



KANDEER SCHOOL SSP

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INFORMATION PACKAGE



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MISSION STATEMENT

To make a positive difference in the lives of our students,
by empowering them to make appropriate choices in their lives.

MOTTO

Learning to Grow

Kandeer is an Aboriginal word meaning 'Branch of Tree'.

RATIONALE

Kandeer School is a small school of 21 students situated in North Albury, which caters for the needs of students with diagnosed emotional or behaviour disorders.

The school delivers diverse programs based on students' individual interests and needs. Frequently, students are taken out of school to access activities in the wider community. Many students require one on one classroom management. An incentive behaviour program based on points, cards and other rewards is also offered. Breakfast is also provided for students when required.

There are three classes, two senior classes and one primary class.

STAFF 2012

Principal:	Mr Peter Ellison
School Administrative Manager:	Ms Robyn Gill
Teachers:	Ms Sadie Butler Mrs Janelle Dunn Ms Jessica Lamshead Mrs Megan Craig
School Learning Support Officers:	Ms Pansy Mitchell Mr Neil Rodgers Mrs Leonie Ryan Mrs Margaret Tanner
General Assistant:	Mr Neville King
School Counsellor:	Mrs Thelma Buchanan

The School Counsellor is available to talk to students and parents as required.

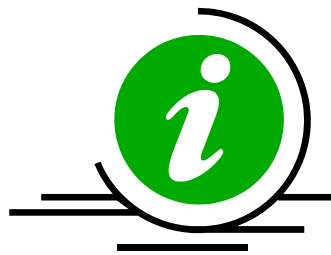
Please telephone the school to make a mutually convenient appointment to see the school counsellor.

INFORMATION FOR PARENTS

Kandeer School is a New South Wales Department of Education & Community School for Specific Purposes that provides alternative programs for students who need assistance in managing their behaviour and emotions.

Kandeer School's Program aims to provide:

- ❖ Academic programs based on the needs of each student.
- ❖ Opportunities to learn how to co-operate with others.
- ❖ Behaviour management and social skills.
- ❖ Practical skills in areas of general living and leisure (cooking, sewing, carpentry etc.)
- ❖ An opportunity to participate in work experience and community based programs.
- ❖ Transition back to mainstream schools.



SCHOOL TIMES

SECONDARY

Monday to Thursday

Breakfast is from 8.30am to 8.50am

Class is from 9am to 11.15am

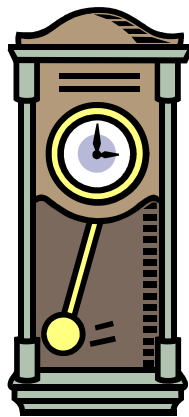
Lunch is 11.15am to 12.00pm

Class returns until 2.30pm

Friday

Breakfast is from 8.30am to 8.50am

Class is from 9am to 11.30am



It is important that students arrive on time!

This enables them to fully participate in the program.

Arriving late disrupts the school routine for themselves and others.

PRIMARY

Monday, Tuesday and Thursday

Class is from 12noon to 2.30pm
including time to eat lunch if required.

Wednesday

Primary students attend a full day at Kandeer School.

Breakfast is from 8.30am to 8.50am

Class is from 9.00am to 2.30pm

Friday

Primary students attend a full day at their home school.



SCHOOL PROGRAM

Kandeer School will develop an Individual Education Plan, Behaviour Plan and a Personalised Learning Plan for each student, in conjunction with parents/carers and other support personnel.

Life Skills Program:

English

Mathematics

Science

Creative Arts

Human Society in Its Environment

Aboriginal Studies

Personal Development, Health and Physical Education

Technology and Applied Life Skills

Agricultural Technology

Design & Technology

Food Technology

Current additional programs:

Big Breakfast on Wednesday mornings

Stephanie Alexander Kitchen Garden Program

Mowers Pulling Ahead Program

TAFE National Environment Centre Program



Kandeer Primary Program:

The Kandeer School Primary Program promotes a strong sense of belonging and a defining partnership between each student's home school and Kandeer School.

Students are guided through individual programs with input from all stakeholders. Both schools share the responsibilities of planning, programming, evaluation and assessment.

Our program is designed to teach our students the skills required to manage their behaviour in their mainstream school environment.

This model is strongly supported by the Primary Principals in Albury and it has some very obvious advantages for the students and staff.

- ❖ We operate on a 50 / 50 model.
- ❖ We run the program for up to six terms with the option of an extension if progress is being made.
- ❖ The students feel very much a part of their home school and many request extra time there for special events.
- ❖ Our Primary teacher visits the mainstream schools so the students get to know them in their home school setting and the teacher is able to observe the student's interaction in their mainstream school.
- ❖ The skills that are being taught at Kandeer School can be practised almost daily in the mainstream setting.

- ❖ We meet with all stakeholders for review meetings once a term to discuss individual student's special needs.
- ❖ As the student's outcomes are being achieved they are given the opportunity to further extend their time in their mainstream school setting.
- ❖ This model provides the opportunity for teachers from both settings to provide the best possible outcomes for the student, through constant liaison and shared program.
- ❖ Our Primary teacher will meet with classroom teachers to assist with student reports. The mainstream school will write reports with our input.
- ❖ The transition back to mainstream or on to High School is smooth and effective as the students feel as much a part of the mainstream setting as they do our school. Some students have asked to increase their time in the mainstream setting but still enjoy attending Kandeer School.
- ❖ The Principals from both schools liaise regularly and make shared decisions about any suspensions on an individual needs basis.



ATTENDANCE

Regular attendance at school is essential to ensure satisfactory progress is being made in all aspects of school development.

If a student misses as little as eight days in a school term, by the end of primary school they will have missed a year of education.

Education in New South Wales is compulsory. This means all children from six years of age and under the minimum school leaving age are legally required to attend school.

If a student is unable to attend school for any reason, it is important to advise the school so we are aware that their non-attendance has your support.

Principals are also responsible for deciding if the reason given for an absence is justified.

For this reason, Principals may request medical certificates or other documentation for long or frequent absences explained by parents as being due to illness.

If Principals don't consider an explanation to be satisfactory, they will record the absence as unjustified.

Please telephone the school where practical or send a note when the student returns to school.

Students who are absent from school for unexplained periods may be referred to the Department of Education's Home School Liaison Officer, who will seek reasons for the absence.

It is important to understand that the New South Wales Department of Education and Communities may prosecute parents (including carers) if children of compulsory school age have recurring numbers of unjustified absences from school.

UNIFORM

Kandeer School has a navy blue polo school shirt with the school's name and logo embroidered on it.

Students may be asked to wear this shirt (that the school will provide) on some occasions, such as excursions.

Kandeer School Polo Shirts can be purchased from the school for \$15.00 each. The actual cost of the shirt is considerably more than this, however the school is willing to subsidise the balance.

Generally students can wear neat, clean, casual clothes to school.

The Primary class is expected to wear their 'home school uniform' when coming from that school. On Wednesday, a full day at Kandeer School they can wear neat, clean casual clothing.

Enclosed leather shoes are to be worn, similar to regular school shoes. Some footwear may not be appropriate and this will be clarified by staff, for example, canvas shoes and thongs are inappropriate.

Sleeveless and midriff tops are not permitted to be worn. Offensive prints on clothing are not permitted.

Students who are dressed inappropriately will be offered alternative clothing for the day or asked to go home and change.

Students are encouraged to wear a hat in summer. Hats are not to be worn indoors.

STUDENT CLOTHING AND PROPERTY

It is important to make sure all articles of clothing and property are clearly and permanently marked with the student's name. Leave treasured valuables, toys, jewellery and books at home. They can be easily lost or damaged.

No responsibility will be taken for loss of or damage to personal possessions brought to school. This includes, but is not limited to, bikes, scooters, skateboards, mobile phones and iPods.

Every effort is made to return any lost property to its owner.

Dangerous items such as pocket-knives **MUST NOT** be brought to school under any circumstances. Failure to abide by this rule may result in suspension and police involvement.



HOMEWORK

The expectation that a student reads at home exists across all years.

Students are able to access Mathletics on any computer and therefore practice their maths at home.

REPORTING

All families within our school are encouraged to contact the School at any time during the school year to arrange an appointment to discuss their child's progress. Teachers welcome discussions with parents in the interest of the student. The best time for a meeting is generally after school, however where this is not convenient attempts will be made to arrange a mutually acceptable time.

As an important part of our reporting system, all parents are invited to attend an interview with the class teacher and their child at a mutually convenient time.

Reports provide an indication of student achievement as assessed and noted by the classroom teacher and will be sent out at the end of each semester.



HEALTH

We welcome information from parents about your child's health, even if you are not requesting specific support from our school.

Our school asks for medical information when you enrol your child. It is also important that you let us know if your child's health care needs change or if a new health condition develops.

Information about allergies, medical conditions such as asthma and diabetes and other health care related issues (including prior conditions such as medical procedures in the last 12 months) should be provided to the school by parents. Please provide this information in writing to the principal. This will greatly assist our school in planning to support your child's health and wellbeing.

We appreciate your assistance in this regard and assure you that any information you provide the school will be stored securely and will only be used or disclosed in order to support your son or daughter's health needs or as otherwise required by law.

INFECTIOUS DISEASES

From time to time infectious diseases become evident in schools. The school will follow procedures as set by the Department of Education & Communities in dealing with such an outbreak.

Information is sought upon enrolment as to the immunisation status of student's being enrolled is used in circumstances such as this.

MEDICATION

When a medical practitioner has prescribed medication that must be administered during the school day, parents are responsible for:

- bringing this need to the attention of the school
- ensuring that the information is updated if it changes
- supplying the medication and any 'consumables' necessary for its administration in a timely way
- collaborating with the school in working out arrangements for the supply and administration of the prescribed medication.

The administration of such medication forms part the Department's common law duty of care to take reasonable steps to keep students safe while they attend school. This duty of care is fulfilled through its staff members.

Parents of children who require prescribed medication to be administered at school must complete a written request.



SCHOOL RULES

- ❖ Be Respectful - no spitting; help people; no swearing; be polite; listen to others fairly; be fair and no physical or verbal threats.
- ❖ Be Responsible - tell the truth; come to school, take responsibility for your actions; use equipment and furniture as it is intended and follow instructions.
- ❖ Be Safe - make good choices; be in the right place at the right time; keep hands, feet and objects to yourself; report problems to staff and follow staff instructions.
- ❖ Be a Learner - participate in all activities to the best of your ability and allow others to learn.



BEHAVIOUR WHEN ON AN EXCURSION

When travelling with Kandeer School, either on the school bus or on public transport, or participating in any type of school excursion, students must follow the rules regarding behaviour to ensure the safety and comfort of other participants.

- ❖ Follow teacher directions.
- ❖ Respect the needs and comfort of other people and their property.
- ❖ Must wear seat belt firmly connected at all times when provided.
- ❖ Respect bus property, do not draw on bus furniture or remove headrests from the seats. Report any vandalism.
- ❖ No eating or drinking on school bus or public transport.
- ❖ Obey the law that states arms, legs and other parts of their bodies stay inside the bus - to facilitate this, windows must be closed at all times.
- ❖ Behave appropriately at all times (eg no use of offensive language, fighting, spitting, placing feet on seats or throwing things in or from the school bus or public transport, no rude gestures to other vehicles or people).
- ❖ Only attract the attention to the driver in an emergency.
- ❖ Obey the law that bans smoking.



EXCURSIONS/PERMISSION NOTES

Our school participates in excursions to enrich students' learning experiences. These excursions may be as part of a whole school activity or in smaller group situations.

Our programs provide various activities including; sport, a range of day excursions, reward activities, shopping etc., therefore we require you to sign a permission note to cover the whole year so your child can fully participate in all activities each year.

Separate permission notes, detailing necessary information, will be sent home for camps, water activities or special excursions.

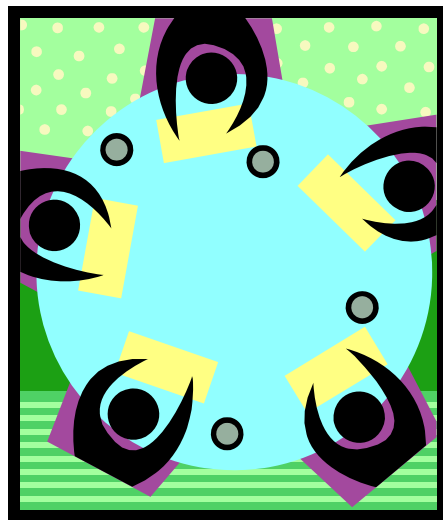


MANAGEMENT COMMITTEE

Kandeer School has a Management Committee consisting of the Principal, a staff representative, representatives from our local schools, a parent representative and two community members.

They meet to endorse school policies, sanction school finance and make suggestions for the ongoing progress of the school.

The Management Committee meets on the last Thursday of each month during the school term. Parents are welcome to attend.



NEWSLETTER

Our school produces a regular newsletter which is distributed within the school and community.

This newsletter aims to promote school activities and student achievements along with providing information about upcoming events and activities.



GUIDELINES FOR STUDENT WITHDRAWAL

Due to the general nature of our students, sending a student home may avoid more serious consequences eg. suspension/police involvement.

A student will be sent home under the following circumstances:

- ❖ when a student's behaviour is physically threatening to self, other students, staff or the environment
- ❖ when a student's behaviour constitutes verbal assault to other students or staff
- ❖ when a student's ongoing behaviour prevents the normal functioning of the school.

Parents should understand the circumstances that will result in their child being sent home from school and agree to collect their child should it be necessary.

It should also be understood that if a student leaves the school grounds without permission, they cannot return to school that day and the school will make every effort to notify their parent by telephone.

UNDERSTANDING YOUR CHILD'S PROGRESS

It is important to understand that students will go through a number of stages as they progress through the Kandeer School program.

Not all students will follow this pattern but it may be a useful guide in helping you understand where the student is up to in relation to their progress.

Stage 1: What a lovely young person.

The Honeymoon Stage

The student spends time checking out the group, the structure, the limits and personalities of the teachers. They watch to see who to avoid and who to join in with or intimidate.

The student normally conforms to classroom rules and routines during this stage.

Stage 2: Trying our patience.

Limit Testing

The student feels more comfortable and begins to test the classroom limits and consequences. It is important at this stage for the students to know who is in control and that consequences will follow each of their choices.

Active Resistance

The most difficult and demanding stage. The student aims to destroy all attempts to make the program successful. Many students will try to 'split' staff and parents/caregivers.

During this stage it is important not to overreact to the child, or believe everything the child tells you. Avoid being drawn into power struggles. *Behaviour may be extreme and irrational.*

Stage 3: Gaining many skills in behaviour.

Beginning Trust and Achievement

The student begins to participate but not with any consistency. The defiant behaviour lessens and they begin to feel more comfortable.

Program Acceptance and Progress

The student is more actively involved in the program and interested in learning. The level of participation in discussions and activities increases and *they appear much happier.*

Clear Academic and Social Improvement

This is an enjoyable stage. The student feels more secure, confident and comfortable and begins to internalise these changes. *Re-integration is discussed with the returning school and parents / caregivers at this time.*

Stage 4: Re-integration - Saying 'goodbye'

Separation and Regression

With increased time in mainstream class the student knows it will soon be time to leave the support school.

This may raise feelings of anger, anxiety and sadness causing regression in behaviour.

It is much easier for them to break away if they act as if they don't like the teachers and the setting.

The Expression of Genuine Feelings of Attachment and Sadness.

These are the final days when the student is settled in their new behaviour, though sad at leaving. It is time for staff and fellow students to say their farewells.

When the student returns full time to regular schooling they are followed up by Kandeer School Staff on a regular basis and as needed. If they wish to talk to someone from the Kandeer School, students may ask their year advisor, school counsellor, principal to contact the school and a member of staff will visit or a visit by the student to The Kandeer School can be arranged.



How Parents/Caregivers Can Be Part of the Team

The following advice may assist you in helping your child while they are attempting to change their behaviour.

1. Notice changes for the better.

Watch for small improvements. Show an interest and talk about the good things you notice. Let the Kandeer School know about the good things your young person is doing at home.

2. Tell them what you want.

Make sure your young person knows what is expected of them. They need to know more than 'Be good'. Be specific and tell them what behaviour you want from them.

Plan realistic rules and consequences (plan these together with your children so they have input) and stick to them. Refrain from entering into 'power struggles', restate the rule once and walk away.

Allow uptake time.

3. Allow your child to make mistakes and use these mistakes to learn.

Allow the mistake to earn the appropriate consequence.

Refrain from 'rescuing' your young person. When children are allowed to blame others for their behaviour, it is easy for them to fall into the trap of saying the next time, "It's not my fault, they made me angry".

It will not help your young person in the long run if they feel they can escape consequences and their responsibilities.

They are more likely to repeat the unacceptable behaviour rather than change it.

4. Separate the behaviour from the child.

Children who are chastised one minute and hugged the next get mixed and confusing messages.

Those who are given appropriate consequences and then the matter (having been dealt with) is forgotten, get the message that they are valued, though their behaviour at that time was not acceptable.

5. Follow through.

Give out the consequence calmly and consistently.

If you lose your temper teenagers are less likely to take you seriously. Never threaten anything you won't do.

If you decide on a consequence, be sure before you say it that you will follow through with it, even if it is hard to do so.

6. Be part of the team.

Ring or visit the school. Ask questions, listen, join in and work towards a change.

Often our students have not experienced a positive time during their schooling and will take time to learn to trust that the decisions that the staff at their school make, are in their best interests. Because of this they may try to split the working relationship between school and their parents/caregivers. Parents/caregivers need to be aware this might happen and actively seek to work **with** the staff to provide a united front to counteract this splitting.

Parents/ Caregivers are encouraged to visit the school to find out about the program. The staff at Kandeer School pride themselves as working in a team environment.

We have meetings to discuss each student on a daily/weekly basis and involve all the stakeholders.

We try very hard to fit into the busy parents'/caregivers' schedule but sometimes despite our best intentions, it is not possible to schedule meetings outside of normal working hours and yet still involve all those who need to attend without asking for compromises on some people's part.

7. Believe your young person can change.

Changing behaviour is a challenge.

Your belief that your young person can improve his/her behaviour is essential to help them believe in themselves.

Don't give false praise when trying to motivate your young person. Find something genuine to praise and do so with sincerity.

Always acknowledge good behaviour, not just the bad.

Become a motivator for your young person.

Help them meet the challenge of a change.

The School Counselling Service

Information for Parents and Carers

Student Welfare

In every school, school counsellors, teachers, year advisers, careers advisers, the principal and senior teachers are available to assist students and their families. In some schools there are also Aboriginal Education Assistants or community liaison officers.

All work to create safe, caring schools, free from violence and discrimination.

All can help you or your child in different ways.

School counsellors are experienced teachers who have a degree in psychology and post-graduate qualifications in school counselling. They work with students of all ages, and their families, from pre-school to Year 12.

District guidance officers also provide school counselling services and, in addition, co-ordinate a team of school counsellors.

Every government school has access to a school counsellor or district guidance officer.

School Counsellors

School counsellors work with students, parents or carers and teachers in a variety of ways.

Their work includes:

- counselling students
- assisting parents or carers to make informed decisions about their

child's education

- assessing students' learning and behaviour
- assisting schools to identify and address disabilities that affect students' learning
- liaising with other agencies concerned with the well-being of students.

School counsellors are members of schools' student welfare and learning support teams. With the agreement of parents or carers, school counsellors will pass on to **teachers**, information that will assist them to better meet the needs of their students.

Students may refer themselves to the school counsellor or may seek an interview at the suggestion of a teacher, a parent or carer, or a friend.

A student's reasons for seeing a school counsellor may include worrying about school work, conflict with friends, being in trouble at school or just feeling "down".

Parents or carers may seek advice from school counsellors about their child's school progress, educational options, including access to special education services, behaviour and for information about help available from other agencies.

Except when students refer themselves to the school counsellor, parents or carers will be involved from the outset. Their consent is required before any psychological testing is undertaken.

Whether working with students, parents or carers, or teachers, school counsellors will explain how they work, listen carefully to what is said, help clarify options and encourage informed decision-making.

Confidentiality

School counselling is a confidential service and school counsellors will check with students, parents or carers before passing on information (such as the results of tests of learning difficulties) to others. Confidentiality will be maintained unless legal requirements, e.g. child protection legislation, override it. Nor will confidentiality be maintained where someone may suffer serious harm from information being withheld.

Referral

School counsellors are not at every school every day. It is necessary for parents or carers to make an appointment by telephoning the school.

Students will be told of the arrangements applying in their school as to how they can see the school counsellor.

Priorities for the school counsellor's time will be determined, in consultation with the school counsellor, by the principal.