

# Kalinda School Annual Report

## Growing & Achieving



2017



5699

## Introduction

The Annual Report for 2017 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.

Angela Sampson

Principal

### School contact details

Kalinda School

Merrigal St

Griffith, 2680

[www.kalinda-s.schools.nsw.edu.au](http://www.kalinda-s.schools.nsw.edu.au)

[kalinda-s.School@det.nsw.edu.au](mailto:kalinda-s.School@det.nsw.edu.au)

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## Message from the Principal

As the newly appointed Principal to Kalinda School commencing Semester 2 in 2017, I have reviewed the data and information provided to me which has enabled me to collate this Annual Report. It is with pleasure that I present the Annual School Report for 2017. This report outlines some of the students' achievements throughout the year, evaluates progress towards the 2017 targets and identifies areas for ongoing school development to inform the School Plan 2018–2020. The report also details the broad range of programs and initiatives offered to students at Kalinda School. Congratulations to all our students for their outstanding engagement and commensurate achievements throughout 2017. Kalinda School offers students a nurturing learning environment. Our dedicated teachers and support staff provide positive and enriching programs, always appreciating the individual needs and interests of each child and working closely with families and external therapists. Our staff continues to develop their teaching and learning skills. We pride ourselves on the caring nature of the school. This has built a strong culture of pride and respect for the school and the community in which we are located.

Angela Sampson

Principal

## Message from the school community

2017 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 School Travel bus run. I would like to thank Kathryn Twadell, Sonia Careri and Lesley Woodbridge for the amount of time and effort put into this (as well as all the other things they do!) 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.

In 2017 Kalinda School P & C has supported the school and donated over \$5,000 from funds raised these funds were used for resources and programs which included Hydrotherapy swimming, Athletics, Reading Eggs, the Variety Club bus running costs and funds to go towards the new iPads.

A BIG thank you to everyone at the Kalinda School P & C for working with Kalinda School and the P & C to organise support for these wonderful students. It is truly appreciated by the students and Kalinda School Community.

To all the Kalinda School Staff a really big thank you for the support you give to the P&C and the wonderful students we have here at Kalinda School.

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.

Mr Brett Docherty

President – Kalinda School P&C

## 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 2017.

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

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.

**Learning** – Working Towards Delivering across most areas with Delivering for Curriculum and Reporting.

**Teaching** – Working Towards Delivering across most areas with Delivering for Professional Standards.

**Leading** – Working Towards Delivering across most areas with Delivering for School Resources.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## 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

This is the final year of the school's three-year plan. The students have been exposed to a range of opportunities over the three years of the plan, that have enabled them to develop and grow towards independence.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Funds were used to release staff to write plans, meet with therapists and external agencies.	Individual Learning Plans and Transition Plans were comprehensively written and reviewed regularly in consultation with teachers, students, parents, relevant therapists and external agencies.
All professional learning plans are aligned with student data and the school plan	Casual teachers were employed to release teachers off class.	All staff were involved in the Performance and Development Plan cycle. Goals were written, in consultation with the Principal, and aligned to the School Plan. Professional development was provided to support staff in working towards achieving their goals.  Classroom teachers were released off class to have initial meetings with peers to discuss targeted lesson observations. Time was given for professional reflection and peer feedback.
All teacher programs are aligned with the National Standards for Teachers		All teacher Professional Development Plans were aligned to the Australian Professional Standards for Teachers.  Classroom teaching programs demonstrated links to the Australian Professional Standards for Teachers through their demonstration of 'Know your students and how they learn'.
Students will demonstrate growth of 1 level in SWANS (Students With Additional Needs) assessment from current band in literacy.	SWANS Pilot Assessment was purchased used as a trial in Semester 1.	In Semester 1, all classroom teachers used the SWANS Assessment for 100% of students across the school.

## Next Steps

The school will continue to develop the School Plan 2018–2020 with a focus on Explicit Teaching. The purpose is to develop and sustain a culture of high expectations, inquiry and innovation, using and creating evidence based practices through reflection and collaboration, to provide individualised and meaningful education. This will be done through;

\* All students to have quality individual learning and transition plans which are reviewed and modified every 10 weeks. This is to be done in consultation with all relevant stakeholders.

- \* Collaboration with therapists, externally funded support agencies and post school providers.
- \* Students to be offered, where appropriate and with support, mainstream subject selections through connections with the local high school.
- \* Stronger relationships will be developed with both primary and secondary mainstream schools with inclusion in extra curricular activities.
- \* Teaching programs to reflect individualised learning, aspirations for students and recommendations made by other professionals.
- \* Targeted professional learning schedule will be developed.
- \* Collaborative practices including coaching, mentoring, reflective practices and feedback will be a part of the school culture.



## 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 support transition programs for all students through the use of a Transition Coordinator. Collaborative relationships continued to develop with successful transitions and work experience placements evident in Years 9 – 12.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Above 75% of parents indicate that communication is effective, purposeful and adequate at Kalinda School	Skoobag app subscription renewed.	Social Media and Skoobag app were used to promote school events, successes and news. Data shows an increase, from previous years, in followers are engaged from the school community and beyond.
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	2017 classroom teacher and the predicted 2018 classroom teacher were released off class to be involved in Review Meetings and to commence planning educational programs for the 2018 school year.	The method in which Review Meetings were conducted was revised and changes implemented. As a result, stronger relationships were developed and communication regarding student achievement and aspirations was more transparent.
Indigenous students achieve growth in Students With Additional Needs (SWANS) assessments of one level in all academic areas.	Student Learning Support Officer – Aboriginal Students was employed on a casual basis.	Additional support was offered to Aboriginal students, in particular during Literacy and Numeracy lessons.

### Next Steps

Over the next three years, Kalinda School will continue to collaborate, consult and build strong working partnerships with parents, community, therapists and support agencies. We will do this by;

- \* Explicit transition plans and programs.
- \* Continued support for Aboriginal students using the Student Learning Support Officer – Aboriginal Students.
- \* Attendance at Aboriginal Education Consultative Group meetings and engaging the Wiradjuri community in every day learning experiences.
- \* LINKS funding to support work experience for senior students.
- \* Research and evidence based targeted professional learning for all staff and development of a whole school Assessment and Reporting framework.
- \* Continued development of communication with parents and the community through Social Media.

### 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

A communication inclusive environment was created so that students could be supported to excel and develop confidence in interacting and communicating across all areas of life. Two students and their families were involved in a trial of Remote Tele Practice in Regional Areas through University of Sydney, collaboratively engaging with professionals and the school to improve student communication outcomes.

Positive Behaviour for Learning commenced at Kalinda School with the consultation process being completed by the end of 2017 to commence implementation in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in behaviour related incidents as tracked by the Learning and Support Team	Executive staff were given additional release to support the wellbeing of students.	Learning Support Team and the Executive collated data of incident reports to then develop risk assessments, individualised plans and programs to support identified student needs.
100% of students have communication profiles and data collection to monitor changes in need	Teachers were released off class .	Teachers collaboratively wrote communication profiles, analysed data, monitored and reviewed programs as needed.
Surveys of the effectiveness of communication interventions.	Specialist communication teacher and facilitator was employed.	Communication devices were trialled for a number of students with successful implementation of these devices across the school.

#### Next Steps

In the School Plan 2018–2020 Kalinda School will;

- \* Have a focus on Holistic Wellbeing through implementing evidence based practices across the school to improve student wellbeing, responsibility, respect and inclusiveness which supports student learning in all stages.
- \* Positive Behaviour for Learning will continue to be implemented.
- \* Whole school approach to behaviour with explicit processes for positive and negative behaviours.
- \* Continue collaboration with the University of Sydney professionals to implement Intensive Interactions with targeted students to teach the fundamentals of communication to assist in developing their interactions with others.
- \* School playground will be modified to ensure inclusiveness for all students.
- \* Flexible learning spaces will be evident across all teaching and learning spaces.
- \* Students who require assistive technology will be able to use a school purchased device to facilitate communication across all settings.
- \* Sensory Room will be established.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background Loading (\$28,593)	Student Learning Support Officer – Aboriginal Students was employed two days per week to support student Literacy and Numeracy programs, transition and social skills. Additional funds were used to release classroom teachers for Personalised Learning Plan meetings.
<b>English language proficiency</b>		
<b>Socio–economic background</b>	Socio–economic background (\$64,268)	<p>An additional Student Learning Support Officer was employed on a full time basis to support student learning in the classroom and social skills in the playground.</p> <p>A Student Learning Support Officer was employed one day per week as a mentor for the older male students who were at risk of being disengaged from school.</p> <p>Funds were used to support low socio–economic families to subsidise costs of educational programs, excursions and activities.</p> <p>Breakfast Club was established and operates every school day.</p>
<b>Support for beginning teachers</b>		
<b>Enrichment Program</b>		
<b>Student Transition Program</b>		



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	26	30	26	26
Girls	12	12	13	11

Full school attendance is encouraged for all students. Attendance is legally required each day. The school continues to work with families to ensure maximum learning occurs for each of our students.

### Retention Year 10 to Year 12

Retention to Year 10 and 12 continues to be outstanding with 100% of 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	1	1
Employment	0	0	1
TAFE entry	0	0	0
University Entry	0	0	0
Other	1	5	2
Unknown	0	1	1

Kalinda School had five school leavers in 2017. These students were involved in an intensive transition program with post school service providers and prospective employers. The school was on hand to facilitate informed decision making through information sessions and creating links with the providers and employers. One student secured paid employment after a successful completion of a School Based Traineeship.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	4.54
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	8.42
Other Positions	0

\*Full Time Equivalent

Kalinda School employs two School and Administrative Support staff members who identify as Aboriginal and or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	44

### Professional learning and teacher accreditation

Kalinda School staff display a high level of interest in professional development and the motivation to enhance their student learning and engagement. This is achieved through observations of colleagues experienced in particular Key Learning Areas, staff development days, student welfare meetings and working through personal development programs with mentors to develop quality teaching skills and understanding of student needs. Teachers are guided by the National Professional Standards for Teachers, working together to create high quality and engaging teaching and learning programs for all students.

All staff were required to participate in mandatory training throughout the year. Staff undertook training sessions in the Management of Actual or Potential Aggression (MAPA).

Two School Administration Staff, the Principal and Assistant Principal (Rel. Principal for some of that time) attended and completed training in Learning Management and Business Reform (LMBR).

School Learning Support Officers updated, their Health Care Procedures Training and Administration of Medication qualifications.

All pre 2004 teachers will be accredited as proficient at the beginning of the 2018 school year with all new scheme teachers maintaining their accreditation.

The school expended all of the Professional Learning budget for teacher training and professional learning. These funds included base training allocations and additional funds provided by the school to ensure that all staff, including support and administration staff were able to attend development days.

The Principal attended Network meetings and continued to attend Primary Principal Association Meetings and conferences in meeting departmental standards in the provision of education.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The Principal and executive of the school oversee the expenditure of funds for programs across the school to support students.

A significant amount of funding was targeted towards employing additional staff and increased cost of the hydrotherapy pool.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>60,408</b>
Global funds	102,013
Tied funds	81,402
School & community sources	22,916
Interest	756
Trust receipts	903
Canteen	0
<b>Total Receipts</b>	<b>207,990</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	17,656
Excursions	1,486
Extracurricular dissections	1,988
Library	112
Training & Development	3,790
Tied Funds Payments	80,150
Short Term Relief	26,888
Administration & Office	24,907
Canteen Payments	0
Utilities	16,092
Maintenance	40,463
Trust Payments	1,403
Capital Programs	0
<b>Total Payments</b>	<b>214,936</b>
<b>Balance carried forward</b>	<b>53,462</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.



	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	193,971
Appropriation	160,812
Sale of Goods and Services	16
Grants and Contributions	33,026
Gain and Loss	0
Other Revenue	0
Investment Income	116
<b>Expenses</b>	-115,663
Recurrent Expenses	-115,663
Employee Related	-57,969
Operating Expenses	-57,694
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	78,308
<b>Balance Carried Forward</b>	78,308

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

	2017 Actual (\$)
<b>Base Total</b>	425,220
Base Per Capita	12,269
Base Location	9,410
Other Base	403,542
<b>Equity Total</b>	93,905
Equity Aboriginal	28,593
Equity Socio economic	64,268
Equity Language	1,044
Equity Disability	0
<b>Targeted Total</b>	1,101,796
<b>Other Total</b>	7,973
<b>Grand Total</b>	1,628,894

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's 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.

## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. Parents, carers and support personnel are invited to school each semester to participate in planning meetings. Individual student outcomes are negotiated and strategies put in place. Parents are also given the opportunity to comment on the appropriateness of their child's placement.

Throughout the year parents, carers and family members were invited to school for our fortnightly Assemblies, Anzac Day Assembly, Education Week celebrations, Father's Day, Book Week parade, Melbourne Cup Day Fashions on the Field, Presentation Days, Graduation Ceremonies and other special events.

Informal surveys of parents and carers showed that the school respects and values each family and provides a safe and caring environment. Parents agree that the teachers care for their child and they feel comfortable to discuss their child with the teacher. The majority of the parents feel that their child's needs are being met socially, emotionally and behaviourally and they are happy with how the school makes use of outside support services to assist children who are experiencing difficulties.



## Policy requirements

### Aboriginal education

Kalinda School has a commitment to providing positive learning experiences for all students.

\* The employment of a School Learning Support Officer – Aboriginal Students, to support in the implementation of Individual learning plans for Aboriginal students.

\* Recognition of our Aboriginal students' achievements through the presentation of Proud and Deadly Awards.

\* Integration opportunities for Aboriginal students to mainstream school and post school options.

\* Celebration of significant events such as NAIDOC Week and Reconciliation Week.

\* Involvement in School Leadership and Student Representative Council activities.

The Kalinda School teaching team drove the plan and an Aboriginal Support Officer was employed 2 days per week to support the program. As a result of the program;

\* All Aboriginal students in Kindergarten to Year 6 were involved in the integrated production Story Box to Stage with Griffith Public School.

\* Aboriginal students were involved in Work Experience placement at Pioneer Park.

\* 100% of Aboriginal students were supported within the classroom to further develop their Literacy and Numeracy skills.

\* 100% of Aboriginal students had an active Personalised Learning Plan where individual goals were targeted and assessed.

### Multicultural and anti-racism education

Throughout 2017, all students have been provided with a variety of activities to build their understanding of different countries and cultures around the world. Learning experiences such as special projects, language, cooking, art and Human Society and Its Environment enable our students to gain an understanding of other people, their culture and language.

The school has a staff member who trained as the Anti-Racism Contact Officer at school. The role of this position is to ensure that any racially based complaints are managed positively within Department of Education guidelines and policies.

Staff and students celebrated Harmony Day on Tuesday 21st March 2017. The whole school community were encouraged to wear orange or traditional cultural clothing and students were involved in activities such as cooking, dancing and craft.

## Other school programs

### Specialist Communication Teacher Support

Kalinda School continued 2017 with a strong emphasis on meeting the individual communication needs of our students with particular emphasis on augmentative and alternative communication (AAC) implementation and support.

A classroom teacher was employed to coordinate these programs, support students and staff, consult with experts in the field of AAC, create visual supports including aided language displays, social stories and PODD books and explore the role emerging technology around voice output devices could have in meeting the complex communication needs of our students.

All students with complex communication needs were assessed during 2017 and referred to therapists who consulted with staff and helped create programs and identify goals and areas of need for our teachers to address. Staff regularly confer in the delivery of these programs in order to better support our students.

Sydney based speech pathologist and consultant Leanna Fox was enlisted to spend two days in our school introducing staff and parents to strategies to assist with the implementation of Minspeak and LAMP languages with our nonverbal students. Students were supported in learning to access these systems and several more were identified as potential candidates for trial devices. This process was instrumental in the successful acquisition of a personal device for one of our students, enabling him to communicate independently and spontaneously across all settings for the first time.

Our school continues to strive to be an authentic, AAC rich environment where our students' complex needs are met and communication is possible for all to access.

### Positive Behaviour for Learning (PBL)

Three staff and two parent representatives attended Positive Behaviour for Learning (PBL) training sessions throughout the year. At the end of term one; parent, student and staff surveys were conducted. Information from the surveys helped inform and establish the PBL values and school expectations of Respectful, Responsible and Inclusive. A new Kalinda School letter head was designed that includes the three expectations. The team consulted with students, staff and the school community to develop a values matrix based around the expectations. The matrix will inform lessons to be explicitly taught to students next year. The external PBL coach conducted a SET (.....)questionnaire on students and staff. The SET questionnaire identified areas of strength and informed future annual goals for PBL directions in 2018. The PBL team drafted a Positive Behaviour level system along with a flow chart for inappropriate behaviours. A free and frequent reward system was developed to reinforce positive behaviours. Regular PBL meetings have been maintained and the school community is kept informed

through weekly newsletter updates.

**Story Box to Stage** Throughout Semester 2, a number of our Kindergarten to Year 6 students joined with Griffith Public School to perform in our joint production *Story Box to Stage*. The performance showcased the students' dancing, acting and singing abilities whilst highlighting integration amongst the two neighbouring schools. A wonderful performance saw students grow in confidence, have fun and develop new and long lasting friendships.

### **Kalinda Keepsakes**

Kalinda Keepsakes was an initiative that began in 2016 and had numerous purposes. It was a way to encourage participation of Kalinda students with the local community and promote our skills and abilities. Students at Kalinda participated in lessons and extra curricular activities during class and lunch times to create items that could be sold. It allowed students to try different hobbies and interests from cooking, craft, art, computer and business skills. Some students flourished at the range of hobby activities they could enjoy and participate in, while others preferred the business side of Keepsakes and helped out with the creation of the Kalinda Keepsakes Cook Book. All students, families and classes were encouraged to send in their favourite recipes. With the help of some students they were collated, re-typed or scanned before they were sent to the designer. Some students assisted creating the art work for the book. At the end of the year all products were open for sale at the local kiosk in Banna Ave. Students were given the opportunity to work at the kiosk by serving customers, dealing with money and asking people if they would like to buy raffle tickets. All profits made from the kiosk and recipe book were put back into the school and helped to continue Kalinda Keepsakes in 2017, which again provided students with the same learning opportunity. Students gained a lot of different skills through the program including social and work skills.

### **Work Experience – Pioneer Park – LINKS work experience**

Through the Job Coach a work crew work experience was able to be coordinated with Griffith City Council for 8 students to attend Pioneer Park to complete various work activities. Students participated in the program with great enthusiasm and 1 student has looked at further voluntary work with the council for 2018.

### **TAFE 'YES' Program**

A new initiative that was commenced by TAFE giving 6 students the opportunity to attend a "taste of TAFE" type format. This was for 6 weeks for 1 day per week. Students were able to try different courses which they may wish to continue with in future years.

### **Kalinda School Choir**

At the end of 2017, a small school choir was established. Students performed at a number of public events. Five of the students in the choir were given the opportunity to sing alongside the Junior Arts Choir on

Australia Day on Sydney Harbour. Their families joined them on HMAS Canberra.

### **Riding for the Disabled (RDA)**

In 2017 students attended Riding for the Disabled. The opportunity provided for our students is invaluable as they connect with volunteers and horses away from the school environment. Students are encouraged to develop balance, strength and coordination throughout the planned lessons at the facility. Thank you to all the community volunteers at RDA who support and guide our students in the development of their horsemanship skills.