive learning environment.

Future directions
The following recommendations have been incorporated into the school plan for 2011

The mentor role was consolidated into one role focusing on literacy with the opportunity to model, collaboratively plan and team teach

One staff member will be identified as the Quality Literacy Teaching Mentor (QLTM)

An extra hour of Assessment Planning and Preparation time will be provided to each staff member

Two extra staff members will be trained in R2L methodology

The QLTM will support all trained R2L teachers to maintain the integrity of the program.

Curriculum

English

Background

English with a particular emphasis on writing was evaluated during 2010. Students, staff and parents participated in a range of assessments including analyzing NAPLAN data as well as school based results, interviews and surveys.

Findings and conclusions

- Teachers felt confident in their ability to teach English and believe that they have a good understanding of syllabus requirements
- Teachers indicated that they would benefit from training in the analysis of NAPLAN data and the use of SMART software in order to inform their teaching
- Students were mostly positive about English Teaching and Learning
- Comparing data from student surveys and staff surveys there appears to be a disparity between teacher and student perceptions of teacher use of explicit criteria, quality feedback, teacher expectations of students and the provision of a variety of ways for students to show understanding
- Parents acknowledged that improving student learning outcomes was a high priority for the school.

Future directions
The following recommendations will be addressed in 2011:

- Teachers will be trained in analysis and use of NAPLAN data through SMART software
- Teachers will be supported by QLTM to be explicit in what students are expected to learn. This will be through professional development in the areas of target setting and explicit criteria
- Teachers will participate in quality training and development programs with an emphasis on R2L
- Parents will be provided with opportunities to meet with staff, attend workshops and provide feedback to enhance their ability to be involved with their child’s learning
Parent Satisfaction

In 2010 the school sought the opinions of a random sample of 80 community members. Participants provided feedback on their level of satisfaction with the school through phone surveys and direct interview. Their responses are presented below.

- Overall, the responses were positive with more than 80% consistently indicating that they agree or strongly agree with positive statements about the school
- Surveyed parents believed that more parents could attend school functions that related to curriculum.
- Parents acknowledged that attendance at extra-curricula events such as the Easter hat Parade and Annual School Performance was high
- Surveyed parents indicated that they would like to be more involved with the school but were not sure how.

Future Directions

- Continue initiatives which brings parents into the school
- Re-introduce Welcome BBQ in Term 1 2011
- Offer workshops to support parental involvement in curriculum based activities.

Professional Learning

All staff at Kandos Public School have a professional learning plan which links personal professional learning needs to targets of the school.

Teacher Professional Learning funding was sourced from departmental funds, Priority Schools Program and the National Partnerships program.

A focus for professional learning in 2010 was Reading to Learn methodology. This was to address the target of improving student learning outcomes in writing. Staff also extensively investigated the area of differentiating the curriculum to cater for the needs of all learners within the classroom. Best Start professional learning was of great benefit to Early Stage 1 and Stage 1 staff, developing teacher understanding of the Early Learning Continuum and consistency in teacher judgment.

Kandos Public School staff have a very positive attitude towards professional learning. They welcome the opportunity to attend courses, will always provide feedback to all staff on events attended and will offer to provide school based training to their peers.

School Development 2009 – 2011

Targets for 2011

Target 1

To improve student outcomes in Reading

Strategies to achieve this target include:

- Analyse NAPLAN reading data and school assessment data to identify focus area for reading improvement (comprehension)
- Implement Personalised Learning Plans for targeted students, Out of Home Care students and Indigenous students
- Support staff in developing and implementing quality literacy teaching through Quality Literacy Teaching Mentor
- Use school funds to increase number of students participating in Reading Recovery program
- Continue training staff in Reading to Learn methodology and supporting those already trained
- School system changes and developments including
  - School timetable changes
  - Reviewed scope and sequences for Reading, Spelling and Grammar & Punctuation
- Enrichment programs to challenge students
- Review K-6 Literacy assessment program
- Provide extra time for staff to develop CTJ through co-operative programming and designing and moderating assessment tasks
- Employ Quality Literacy Teacher Mentor
Our success will be measured by:

- Increased proportion of students demonstrating improved reading scores and benchmark levels
- Increased number of students achieving regional benchmarks in reading K-2
- Increased percentage of Year 3 students achieving at proficiency level in reading (17%, 2010)
- Decreased percentage of Year 5 students achieving at or below NMS in reading (30%, 2010)
- Increased knowledge and understanding by staff of NAPLAN data reflected in teaching and learning programs.

**Target 2**

**Improved readiness for school through extended Early Start program**

Strategies to achieve this target include:

- Extend Early Start program from beginning of Semester 2
- Provide professional learning for K-3 staff on the Early Years Learning Framework (EYLF)
- Strengthen links between school and preschool settings
- Increase contact with interagency organisations
- Include students requiring early intervention and assist parents to access this support.

Our success will be measured by:

- Programs implemented to address student need
- Improved outcomes as measured by Best Start Assessment
- Parent evaluation of Early Start program

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Dianne Moncrieff - Principal
Justine Radzievic – Assistant Principal
Juliana Heslop – Assistant Principal (Rlg)
Kylie Pennell – President P & C
Valda Bucan – School Administrative Manager
Julie Sack – National Partnership Committee
Caron McDonald – National Partnership Committee

**School contact information**

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23-37 Dangar Street
KANDOS NSW 2848
Ph: 6379 4201
Fax: 6379 4807
Email: kandos-p.school@det.nsw.edu.au
Web: www.kandos-p.schools.nsw.edu.au
School Code: 2254

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: