



Education & Communities

Public Schools NSW

5744

2022



KANDEER SCHOOL
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

Stephanie Alexander Kitchen Garden Project

Mowers Pulling Ahead Program

Two Million Dollar School Upgrade

Messages

Principal's message

2012 has been a very busy and productive year for both staff and students.

This year saw the commencement of a two million dollar upgrade of the facilities at our school including an increase in land size to accommodate this upgrade.

This year we also celebrated Kandeer School's 20th year of operation. It was fantastic to be able to celebrate this occasion with the founding Principal, Jan Buckmaster and past teachers, including Peter Bryan who is now the Home School Liaison Officer and past students who shared their successes since leaving Kandeer School.

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 a very good learning environment for students who have difficulty managing their behaviour.

Our aim is to provide programs that engage students and encourage a 'hands on' approach to their education.

The very committed staff is ably led by the Principal, Mr Peter Ellison, and the Management Committee takes pleasure in providing support in their constant endeavours.

The success of our motto '*Learning to Grow*' is not only determined by our students experiencing success in all aspect of the programs including participation, developing appropriate social skills and achieving educational outcomes but also from growing personally.

The School Plan 2011 to 2014 has been completed and identifies four priority areas. Four recommendations have eventuated from the formal school review in 2011 and an action plan is in place.

The school remains committed to many varied programs including Volunteer Programs, the Potting Shed, Mowers Pulling Ahead, the Stephanie Alexander Garden and the TAFE Environmental Centre. Students participated in sport at various venues, including The Flying Fruit Fly Circus and Fight Gym.

NAIDOC, celebrated on 26 July 2012 was a great success with students, staff and community participating in a myriad of varied activities.

On 29 November 2012, family, friends and community were invited to the school to celebrate the 20 Year Anniversary of the formation of Kandeer School.

Staff and students are very excited about the extensive upgrade of the school buildings which is taking place and should be completed during 2013.

Congratulations must go to the staff and the members of the Management Committee for their commitment, enthusiasm and expertise during 2012.

**Jean Evans, Chairman - Kandeer School
Management Committee.**

Student representative's message

2012

At the start of the year we went to the agricultural farm at Thurgoona. We each took turns in feeding and helping out the animals and plant structures at this joint. We practiced carpentry and animal husbandry.

In school we built a potting shed – me and my fellow classmates.

During terms two and three we went hiking every week, covering distances of up to twenty kilometers at a time. We mainly concentrated on walking the Hume and Hovell track from Albury. At the end of term three we went on a camp north of Tumbarumba. We walked twenty kilometers in and another twenty kilometers out. It was awesome. We had so much fun. We had a swim when we got there and had a campfire at night. We played games and ate marshmallows.

Because we earned enough points for being good, at the end of the year me and Jesse went with Janelle and Neil for the end of year reward. We got to fly to Sydney, spend time in the city and climbed the Sydney Harbour Bridge. We had lunch by the Aquarium and me and Jesse went into the Wildlife place and the Aquarium.

As a class we drove Jesse to work experience occasionally. It made me look forward to year 9 when I could start my work experience.

Brock Plas - Year 8

Last year we went to Henty. Blade, Jesse, Will, Sadie and I went as a reward. We rode the tractors that other schools had made. I test rode the tractors. We got a banana milkshake. It took half an hour to drive there. Leonie drove the bus. I got a photo taken in the plane with Blade. I bought some magnets that you throw up in the air and they join together.

We walked around and got something to eat. We walked around for about half an hour and then drove back home.

This class went to TAFE. We went once a week on Thursdays. We made damper. We had bacon and eggs. We fixed cars. We moved the chooks and fed the pigs. We had to feed the baby piglets with grains and stuff.

This was at the TAFE out at Thurgoona. We also got to pick up the chooks and pick up the eggs. They tasted way better. These chooks are normal and fed on bread and scraps and stuff.

Stu taught us how to play the guitar. He taught me 'Eye of the Tiger', 'Smoke on the Water' and I learnt myself how to do 'Thunderstruck'.

Neil taught us stretches, how to calm yourself down and relaxation. This was relaxing.

Sadie is a nice teacher. She's always helping us when we are sad.

David Kendray-Gladwin - Year 7

Sovereign Hill

Our end of term reward for the end of the year was a trip to Ballarat. We went with Sadie's class. We went gold panning. The gold is really small. We watched the dude making gold. I played chasey. We had tea and lunch and then we went to this big as viewing to see the countryside. We went to a museum full of gold and stuff like that. We went to the lolly shop and then went and played bowling. We had to go down to where dudes used to goldmine. On our way back we watched a marching band and went to McDonalds.

Luke Collins - Year 5



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. The students' names are submitted to a regional panel to determine their eligibility.

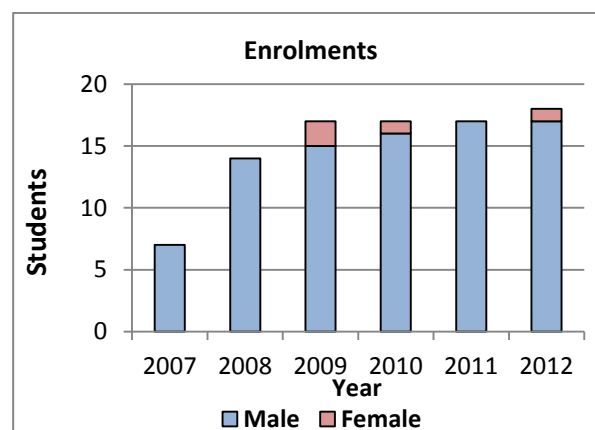
Members of the School Management Committee consist of the Principal, Kandeer School staff representative, local school representatives, community representatives and a parent representative.

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 2012 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.

Post-school destinations

During the 2012 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 2012 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	100
Postgraduate	20

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	30/11/2012
Income	\$
Balance brought forward	41638.79
Global funds	54888.71
Tied funds	49393.94
School & community sources	6227.36
Interest	3116.06
Trust receipts	0.00
Canteen	16558.06
Total income	171822.92
Expenditure	
Teaching & learning	
Key learning areas	7183.65
Excursions	622.21
Extracurricular dissections	5747.28
Library	0.00
Training & development	2954.43
Tied funds	28006.47
Casual relief teachers	5737.18
Administration & office	11019.49
School-operated canteen	0.00
Utilities	11505.01
Maintenance	13120.16
Trust accounts	26182.80
Capital programs	0.00
Total expenditure	112078.68
Balance carried forward	59744.24

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

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

2012 saw our Kitchen Garden project evolve and expand and we were able to invite a number of Primary and High School Principals as well as Department of Education and Communities staff including our School Education Director, Peter Smith and our Regional Director of Education, Colin Parker to come and join us for a hearty lunch prepared and cooked by our students.



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 2012.



Small Motors

Based on the success of the Mowers Pulling Ahead Program, we have commenced a Small Motors Program which we hope to expand even further to a Road Safety Program.

Agricultural Programs

Students attended the Riverina TAFE National Environmental Centre each week in Semester One. 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.

As part of our NAIDOC week celebrations in 2012, Kandeer School students, with the assistance of local Aboriginal artist, David Dunn, have produced a magnificent mural depicting the 'branch of a tree' (Kandeer means 'branch of a

tree) highlighting the various paths students can follow.

This mural takes pride of place at the front of the school and is the back drop for our Bush Tucker Garden.



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 discrimination 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

2012 saw Kandeer School become a Positive Behaviour for Learning (PBL) School by expanding on our core values;

Be Respectful

Be Responsible

Be Safe

Be a Learner

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.

National partnership programs

Every Student Every School Project

As part of the Every Student Every School (ESES) program, Kandeer School is developing a project/product which is focusing on Transition for students at critical points.

This transition product will be shared with our network of schools to facilitate the exchange of relevant student information to all stake holders when transitioning from one educational setting to another.

Major School Upgrade

At the end of 2012 Kandeer School was thrilled to learn that we were to receive a \$2 million dollar upgrade of our buildings and facilities as well as gaining extra land that almost doubles the size of our site.

Work commenced in December this year and will be complete in 2013.

Other programs

Senior Program

At Kandeer School we aim to send a message to our senior students that is relevant to all members of society, no matter their age or experience and that is:

As every person travels their pathway through life, more challenges and expectations are placed in front of them. Some they may find easy, as they have learnt strategies to solve many problems but others will be more difficult and will be met with fear and anxiety.

The key to overcoming difficulties, and to keep moving forward, is education – learning new skills, gaining knowledge, accepting change, being positive rather than negative, being determined and committed to conquering fears and accepting that some problems in life are more difficult than others.

At Kandeer School, we also encourage students to ask for help when they need it. We plan that our lessons will stay with our students throughout their lives. We aim to teach them to show respect, be responsible, be safe and be life-long learners. We want them to understand that an incorrect answer, a mistake, or a dispute is a stepping stone, not a stumbling block. Each experience is one that can be analysed, reflected upon, learned from, stored away and brought back for use again during life's journey.

As Nelson Mandella said '*I am the master of my fate, I am the captain of my soul*' and so it is for all of us and for each student at Kandeer School.

The secret to ultimate achievement lies within each of you and how you use your education.

During 2012 students have engaged in learning across a variety of programs. Each area of study

has provided opportunities to develop skills, knowledge and attitudes.

We aim to encourage creativity, to approach problems with an open mind, consider possibilities and learn from experience.

Of course, there is always an element of risk as ideas are put to the test. But learning to accept problems, solve them without crippling emotion stopping the process, is a life skill in our ever changing world. We aim to teach students to learn to be patient, tolerant, courageous, and respectful of others, to be thinkers and to be able to relax, laugh and enjoy their lives.

Every day we do literacy and numeracy. Other programs this year have engaged our students across a variety of skill sets. From attending the Riverina TAFE Farm with Wayne Cheshire; feeding the animals, repairing small engines and learning how to use tools, to the Mower's Pulling Ahead Program where students converted a ride on mower into a mini tractor capable of pulling a sleigh which was tested at the Henty Machinery Field Days. Students participated in a Sports program which included golf, Fight Gym, Fruit Fly Circus, Indoor Soccer, Rock Wall Climbing and Martial Arts.



Every Thursday, during Semester 2, the boys actively and surprisingly, at first, threw themselves into the Outdoor Education Program. This Program was so good and sooooo much fun! We hiked every week, up to distances of 20 km, over beautiful Australian countryside, primarily focusing on following the Hume and Hovell track. This program culminated in an overnight camp north of Tumbarumba. The students hiked 20 km into the camp and another 20km out the next day.

This year we also became involved in the Premiers Volunteering Program; gardening at Wewak School, reading to Kindergarten students at Albury North Public School, walking foster care

dogs and creating flower arrangements for Murray Gardens residents.

We have also built a potting shed at school, constructed Billy carts, attended performances at Albury Entertainment Centre (Circus Quirkus and Magic Show) and 'Moth' at the Hothouse Theatre, and been lucky enough to have science lessons with David Thurley, a local scientist and astronomer. We also had art lessons with Leonie, guitar with Stu, Relaxation with Neil and Kitchen and Garden lessons with Megan and Tanner.

Every day, throughout Semester 2, students earned points towards a final reward excursion. This year Jesse Shannon and Brock Plas earned enough points to fly to Sydney and climb the Sydney Harbour Bridge. We also visited the Aquarium at Darling Harbour, the Opera House and the City Centre. We had a brilliant day and I would like to congratulate Jesse and Brock for all their positive efforts throughout the year. I would also like to thank *Rex Airlines* for generously donating the airfares.

As a unique school community we work together to prepare our students for a world beyond the gates of Kandeer School, a world that requires them to have strength of character, persistence and an ability to confidently bounce back from disappointment. As parents, carers and teachers we often need to make hard decisions when emotions are high. The key is to take a breath and realise that we have a greater agenda to pursue than that of an immediate yes or no response to provide instant gratification to a demanding young person. We know that there will be plenty of good times ahead, parties to go to, time with friends, learning to drive etc. It is important that our children/students know that a poor decision now can lead to regret and lost opportunities, and while they may not appreciate it or understand it, it is important that, as adults, we help and encourage them to make the right decision, or as we say at Kandeer School 'make the right choice'. It may be getting out of bed and coming to school on time, it may be choosing to participate in their own education and progress their learning. It may be finding ways and strategies to control anger or not getting in a car with a drunk or inexperienced driver.

It is true, that raising a child takes a supportive and caring community.

Together, we look forward to continuing our efforts in 2013.

A big thankyou to Neil for his wonderful support to all.



Janelle Dunn
Senior Teacher

This year has been a year of change for my class, with many students experiencing their first year of high school and participating in a whole range of exciting programs.

Semester 2 has also seen an almost new class with four new students joining and fitting in perfectly. We welcomed Brayden, Sam, Jacinta and Teagan, who has now moved on.

The programs this year have been extremely varied from building a ride on mower to compete at Henty Machinery Field Days, volunteering in the Premiers Volunteering Program, hiking and camping for Outdoor Education, learning guitar, self-defense and relaxation exercises, to constructing engines in the newly introduced motor awareness program. The students have been particularly engaged in these programs and

have enjoyed participating in them all, even the 40km hikes!

We have also continued with some programs from last year including Stephanie Alexander Kitchen Garden program, Art and a variety of sports.

We would like to thank Tanner and Megan for their help with SAKG and Leonie for her Art and Craft lessons, which are always creative and fun. A thankyou also goes to the coaches from Flying Fruit Fly Circus, Fight Gym, Cricket and Self-Defense and to Stu for his guitar lessons.

Within the classroom students have been working hard improving their numeracy and literacy skills.

Students accumulate reward points for following school rules and participating in the programs offered to them. Sam, Brayden, Teagan and David were able to go to the movies.

Sam and Brayden were able to participate in the excursion to Sovereign Hill at the end of Term 4. Congratulations to Sam and Brayden.

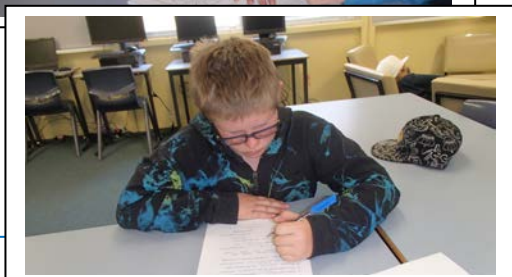
The year has ended and gone off with a bang. We had a brilliant Christmas Party filled with Christmas Tree, decorations, food, cards and presents.

Thankyou to Leonie and Stuart for all your assistance and support in the classroom, it is very much appreciated and keeps me sane.

And thankyou to Sam Brayden, Dylan, David, Jacinta, Teagan, Jake, Shaun, DJ, Karl and Brendan for a memorable year.

Sadie Butler

Senior Teacher



Primary Program

The primary program runs differently from the senior classes. The class consists of seven students dually enrolled with Kandeer School and their home school. I have been very privileged to work in partnership with Albury Public, Glenroy, Albury West, Howlong, Lavington East and Wewak Street to provide a positive school experience for the primary students.

Cindy, Cohan, Beau, Luke, Jack, Jacob and Trey have had an interesting and productive year.

We had an exciting excursion in Term 1 which involved students, Megan, Tanner and myself learning how to canoe at Kookaburra Point. It was very hot and a lot of fun. We even had Luke and Beau catch a fish with a net they found. The highlight of the day was watching the students develop friendships, have fun and enjoy themselves.

Most importantly there has been a lot of learning and academics by the students. We've read novels and books, explored Australian History and participated in science experiments.

The Stephanie Alexander Kitchen Garden program has been very successful. Megan and Marg have been busy growing fresh garden produce and cooking up a storm in the kitchen. We've learnt all about chickens, bees, worms and egg production.

Maths has been a favourite for many in the class. It is always a joy when I am able to teach a child a concept and watch them develop and understand. Athletics has been a valuable learning tool.

I have been privileged to have Marg Tanner my SLSO there to assist me to manage the class. The relationship she has developed with the students has been crucial in making our day run smoothly. Marg has always had my back when things get 'hairy' and I thank you so much for working so hard for the students.

From these students this year I have learnt a lot myself. As a teacher I like to see children learn and develop. Each day I am reminded that every student is unique and important. I would like to thank Cindy, Cohan, Jack, Jacob, Beau, Luke and Trey for making Kandeer School and the primary class an awesome place to work.

I would like to share the quote from PK Shaw, to remind students to always do their best:

'It is far more important to do your best than to win - those who win are not always doing their best'.

I am proud to see some students' progress to high school as we welcome new students to the Primary Class in 2013.

The journey isn't over but we have made a great start and I look forward to continuing my work with the Primary Class in 2013.



Jessica Lambshead

Primary Teacher

Progress on 2012 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 KLAs.
- 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.

Target 4

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.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan.

Kandeer School Review and Action Plan

2012 saw the implementation of our action plan based on the findings of our 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 Principal Assessment Review Schedule (PARS) and Teacher Assessment Review Schedule (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.

Professional learning

All staff had access to professional learning in 2012. 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 \$784.68

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

2013 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.

2013 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.

2013 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

Janelle Dunn - Classroom Teacher

Jessica Lamshead - Classroom Teacher

Sadie Butler - Classroom Teacher

Robyn Gill - School Administrative Manager

Jean Evans - Chairperson, Kandeer School Management Committee

School contact information

Kandeer School SSP

412 Fallon Street

NORTH ALBURY NSW 2640

Ph: 02 6025 2832

Fax: 02 6040 1143

Email: kandeer-s.school@det.nsw.edu.au

Web: www.kandeer-s.schools.nsw.edu.au

School Code: 5744

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>

