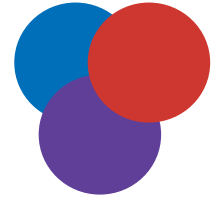


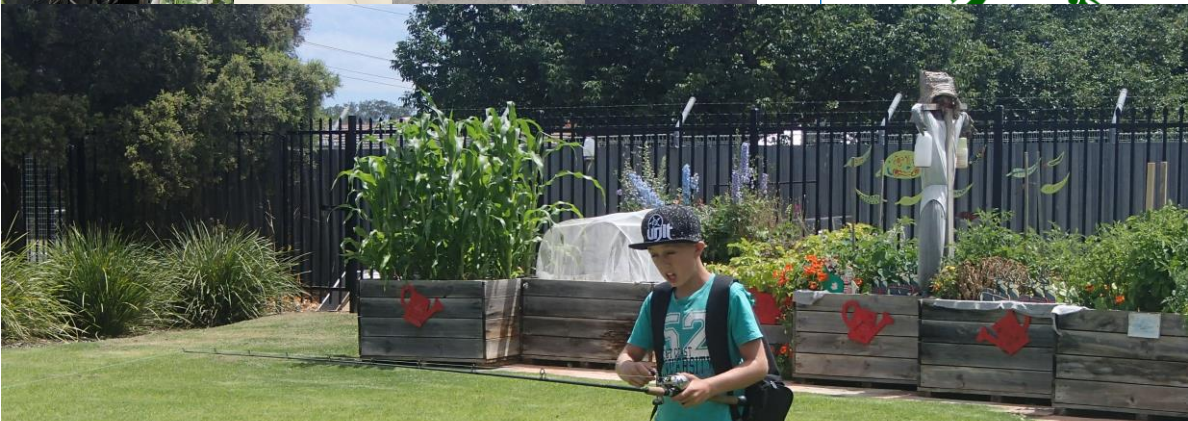
Kandeer School Annual Report



2015



Learning to Grow
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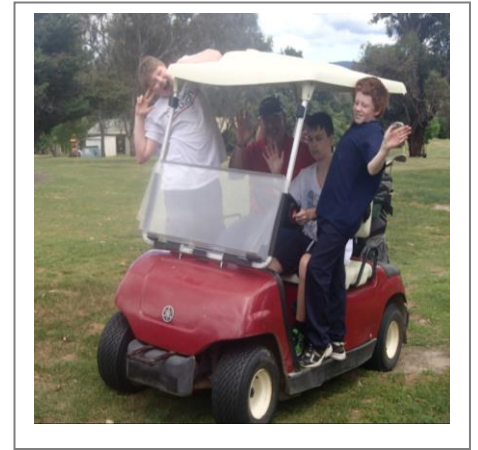
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Introduction

The Annual Report for 2015 is provided to the community of Kandeer School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Peter Ellison



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Message from the Principal

2015 at Kandeer School has been another excellent year in terms of programs run and outcomes achieved for our students.

The Stephanie Alexander Kitchen Garden continues to provide students with healthy produce to prepare and share.

Workshops are being fully utilised by students, creating metalwork, woodwork and leather projects throughout the year.

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

Kandeer School caters for students struggling within a main stream school setting.

We do so through:

- 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 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 behavior 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.

Student Representatives' message

I've been at Kandeer School for 4 years now it's been a ride to remember. I started in year 5 with a small classroom with my teacher Jess has helped me to be the person I am in 2016. She helped me to grow into a young adult instead of a kid.

We started building a new school at the end of 2013.

We came back to school in 2014 and the school was taking shape thanks to the tradies that shaped Kandeer into the school it is now. We have come a long since the start. We had the workshop taking shape the classrooms were down. Half way through 2014 the school was done the new home of Kandeer was done. Kandeer done so much to help graduate primary school and all their work paid off I graduated from Albury North Public School in 2014.

In 2015 I started school at Murray High School but sadly I let myself down and had to leave Murray and come back to Kandeer. Since then I've been at Kandeer School. But it was for the best I wasn't ready for main stream school. I was too silly and inappropriate for my own good instead of learning I was being silly in class swearing at staff and getting in fights. But Kandeer has changed me into a young adult and I thank the staff for their good job they have done. I was throwing it back in their face and now I have realized they were only trying to do the best for me. I was running away from school my family getting in trouble with police. I was stealing from my family and shops which I learned the right way of life instead of running away from the people who truly care about me. The support from Kandeer was 100% they saw some good in the bad kid I was in 2015. But now in 2016 I've been making better choices I've been at school more and at home not running away spending time with my family. Now I am in year 8 back at school full time at school every day thanks to my Auntie Bernie who showed me the right way for life and took me under her belt and I've changed I can see it myself. Thanks for the support from the staffs help from Kandeer School.

Connor McElwaine

I love being at Kandeer, because you don't have other teachers.

I like having one teacher, I like having Janelle.

I like the other students in my class, they make me laugh. I feel happy!

My favourite subjects are woodwork, when my dad comes in to help, sport and the dogs.

I also like cooking and deconstruction.

English, I am reading better and I am more comfortable with maths.

Bryden O'Bryan





Report to Kandeer School from Youth Command-PCYC Youth Case Managers

What a great year our partnership has been with Kandeer School.

In Term 1 we conducted 'Be Cool Go To School' a pre-school morning breakfast, activity program. Three students from Kandeer School participated. This was a positive engagement program including early morning pick up (no complaints from the kids here), indoor sporting activities, a healthy breakfast prepared at the club, preparation of lunches, attention to personal hygiene and then ensuring the kids got to school awake, energized and with full tummies!!

Terms 1, 3 & 4 also included RAGE – Re-navigating Angry and Guilty Emotions which is strength based, solution focused program that was hands on, practical and also fun for the kids. This program helps young people deal with the most misunderstood human emotion, anger. Twelve students from Kandeer participated in the RAGE program and enjoyed some competitive sporting activity with the Youth Case Managers at the completion of each session. The participants also enjoyed lots of cuddles and 'woot woot' chatter with our live in club guinea pigs, Bad Hair Day-Ginger Ninja and Albie the Albino.

Looking forward to working with the kids and the staff at Kandeer in 2016.

Senior Constables Belinda Wells & Kylie Bowden



School background

School vision statement

At Kandeer School we strive to make a positive difference for our students by empowering them to make appropriate choices in their lives.

School context

Kandeer School is a School for Specific Purposes. It caters for students from years 5-10 with behavioural and emotional disorders.

Students are mainly drawn from the Albury area and are referred to Kandeer from their home school through a regional panel.

The school provides each student with a Personalised Learning Plan. This incorporates an Individualised Education Plan, according to their specific needs. The PLP includes strategies for desired outcomes devised by the teachers with close collaboration between students, parents/carers, education personnel, support agencies and community.

A significant focus of the school is the attainment of improved social and behavioural skills which places emphasis on cognitive and behavioural approaches to management of difficult behaviours.

Kandeer School promotes safety, the enjoyment of learning, development of skills through practice and students achieving their personal best at all times.

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.



LEARNING CULTURE

Sustaining and Growing

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

WELLBEING

Delivering

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

The school encourages students to recognise and respect cultural identity and diversity.

School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.



CURRICULUM AND LEARNING

Sustaining and Growing

Curriculum provision is enhanced by learning alliances with other schools and organisations.

The school actively collects and uses information to support students' successful transitions.

Teachers involve students and parents in planning to support students as they progress through the stages of education.

There are systematic policies, programs and processes to identify and address student learning needs.

ASSESSMENT AND REPORTING

Delivering

The school analyses internal and external assessment data to monitor, track and report on student and school performance.

Individual student reports include descriptions of the student's strengths and areas of growth.

Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

Parents are updated on the progress of their children.

STUDENT PERFORMANCE MEASURES

Delivering

The school achieves value-added results.

Students are at or above national minimum standards on external performance measures.

Students are showing expected growth on internal school performance measures.

EFFECTIVE CLASSROOM PRACTICE

Delivering

Teachers regularly review and revise teaching and learning programs.

Teachers routinely review previous content and preview the learning planned for students in class.

All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

DATA SKILLS AND USE

Delivering

Teachers analyse and use student assessment data to understand the learning needs of students.

The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.

Data analysis informs the school's learning goals and monitors progress towards them.

School analysis of student performance data is provided to the community on a regular basis.

The school leadership team regularly uses data to inform key decisions.

COLLABORATIVE PRACTICE

Delivering

Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.

Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

LEARNING AND DEVELOPMENT

Delivering

Teachers participate in professional learning targeted to school priorities and their professional needs.

The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

The school has processes in place for teachers' performance and development.

Beginning and early-career teachers are provided with targeted supported in areas of identified need.

Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.





PROFESSIONAL STANDARDS

Delivering

Teachers understand and implement professional standards and curriculum requirements.

Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.

The school has a culture of supporting teachers to pursue higher-level accreditation.

Teachers are committed to their ongoing development as members of the teaching profession.

Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

LEADERSHIP

Sustaining and Growing

The school solicits and addresses feedback on school performance.

Leadership development is central to school capacity building.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING

Delivering

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school

The three-year school plan has annual iterations focused on achieving identified improvements.

The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.

The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.

An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually.

Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

SCHOOL RESOURCES

Delivering

School staffing ensures that full curriculum implementation and delivery requirements are met.

Systematic annual staff performance and development reviews are conducted.

The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.

School and other facilities are used creatively to meet a broad range of student learning interests and needs.

MANAGEMENT PRACTICES AND PROCESSES

Delivering

The school leadership team communicates clearly about school priorities and practices.

Administrative practices effectively support school operations and the teaching and learning activity of the school.

Accountability practices are tied to school development and include open reporting to the community.

The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

All school staff are supported to develop skills for the successful operation of administrative systems.





Strategic Direction 1

Engaged, lifelong learners.

Purpose

To raise expectations and enhance the quality of students' engagement and learning.

Overall summary of progress

Based on the School Excellent Framework – Self-assessment Survey our learning culture is sustaining and growing and there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Positive, respectful relationships are evident among students and staff promoting student wellbeing and ensuring good conditions for student learning.

At Kandeer School we have well developed and current policies, programs and processes that identify, address and monitor student learning needs.

Curriculum provision is enhanced by learning alliances with other schools and organisations. Kandeer School actively collects and uses information to support students' successful transitions. Teachers involve students, parents and carers in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

At Kandeer School we analyse internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the students' strengths and areas of growth. Teachers set transparent criteria and have in place principles of consistent

assessment and moderation. Parents are updated on the progress of their children.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
80% of students achieving their IEP goals.	<p>Teachers have consulted with parents/carers and students to develop Personalised Learning and Support Plans which incorporate Individual Education Plans, Individual Behaviour management Plans as well as Individual Health Care Plans where needed, for every student at Kandeer School.</p> <p>Achievement of students reaching their IEP goals is trending close to our 80% target.</p>	<p>Resource Allocation Method (RAM) funding LITERACY</p> <p>\$3981.55</p>
Increase students average attendance rate to 90%	<p>Kandeer School provides structured literacy and numeracy programs which are tailored to each student's individual needs.</p> <p>Hands on learning programs have lead to an increase in students' engagement and learning and as a consequence also lead to an increase in student attendance.</p> <p>A review of attendance data indicates that attendance is trending upwards.</p>	<p>Resource Allocation Method (RAM) funding NUMERACY</p> <p>\$1449.40</p>
100% of year 9 and above students participating in work experience, TVET or other TAFE courses.	<p>At present our year 9 and above student population is working towards participating in work experience, TVET and TAFE.</p> <p>Initial data indicates that we are on track to reach our goal of 100%, within the time frame of this cycle of our school plan.</p>	<p>Resource Allocation Method (RAM) funding EQUITY</p> <p>\$2635.76</p>

Next steps

Future directions for 2016 are as follows:

Continue with the Hands on Learning Program which provides opportunities for students to participate in woodwork, leatherwork, metalwork, cooking and gardening. This program has been well received by both students and parents and is a critical component of how we engage our students at Kandeer School.

We will continue to consult and collaborate with parents/carers and stakeholders in the development of Individual Personal Learning and Support Plans for each student to promote quality teaching and learning.

Our focus will be to transition students at critical points such as, to Kandeer, to local schools, to TAFE, to work experience and industry.

Strategic Direction 2

Excellence in teaching.

Purpose

Foster quality teaching, leadership and management through individual and collaborative learning and practice.

Overall summary of progress

At Kandeer School we pride ourselves on effective classroom practice. Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning plan for students in class. All class rooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. At Kandeer School our leadership team regularly uses data to inform key decisions.

Our learning and support team meets on a regular basis to review the curriculum and to revise the teaching and learning programs, our staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

The Principal and teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teacher quality, leadership preparation and leadership development. At Kandeer School we have processes in place for both Principal and teacher performance and development. Beginning and early career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

The Principal and teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development process. At Kandeer School we have a culture of supporting teachers and executive to pursue a higher level accreditation. The staff are committed to their ongoing development as members of the teaching profession and they demonstrate currency of content knowledge and teaching practice in all their teaching areas.

The leadership at Kandeer School continues to sustain and grow a positive culture. At Kandeer we actively survey and address feedback on school performance. Leadership development is central to school capacity building at Kandeer School. We have productive relationships with external agencies such as PCYC, business, industry, TAFE, universities and community organisations to improve educational opportunities for students.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for our school.

The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. At Kandeer School we acknowledge and celebrate a wide diversity of student, staff and community achievements.

Kandeer School is very well resourced. School staffing ensures that full curriculum implantation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide and a safe environment that supports learning.

Kandeer School and other facilities are used creatively to meet a broad range of student learning, interests and needs.

At Kandeer School our management practices and processes deliver positive results for our students. The school leadership team communicates clearly about the school priority and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school.

Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organizational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
100% of staff involved in peer observation internally or externally	<p>All teaching staff have engaged in peer observation both internally and externally. Funding for employment of casual teachers to release Kandeer staff to observe their peers teaching in the classroom has been well received and added to the repertoire of staff involved.</p> <p>Kandeer staff have had the opportunity to visit other behavior schools in NSW to observe their colleagues in different settings working with students who exhibit challenging behaviours.</p> <p>Kandeer School has hosted several networks of schools so that we are able to share our behavioural expertise with other teaching colleagues.</p>	Resource Allocation Method (RAM) funding \$2295.25
100% of staff feel that their professional learning needs are being met and that they are valued.	All teaching staff have developed a Professional Development Plan in consultation with the Principal regarding their professional development that encompasses the needs and requirements of the teacher balanced with the needs and requirements of the school and relate directly to the Professional Teaching Standards.	Resource Allocation Method (RAM) funding \$5232.20

Next steps

In 2016 we intend to build on collegial network of schools in a bid to share knowledge and resources across a wide geographical area.

We will liaise with the Quality Teaching Consultant to assist with promoting this sharing of expertise, with the intention of Kandeer teaching staff excelling in the demonstration and sharing of our behavioural expertise which has very high levels of contemporary content, knowledge and teaching practices that rely on evidence based teaching strategies.

Our collaborative practice ensures consistency of not only curriculum delivery

which include strategies for differentiation and consistency of teacher judgement but also evidence based practices in behaviour management strategies as well as transition support at critical points for the students in our care.

At Kandeer School we have embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

At Kandeer School we provide school-wide and inter-school relationships that facilitate mentoring and coaching opportunities to support and ensure the ongoing development of all staff.

At Kandeer School we are recognised as a school of expertise regarding supporting students with additional support needs and specific transition requirements to facilitate successful employment opportunities for the future. We evaluate professional learning activities to identify and systematically promote the most effective strategies. Our teachers and executive draw on and implement evidence based research to improve our performance and development.



Strategic Direction 3

Respectful, responsible citizens.

Purpose

To develop confident and independent individuals who are active and informed citizens.

Overall summary of progress

We are on target with Strategic Direction 3 in terms of meeting our improvement measures. In terms of our Personalised Learning and Support Plans for each student we have reached our target of 100%. All of our staff are implementing the Positive Behaviour for Learning ethos and we are experiencing a downward trend with regard to our suspension rate. The extra-curricular programs that our students are involved with are engaging our students and leading them to become respectful, responsible citizens.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
100% of staff committed to positive behaviour management through modelling expectations and use of school values as common language.	<p>At Kandeer School we have implemented the Positive Behaviour for Learning philosophy which incorporates our four values; respect, responsibility, safety and learning.</p> <p>We incorporate positive behaviour management strategies that use a common language approach of certain rather than severe consequences with regard to student behaviour modification.</p>	<p>Resource Allocation Method (RAM) funding EQUITY / STUDENT WELFARE</p> <p>\$1079.35</p>
100% of students involved in developing their PLP's.	<p>At Kandeer School every student has their own Personalised Learning and Support Plan. Parental input is encouraged and critical to developing each child's Personalised Learning and Support Plan. All parents and carers are invited into the school to observe their child working on designated open days.</p> <p>Students are encouraged to take responsibility for their behaviour and their learning by self-assessing progress in consultation with their teacher.</p> <p>Educational and behavioural goals are linked to the Life Skills Curriculum which focuses on the core values of the school in order to produce responsible, respectful citizens.</p>	<p>Resource Allocation Method (RAM) funding</p> <p>\$1681.10</p>
10% decrease per student in suspensions.	<p>Attendance data reflects an increase in student engagement and suspension data is trending downwards.</p> <p>Our innovative programs relating to academic and hands on learning are engaging our students and improving student behavior and attendance.</p>	<p>Resource Allocation Method (RAM) funding EQUITY / Teacher Salary</p> <p>\$11871.84</p>

	<p>Kandeer School liaises closely with the Home School Liaison Officer regarding students of interest, who exhibit truanting behaviour to minimise this detrimental effect.</p> <p>Kandeer School has a close partnership with the Police School Liaison Officer and in partnership we monitor and minimise truancy and offending in our local area.</p>	<p>Resource Allocation Method (RAM) funding EQUITY / ROAD SAFETY PROGRAM</p> <p>\$5028.96</p>
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Next steps

In 2016 we will continue our partnership with the local Police Area Command as well as working closely with the Home School Liaison program to monitor and improve student attendance at Kandeer School.

We will continue to follow the philosophy and embed practices as a Positive Behaviour for Learning school. Positive and Respectful relationships across the school community underpin and productive and learning environment and support students' development of strong identities as not only learners but also responsible and respectful citizens.

Kandeer School has in place a comprehensive and inclusive framework to support the educational, emotional, social and physical wellbeing of our students. Our students are encouraged to become self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Student wellbeing is a high priority at Kandeer School. Our school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Our students are working towards caring for themselves as well as contributing to the wellbeing of others and the wider community.

Key initiatives and other school focus areas

Key initiatives undertaken by Kandeer School in 2015 include the following:

- Hands on Learning, implemented to increase students' engagement and learning.
 - Personalised Learning and Support Plans developed for every student to promote quality teaching and learning.
 - Transition of students at critical points such as; to Kandeer School, to local schools, to TAFE, to work experience and industry.
 - Professional Development Plans implemented by all staff based on the School Excellence Framework, targeting staff professional development needs in line with the School Plan.
 - Quality Teaching practices will be enhanced through developing networks and collaborating with colleagues both within Kandeer School as well as external to Kandeer School.
 - Community consultation and collaboration to involve parents/carers and stakeholders in the school planning implementation and monitoring of all the programs being offered at Kandeer School.
 - Positive Behaviour for Learning has been embraced by all staff as well as positive behaviour management strategies which incorporate the school's values and a common language approach to the management of student behaviour.
 - Aboriginal education is enhanced through our Multicultural Education programs and our partnerships with Aboriginal elders within the local community. Celebration of culturally significant days and training and development in Aboriginal culture enhances the engagement and retention of our Aboriginal student population.
 - Stephanie Alexander Kitchen Garden Program has been an ongoing success in 2015.
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
 - Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Kandeer School employs an Aboriginal School Learning Support Officer to assist with the educational needs of our Aboriginal students as well as supporting our teaching staff.</p>	<p>All students at Kandeer have Individual Personalised Learning and Support Plans, Individual Education Plans and Individual Behaviour Management Plans to support their learning.</p> <p>Kandeer School celebrates cultural awareness days and provides programs that respect and enhance Aboriginal students' learning and wellbeing.</p>	\$23,954.00
<p>English language proficiency funding</p>	N/A	
<p>Targeted students support for refugees and new arrivals</p>	N/A	

Socio-economic funding	Kandeer School provides educational programs that enhance the literacy and numeracy skills of our students. We also provide hands on learning programs that engage and promote student respect, responsibility and wellness.	\$39,600.00
Low level adjustment for disability funding	N/A	
Support for beginning teachers	Kandeer School supports the professional development and learning needs of our beginning teachers. Our staff are provided with mentors and opportunities to professionally develop both within the school environment as well as accessing professional development and learning opportunities outside the school environment.	\$13,127.38
Other school focus areas	Impact achieved this year	Resources (annual)
Other, including Early Action for Success	N/A	



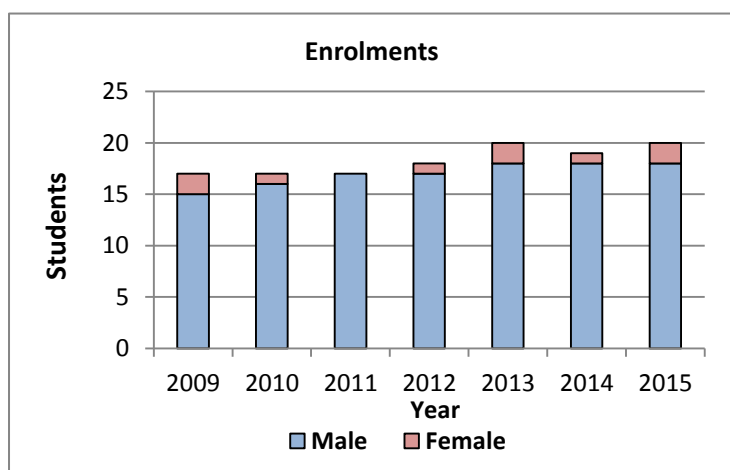


Student information

In 2015 Kandeer School had three classrooms with a maximum of 21 students.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	15	16	17	17	18	18	18
Female	2	1	0	1	2	1	2



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.

Structure of classes

[Insert text and appropriate table from electronic Data Summary Sheet here.]

Retention Year 10 to Year 12

Kandeer School caters up to Year 10 only.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %
seeking employment	1
employment	1
TAFE entry	2
university entry	0
other	0
unknown	0

Workforce information

Workforce composition

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

Kandeer School employs one Aboriginal School Learning and Support Officer.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	50%
BOSTES Accreditation	100%

Professional learning and teacher accreditation

All teaching staff at Kandeer School have Personal Professional Development Plans aligned with the School Plan and the Professional Standards for Teachers.

All teachers are accredited at the Proficient Level.

Financial Information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<p>How to put data into the financial summary table: Caution do not enter n/a, other text, \$ sign, commas or spaces in the \$ column as this will prevent the table from calculating the data. Do not press the 'Enter key'. Simply left-click into each cell. To input data: Left click into the appropriate cell and input data to two decimal places To calculate data: Right-click in the appropriate cell (ie <i>Total income, Total expenditure and Balance carried forward</i>) and select <i>Update field</i>. Delete this cell when table is complete.</p>	
Date of financial summary	30/11/2015
Income	\$
Balance brought forward	58,737.61
Global funds	70,715.02
Tied funds	76,664.85
School & community sources	1,903.64
Interest	1,672.66
Trust receipts	468.00
Canteen	0.00
Total income	210161.78
Expenditure	
Teaching & learning	
Key learning areas	8,880.48
Excursions	233.42
Extracurricular dissections	12,921.01
Library	155.00
Training & development	8,316.19
Tied funds	63,133.57
Casual relief teachers	13,401.28
Administration & office	20,750.08
School-operated canteen	0.00
Utilities	18,993.57
Maintenance	10,819.67
Trust accounts	828.20
Capital programs	0.00
Total expenditure	158432.47
Balance carried forward	51729.31

Financial summary for 229 (SAP) schools

Kandeer School is a member of the Southern NSW Small Schools Finance Centre.

The Principal is accountable for the financial management of the school.

The school does not have an active P&C Committee but Finance Meetings are held with the executive and SAM of the school.

The school has a Management Committee, comprising, the Principal, a staff representative, a parent and community representative and feeder school representatives, that meet twice a term to discuss the schools activities and direction.

School performance 2015

Literacy

All students have participated in the individualised 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.

NAPLAN

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

Higher School Certificate (HSC)

Kandeer School caters only for years 5 to 10. There are no students who were enrolled in any HSC course during 2015.

Aboriginal education

We have respect for Aboriginal culture and actively promote and participate in celebrations such as NAIDOC, Reconciliation Week and Sorry Date. 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 ANZACs and the 100 years celebration. Students respected the history and culture of the first 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.

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.

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 school programs

- Student leadership
- Vocational education program
- Environmental education and sustainability continued with Kitchen and Garden classes. All Kandeer students participated in 2015 Clean UpS Australia Day. Xxxx organised an excursion to Wonga Wetlands and experienced the Aquatic Environment Education Centre.
- Family and community programs
- Achievements in the arts and sport.

Parent/caregiver, student, teacher satisfaction

In 2015, the school sought the opinions of parents, carers and students about the school.

Survey Conducted for Kandeer School

Requested by: Mr Peter Ellison

Principal, Kandeer School

Conducted by: Christine Zerbst

17 Keeble Way, Yackandandah

0403 484 944

Aim of the Survey: To gauge the opinion of parents/carers and students of Kandeer School, in relation to their satisfaction of the school and its' activities.

Benefit of the survey: This survey forms part of the current 3 year plan for Kandeer School.

Data Collection: 17 candidates in total were contacted or attempted to be contacted by telephone.

Of these 17 candidates, 15 were either parents/carers of children currently attending Kandeer School and 2 candidates were Police Officers who engage in support activities through PCYC.

Of the 15 parents/carers, 3 candidates were not able to be interviewed as phone calls were not answered. Up to three attempts at various times of the day and on different days were made.

This left a total of 14 candidates being surveyed – 98% of target.

Of the 14 candidates who did take part in the survey, they did so in a helpful & friendly manner.

Ethics: All candidates were asked for their consent to participate in the survey. They were also given the choice to be either named or remain anonymous. Of the 14 participating candidates, 1 only requested anonymity.

DATA SUMMARY

The response rate i.e. useable data as a proportion to the number of candidates who responded, was variable.

Qualitative data: Useable data = 71.4% of total 11 questions.

Quantitative data: Useable data = 100% of 13 questions.

PART 1 comprised 7 questions; the questions were structured as qualitative questions or 'soft' data.

Some candidates were unable to form a clear response to the questions. In the opinion of Ms Zerbst and with no bias intended, the reason for this was not due to the content or structure of the questions, but rather the reticence of the candidates to express their knowledge or opinions.

PART 2 comprised a total of 17 questions. 13 questions were composed as quantitative questions or 'hard' data, requiring a specific response.

PART 2 also comprised 4 qualitative questions, the response is reflected in the useable data % above.

SUMMARY - PART 1

Q1. What do you value most about Kandeer School?

Trend – Support given/staff / a place at school /welcoming /good communication /uniqueness /accommodating / working relationship.

Q2. After your child attends Kandeer School, what are the qualities you would like them to have?

Trend – Life skills / educated / a certificate / respect for elders / respect for self /patience / an apprenticeship / resilience / self-discipline / confidence / be a valued member of the community / work and function in adult life / successful in future / ability to get along with people / deal with emotions /manners / have the drive to find a rewarding job/facial reading

/have a goal / make the most of the skills learnt / ability to hold down a job.

Q3. What would you like Kandeer School to look/feel like in 10 years' time?

Trend – Bigger so there are more students to interact with /stricter rules so there is better intergration back into normal school life/ to still be there helping kids / have more schools like Kandeer / continue to grow and develop in the strengths they have now / earlier intervention.

Q4. Do you think anything needs to change about the school in terms of resources?

Trends – Make a science lab / can parents be used as a resource / well-resourced now.

Q5. What improvements in teaching and learning would you suggest?

Trends – More focus on academic teaching / prepare a lesson plan for each individual child / provide a full time counsellor / no improvements required needed / keep teachers upskilled.

Q6. What priorities and ambitions do you have for Kandeer School's future?

Trends – Get bigger / provide a full time counsellor / provide a part-time woodwork – tech metal Teacher / keep on going / use skills learnt to further education and job prospects / expand the Kandeer school system throughout the community / focus more on career and employment guidance/ to keep being able to provide the variety of options that they currently give.

Q7. Is there anything else you would like to add?

Trend – Thank you to all the staff, awesome attitude and teaching / child loves coming to school / very impressed / grateful for doing so much for child / unfortunate that child had to wait till year 5 to be allowed to enter Kandeer. An earlier start may have made him a very different child / Kandeer puts all bad apples in

one basket, chance that they feed off each other, peer pressure.

Disagree = 0

Strongly Disagree = 0

SUMMARY - PART 2

Q1. Of the 12 parents/carers who completed the survey:

5 had children attending the Primary program

7 had children attending the Secondary program

2 PCYC Police Officers interacted with both Primary and Secondary programs.

Q6. A wide range of extra curricula activities are offered.

Strongly Agree = 8

Agree = 6

Disagree = 0

Strongly Disagree = 0

Q2. Kandeer School is an attractive and well-resourced school eg classrooms, buildings and grounds.

Q7. The school maintains a focus on academic (literacy and numeracy) as well as social and emotional priorities.

Strongly Agree = 7

Agree = 7

Disagree = 0

Strongly Disagree = 0

Strongly Agree = 12

Agree = 2

Disagree = 0

Strongly Disagree = 0

Q8. The school is a friendly school that is tolerant of all students.

Strongly Agree = 10

Agree = 4

Disagree = 0

Strongly Disagree = 0

Q3. I/we are satisfied with the opportunities the school provides.

Strongly Agree = 12

Agree = 2

Disagree = 0

Strongly Disagree = 0

Q9. This is a school where information about the schools programs and activities are regularly communicated to parents/carers.

Strongly Agree = 6

Agree = 8

Disagree = 0

Strongly Disagree = 0

Q4. I/we believe that the school is a happy and safe place for my/our child.

Strongly Agree = 6

Agree = 8

Disagree = 0

Strongly Disagree = 0

Q10. This is a school where members of the community are regularly invited to school events.

Strongly Agree = 7

Agree = 7

Disagree = 0

Q5. Parents are encouraged to contact the school to discuss concerns relating to their child.

Strongly Agree = 10

Agree = 4

Strongly Disagree = 0

Q11. This is a school where information about student learning is shared between school and home.

Strongly Agree = 4

Agree = 9

Disagree = 1

Strongly Disagree = 0

Q12. This is a school where the backgrounds of all cultural groups are respected and reflected in school practices and activities.

Strongly Agree = 8

Agree = 6

Disagree = 0

Strongly Disagree = 0

Q13. This is a school where positive relationships exist between the school and its community.

Strongly Agree = 7

Agree = 7

Disagree = 0

Strongly Disagree = 0

Q14. What are the three most successful things that the school and community do together to improve students learning outcomes.

The level of engagement with community groups – 1

The number of community groups involved - 111

Craft – woodwork – 1111

Gardening (calming) 11

Dog walking – 11

Sport activities - 1

Going on outings / Clean up Australia Day - 1111

Dedication of staff - 1

Working with PCYC – 111

'YES' – Family services group -1

Working with other schools - 1

Treating the students as individuals and teaching respect – 1111

Dedication of staff – 1

Reading – 1

Morning teas and lunches – 1

Award presentations – 1

Top ranking:

**** Craft – woodwork / Going on outings / treating the students as individuals and teaching respect.

*** The number of communities involved / Working with PCYC.

** Gardening / Dog walking

Q15. What are three things that the school and community could do to improve students' learning outcomes.

Positive mentoring program particularly with boys – 1

Tapping into the interest of the of the students own wishes/desires - 1

More community involvement to give them better employment opportunities -1

When age is relevant assist in getting a drivers licence eg driving school – 1

More knowledge on where child is struggling with school curriculum – 1

They do everything that is possible at the moment – 1111

A little more on reading/writing/arithmetic – 1

A full time Counsellor – 1

Have volunteers – parents, artists, teachers to help teach extra skills – 11

Top Ranking:

**** Doing everything that is possible at the moment.

** Having a volunteer system for teaching extra skills.

Q16. What are three words that describe Kandeer School?

Open – 111

Supportive – 111

Empowering – 1

Fantastic – 1

Hardworking - 1

Accessible -1

Loyal -1

Respectful – 1

Unique – 1

Encouraging - 1

Opportunities – 1

Caring – 1111

Helpful – 11

Generous -1

Wonderful -1

Excellent – 1

Lifesaving – 1

Magical – 1

Learning – 1

Integration – 1

Consistent – 11

Friendly – 11

Community – 1

Behaviour – 1

Top Ranking:

**** Caring

*** Open / Supportive

** Helpful /Consistent / Friendly

Q17. Any further comments you would like to make?

1. All summed up in the questions

2. Robyn in the office does a great job, takes the extra step to be helpful.

3. So wish that there is a Kandeer in every suburb.

4. Just a big thank you.

SUMMARY

The response to the survey was a very positive result for Kandeer School, as displayed in the data summary.

If anything did stand out in my view, it was the enthusiasm that the parents/carers displayed with their overall goodwill and gratitude towards Kandeer. One particular trend that was noticed from the responses of parents/carers, was the desire that their children would be respected and show respect to others, and find job satisfaction when they left school.

CHRISTINE ZERBST

Dated 11th March 2015

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

Anthony Daley – Classroom Teacher

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

Marg Tanner – SAKG Garden Specialist

Robyn Gill – School Administrative Manager

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:

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

Kind regards

Peter Ellison

Principal

Kandeer School

