2008 Annual School Report
Kandeer SSP

NSW Public Schools – Leading the way
Our School at a Glance

School Context

Kandeer is a school that caters for students in Years 5-10 with emotional and behavioural disorders. Students are drawn mainly from the Albury area are referred to Kandeer from primary and secondary principals or other community links e.g. DoCS and Juvenile Justice. The students' names are submitted to a regional panel to determine their eligibility. Members of the School Management Committee consist of teachers, community representatives and parents/carers. The school has made Literacy, Numeracy and Aboriginal Education as a high priority 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. In 2009 Kandeer SSP will establish a third class catering for students in years 6, 7 and 8 in a middle school program, this will take the maximum student enrolment to 21 students.

Messages

Principal's Message

Kandeer School provides an alternative educational learning environment for students who have difficulty managing their behaviour. Kandeer School offers two programs for students, a primary program and a secondary program.

Our mission is to make a positive difference in the lives of our students by empowering them to make appropriate choices in their lives.

Our students are provided with a wide range of high interest programs based on the students' individual learning and social needs. Each student has an individual education and behaviour program tailored to suit their needs.

The Priority Schools Program (PSP) enables the school to offer a broad range of quality educational programs in literacy and numeracy which enhance attendance and participation.

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.

Mark Rudd
Principal

The Management Committee

Kandeer School provides an excellent learning environment for students who have difficulty managing their behaviour.

The Management Committee is composed of the Principal, a parent, three secondary and one primary school management representatives, two community representatives and an elected staff member.

We meet monthly and our primary role is to support the Principal. We are all very proud of the positive actions occurring at the school.

During 2008 two students spent time at Wonga Wetlands working on environmental projects while one student accessed a mechanical workshop for work experience. With the arrival of a new bus all staff has obtained their light rigid driving licences.

The development of a new student welfare program which includes self evaluation of student behaviour has proved to be a successful innovation. Subsequently three successful students enjoyed a flight to Sydney and a day at Cronulla beach as a reward.

The COLA (covered outdoor learning area) which was built using funds from an “Investing in Our Schools” grant is a great asset to the school and further enhances the opportunity and environment of the school.

A camp for the students in partnership with the PCYC (Police and Community Youth Club) proved very popular as were the weekly workshops in storytelling where students were able to make and decorate boomerangs, canvas and clapping sticks.

The great attendance and enthusiasm of parents and students at Presentation Day provided ample proof of the success of the many programs being activated at Kandeer.

The staff and the Management Committee are currently planning a Trivia Night in September 2009. Not only will the funds be used to further improve the learning environment of Kandeer School but it is also very important, as a community awareness exercise.

Kandeer School is certainly a school of which we can be very proud.

On behalf of the Management Committee congratulations to all the staff on a wonderful effort.

Jean Evans
Chairman
The Management Committee
Staff
All teaching staff meet the professional requirements for teaching in NSW public schools.

Student Achievement in 2008

NAPLAN Year 5, 7 and 9
Students enrolled in the primary program at Kandeer School have a home school. Students at Kandeer demonstrate extreme anxiety and a high level of resistance to participation in formal assessments which results in absence or a lack of effort to complete the assessment.

Results in 2008 could not be displayed because the number of students is below the privacy threshold. Results have been shared with parents and programs put into place where required.

Student Representative's Message

Kandeer is a great school for teaching us life skills. Work experience is great for preparing the students for work by giving us work related skills. If we achieve our behaviour targets we go on great excursions like the snow, camp, Sydney it is all good fun for the students. The teachers at Kandeer need a medal for the excellent work they do. The office staff are all nice if you’re upset they will listen to the problems. If you need anything the people will do it, that is why Kandeer is a great school for learning at and it is fun and gives us great skills for life.

RJ Kelly
Year 9 2008

School Context

Student Information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student Attendance Profile
The students who attend Kandeer have in most cases had a poor attendance record at their previous educational setting. After an initial transition period, students either attend Kandeer full time or attend their home school part time and attend Kandeer for the rest of the week. Kandeer has made significant gains with attendance and participation for our Aboriginal students this year.

Class Sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

Our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008 are based on a maximum of seven students per class.

There are seven students enrolled in the primary program and seven students enrolled in the secondary program.

Structure of Classes
We have two classes with a maximum of seven students in each class. In 2008 we had one primary class and one secondary class. Each class is staffed by a teacher and a teacher’s aide.

Post-school Destinations
During the 2008 school year one student exited the secondary program at Kandeer and enrolled in the local TAFE. Four students exited the primary program at the end of 2008. Three of the students transitioned to local high schools and one student moved out of the district.
Staff Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

We have 2.7 teaching staff which includes a teaching Principal.

Staff Establishment

Our teaching staff and support staff are all experienced in teaching students with special needs.

In addition, non teaching staff members include a School Administrative Manager (0.912) a General Assistant (.2) and two full-time Teacher Aides.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.1</td>
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<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2.7</td>
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</table>

Staff Retention

The staff retention figure is not reported as the number of teachers in the school is smaller than the threshold for which this information is provided.

Staff Attendance

Staff have access to leave entitlements such as sick leave. The staff retention figure is not reported as the number of teachers in the school is smaller than the threshold for which this information is provided.

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
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Financial Summary

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

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<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>134,994.44</td>
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<tr>
<td>Global funds</td>
<td>45,775.60</td>
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<tr>
<td>Tied funds</td>
<td>40,838.42</td>
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<tr>
<td>School &amp; community sources</td>
<td>5,974.05</td>
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<tr>
<td>Interest</td>
<td>8,835.21</td>
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<tr>
<td>Trust receipts</td>
<td>156.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>236,573.72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching &amp; learning</strong></td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>5,063.77</td>
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<tr>
<td>Excursions</td>
<td>1,218.71</td>
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<tr>
<td>Extracurricular dissections</td>
<td>999.98</td>
</tr>
<tr>
<td>Library</td>
<td>26.36</td>
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<td>Professional Learning</td>
<td>5,841.04</td>
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<td>Tied funds</td>
<td>127,087.47</td>
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<td>Casual relief teachers</td>
<td>1,735.01</td>
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<td>Administration &amp; office</td>
<td>19,537.63</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>6,497.84</td>
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<td>Maintenance</td>
<td>12,455.98</td>
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<td>Trust accounts</td>
<td>0.00</td>
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<tr>
<td>Capital programs</td>
<td>10,558.57</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>191,022.36</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>45,551.36</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the Management Committee. Further details concerning the statement can be obtained by contacting the school.

School Performance 2008

Achievements

Literacy

Kandeer School has made the teaching of literacy a high priority curriculum area in 2008. Students need the basic skills of literacy to succeed in society and the aim of Kandeer School is to prepare and teach students the skills that will promote their contribution in society, and to increase their success when transitioning into mainstream educational settings and post school environments.
Literacy in the secondary and primary program is taught using the Fitzroy reading program and is supported by guided reading. These approaches ensure that students are provided with work at their individual level. The results of the literacy strategies have shown that the students reading ages have improved and the gap between their chronological and reading ages have narrowed. The students in the primary program have shown a greater rate of engagement in reading based lessons. Kandeer School will continue to promote the importance of literacy and will investigate strategies that will further strengthen the literacy curriculum for students using a whole school approach with particular emphasis on the secondary students.

**Sport**

Our students are given many opportunities to advance their skills in sport and recreation.

Students participate in weekly Physical Education (PE) programs aimed at improving their cardiovascular fitness through programs such as gymnastics, cricket, basketball and boxercise at the Police and Citizens Youth Club (PCYC).

The police at PCYC have excellent rapport with our students and assist our staff with many of our programs such as bike safety and hand eye coordination skill sessions.

Students can also choose weekly recreational electives such as bowling, fishing, swimming and weight training.

**Community Programs**

The Solar Car Challenge continued in 2008 with great results on and off the track. This project is run through MICEEP (Murray Industry & Community Education Employment Partnership Inc.) with support from many local companies.

The challenge asks students to create a solar powered car that is able to race around the track for one hour.

The senior class undertook this project with support from Alistair MacDonald and Albury TAFE. Alistair would come into class once a week and help our students design and construct a solar car. Students were also assisted by our General Assistant, Neville King.

Students learnt many new skills including soldering, electrical wiring and metal work. This project also emphasised a teamwork approach.

This year we completed 53 laps and came third in our class. A great overall achievement from all who worked on the car and we anticipate that we will take part in this challenge and improve on our result in 2009.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Results in 2008 could not be displayed because the number of students is below the privacy threshold. Results have been shared with parents and programs put into place where required.

**Minimum Standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

Results in 2008 could not be displayed because the number of students is below the privacy threshold. Results have been shared with parents and programs put into place where required.

**Significant Programs and Initiatives**

**Financial Literacy**

In 2008 Kandeer School ran financial literacy programs for both the primary and secondary age students. The ‘Making Cents’ program was implemented as a pilot program through the Priority Schools Program (PSP) and taught students budgeting skills, the value of money and how to access specialised financial advice. The secondary age students were involved in managing the operations of ‘Kandeer Café’. The management of the Café involved students managing orders and invoices, collecting and receipting payments, balancing accounts and investigating the role of taxes in small business operations.

**Aboriginal Education**

In the 2008 school year a Student Learning Support Officer - Aboriginal part time position was appointed to Kandeer School. This position supports the indigenous students at Kandeer and facilitates our cultural programs and learning opportunities.

Local artist David Dunn worked with the students at Kandeer on a program that promoted literacy through story telling and the importance of the ‘journey’ in different stages of personal growth.

Students regularly visited Wonga Wetlands and conducted an exploration of Wiradjuri language and culture. They also produced artwork such as traditional Aboriginal dot paintings, woodwork, wood burning and painting on glass.

The staff at Kandeer School developed strong community networks and partnerships with a variety of organisations that support Aboriginal youth and education, including participating in the ‘Dare to Lead’ program.

**Multicultural Education**

The students have been involved in teaching and learning activities based on discussions of identity, diversity and celebrating difference. They recognise that everyone is entitled to rights without distinction of any kind, in particular as to race, colour or national origin.
Respect and Responsibility
Our school applies values education priorities to the overall curriculum provision, our structures and policies and our procedures and rules.

These values assist in providing a positive school climate which extends beyond the classroom to help students’ social and civic skills and to build resilience and responsibility for life long learning.

We have an assembly twice a term to celebrate our achievements and to recognise students who practice respect and responsibility. Student welfare structures promote students taking responsibility for their own behavioural choices.

Priority Schools Program (PSP)
PSP enabled the school to offer a broad range of quality educational programs in literacy, numeracy and life skills which enhanced student attendance and participation. Our activities included professional learning, resource material development, improved teacher/student ratio and sharing of effective practice in local networks.

The secondary students were actively involved in a bike maintenance program. Literacy strategies addressing road safety issues were implemented using PSP funding.

Improved attendance, participation and literacy levels resulted from the bike program. Students increased their reading ages by up to two years when tested on the Neale reading test.

Progress on 2008 Targets

Target 1
To develop and implement transition programs for students entering a high school.
Our achievements include:
- the development of a network of transition coordinators from the Albury high schools
- the development of structures that allow Kandeer to provide support and continuity for the students when they are enrolled in a high school
- improved communication and resource sharing between Kandeer and local high schools.

Target 2
To evaluate and implement a new student welfare system based on students taking responsibility for their own behaviour.

Our achievements include:
- a decrease in challenging behaviours
- a decrease in the suspension rate
- increased student engagement in their learning programs
- the number of students reaching the highest level of recognition in the welfare system
- increased responsibility for students owning their behaviours.

Key Evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of the TARS (Teacher Assessment and Review Schedule) and Literacy.

Educational and Management Practice

TARS (Teacher Assessment and Review Schedule)

Background
Each year all teaching staff participate in an evaluation of their performance called the Teacher Assessment and Review Schedule (TARS). This schedule forms part of the staff development program for all teaching staff. The schedule involves observations, interviews and staff development programs.

Findings and Conclusions
Our findings were that staff valued the nature of the TARS schedule and found that the positive aspects in the schedule included the range of strategies for planning, assessing and providing feedback. The process included a timeline where staff are assessed once a term using a variety of strategies including formal interviews, lesson observation and reviewing data.
Staff also valued the inclusion of professional development plans in the TARS process.

**Future Directions**

The teacher assessment review will continue as part of the term school management however there will be strengthening of the teacher conferences and goal setting process and a process put in place to have staff engage in the local area curriculum or welfare networks in their identified professional development plan.

**Curriculum**

Students at Kandeer SSP participate in all curriculum areas with a priority given to literacy and numeracy. The skills that are developed in these key learning areas (KLA’s) are then embedded in the teaching of all KLA’s. The English curriculum is an essential element in each student’s individual education plan and was evaluated as part of the self evaluation of the school curriculum.

**Background**

All students at Kandeer have personalised learning plans and priority is given to literacy including reading, comprehension and listening. The skills of literacy impact significantly on the student’s ability to be successful in other curriculum areas. The development of explicit literacy skills is supported through the Priority Schools Program.

**Findings and Conclusions**

Literacy at Kandeer is a priority and is currently implemented using different approaches in the primary and secondary classes. Students are making progress towards closing the gap between their chronological age and their reading age however to provide continuity across the school a whole school literacy program needs to be implemented.

**Future Directions**

In the future the English curriculum will remain a high priority area for the students at Kandeer School and that the school will investigate the possibility of developing or implementing literacy programs that cater for both primary and secondary aged students that are age appropriate.

**Professional Learning**

All staff had access to professional learning in 2008. Teachers participated in professional learning activities covering aspects of the school plan. These included: Occupational Health and Safety training; policies and procedures; drug education; Aboriginal education; PSP conferences; finance and curriculum related planning.

Professional development occurred during school development days, at combined staff workshops, Principal consolidated training, visits to other schools, network meetings, at specific courses or conferences and after school and holiday training.

Teachers and support staff were trained in Child Protection, merit selection, Anti Racism Contact Officer (ARCO), anaphylaxis, first aid and Cardiopulmonary Resuscitation (CPR).

On average staff attended training over 7 days, not including after school hours, during the year. The average cost per staff member was $1,200.

**School Development 2009 – 2011**

**Targets for 2009**

**Target 1**

Literacy: 50% Achieve reading age at least equal to their chronological age (primary) and 13+ (secondary).

Strategies to achieve this target include:

- Analyse and evaluate current reading instruction.
- Develop a Reading Plan that engages both Primary and Secondary students with reading deficits.
- Embed Quality Teaching practices into all lessons with a focus on literacy specific skills across all KLAS.
- Staff trained in the implementation of reading program/strategy.
Our success will be measured by:

- An increase in student engagement in literacy lessons.
- A decrease in the gap between student’s reading age and their chronological age.
- A whole school reading approach.
- Staff trained in the implementation of literacy strategies.

Target 2

Numeracy: 50% of students achieving outcomes in their stage group.

Strategies to achieve this target include:

- Individual Learning Plan (ILP) to address student identified needs in the areas of numeration, measurement, time and space.
- Ensure Quality Teaching is evident in all numeracy lessons to promote high levels of engagement.
- Ensure Quality Teaching is evident in all numeracy lessons to promote high levels of engagement.

Our success will be measured by:

- An increase in student engagement in numeracy lessons.
- An increase in students working at or above their stage level.
- The development of core numeracy modules with specific trade components.
- Each student will have a least two numeracy outcomes in their ILP.

Target 3

Aboriginal Education: Indigenous students to have an attendance rate of at least 85%.

Strategies to achieve this target include:

- All Indigenous students to have a personalised learning plan.
- Increased involvement in the “Dare to Lead” teaching and learning program.
- A mentoring program for SLSO - Aboriginal students.

Our success will be measured by:

- All Indigenous students to have a personalised learning plan.
- All staff will have completed phase 1 of the cultural awareness training.
- Community members have been identified and matched with students as part of the mentoring program.

Target 4

Student Welfare: 50% of students achieving green status in the points system.

Strategies to achieve this target include:

- Review and monitor the existing student welfare system.
- Staff to be trained in Choice Theory / Reality Therapy.
- Increase in pastoral care opportunities and the development of a local business network for guest speakers.
- Improve links with classroom teachers/executive staff across the Albury area to share Kandeer’s expertise.

Our success will be measured by:

- The number of students achieving the top level in the welfare system.
- Improve links with classroom teachers/executive staff across the Albury area to share Kandeer’s expertise.
- Staff adopting a consistent approach to dealing with challenging behaviour.
Target 5
Post Kandeer: 100% of students exiting the Kandeer program are engaged in further formal education, paid employment or a traineeship/apprenticeship.

Strategies to achieve this target include:

• ILP’s to reflect access to significant and relevant educational opportunities.
• Negotiate and support access to curriculum expertise and specialist learning spaces of local high schools and TAFE.
• Source employers in local area with a view to work placement /traineeships/apprenticeships.

Our success will be measured by:

• Post school destination data.
• Students involved in transition programs.
• Students engaged in school based VET programs.

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.

Committee Members:
Principal: Mark Rudd
Classroom Teacher: Sam Doolan
Classroom Teacher: Majella Lynch
Administrative Manager: Robyn Gill
Teacher Aide: Margaret Tanner
Teacher Aide: Leonie Ryan
Parent Representative: Teena Hawkins
Chairperson, Management Committee: Jean Evans

School Contact Information
Kandeer School
412 Fallon Street North Albury NSW 2640
Telephone: (02) 6025 2832
Fax: (02) 6040 1143
Email: kandeer-s.school@det.nsw.edu.au
School Code: 5744

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