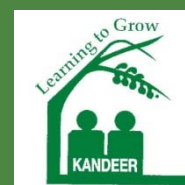




2011

Kandeer School SSP

Annual School Report



Our school at a glance

Students

Kandeer School provides intensive behavioural and educational programs for students with significant social, emotional and/or behavioural support needs.

Staff

The staff at Kandeer School are both professionally competent and committed to gaining the best possible outcomes for students in terms of their learning as well as their social and emotional development.

Significant programs and initiatives

Kandeer School Review

Stephanie Alexander Kitchen Garden Project

Mowers Pulling Ahead Program

National Environmental Centre – TAFE Thurgoona

Messages

Principal's message

Kandeer School is a School for Specific Purposes (SSP) and we cater for students struggling within a mainstream school setting from Year 5 in Primary School to Year 10 in High School.

We do so through:

- Personalised learning plans in which each student is treated as an individual and because of this all their educational needs are being met
- Professional and committed staff to oversee every aspect of the students' education
- Innovative ways in which to teach outcomes so that the students are engaged in lessons
- An open door policy to all parents, carers, students and support staff to help us get the best out of each individual

- A compassionate and caring environment in which we strive to make every individual feel valued, safe and an important part of our school community.

Kandeer School's motto is 'Learning to Grow'. Our success is determined by teaching our students to grow personally, not just achieving educational outcomes. We strive to give students a variety of opportunities to increase their self-esteem while teaching those many valuable skills that will enable them to transition successfully into a mainstream setting, TAFE or the workforce.

Kandeer School provides students with behaviour difficulties, an environment where they can experience success through, having an individual learning program, achieving individual behaviour goals, developing pro-social skills, developing community living skills, providing opportunities for work experience and transition to TAFE, providing opportunities to access technology to enhance learning and targeting areas of interest.

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.

Peter Ellison
Principal



P & C and/or School Council message

Kandeer School provides an excellent learning environment for students who have difficulty managing their behaviour. Our aim is to provide an education that encourages a 'hands-on' approach and programs that engage students.

The very committed staff is ably led by the Principal, Mr Peter Ellison. The Management Committee is very proud to provide support for all their endeavours.

In 2011 some students attended their mainstream high school three days a week with the support of their Teacher and School Learning Support Officer and tasted success in this environment. A spin off of this program led to worthwhile work experience opportunities for some students.

The Stephanie Alexander Kitchen Garden program gathered momentum with the planting of fruit trees, installation of a number of raised garden beds and the development of a three bay kitchen where delicious food is regularly produced.

In Term 1 a Trivia Night was a great success raising almost \$2,000 for the school.

In June an equally successful NAIDOC was held providing numerous exciting activities for the students and their families.

During Term 4 the senior students worked once a week at the National Environment Centre, part of the TAFE at Thurgoona. Those students who participated enjoyed the practical experiences offered to them.

The two senior classes have also been involved and engaged in the rebuilding of an old ride-on mower that they will use to compete in an inter school competition at the Henty Machinery Field Day in 2012.

During the year a formal review of Kandeer School operations was conducted and the recommendations and strategies published will assist the school to confidently move forward.

Congratulations must go to all the staff and Management Committee for their commitment, expertise and enthusiasm during 2011.

Certainly we can all justly feel very proud of Kandeer School.

Jean Evans

Chairperson

Kandeer School Management Committee

Student representative's message

In 2011 we started at the farm in Thurgoona. We were building a cubby house from scratch. We learnt to use electric hand tools and nail guns and then after that we got to ride motor bikes.

I did work experience at Haus of Meat, it was a great experience.

We went on many excursions like rock climbing, laser tag and Albury Steel Fabricators.

I planted strawberries in the garden.

Karl Hawkins



School context

Kandeer School is a School for Specific Purposes that caters for students in Years 5-10 with emotional and behavioural disorders.

Students drawn mainly from the Albury area are referred to Kandeer School from primary and secondary Principals or other community links e.g. Community Services and Juvenile Justice. The students' names are submitted to a regional panel to determine their eligibility.

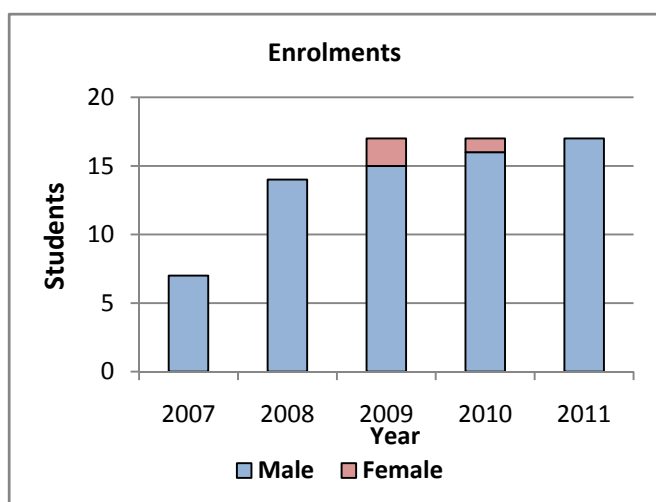
Members of the School Management Committee consist of the Principal, Kandeer School staff representative, local school representatives, community representatives and a parent representative.

The school has prioritised Literacy, Numeracy and Attendance for the next three years. Our school supports quality teaching and learning with a strong focus on 'Significance', raising expectations and achieving quality education for all.

Student information

In 2011 Kandeer School had three classes with a maximum student enrolment of 21 students.

Student enrolment profile



Student attendance profile

The students who attend Kandeer School have in most cases had a poor attendance record at their previous educational setting. After an initial transition period, students either attend Kandeer School full time or attend their home school part time and attend Kandeer School for the rest of the week.

Student attendance is recorded daily. A significant gain was made with attendance and participation for one Aboriginal student this year.

Structure of classes

We have three classes with a maximum of seven students in each class. In 2011 we had one primary class and two secondary classes. Each class is staffed by a Teacher and a School Learning Support Officer.

Post-school destinations

During the 2011 school year three students exited the secondary program at Kandeer School and returned to local high schools full time. One student moved interstate. Three students exited the primary program at the end of 2011 and moved into the Kandeer School secondary program.

Staff information

Staff establishment

Position	Number
Principal	1
Classroom Teachers	3
Support Teacher Learning Assistance	.636
Teacher Librarian	.084
Counsellor	0.1
School Administrative & Support Staff	4.58
Total	9.4

The school employs an Indigenous School Learning Support Officer.

Staff retention

The staff retention figure is not reported as the number of teachers in the school is smaller than the threshold for which this information is provided.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	50
Postgraduate	10

Financial summary

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

Date of financial summary	30/11/2011
Income	\$
Balance brought forward	54,380.94
Global funds	58,519.71
Tied funds	91,073.37
School & community sources	2,268.75
Interest	4,851.30
Trust receipts	27,868.50
Total income	<u>238,962.57</u>
Expenditure	
Teaching & learning	
Key learning areas	16,269.71
Excursions	44.91
Extracurricular dissections	907.99
Training & development	12,493.11
Tied funds	96,752.55
Casual relief teachers	14,098.41
Administration & office	20,644.53
Utilities	9,878.75
Maintenance	19,039.57
Trust accounts	7,194.25
Total expenditure	<u>197,323.78</u>
Balance carried forward	<u>41,638.79</u>

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the Kandeer School Management Committee. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Academic

The School Education Director has exempted Kandeer School from participation in NAPLAN.

Literacy

All students have participated in the individualized reading and spelling program offered at Kandeer School.

Many students have made vast improvements in not only their spelling and reading but in their commitment to improve.

Significant programs and initiatives

Stephanie Alexander Kitchen Garden Project

2011 saw the opening of our brand new, three bay, state of the art kitchen as well as the first harvesting of vegetables from our new Garden.

Each class assists in the garden and together create meals to share as a class, this has a profound effect on our students' behaviour and self-esteem.



Mowers Pulling Ahead Program

We have developed and fostered partnerships with the Murray Industry & Community, Education, Employment Partnerships (MICEEP) as well as local industries as part of the mowers pulling ahead program.

The students at Kandeer School participated in the Tractor Pull with other local schools at Henty Machinery Field Days in 2011.



Agricultural Programs

Students attended the Riverina TAFE National Environmental Centre each week in Term 4. This is a certified organic 400 acre farm and the students participate in all aspects of working on a farm. It is a Certificate II course.



Aboriginal Education

We have a respect for Aboriginal culture and actively promote and participate in celebrations such as NAIDOC, Reconciliation Week and Sorry Day. We regularly have excursions and activities including art and sports that reflect this respect.

Our 2011 NAIDOC celebrations involved members of the local Aboriginal Community. The celebrations started with a Welcome to Country by Denise McGrath and a flag raising ceremony.

Troy McGrath, demonstrated the didgeridoo and led the students in Aboriginal Dancing.



We shared a meal including kangaroo steak, damper and bush tucker jams. James Fallon High School students provided scones.

The students then played traditional Aboriginal games and participated in spear and boomerang throwing with Richard Kennedy.



Denise, Troy and Richard are part of our local Aboriginal community.

Multicultural Education

Our students have been involved in activities based on discussions of identity, diversity and celebrating difference. Students are encouraged to recognise that everyone is entitled to rights without distinction of any kind, in particular as to race, colour or national origin.

In partnership with YES (Youth Emergency Services) students participated in the Drumbeat Program which emphasises social harmony and living in 'rhythm' together.

Respect and Responsibility

Kandeer School applies values education to the overall curriculum provision, our structures, policies and our procedures.

These values assist in providing a positive school climate which extends beyond the classroom to assist students' social and civic skills and to build resilience and responsibility for lifelong learning. Student welfare structures promote students taking responsibility for their own behavioural choices.

The 'card disciplinary' system was introduced to monitor behaviour.

Priority Schools Program (PSP)

PSP enables the school to offer a broad range of quality educational programs in literacy, numeracy and life skills which enhance student attendance and participation. The PSP funding provided for improved teacher/student ratio, professional learning and literacy and numeracy resources.

A literacy teacher was employed on a .1 basis throughout 2011. In addition many new resources were provided to the Library and class novel sets and workbooks were provided to each class.

Connected Learning

A connected classroom was installed at Kandeer School in 2011 as part of the BER program.

Other Programs

Senior Program – Janelle Dunn

2011 has been a year of great highlights and successes for the class.

The year began with enormous rainfalls in January and a large photo featured in The Border

Mail of three students riding their scooters through a flooded Norieul Park.

Once at school they were throwing themselves in the air at Flyaway Gymnastics, dancing at Hume Dance School and rock wall climbing at the newly opened centre in Lavington.

During the year the class also played golf at Albury, Thurgoona and Yackandandah Golf Courses, improved their boxing skills at Fight Gym and their fitness with personal trainers at Norieul Park.

Weekly Sex Education classes were also presented during Term 1 by Sheree Scott from Regional Office.

During Term 2 the students participated in the 'Drumbeat Program', learning to drum to a rhythm and in harmony with each other, the aim being to improve group cohesion and social skills. This was conducted by Craig Rogers from YES.



Along with parent and community lunches, class afternoon teas, reward lunches at the Commercial Club with Mr E, the students did manage to squeeze in the very popular academic lessons of English and Maths.



There was plenty of reading, writing and 'adding up' to be had and everyone was happy.



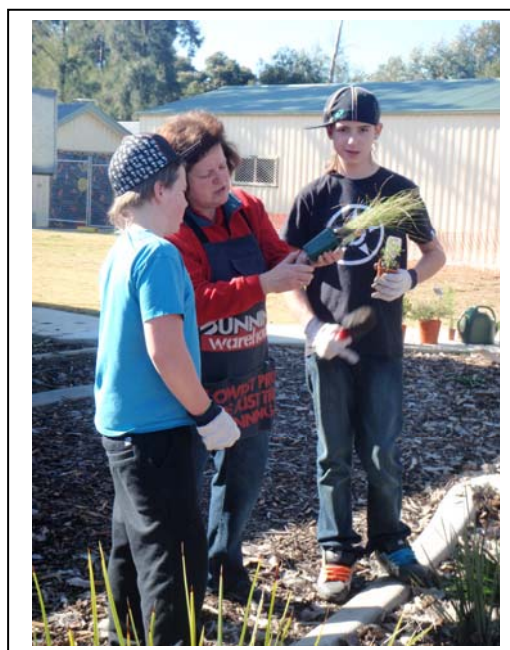
Every week throughout the year students participated in art lessons and design and technology lessons. They have decorated fruit cakes, made and decorated wooden bats using the jigsaw, made and decorated pillowcases using the sewing machine, embroidered, made jewellery and of course produced many admirable art works.

With the onset of the Stephanie Alexander cooking and garden program in Term 3, the students have had the wonderful opportunity to build a vegetable garden and grow produce to cook 'chef' standard meals.

During Term 4, both senior classes have been fortunate enough to attend the Riverina TAFE National Environment Centre farm at Thurgoona every Thursday.

They have mustered sheep, sheared an alpaca, built a cubby house from scratch (a great achievement) and learnt to look after small engines in the form of motorbikes. Of course, the reward was always some fun bike riding at the end of every session.

The students have also, with the support of Bunnings' staff, helped beautify the school with an extensive nature garden.



The boys have also been stripping down a ride-on mower at Albury Steel Fabricators every Monday in order to rebuild it into a small racing tractor to race at the 2012 Henty Machinery Field Days.

Leonie and I are so incredibly impressed with all that the boys have achieved in 2011. Improved reading, writing, maths skills, computer skills, fitness and agility, farm and construction skills, mechanical and welding skills, cooking and gardening, design and technology and artistic skills and importantly social skills.

We need to remember to compliment our children for their efforts and successes in 2011.

Our aim in the classroom is to provide a supportive and encouraging environment where students will feel confident to contribute, participate and learn. We are a unique place of learning that provides an extensive number of opportunities for every student. We are a close community where staff, students and parents work together to support and encourage each other.

As the class teacher, I thank all parents, friends and the community for all your support this year and I thank all the students for the many fun and enjoyable times we have had.

Senior Program – Sam Doolan

Many positive achievements were seen in 2011 both at Kandeer School and at our student's Mainstream High Schools.

Our class structure changed throughout the year and along with these changes we lost and gained students in our class through transition to mainstream and/or work experience.



One student successfully transitioned back to his mainstream high school on a fulltime basis.

Within the classroom we have improved our computer and mathematics skills through our daily math lessons on the student's notebooks.

In English we have concentrated on building our comprehension skills through a variety of tasks. We have also been working out of our Essential English text which is teaching us many different rules on the spelling of words from the English language.

Throughout Term 4 Adam Preston taught the senior class while I became the SAKG Kitchen Specialist.

Adam inspired the class to start some more hands on projects such as concreting and woodwork.



In the Stephanie Alexander Kitchen lessons students were able to work as a team to produce chef quality meals and then sit as a group to eat together, improving their social skills.



At the end of term 4 a Kandeer School Recipe Book was produced containing all the recipes of the meals that the students had prepared.



I would like to take this opportunity to thank the parents of our students for their support whilst teaching their children; it has been a great experience.

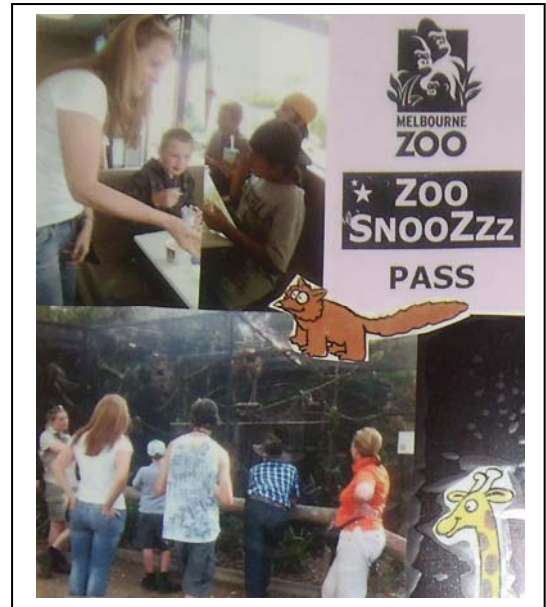
Primary Program – Sadie Butler

The primary class attend Kandeer Monday, Tuesday, Thursday afternoons and all day Wednesday, our main aim with the primary class is to transition them back into their schools with support from the staff here at Kandeer School in the mornings.

In their afternoons at Kandeer School they work hard on their numeracy and literacy skills along with their communication and social skills to manage their behaviour and assist them in returning to their primary school full time.



We have been working on a points system that culminates to weekly, term and semester reward trips. The primary class has really got on board with this and works very hard whilst at school. The students give themselves the best chance to attend all reward activities. The majority of the primary class attended the end of semester reward to Melbourne Zoo for an overnight Zoo Snooze.



Each week the students have been participating in the Stephanie Alexander Kitchen and Garden project. They have one lesson in the garden and one in the kitchen each week. The students have been planting, tending and harvesting fruit and vegetables in the garden with our Garden Specialist, Marg Tanner and using them in the kitchen to cook a range of recipes with our Kitchen Specialist, Sam Doolan.



After preparing and cooking the food the whole class sets the table and sits down to a lunch together. The SAKG program provides students with many practical and social skills. Social skills gained from this program include working as a team, good manners and etiquette.



Progress on 2011 targets

Target 1

Literacy: 78% Achieve reading age at least equal to their chronological age (primary) and 13+ (secondary).

Strategies to achieve this target include:

- Analyse and evaluate current reading instruction including MultiLit and the SRA Spelling Mastery program.
- Develop a Reading Plan that engages both Primary and Secondary students with reading deficits.
- Embed Quality Teaching practices into all lessons with a focus on literacy specific skills across all KLA's.
- Staff trained in the implementation of reading program/strategy.

Our success will be measured by:

- An increase in student engagement in literacy lessons.
- A decrease in the gap between students reading age and their chronological age.
- A whole school reading approach.
- Staff trained in the implementation of literacy strategies.

Our achievements include:

- One teacher has been trained in Accelerated Literacy strategies.
- All students are engaged in their literacy lessons.
- There has been a significant decrease in the gap between student's reading age and their chronological age as students have progressed through the various levels in MultiLit.

Target 2

Numeracy: 78% of students achieving outcomes in their stage group.

Strategies to achieve this target include:

- Individual Learning Plan (ILP) to address student identified needs in the areas of numeration, measurement, time and space.
- Ensure Quality Teaching is evident in all numeracy lessons to promote high levels of engagement.

Our success will be measured by:

- An increase in student engagement in numeracy lessons.
- An increase in students working at or above their stage level.
- The development of core numeracy modules with specific trade components.
- Each student will have a least two numeracy outcomes in their ILP.

Our achievements include:

- Students work through ILP to achieve outcomes according to their particular stage.

Target 3

Aboriginal Education: Indigenous students to have an attendance rate of at least 85%.

Strategies to achieve this target include:

- All Indigenous students to have a personalised learning plan.
- Increased involvement in the "Dare to Lead" teaching and learning program.
- A mentoring program for SLSO - Aboriginal students.

Our success will be measured by:

- All Indigenous students having a personalised learning plan.
- All staff will have completed phase 1 of the cultural awareness training.
- Community members have been identified and matched with students as part of the mentoring program.

Our achievements include:

- Personalised Learning Plans have been developed for students in 2011.
- All staff have participated in cultural awareness training.
- One student's attendance increased by 100% by Term 4.

Target 4

Student Welfare: 72% of students achieving green status in the points system.

Strategies to achieve this target include:

- Review and monitor the existing student welfare system.
- Increase in pastoral care opportunities and the development of a local business network for guest speakers.

- Improve links with classroom teachers/executive staff across the Albury area to share Kandeer School's expertise.

Our success will be measured by:

- The number of students achieving the top level in the welfare system.
- Improve links with classroom teachers/executive staff across the Albury area to share Kandeer School's expertise.
- Staff adopting a consistent approach to dealing with challenging behaviour.

Our achievements include:

- Introduction of card discipline system.
- Increase in students demonstrating appropriate decision making skills.

Target 5

Post Kandeer School: 100% of students exiting the Kandeer School program are engaged in further formal education, paid employment or a traineeship/apprenticeship.

Strategies to achieve this target include:

- ILP's to reflect access to significant and relevant educational opportunities.
- Negotiate and support access to curriculum expertise and specialist learning spaces of local high schools and TAFE.
- Source employers in local area with a view to work placement, traineeships and apprenticeships.

Our success will be measured by:

- Post school destination data.
- Students involved in transition programs.
- Students engaged in school based VET programs.

Our achievements include:

- Two students returned to full time local mainstream schooling.
- Two students returned to full time mainstream schooling in other locations.

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.

Kandeer School Review

In August 2011 Kandeer School conducted a review of the program of education that was being provided for our students.

The purpose of this review was to self evaluate, generate recommendations and act on the findings to assist Kandeer School to improve our program to meet the educational, social and emotional needs of our students.

The terms of reference for this program review were:

- School organisation in relation to curriculum, class structures, attendance patterns and relationships with referring schools.
- Policies and procedures for teaching and learning.
- Supervision and support of staff to meet students' needs.
- Referral and exit procedures.

After considering the review findings, the review team submitted five recommendations:

- The model of operation should be based on the placement of students for a limited period of time with comprehensive Personalised Learning Plans (PLP) negotiated prior to placement with exit/transition plans clearly defined.
- The school community develops a 'Statement of Purpose' for the school.
- The school executive review the procedures relating to serious incidents with a view to developing clear, consistent and transparent procedures in dealing with extreme student behaviour in line with OHS and DEC policies and guidelines.
- The staff have access to and participate in Professional Learning activities and the identification of school and individual needs are identified as part of the EARS and TARS process.

- The school develops a comprehensive policy on assessment and reporting procedures.

As a result of these recommendations, Kandeer School has developed a comprehensive action plan for 2011/2012 that highlighted the action area to be improved, the staff responsible, the timeline for completion and the resources to be allocated to facilitate recommendations implementation.

Kandeer School has made significant progress in implementing the recommendations.

Educational and management practice

TARS (Teacher Assessment and Review Schedule)

Background

Each year all teaching staff participate in an evaluation of their performance called the Teacher Assessment and Review Schedule (TARS). This schedule forms part of the staff development program for all teaching staff. The schedule involves observations, interviews and staff development programs.

Findings and Conclusions

Our findings were that staff valued the nature of the TARS schedule and found that the positive aspects in the schedule included a range of strategies for planning, assessing and providing feedback. The process included a timeline where staff are assessed once a term using a variety of strategies including formal interviews, lesson observation and reviewing data.

Staff also valued the inclusion of professional development plans in the TARS process.

Future Directions

The teacher assessment review will continue as part of school management however there will be a strengthening of the teacher conferences and goal setting process.

Curriculum

Students at Kandeer School participate in all curriculum areas with a priority given to literacy and numeracy. The skills that are developed in these key learning areas (KLA's) are then embedded in the teaching of all KLA's. The English curriculum is an essential element in each student's Individual Education Plan and was

evaluated as part of the self evaluation of the school curriculum.

Background

Students at Kandeer School have Personalised Learning Plans and priority is given to literacy including reading, comprehension and listening. The skills of literacy impact significantly on the student's ability to be successful in other curriculum areas. The development of explicit literacy skills is supported through the Priority Schools Program.

Findings and conclusions

Literacy at Kandeer School is a priority and is currently implemented using different approaches in the primary and secondary classes. Students are making progress towards closing the gap between their chronological age and their reading age.

Future directions

English curriculum will remain a high priority area for the students at Kandeer School and will continue to be integrated into all our Significant Programs.

Professional learning

All staff had access to professional learning in 2011. Staff participated in learning activities covering aspects of the school plan.

These included Occupational Health and Safety training; policies and procedures; Aboriginal education; PSP conferences; finance; child protection; first aid, emergency care; CPR; first aid for mental health and curriculum related planning.

Professional development occurred during school development days, at combined staff workshops, Principal consolidated training, visits to other schools, network meetings and at specific courses or conferences.

The average amount spent per staff member was \$1,537.70.

School planning 2012–2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

Improve Literacy and Numeracy

2012 Targets to achieve this outcome include:

- All students achieve their literacy and numeracy outcomes identified in their Personalised Learning Plan.

Strategies to achieve these targets include:

- Utilize a variety of programs.
- Acquire further numeracy and literacy resources.
- Provide professional development opportunities for staff to develop over all areas of literacy and numeracy.

School priority 2

Outcome for 2012–2014

Increase Student Attendance

2012 Targets to achieve this outcome include:

- All students achieve their behavioural and social skills outcomes identified in their Personalised Learning Plan.

Strategies to achieve these targets include:

- Develop and implement strategies to lift parental expectations of their children's education.
- Term and Semester rewards based on a daily points system.
- Implement life skills program to increase student engagement through Significant Programs and Initiatives.
- Parent and Community Engagement, including Parenting Workshops.

School priority 3

Outcome for 2012–2014

Decrease the number of challenging behaviours through a whole school approach to student welfare.

2012 Targets to achieve this outcome include:

- All students achieve their attendance and behavioural goals as identified in their Individual Education Plan

Strategies to achieve these targets include:

- Continue to review and develop discipline policy and welfare policy and card system.
- Review all Personalised Learning Plans regularly.
- Develop a system of re-entry planning incorporating restitution and restorative justice.
- Whole school to participate in Positive Behaviour for Learning training.

School priority 4

Outcome for 2012–2014

All students exiting the Kandeer School Program are engaged in further formal education.

2012 Targets to achieve this outcome include:

- All students re-integrate into their home school or other appropriate least restrictive educational setting or other training provision.

Strategies to achieve these targets include:

- Establish transition plans from primary to high school.
- Establish a transition program on enrolment for each student, back into their home school.
- Provide ongoing, focused transition support for all students.
- Continue to develop and nurture partnerships with local community groups.
- Improve partnerships with local mainstream schools.

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.

Peter Ellison - Principal

Sadie Butler - Classroom Teacher

Sam Doolan - Classroom Teacher

Janelle Dunn - Classroom Teacher

Robyn Gill - School Administrative Manager

Marg Tanner – School Learning Support Officer

Jean Evans - Chairperson, Kandeer School Management Committee

School contact information

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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:

<http://www.schools.nsw.edu.au/asr>

