

Kalinda School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Kalinda 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.

Belinda Wallace

Principal (rel)

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Message from the Principal

I am proud of the academic and life achievements of all of our students and the ongoing success of the strategies implemented by the school to create a high quality learning environment for all.

Our school's success is underpinned by a cooperative relationship between school and community, focussing on quality programs for all students.

We pride ourselves on our highly dedicated staff, who work together to provide a supportive and inclusive environment where all students are nurtured and encouraged to excel in all academic and personal areas.

Our students are a passionate and motivated group of young people who are keen to earn and participate in the range of educational opportunities provided for them at school.

We appreciate the support that we receive from the Kalinda School P and C and the local community, ensuring that all contributions are acknowledged.

Message from the school community

2016 once again has been a very busy year. With the support of Kalinda School, the P & C has continued to take on the contract for the assisted travel school bus run. I would like to thank Kathryn Twadell, Sonia Careri and Lesley Woodbridge for the amount of time and effort put into this and on behalf of the P & C and the school community, we are truly grateful. The School Bus Run is a great opportunity for our whole school to financially benefit over time.

Our major fundraiser for 2016 was a trivia night. This was organised by Brett Docherty. A big thankyou to Brett for his time and effort in coordinating this.

In 2016 Kalinda P & C has supported the school and donated \$5,000 from funds raised. These funds were used for resources and programmes which included Hydrotherapy swimming, athletics, reading eggs, the variety club bus running costs and funds to go towards the Touch Screens. A special thankyou to Babs Donaldson for working with Kalinda School and the P&C to organise support from Beyond Bank and the Policeman of the Year ball to raise the much needed funds for the New Touch Screens installed in all classrooms this was truly appreciated by the students and Kalinda School community.

To Julie Minato in the Kalinda School Office a really big thank you for the support you give to the uniform shop, the P&C Bus run and all that you do for the P & C For everyone that has supported the P & C; parents, carers, family and friends – Thank you. Your support of our fundraising activities and whatever time you have given is very much appreciated and

without all of you we would not be able to support the school and our students.

To Bel and all the staff at Kalinda School from the teachers, support officers, Admin, cleaners, grounds staff, your dedication and enthusiasm is outstanding, you all do a wonderful job and thank you on behalf of the P & C To all the students at Kalinda School the P&C would like to admire you all for your achievements in 2016 well done and keep up the good work you should all be very proud.

Message from the students

We are glad that the teachers have helped us finish school and move to our next stage. We have had a great time at Kalinda School and will miss the exciting activities that we have done.

Thank you to all of the teachers and SLSO's for all of the support we have had over the years.

School Captains 2016

School background

School vision statement

At Kalinda School we strive to provide a broad range of experiences and learning opportunities within a practical, innovative and flexible curriculum that will engage and motivate all students to learn, discover and apply their knowledge within their school day and throughout their lives.

School context

Kalinda School is a School for Specific Purposes (SSP) for students with moderate and severe intellectual disabilities, with a current enrolment of 37 students. Five students have high support needs – 13% of the total student population. The school caters for students from Kindergarten to year 12, with 75% of the student population 12 years of age or older in 2015. The local community generously supports the school. In 2011 the school moved in to a brand new purpose-built facility, which includes an indoor hydrotherapy pool. All classrooms have interactive whiteboards as well as a connected classroom facility that was installed early in 2012. The school receives funding from the Resource Allocation Model (RAM). The school is located in close proximity to Griffith Public School and Griffith High School. Opportunities for appropriate inclusion for individual students across both schools are being further developed – current programs include Year 11 and 12 Hospitality and K–6 performing arts and physical activity opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

In the domains of Learning, Kalinda School included, developed and participated in the following:

- Continual reflections on student engagement and learning through communication and team meetings
- Use of external professional learning such as Ian Luscombe to create a positive learning environment where achievement of all students is evident
- Implementation of Students With Additional Needs (SWANS) assessment tools to provide a consistent way to measure growth for all students, particularly in the area of literacy
- Links with speech pathologists, occupational therapists and physiotherapists were fostered and included in teaching and learning programs.
- Student attendance was monitored and supported in conjunction with the Home School Liaison Officer
- Students in year 11 and 12 participated in an intensive transition from school program, which used links with the Griffith community as well as flexible and innovative use of funds.
- 100% of students have Individual Learning Plans, which identify priority goals for each semester
- Students participated in events for Harmony Day, ANZAC Day, NAIDOC Week, Remembrance Day and Reconciliation week.

In the domain of Teaching, Kalinda School included, developed and participated in the following:

- Classroom observations, including teacher self assessments
- Linking of teaching and learning programs to the Australian National Teacher Standards

- The application, achievement and maintenance of accreditation at proficient for new scheme teachers
- Student Representative Council fundraising events
- Reflection on suspension rates, the impact of student behaviour on the learning of all students, and innovative ways to manage complex situations.
- Student achievement reports were reviewed, evaluated and updated in consultation with all staff, students and parent community representatives
- Kalinda ran an active and responsive Learning and Support Team as well as Work Health and Safety Committee to ensure all students are safe and engaged in meaningful learning while at school.

In the domain of Leading, Kalinda included, developed and participated in the following:

- Executive meetings were used to analyse LST and WHS data to make informed decisions relating to all areas of Kalinda School
- Information sessions were arranged to support parents in understanding the Transition from School processes
- Staff identified as aspiring to achieve higher levels of accreditation
- Social media, digital technology as well as face to face consultation and collaboration were used to obtain additional supports and resources for the school
- School finance was reported on regularly within the school
- The School Plan was updated and milestones were monitored.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Staff and Student Capacity – To ensure learning for students is based on quality educational delivery, consistent high standards, and shared professional practices.

Purpose

To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations.

Overall summary of progress

In 2016 Kalinda staff formed 'change teams' to increase student participation and academic and social emotional success at school. Staff identified the areas of playground management, student communication and participation, and enrichment as being key focus areas for 2016.

Throughout the year, teams met to analyse data, make reflections on best practice and increase the use of technology across all years and Key Learning Areas (KLA's).

Kalinda staff participated in a trial of the Students With Additional Needs (SWANS) Assessment tool, created by the University of Melbourne which were used to evaluate and refine our student reporting procedures. In consultation with the parent community, a new report format was created, linking directly with the information gathered from the SWANS assessments.

Staff engaged in professional learning to increase our understanding of students living with trauma, as well as in supporting communication and social emotional difficulties.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers, students and families will work in collaboration to plan and monitor student learning goals as evidenced in student learning plans (Individual Learning Plans and Individual Transition Plans) for all students.	84% of families participated in Individual Learning Plan meetings this year, either in person or via phone call.	Release for teaching and SLSO staff \$1500
All professional learning plans are aligned with student data and the school plan	Professional learning processes were continued at Kalinda School, encouraging teaching and non-teaching staff to identify professional learning opportunities that link to the School Plan and their Performance and Development Plans.	Professional Learning Funds – \$2126
All teacher programs are aligned with the National Standards for Teachers	Teacher programs were created alongside analysis of the National Standards for Teachers. Feedback was provided by the Executive Team, with direct links to the National Standards for Teachers. Beginning teachers were supported to understand how their practice aligns with the National Standards for Teachers.	Beginning teacher funds – \$10000
Students will demonstrate growth of 1 level in SWANS (Students With Additional Needs) assessment from current band in literacy.	SWANS (Students With Additional Needs) assessments were commenced for all students in semester 2. Kalinda School aims to see improvement of at least 1 level for all students in the next 12 months.	\$400

Next Steps

Kalinda School will continue to refine assessment procedures for all students, ensuring that all areas of development are

captured and reported accurately to the parent community.

Staff will continue to participate in professional learning, exploring further best practice in data collection, analysis and evaluation. This will allow us to continue to develop exceptional teaching and learning programs for all classes.



Strategic Direction 2

School Culture and Community – Focus on school community, culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential.

Purpose

To promote a culture of excellence, by providing challenging, and stimulating learning experiences and opportunities so that students are motivated to reach their full potential

Overall summary of progress

Kalinda School continued to hold regular Learning and Support Team (LST) meetings throughout 2016, where students who were at risk of non attendance, educational difficulty or behavioural difficulty were identified. We incorporated a referral system into our incident reporting procedures which resulted in a quicker identification of student issues.

The Learning and Support Team successfully programmed and implemented interventions for 12 students across 2016, with positive results for all students in their academic and social/emotional achievements.

The appointment of a Transition Coordinator allowed all students from year 9 to year 12 to be a part of intensive transition planning, which identified potential future needs of students leaving school. The Transition Coordinator worked specifically with the parents and carers of students in years 11 and 12 through a Transition Support Package, identifying activities that would lead to greater success and a smooth transition from school.

Parent feedback indicated that the use of a Transition Coordinator was valuable and recommended to continue into 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Above 75% of parents indicate that communication is effective, purposeful and adequate at Kalinda School	Kalinda School P and C minutes reflect an ongoing supportive relationship between the school and the parent community. A survey will be conducted in early 2017 to measure the success of the schools current communication methods.	\$0
Increased parent engagement in student learning, and learning issues as evidenced by more than 50% of parents attending Individual Learning Plan, Individual Transition Plan and Review meetings	84% of families participated in Individual Learning Plan meetings this year, either in person or via phone call.	\$1500
Indigenous students achieve growth in Students With Additional Needs (SWANS) assessments of one level in all academic areas.	SWANS (Students With Additional Needs) assessments were commenced for all students in semester 2. Kalinda School aims to see improvement of at least 1 level for all Indigenous students in the next 12 months.	\$400 Aboriginal SLSO position

Next Steps

Kalinda School will continue to ensure that an experienced staff member oversees student transition from school. Students from year 9 – 12 will be supported by both the Transition Coordinator and the Job Coach in 2017.

The Kalinda School Learning and Support Team will complete a self assessment to evaluate performance against best practice recommendations.



Strategic Direction 3

Student Communication and Social Skills – High expectations of student performance in the area of communication leading to improved social skills outcomes.

Purpose

To ensure that all students have access to a communication inclusive environment where they can achieve excellence and confidence in social and life skills.

Overall summary of progress

Staff created communication profiles for all students at Kalinda School in 2016. This allowed staff to clearly see trends in communication, and identify areas of need. This was directly reflected in high quality teaching and learning programs across the school. Students responded to this deep and shared knowledge of communication and thus demonstrated greater success in their student achievement reports.

Staff participated in Pragmatic Organised Dynamic Display (PODD) training, as well as attended the Augmented and Assisted Communication (AAC) summit in 2016, opening up a number of high tech and low tech possibilities to support student communication.

Restorative practices continued in 2016, with a number of students reducing their frequency of school non attendance. Staff identified that using restorative practices assisted them in managing student distress, anxiety and anger at school, thus reducing the number of behaviour incidents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduction in behaviour related incidents as tracked by the Learning and Support Team	Learning and Support Team data indicated an increase in behaviour incidents being reported, with a decline in the number of incidents once interventions and consultation took place.	LST Teacher – \$5000
100% of students have communication profiles and data collection to monitor changes in need	Identified students in each class had communication profiles completed in semester 1, with 100% of students having profiles in semester 2. Data collection was supported by experienced teachers within the school.	\$0
Surveys of the effectiveness of communication interventions.	A teacher continued to perform the role of 'communication coordinator' throughout 2016, expanding the resources and repertoire of Kalinda School in meeting students communication needs. The Augmentative and Assistive Communication Summit was attended by 2 teachers, and high tech devices identified for trial in 2017.	\$8000

Next Steps

Revisit restorative practice professional learning to support staff and student's new to Kalinda School.

Continue to use and implement communication profiles, and add sensory profiles to student programs.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Student achievement reports Feedback from community	ASLSO • Aboriginal background loading (\$0.00)
English language proficiency	Survey	
Socio-economic background	Staff programs Student achievement reports Parent survey	SLSO • Socio-economic background (\$32 000.00)
Support for beginning teachers	PDP goals achieved	
Enrichment Program	student achievement reports	
Student Transition Program	Individual Transition Plans and Evaluations Student Achievement Reports	



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	29	26	30	26
Girls	12	12	12	13

2016 saw Kalinda School maintain an enrolment of between 40 and 42 students, with some movement of students throughout the year. We continued to operate with 6 classes to accommodate our enrolment numbers.

Student attendance rates continue to be good. Parents and carers are supportive in providing timely notifications of student absences. Student non-attendance is supported by department policies and positive relationships with parents and carers.

Structure of classes

In 2016 Kalinda School operated with 6 classes, with an average of 7 students per class. Classes were structured to provide optimal learning environments for all students, including combining primary and high school students to provide 'middle school' style supports.

Retention Year 10 to Year 12

Retention to year 10 and 12 continues to be excellent with students supported through Individual Transition Planning processes.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0		
Unknown	0	0	0

One year 11 student finished school to commence Post School Transition To Work programs at a chosen post school provider.

Three year 12 students completed their Higher School Certificate – Life Skills and have successfully moved into their chosen Post School Programs.

Year 12 attaining HSC or equivalent

Three students (100% of our year 12 enrolments) attained the HSC Life Skills and their achievements were celebrated at a Graduation Ceremony held at the Griffith Leagues Club with parents, families, friends and staff. The farewell included a formal dinner with speeches, electronic photo display and Graduation cake.



Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Administration & Support Staff	8.42
Other Positions	0

In 2016 Kalinda School employed an Aboriginal School Learning Support Officer 2 days per week, meaning that 0.06 of our total staffing entitlement was held by people of Aboriginal Heritage.

Workforce retention

2016 saw a number of staff changes, with teacher vacancies being filled by teachers on temporary contracts.

The Principal position was filled on a temporary basis, leaving two Assistant Principal positions, which were

also filled on a temporary basis.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	13
Postgraduate degree	91

Professional learning and teacher accreditation

Of our 10 teachers, two have been working towards maintaining their accreditation at the proficient level for the current maintenance period.

All teachers are supported in their accreditation journeys through professional learning and mentor programs with other school based staff.

Two staff members attended the Augmented and Assistive Communication Summit and PODD training to support our school in the implementation of communication supports for identified students.

The Principal attended the John Hattie Visible Learning Master Class in Sydney, which focuses on the use of explicit learning directions and data use to improve student success measures.

One teacher attended the beginning teacher conference, supporting her in her early career development as a teacher.

A number of support staff completed or updated their health care procedures training allowing the school to continue to meet the health care needs of identified students.

The Principal continued to attend Primary Principal Association meetings and conferences to support the school in meeting department standards in the provision of education.

All staff completed mandatory training in child protection, CPR and Anaphylaxis, code of conduct and emergency care.

In school professional learning was arranged and provided by Ian Luscombe from Behaveability to support the development of an overall behaviour management system for Kalinda School. This was followed up by consultation meetings via VC.

All staff participated in early discussions regarding the implementation of Positive Behaviour for Learning (PBL) at Kalinda School.

Financial information (for schools using OASIS for the whole year)

Income	\$
Balance brought forward	63 615.00
Global funds	126 325.00
Tied funds	128 338.00
School & community sources	53 047.00
Interest	2 483.00
Trust receipts	894.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	17 994.00
Excursions	3 808.00
Extracurricular dissections	2 609.00
Library	105.00
Training & development	2 126.00
Tied funds	175 813.00
Short term relief	51 577.00
Administration & office	31 058.00
School-operated canteen	0.00
Utilities	22 173.00
Maintenance	68 883.00
Trust accounts	638.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

School performance

School-based assessment

Kalinda School implemented the use of the Students With Additional Needs (SWANS) assessment tool for all students in semester two. SWANS assessments provides consistent and measurable data in the areas of literacy, social processes, communication, emotional understanding and learning skills.

The information is gathered by teachers and moderated by other teaching staff to ensure that skill measurement is consistent.

SWANS data was used in the student achievement reports in semester two for the first time, with consultation with the parent community to come.

All students have Individual Learning Plans, which identify a minimum of two priority goals, one of which relates to literacy.

Due to small cohort sizes, reporting on NAPLAN data is not required.

Three students received their HSC – Life Skills and have graduated from year 12 in 2016.

ROSA

One student competed year 11 in 2016 and commenced post school programs.

Parent/caregiver, student, teacher satisfaction

The parent and carer community were involved in decision making regarding the installation of 6 new LCD Interactive Panels to increase student access to Information Technology in the classroom.

The Kalinda School P and C indicated that the parent community were happy with the performance of the school in supporting student in their learning, and provided feedback around increased integration opportunities, work experience placements and resources for the playground.

Teachers indicated that the difficulty in finding long term and consistent staff can at times be a challenge, however, the development of School wide systems and structures supported all staff and students to meet the needs of students.

The Griffith Community were generous in supporting fundraising events such as The Police Officer Of The Year hosted by East Griffith Rotary and Beyond Bank, of which Kalinda School were beneficiaries. The funds were used to supply and install updated technology in all classrooms.

Policy requirements

Aboriginal education

Kalinda School received Aboriginal Background Funding in 2016. Our plan included:

- The employment of a School Learning Support Officer (Aboriginal) to assist in the implementation of Individual Learning Plans for Aboriginal Students
- Integration opportunities for Aboriginal students to Griffith Public School and Griffith High School
- Celebration of significant events such as NAIDOC Week, Reconciliation Week and the Proud and Deadly Awards.

- Involvement in school leadership and SRC activities

The Kalinda School teaching team drove the plan and an experienced Aboriginal Support Officer was employed 2 days per week to support the program.

As a result of the program

- All Aboriginal students participated in KROP (Kids Rapt on Performing)
- Aboriginal students were involved in the TVET Hospitality course at Griffith High School
- 3 Aboriginal students attended the Skills for Work course at TAFE
- 8 students were supported within the classroom to develop their skills in literacy and numeracy
- 100% of Aboriginal students worked toward achieving priority ILP goals and were assessed using SWANS (Students With Additional Needs) assessments.

Multicultural and anti-racism education

In line with the school plan, the school has continued to implement and evaluate teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students understanding of culture, cultural diversity, racism and active citizenship within our society.

Harmony Day was celebrated with school wide and community activities that encouraged all staff, students and families to recognise and celebrate our cultural diversity.

Other school programs

Student Leadership

In 2016 Kalinda School developed student leadership through the Student Representative Council and our two year 12 school captains.

Two students were elected by student and staff to fulfil the role of School Captain in 2016. They were responsible for upholding the school values and representing the students at official events and assemblies such as ANZAC and Remembrance Day. The school has supported the students in achieving their leadership goals by incorporating leadership and communication skills into the curriculum.

June saw the change over of our Student Representative Council (SRC). Through an official voting process four students achieved the role of SRC representative. The SRC has been active in fundraising to support Canteen and Assistance Dogs

Australia, as well as communicating the ideas and thoughts of their peers.

Transition from School Program

Through the use of LINK and Exit funding, Kalinda School supports the employment of a job coach who works with Kalinda School, Griffith High School and Wade High School in providing students with transition and work experience opportunities. In 2016, we were able to also support 7 students in attending a Skills for Work TAFE course throughout the year.

9 students participated in TAFE, work experience and transition activities throughout 2016, with 2 year 12 students and 1 year 11 student participating in intensive transition to post school environment programs.

Assistance Dog – Echo

Kalinda School has continued to benefit from the support provided by Assistance Dogs Australia and Echo (Assistance Dog). Echo achieved her Public Access Accreditation in 2016 allowing her to continue to support students both in and out of the school. Echo has had a positive impact on staff and student wellbeing, as well as attendance and behaviour issues within the school.

Learning and Support Team

The Learning and Support Team have continued to meet regularly to address issues of attendance, curriculum delivery, behaviour support and health concerns. This has supported all classes and students as needed in addressing issues to ensure a safe and productive work environment.

The Learning and Support Team encourages all staff, parents and agencies to become involved when appropriate to ensure a collaborative approach to student support. The Assistant Principal Learning and Engagement worked with our LST coordinator to refine the way in which the LST operates. This has allowed us to continue to develop the effectiveness of the LST.

Creative and Practical Arts

Classes have once again demonstrated their ability to embrace creative and practical arts in their programs. All students from Kindergarten to year 12 participated in Kids Rapt on Performing (KROP) this year with their performance of 'Our Wonderful World'. The audience enjoyed our multimedia performance that used a video display, a signing choir and dramatic performance by students. All students enjoyed being a part of the performance and it was wonderfully received by the Griffith Community.

Personal Development / Health / Physical Education

A variety of students from stage one to four participating in Riding for the disabled during term 2 and 3 in 2016. Students engaged with others from a variety of schools during this time. Many students received high sensory engagement in this activity. RDA offers a unique opportunity for Kalinda

Students. Several students participated in the open day held at RDA and achieved some great success. We were fortunate to be able to increase the number of participants in 2016 to 18 from 12 in 2015.

The Life Education Van and Healthy Harold visited Kalinda during term 3. All students within K – 6 were given the opportunity to participate. Content involved discussion on safe practice with medicines and chemicals, as well as making healthy food choices.

Kalinda School continued to run the Instant Bite Café every second Friday throughout the year, with a focus on the Live Life Well messages of healthy food and drinks. Students enjoyed planning the menu and creating the delicious meals for our school. The funds raised throughout this exercise were used to support the Graduation of our school leavers.

In 2016 Kalinda School continued to run hydrotherapy sessions for all students, with additional sessions offered to high support needs students.

Health and fitness programs have been an important ongoing focus again this year, contributing to the Live Life Well initiative. Kalinda has adopted a range of strategies based on the health promotion school model on healthy eating and physical activity. As part of the Live Life Well initiative we have continued to participate in the 10 week Premier's Sporting Challenge.

Enrichment Program

In terms 3 and 4, students who were identified as requiring support to achieve the next identified level of success were involved in an 'enrichment program'. They designed and created Kalinda Keepsakes which produced a professionally constructed cookbook of all of the students favourite recipes. They also participated in making and selling small goods such as hair clips, pot plants and games, which were sold at a Kiosk held in the main street in December.