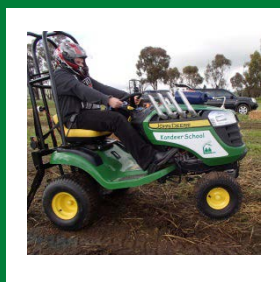
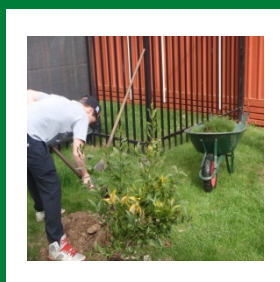
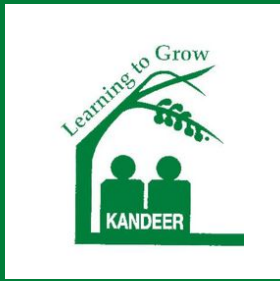


# KANDEER SCHOOL

## Annual School Report 2013



## 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.

## Principal's message

2013 has seen a transformation at Kandeer School. We are now in our new purpose built school with new classrooms, administration block and workshop.

Our land area has doubled in size which has facilitated a more cohesive environment for both students and staff to work in.



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.**

## Kandeer School Management Committee message

Kandeer School provides an excellent environment for students who have difficulty managing their behaviour. The aim of the school is to provide programs that encourage and engage students with a 'hands on' approach to education.

Early in the year work commenced in earnest on the clearing and levelling of the site for the school upgrade.

The school population, with great delight, moved into the new buildings in Term 3.

The new classrooms are all fitted with the latest technology including interactive whiteboards. The new library/games room has a lot more room to move.

The 200 square metre workshop with over \$70,000 worth of machinery is proving to be an invaluable asset while the larger administration block, provides a more comfortable and professional work environment for staff.

The school remained committed to many varied programs in 2013, including a breakfast program and an Outdoor Ed Program. The Stephanie Alexander Kitchen Garden program provides gardening and cooking lessons. The Mowers Pulling Ahead program, in conjunction with MICEEP, culminated with a race against other schools at the Henty Machinery Field Days. And volunteer programs like assisting at Kangaloola Wildlife Shelter and walking dogs from Dog Rescue facilities.

Students have participated in various work experience and transition programs and enjoyed a Men's Camp while the staff have benefitted from a variety of professional learning programs.

The Peace Flame, donated by the Albury North Rotary Club, has pride of place in their Stephanie Alexander Garden and is a symbol of world peace and friendship for students, staff and visitors to the school.

Congratulations are extended to the students, staff and members of the Management Committee for their commitment, enthusiasm and expertise during 2013.

**Jean Evans – Chairperson.**



## Student representative's message

I started at Kandeer School at the start of the third term in 2013.

My first day at school was good, I had my first kitchen lesson. Some of my favourite meals we have cooked were Rice Paper Rolls and Tacos.

On my first day I also met Leonie ... the fish, but sadly she passed away on the Christmas holidays. Thanks Sadie!

Another thing I enjoyed was art with David Dunn. He was a great man and better artist. We did art with him for a long time so all our art could be sold at the end of year Presentation Day.

The new school construction finished in Term 3 and we moved into the new school. We got many good facilities like better classrooms, a library, a workshop, a games room and more.

Another good privilege about the new school was that we got chooks, Cheryl, Meryl and Beryl. I enjoyed building their enclosure, feeding them and collecting their eggs.

The highlight of the year was going to the Melbourne Zoo on the end of year reward trip with classmates Jak and Teanne and great teachers, Sadie and Leonie.

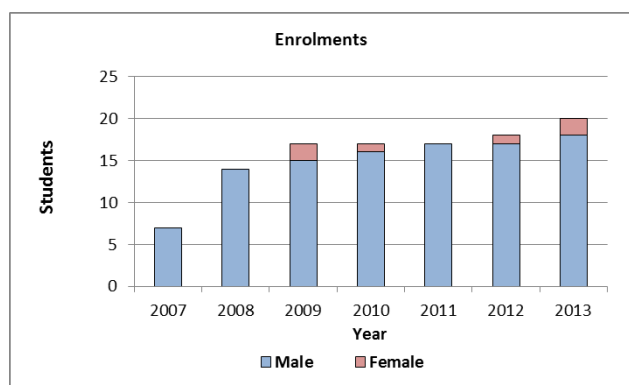
**Rhys Dalton**



## Student information

In 2013 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.

### Management of non-attendance

Non-attendance is initially discussed with students and their parents and attendance plans are developed from these discussions.

Parents and other agencies are advised on a daily basis if students do not attend.

When necessary Kandeer School engages the support of the DEC Home School Liaison Officer.

### Post-school destinations

During the 2013 school year one senior and one primary student transitioned back to their local school. Three students exited the secondary program at the end of 2013 and moved onto other forms of education. A primary student transitioned full time to his local high school.

## Workforce information

### Workforce composition

| Position                              | Number |
|---------------------------------------|--------|
| Principal                             | 1      |
| Classroom Teacher(s)                  | 3      |
| Learning and Support Teacher(s)       | .636   |
| Teacher Librarian                     | .084   |
| School Counsellor                     | 0.1    |
| School Administrative & Support Staff | 4.58   |
| Total                                 | 9.4    |

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Kandeer School employs an Indigenous School Learning Support Officer.

### Teacher qualifications

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

| Qualifications                          | % of staff |
|---|------------|
| Degree or Diploma                       | 100        |
| Postgraduate                            | 20         |
| NSW Institute of Teachers Accreditation | 100        |

## 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      | 30/11/2013       |
| <b>Income</b>                  | \$               |
| Balance brought forward        | 59744.24         |
| Global funds                   | 83126.05         |
| Tied funds                     | 46942.91         |
| School & community sources     | 3860.46          |
| Interest                       | 2536.11          |
| Trust receipts                 | 26871.09         |
| Canteen                        | 0.00             |
| <b>Total income</b>            | <b>223080.86</b> |
| <b>Expenditure</b>             |                  |
| Teaching & learning            |                  |
| Key learning areas             | 10942.03         |
| Excursions                     | 1398.60          |
| Extracurricular dissections    | 10414.12         |
| Library                        | 0.00             |
| Training & development         | 1247.82          |
| Tied funds                     | 45776.48         |
| Casual relief teachers         | 6398.29          |
| Administration & office        | 34325.10         |
| School-operated canteen        | 0.00             |
| Utilities                      | 17769.18         |
| Maintenance                    | 11313.09         |
| Trust accounts                 | 16805.56         |
| Capital programs               | 0.00             |
| <b>Total expenditure</b>       | <b>156390.27</b> |
| <b>Balance carried forward</b> | <b>66690.59</b>  |

A full copy of the school's 2013 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 2013

### 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.

That was the beginning of a whole new era of creativity in the kitchen.



## Significant programs and initiatives

### Stephanie Alexander Kitchen Garden Project

We have had a productive time in the Stephanie Alexander Kitchen this year.

It impressed me when, making muffins, one student went to the freezer and snuck out a packet of frozen berries to add. I 'caught' him and when I asked what he was doing, he told me that the berries would probably go well.

Students have progressed from just following exactly what it says in a recipe to making up their own minds which flavours they like and modifying some ingredients according to their taste.

I believe students are getting a lot out of being able to modify the recipes I supply because really, how often do we have to prepare a meal out of what we find in our freezer and pantry!

I would like to congratulate one student in particular. At the beginning of the year Jacob Powell thought he knew everything there was to know. His catch phrase became “I know!” Now at the end of the year he has decided he doesn’t actually know everything, yet, and is listening and becoming quite the gourmet Chef! Jacob was awarded the SAKG Award at Presentation Day for his improvement this year.

Our Garden beds were moved back into the school grounds during term 4. They have been incorporated into the school’s sprinkler system and we are looking forward to them providing many ingredients under the magnificent tutelage of Marg Tanner.



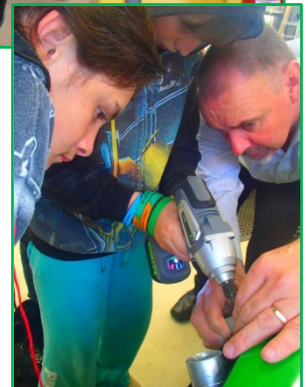
**Pam Chahda and Marg Tanner.**

### **Small motors**

The students at Kandeer School worked on their new mower by putting a roll cage and exhaust stacks on it. They even put a fake nitrous oxide bottle on it.

We again competed at the 2013 Henty Machinery Field Days Tractor Pull and our students enjoyed it immensely.

Links with local industry were created with the support provided by Murray Industry & Community Education Employment Partnerships (MICEEP) and Hutcheon & Pearce.



### **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.





## 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.

## National partnerships and significant Commonwealth initiatives (participating schools only)

- Every Student Every School – Special Schools as Centres of Expertise Initiative.

As part of this initiative Kandeer School focused on Transition as our project area. As a result we were able to develop a transition package to assist students' transition not only to special schools but from our school to mainstream education as a whole.

We engaged our educational partner, Sharon Tooney, who collated the worldwide research findings to support best practice in this area.

We then developed both a hard copy and an electronic operational version for schools to use to assist them with successful student transitions to different educational settings.

Our Transition Package has been shared with schools in the Riverina and beyond at a variety of educational forums and has been keenly welcomed by our colleagues.

## Other programs

### Senior Programs - Janelle

I have been a teacher at Kandeer School for seven years and I love what we do here.

I appreciate the opportunity to make a difference in the lives of students who exhibit behaviours

that can be challenging and difficult to understand at times.

I care about our students, and enjoy being a member of a great professional team. Some days I feel exhausted, frazzled and stressed, but most days you can't keep the smile off my face.

All teachers have to be passionate and love what they do. Yet a Kandeer School teacher develops not only academic intelligence but also emotional intelligence, and this effort can be both rewarding and extremely challenging at the same time.

To help our students understand their emotions, to manage them, to recognise emotions in others, to handle relationships and to be able to motivate themselves, is what the staff at Kandeer School sign up for every morning of every school day.

The senior class promotes opportunities across all our programs that support every student to grow both academically and emotionally.

They have the opportunity to participate in art, craft, cooking, gardening, sports such as gymnastics, racquetball, swimming, indoor soccer, cross fit and hiking. We also offered Science lessons with David Thurley, woodwork with Frank and Kevin from The Mens Shed, dog obedience training classes with Bridie Charlsworth, relaxation and meditation classes, volunteering, helping injured wildlife, TAFE courses (white card and first aid certificates), and many more opportunities such as work experiences (painting and decorating, demolitions, construction, hospitality, plumbing, diesel mechanics and the list goes on).



We have taken our classroom and our lessons into the real world. In years 9 and 10 it is mandatory to study Australian History and Geography. So we travelled to Sydney by plane, climbed the Sydney Harbour Bridge, we travelled to Canberra to visit the Australian War Memorial because we had been studying WW1 and WW2, and we laid a wreath at the Albury monument on Remembrance Day.

We have visited Glenrowan and Dan Morgan's cave and learnt about Bushrangers, we have walked from Albury to North Tumbarumba along the Hume and Hovell track and discovered the beautiful and diverse landscapes of Australia. We have been to the snow and returned again to climb to the summit of Mount Kosciuszko, Australia's highest peak. We have travelled to Melbourne by train, seen the ocean, caught a tram, a taxi and a suburban train and discovered the difference between urban and rural living. We also walked through Chinatown and ate at a Chinese Restaurant for dinner. This led to discussions about cultural diversity, racism, refugees, integration and tolerance. This is the magic of Kandeer School, that our classroom can be anywhere in Australia at any time.

So as another school year comes to a close, let us take the opportunity to reflect upon the boys' many achievements and successes of the past 40 weeks or 980 hours or 58,800 minutes of teaching and learning time. Here are just a few examples of a job well done.

Brock, Will and Jess obtained their white card and first aid qualifications.

Will and Jess attended TAFE for one day per week during terms 1 and 2.

Will, Jesse and Brock successfully completed a combined 130 days' work experience and Brock in particular, attended 2 days a week with Zauner.

Will voluntarily chopping wood for Glenda every week at Kangaloola Wildlife Sanctuary.

Jess donating blood on two occasions.

Our overnight trip to Canberra to the Australian War Memorial and how cooperative all students were.

Our walk to Morgan's Cave in the Yamba Range. I especially remember being helped up the really steep parts of the climb to the cave by both Will and Riley and appreciated their concern for me

because 'I am old'. I also remember how all of the boys noticed the beautiful scenery around them and used similes to describe what they saw: The breeze moving through the long grass we were walking thorough was "like the ripples on a bed of water". Again in the mountains when camping the night before we climbed Kosciuszko "the cicadas sound like angry rattle snakes" – English in an outside classroom at its best.



Laying a wreath at the Albury Monument on Remembrance Day – my heart nearly burst with pride.

I also remember being pummeled with snowballs when we went to the snow and I remember how



much fun the boys had.

Our recent reward trip to Melbourne – the respect the boys showed – punctuality, teamwork, cooperation.

Climbing Mount Kosciuszko and reaching the highest point in Australia. Jess and Will were determined to reach the summit through severe winds and limited visibility. They demonstrated courage and perseverance and they achieved something very special.



There was excellent attendance in the senior class this year – a huge congratulations to you all for demonstrating such maturity.

I asked my class to write a letter to their teenage selves – a ‘dear me’ and state what advice they would give themselves. One boy wrote ...

“You need to realise that you’ll never be perfect and people will always have something to say about you. Look after the ones you love and those close to you because they won’t always be there. Make good choices because they will come back later as good things or bad things.”

I would like to thank Neil for his unfailing support of the class, students and myself – he is our ‘rock’!

**Janelle Dunn.**

### Senior Programs - Sadie

Our class this year has been ever-changing. We began the year with Jacob, Teanne, Jacinta, Cindy, Sam, David and Ryan and are ending the year with only two remaining original members. Leonie and I are always so proud of how welcoming the class is to the new arrivals and how well everyone just fits right in to our routine.

We have seen Kade come and move on to Janelle’s class and have said goodbye to Ryan, David, Jacinta, Sam, Cindy and Abbie, each of them leaving us with some great memories of themselves within the class.



We will also be saying goodbye to Teanne at the end of the year; her kindness and empathy to everyone around her will be missed greatly and we wish her all the best in her future endeavours.

Looking back through the year’s photos I can see how much the whole school has achieved this year. We have been to the snow, visited Melbourne, Glenrowan and Beechworth, created some amazing art pieces and cooked up a storm in the kitchen, all around the additional effort of moving our school from one site to another.



I finished this year extremely proud of my class. They continue to work hard and never seem to fail to make me smile and laugh each day.

I want to say thank you to Leonie, Teanne, Max, Rhys, Jacob and Jak for making my job so enjoyable. I look forward to working with you all again next year and again wish Teanne the best of luck; we will all miss you so much.

**Sadie Butler.**

### Primary Program

Every student in the primary class this year has been on a journey within themselves.

Often we compare students and children. At Kandeer School, we focus on each individual student and the growth, progress and development they have made since beginning the year at Kandeer School.

Luke C and Jack returned to the class after attending Kandeer School in 2012. The two boys welcomed new students Luke R, Trey, Kiam, and Sean. Later in Term 1 we welcomed Connor into the mix. The boys began to make friendships within the group and bonded with fishing trips and excursions.

Throughout the year we worked on improving literacy and numeracy.



Connor, Jack and Sean who showed improvement in their behaviour throughout Terms 1 and 2 attended a trip to the snow early in Term 3.

We had some rocky times, but students began to develop and understand the importance of positive behaviours.

In Term 3 we said goodbye to Trey and Kiam, and welcomed Thomas into the class.

Once our new school was built, the playground reduced due to the remainder of the school's construction being finalised. We then took our primary class to attend gymnastics sessions once a week. The class began to settle, a focus on positive social skills through games, woodwork and life skills such as cooking and gardening, made a significant impact on the harmony within the group.

I would like to acknowledge Pam and Tanner for their kitchen and garden lessons this year and thank them for their contribution to our class growth.

I am immensely grateful and proud of the students in the primary class for the progress and journey they have made within themselves. These achievements were evident at the primary camp this year at the Great Aussie Resort, where students worked together, helped each other, bonded and had a really good time.



I have watched Luke C, Jack and Luke R develop from boys into mature young men ready to tackle high school next year. I watched the three eldest boys in the class mentor the younger students and teach them skills they have perfected at gymnastics.



Another great skill developed throughout this year has been perseverance and dedication to achieving a goal. At the camp our youngest students, Sean and Thomas, struggled a little to climb the rock wall. With encouragement from both Luke's, Sean and Thomas were able to scale the wall and get to the top. It was a very proud moment to watch Sean and Thomas achieve their goal and watch the internal pride they both felt.

Two awards were presented to students this year.

The citizenship award went to Sean Roberts who I have seen develop empathy, consideration and compassion to his fellow students.

The Primary Class Award was presented to Luke Radalj. It is presented to a student who has developed key skills throughout the year such as listening to teachers, assisting other students and making positive choices in the playground. Luke was a very deserving recipient of this award.

Every student has made improvements in their behaviour this year. They should continue to be encouraged and congratulated and they and their parents/carers should feel proud of their progress.

I look forward to continuing the journey, working with Connor, Thomas and Sean next year.

I also wish Luke C, Luke R and Jack all the best in high school next year, knowing that they have the skills to make this a successful transition.

A positive and supportive School Learning Support Officer is essential to the harmony within the class. I would like to thank Marg Tanner, the primary class SLSO, for all her dedication and hard work this year. Marg supports the students and myself fabulously. Thank you Marg.

**Jessica Lambshead.**

## **School planning and evaluation 2012—2014**

### **School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school 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. 2013 saw the completion of this plan.

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 WHS 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 completed a comprehensive action plan for the future 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.

## **School planning 2012—2014: progress in 2013**

### **School priority 1**

#### **Outcome for 2012–2014**

Improve Literacy and Numeracy

#### **Evidence of progress towards outcomes in 2013:**

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

#### **Strategies to achieve these outcomes in 2014:**

- 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

#### Evidence of progress towards outcomes in 2013:

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

#### Strategies to achieve these outcomes in 2014:

- 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.

#### Evidence of progress towards outcomes in 2013:

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

#### Strategies to achieve these outcomes in 2014:

- 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.

#### Evidence of progress towards outcomes in 2013:

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

#### Strategies to achieve these outcomes in 2014:

- 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.

## Professional learning

All staff had access to professional learning in 2013. Staff participated in learning activities covering aspects of the school plan.

These included Work Health and Safety updating; policies and procedures; Aboriginal education; PSP conferences; finance; child protection; first aid, emergency care; CPR; first aid for mental health, curriculum related planning and all teachers attended the conference organised specifically for Behaviour Schools in the state.

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 \$2,286.90

## Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Through informal communication parents and caregivers indicate their satisfaction with the support and programs that Kandeer School provides to their children.

A high level of satisfaction has been achieved and this sentiment has been highlighted by the plaque presented to our school by one of our parents.



## 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

Pam Chahda – Learning and Support Teacher/

SAKG Specialist/ School to Work Coordinator

Robyn Gill - School Administrative Manager

Jean Evans - Chairperson, Kandeer School Management Committee

## School contact information

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School Code: 5744

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

