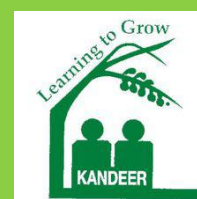




Education &  
Communities

# Kandeer School Annual School Report 2014



5744

## School context

Kandeer School is a School for Specific Purposes that caters for students in Years 5-12 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

2014 has been an excellent year in terms of the programs run at Kandeer and the outcomes achieved for our students.

Our new school is being fully utilized with the great woodwork, metalwork and leatherwork being done in the workshop.

The Stephanie Alexander Kitchen Garden continues to grow and produce fabulous healthy meals for the students to prepare and share.

Students academic results are improving also through targeted assessments and individuals learning taking place in the three respective classrooms.

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**

#### **Annual Report**

The chairman-Kandeer Management Committee

26<sup>th</sup> February 2015

Kandeer School continues to provide an excellent environment for students who have difficulty managing their behavior.

The School delivers programs that encourage and engage students with a 'hands on; approach to education.

The new purpose built school with new classrooms, administration block and magnificent workshop has contributed to the provision of the cohesive place of learning and work for both staff and students.

At the beginning of 2014 the school had six vacancies (4 primary, 2 secondary). One student moved directly to his local high school which is a testament to the work of Kandeer School and two others transitioned to their local high schools with ongoing support from Kandeer School. The fourth primary school students family had relocated. One senior student was attending his local high school and one left to attend TAFE. These were all good news stories.

The students have again participated in a wide variety of activities. In addition to the Basic Skills areas they have had experience in Industrial Arts where they not only honed their leather and woodwork skills but also constructed some very useful hay bale clay garden furniture.

The Stephanie Alexander Kitchen Garden proves an excellent source for learning and living skills, from planning and gardening to interpreting menus and producing meals while also improving social skills as they work together.

The students have also had an opportunity to work with dogs and learn how to train and care for them. Our volunteer base has continued to grow and we are very grateful for the numerous community members who give so freely of their time.

Many of the students are taking part in work experience programs and we very much appreciate the employers who have made this possible. It has been beneficial to further develop the partnerships with our participating schools.

Our respect for aboriginal culture means we actively participate in celebrations such as NAIDOC RECONCILIATION WEEK and our excursions and activities regularly reflect this respect.

It is with great excitement that we witnessed and actively took part in the official opening of the new school buildings by the minister for Education the Hon. Adrian Piccoli in November.

Staff training courses have been intergral part of the year 2014 at Kandeer School and we have also hosted representatives from other schools who recognise the behaviour management skills here.

Congratulations are extended to the students, staff and members of the management committee for their commitment, expertise and enthusiasm during 2014.

Kandeer's School Strategic Plan for 2015-2017 was developed after consultation with staff, students and Management Committee and the community and will provide a base for the Schools action over the next three years.

#### **Jean Evans**



## **Student Representative's Message 2014 at Kandeer School... Favourite Things**

In 2014 I was in year six at Kandeer School.

My favourite subject was science. I liked it because it was different from all the other subjects. We got to go outside and do hands-on activities and experiments.

In one of the experiments we put Coca-Cola in small plastic containers. We then put in coins, a piece of bone, chalk, a rusty door hinge and one of my teeth. We had to predict what would happen to each of the things.

We went on holidays for two weeks and checked them when we got back. It was interesting to see what had happened.

My tooth had a huge cavity! The chalk got mushy and sticky, the hinge and the coin got shiny and the piece of bone dissolved a little bit.

### ***Connor McElwaine***

In term three we went on an excursion to Jump-N-Putt in Wagga Wagga. The two senior classes and the Primary class went. It took about an hour and a half to get there on the busses.

As soon as we got there we were onto the trampolines. There is an arena surrounded by netting. There are wall to wall trampolines. They also have a mad foam pit, basket balls and rings. There are platforms that you can jump off but it sometimes hurt when you jumped off them.

We had lunch there, then went into the mini golf area in smaller groups. The trampoline area was more fun than the putting.

On the way back to school one of the primary students felt sick and vomited.

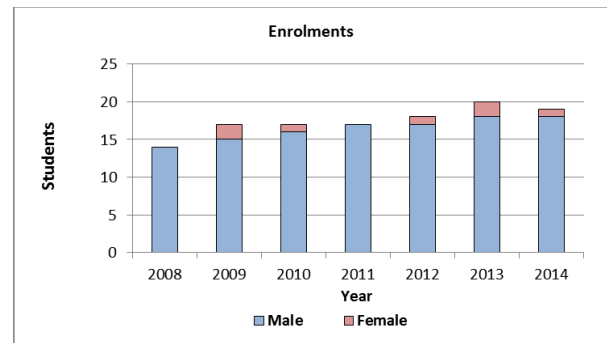
Overall it was a good day because we had a heap of fun together.

***David Kendray & Jak Clark***

### **Student information**

In 2014 Kandeer School had three classrooms 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 2014 school year six students exited the Kandeer School program. Three high schools students transitioned back to their high school and one transitioned back to their primary school full time.

One student left after gaining full time employment and one student moved to an alternative education setting.

## Workforce information

Position	Number
Principal	1
Classroom Teacher(s)	3
Learning and Support Teacher(s)	.636
Teacher Librarian	.084
School Counsellor	.1
School Administrative & Support	4.636
Total	10.5

The Australian Education Regulation, 2014 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	40
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	30/11/2014
<b>Income</b>	\$
Balance brought forward	66690.59
Global funds	97318.81
Tied funds	41187.16
School & community sources	4174.08
Interest	1927.59
Trust receipts	468.00
Canteen	0.00
Total income	211766.23
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	14746.36
Excursions	264.36
Extracurricular dissections	5040.30
Library	105.26

Training & development	687.20
Tied funds	51606.52
Casual relief teachers	10375.58
Administration & office	19892.18
School-operated canteen	0.00
Utilities	21651.66
Maintenance	11329.16
Trust accounts	3249.68
Capital programs	14080.36
Total expenditure	153028.62
<b>Balance carried forward</b>	58737.61

A full copy of the school's 2014 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 2014

### 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

2014 was again a busy year in the Kitchen and garden at Kandeer School.

We continued to run our Big Breakfast on a Wednesday morning. Students and often guests enjoy a cooked breakfast of bacon and eggs and hash browns on the BBQ cooked by Neil and Pansy.

While we do try to keep what we cook in the Kandeer Kitchen on the healthy side, students have also enjoyed making, and eating home-made pies, vanilla slice and other goodies.

I am planning a gastronomic trip around the world in the upcoming school year. My plan



for students to source recipes from different countries and cultures. In doing this I hope to expand on the student's current food knowledge, skills and experiences while incorporating some of the countries cultures and knowledge of where they are located in the world.

After the schools big move in 2013, this year saw the students, under the guidance of Marg Tanner, re-establish the schools garden. Students have planted, mulched, watered and harvested produce that we use in the kitchen. We have also built a new compost system and use this to keep our garden healthy.

The addition of the outdoor hay bale furniture that the students built has made the garden a tranquil place for them to spend time.

Pamela Chahda

Marg Tanner

SAKG Kitchen and Garden Specialists.



### Small Motors

This year saw the Henty Machinery Field Days occur in the school holidays and as a result we were unable to participate in our annual motors pulling ahead day.

We are evolving our small motors program to working on go karts in partnership with the Albury PCYC and next year we intend to expand this program even further.

I would like to congratulate Bailey Westblade who successfully did a work experience placement at Blacklocks motorcycles where he worked on BMW and Honda motorcycles and was offered the opportunity to extend his placement further until the end of term.



### 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.

This year for NAIDOC Day the school participated in a variety of engaging activities. After a Welcome to Country we participated in many activities. We experienced aboriginal art with boomerang painting and learnt about the history of the aboriginal ANZAC. Students respected the history and culture of aboriginal Australians. Our Aboriginal School Learning Support

Officer cooked Johnny Cakes with students and discussed how she made the cakes with her family. The day was a fun day had by all.

### **Multicultural education and anti-racism**

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.

### **Other Programs**

#### **Senior Programs- Janelle**

Winnie the Pooh is an 88 year old bear who loves honey and doesn't wear any pants.

He loves who he is –

“The things that make me different are the things that make me.”

Winnie the Pooh is happy with who he is – a plump, yellow bear who is easy to get along with. He doesn't get angry and want to fight the other animals – Tigger, Piglet, Eeyore or Rabbit – instead he listens to their problems and is a good friend. Even a bear, with a very little brain, realises that sometimes a THING, which seemed very THINGISH inside you can be quite different when you get it out into the open and let other people look at it with you.

The little bear says ‘if we could all share our THINGS, our worries might be less’. “Sometimes”, says Pooh, “the smallest things take up the most room in your heart”.

This is why we have loved the story of ‘Winnie the Pooh’. He is a very positive thinking bear.

“Supposing a tree fell down Pooh, when we were underneath it?” said Piglet.

“Supposing it didn't”, said Pooh after careful thought.

Piglet was comforted by this.

Winnie the Pooh's life lessons are pretty close to what we teach at Kandeer School. The most important one is to like yourself. Everyone has strengths and weaknesses – we are not perfect and nor do we want to be, or need to be.

Riley is brilliant at maths and thinks outside the square to solve a problem.

Max is so creative and works well with his hands.

Brayden is amazing with dogs – he has been working with Brydie Charlesworth Dog Training for over two terms. He has real talent. He is also very good on the guitar.

Jayden has beautiful rhythm and is very musical.

Jacob is a talented artist and rap songwriter.

David is a sensational hip hop dancer with a genuine love of music.

### **Sadie's Class**

Jack is a very caring and responsible young man who loves animals.

Andre is funny and is a fine entertainer. He loves to sing and dance and has excellent rhythm.

Jordan is very clever – smart and athletic with amazing hand/eye co-ordination.

Luke is brilliant at maths. He also loves animals and working with them.

Bailey is a wonderful friend – absolutely loyal and faithful.

Jak is an engineer in the making. He loves to take things apart and build them again.

The programs we offer at Kandeer School aim to expose students to a broad range of skills and opportunities so that each student may discover their personal strengths.

Throughout the year students participated in community programs such as tree planting and various reward excursions.

In woodwork students made tool boxes, jewellery boxes, leather wallets and coffee tables. A big thankyou to Tony Zerbst and volunteers Frank and Kevin, from the Men's Shed. Also to Neil who assisted all three classes in Term 4.

The students continued cooking lessons with Pam, gardening with Marg and weekly sport including gymnastics, how good was Luke? Personal Training with cardio and strength workouts and finally Canoeing in term four with Tony – again Tony, a huge thankyou. Tony commented that Max and Jordan have the natural ability of champion paddlers.

My class was very fortunate in terms two and three to work with a professional artist, Janene, in her local studio. We studied colour and

shading, created plaster masks and carved soap stone.

Thankyou to Leonie for her contribution to our Art and Craft in term 4.

This year we continued our most successful program to date – Dog Training with Brydie Charlesworth. Brydie, along with Kat Bartlett, are Kandeer School treasures and I thank them from the bottom of my heart for all their dedication working with our students each week. Brydie also organised four weeks of horse riding lessons for us. Each of the boys were ‘naturals’ – most had never been on a horse before.

All students qualified in CPR and First Aid and all year 9 students gained their White Cards.

We established a Bike Program where we sourced a dozen old bikes, repaired them as a class, under Neil’s expert guidance, and regularly took off riding around the region and discovering our beautiful countryside.

The whole school contributed to building the Hay Bale Furniture outside, started an outdoor chess set and attended a Drumbeat Program with Liam from YES – thank you Liam for your involvement with our students.

I would also like to congratulate Riley and Brayden for completing work experience this year and would like to thank Brydie Charlsworth Dog Training and Pushys Bike Warehouse for taking our students for work experience.

Always, at Kandeer School, we aim to teach our students how to find positive ways to make good choices and to live a happy and productive life into the future. We teach our students:

- To celebrate themselves, their conquests.
- To not worry too much – to talk about the “thing” inside them – share with a friend. Don’t try to solve your worries by getting angry at someone else.
- Don’t stay in your corner of the forest waiting for others to come to you. You have to go to them sometimes. So many people are friends waiting to be made.
- Be healthy – eat well, sleep well, exercise, relax, have fun.
- Be optimistic – remember Pooh ... What if the tree fell down...What if it didn’t???

- Be open to other people’s viewpoints – be flexible with your ideas.
- Be creative – use your imagination. Could you create a character like Winnie the Pooh?
- Be grateful for what you have.
- Do one kind thing for someone every day.
- Accept others as they are .... One awesome thing about Eeyore is that even though he is basically clinically depressed, he still gets invited to participate in adventures and shenanigans with all of his friends. And they never expect him to pretend to feel happy, they just love him anyway, and they never leave him behind or ask him to change.

I’d like to think that Kandeer School not only teaches its students academics and practical life skills, but also provides a safe and nurturing environment for all its students.

Early in December four students from the Senior Classes: Max, Brayden, Bailey and Jack flew to Sydney with Janelle and Neil for a challenging sailing trip around Sydney Harbour, through the Heads and out to the Tasman Sea.

Our yacht was a Lyons designed 16.2m vessel with a mast height of 26m.

We were joined by four boys from Sydney Boys High School, and a volunteer crew of instructors. The challenge was for the boys to sail the boat.

They stood at the helm, worked the main sail and spinnaker, tacked and worked the winches. It was an amazing day.

We would finally like to thank Peter for his support of our programs and students and Robyn in the office for her ongoing support, the families of the students and Pansy who has provided great assistance in the classroom. Thanks also to Kylie and Belinda at PCYC and Amy, our Police Schools Liaison Officer for their continued care and assistance.

Last year I said Neil was our ‘rock’ – this year he has graduated to ‘Master Rock’. Thank you for caring Neil, for your wisdom, for your sensitivity.

Thank you to Leonie... for your many kind words, cups of coffee, green tea and as Sadie says, for not only being her classroom aid, but her life aid.

And thank you to Winnie the Pooh – who is a great role model for us all.



I have thoroughly enjoyed my time in the Senior Classroom and wish to thank all students for their participation and learning and I very much look forward to 2015 in the Middle Classroom.

Janelle Dunn and Sadie Butler

### **Primary Program – Jessica**

The primary class has had an eventful year with lots of new faces. We started the year with three students Connor M, Sean and Thomas. The students relished the small class. We went on an excursion to Beechworth early in the year which they enjoyed. They learnt about the process of honey production and ate lunch at the bakery.

There were however some serious difficulties in having such a small class, it was difficult to play sports with not many players. Marg Tanner and I were recruited quite often for a game of cricket. We were even able to catch a few players out once or twice.

Gradually we started adding numbers to our class with Daniel, Tanah, Jake C and Jake F joining the class. Students enjoyed the influx as there were new friendships to be made and extra children to play with.

Term 3 saw us participate in Drumbeat with Liam from Yes. The students enjoyed learning different rhythms and banging out a tune as a group. Jake F particularly enjoyed the lessons and making up his own beats.

Kitchen and Garden lessons have been enjoyable this year. We've had students planting carrots, watermelons, beans and more.

Marg Tanner our Garden Specialist, arranged for students to plant trees at the old pines, at the weir. As it is such a popular spot I hope they will get to watch the trees grow as they, themselves grow up.

Pam our Kitchen Specialist and Learning Support Teacher has been busy teaching the students how to cook different and unusual foods. She even had me trying foods that I don't like, such as beetroot, to set a good example to our students.

Pam has also been busy working with a number of our students this year focusing with one on one literacy support. Thank you Pam, we have witnessed great improvements in literacy in the classroom.

The workshop lessons started with basic skills such as sawing, nailing and 'measuring twice cut

once'. Students began with leather work and progressed to wood as the year went on. They made leather coasters, wooden boxes and boomerangs with Tony Zerbst our Woodwork Teacher.

Daniel particularly enjoyed the lessons building his box and working well with the experts in the shed.

Our final woodwork lesson for the year was lots of fun with Jake F working tirelessly on improving the aerodynamics of his boomerang.

Congratulations Jake F on working out how to throw it and catch it.

Jake C and Connor decided to do some unstructured creative building. It was great to see the them build something of their own creation, drill holes, saw and screw in screws. It was evident that the lessons have definitely given them important life skills. Thankyou Connor M for teaching me how to use a drill properly.

Thank you Tony for the skills you have passed on to the students throughout the year and Neil for your support throughout Term 4.

Term 3 saw Sean transition successfully back to his mainstream school Lavington East Public. We are very proud of Sean's efforts.

Connor B came to join the class in Term 4.

Throughout the year our students focus on a behaviour goal. The aim is to work towards improving an individual area of their behaviour at school and students receive an award for their efforts. For some students it is a difficult goal to achieve. I was very proud to present the awards for this semester to Thomas, Jake C, Jake F, Daniel and Connor M for their efforts throughout the semester.

This year I have watched my students grow and for some quite literally, at last count Connor M had grown 8 centimetres throughout the year.

At our end of year excursion to the Great Aussie Resort I saw lots of positive behaviours.

I had asked some of the class to thank the staff of the resort for their efforts. It was a pleasure to see the respect given and a firm handshake offered from them.

One of the techniques I have used this year to encourage respect, turn taking and resilience is a game of cricket. The class loves playing cricket but there are also a lot of lessons to be learnt

from it. Two people get to bat, but someone has to bowl. When you get out you have to accept the decision and share the batting. I am very proud of the students' efforts. I have seen each student develop and progress, they have developed empathy and compassion.

The primary program is a dual enrolment. The students' home school have worked in partnership to provide the best learning outcomes for our students. I would like to thank Lavington East Public, Glenroy Public, Albury North Public, Corowa South Public, Culcairn Public, Hay School of the Air, Hume Public School for their continued support and cooperation. Also the high schools for their efforts in transitioning our year 6 students to high school, they are Murray High School, James Fallon High and Billabong High School.

I would also like to thank Marg Tanner our SLSO. Marg and I work together in the classroom to support our students to achieve the best learning outcomes. Marg will always assist students in the classroom with their school work and behaviour but will go on to do a lot more than her role entails.

Marg organised an excursion to Wirramina Environmental Education Centre, arranged for the Lavington Fire Brigade to visit the school, facilitated garden lessons for our class and the senior classes and if something is on a high shelf she will always get it down for me, and much more.

Thank you Marg for all your efforts in the school.

Congratulations to Connor M for receiving the Primary Class Award. Connor achieved this as he has matured and worked tirelessly on specific goals. He has developed empathy and kindness towards others. When asked to thank an adult he offers a firm handshake and is genuinely appreciative.

I wish Daniel, Connor and Tanah all the best transitioning to high school in 2015.

I look forward to a positive 2015 with Jake C, Jake F, Connor B and Thomas continuing in the primary class. I look forward to watching these students continue to develop their positive attributes and behaviours.

It is great to have these students to set a good example for new students entering the class in 2015.

Jessica Dubenko

Primary Teacher.

## **Aboriginal background**

## **Socio-economic background**

## **English language proficiency**

## **Learning and Support**

## **Other significant initiatives**

# **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 and 2014 saw the continued implementation and monitoring of our 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 during the 2012-2014 three year planning and evaluation period.

## **School planning 2012-2014:**

### **School priority 1**

#### **Outcomes from 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 2014:**

- 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 2014:**

- 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 2014. 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 \$511.47

#### **Parent/caregiver, student, and teacher satisfaction**

In 2014, 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 card and food hamper given to the staff in 2014 by a student Rhys Dalton and his mother who successfully transitioned back to his mainstream high school full time.



Rhys also spoke at our presentation day this year about his time at Kandeer and the positive life-long effect the staff at Kandeer have made for him.



#### **Future Directions 2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be



published on the school's website from the beginning of Term 2 2015.

In 2014 Kandeer began preparing for the next three years 2015-2017 school plan.

We consulted widely involving all stakeholders such as students, parents, caregivers, teachers, principals, community partners, our management committee and the Police and Citizens Youth Club (PCYC).

As a result we have determined our three strategic directions of our 2015-2017 School Plan which are as follows:

#### Strategic Direction 1

- Engaged Lifelong Learners-to raise expectations and enhance the quality of students engagement and learning.
- Excellence in Teaching- to foster quality teaching, leadership and management through individual and collaborative learning and practice.
- Respectful, Responsible Citizens- to develop confident and independent individuals who are active and informed citizens.

2015 will see the refining of the school plan and how it will be put into practice using the five Ps process which is:

Purpose- What is the purpose of our strategic direction?

People-how do we develop capabilities of our people to bring about transformations?

Process- How do we do it and how will we know?

Products- What is achieved and how do we know?

Practices- What are our newly embedded practices and how are they integrated and in sync with our purpose?

We will upload our 2015-2017 School Plan to our school website at the end of term one in 2015.

I would like to take this opportunity to thank all involved with consultation and development of our new school plan and setting the vision and strategic directions for Kandeer School for the next three years.

Kind Regards  
Peter Ellison  
Principal  
Kandeer School.

## 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 Dubenko – Classroom Teacher

Sadie Butler – Classroom Teacher

Anthony Daley – Classroom Teacher

Pamela Chahda – Learning & Support Teacher / SAKG Kitchen Specialist / School to Work Coordinator / WHS Representative

Margaret Tanner – SAKG Garden Specialist

Robyn Gill – School Administrative Manager

Jean Evans – Chairperson, Kandeer School Management Committee.

## School contact information

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School Code: 5744

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<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>