

# Kalinda School Annual Report



2018



5699

## Introduction

The Annual Report for **2018** 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

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### Message from the school community

Once again 2018 was a busy year. With the support of Kalinda School, the P&C has continued to take on the contract for one of the Assisted School Travel Bus runs. On behalf of the P&C and the school community we would like to thank the Bus Committee for all they have done to make this possible. We are truly grateful. The school bus run is a great opportunity for our whole school to financially benefit over time.

The introduction of the NDIS has been quite difficult and the thing we have to remember is that the NDIS is a great thing because it gets the community involved in the school and also it gets the community involved with the kids, which is critical to the future of the inclusion of people with disability in our society.

In 2018, Kalinda P&C has supported the school and donated funds raised which were used for various resources and programs around the school. The next major project is the upgrade of the playground which the P&C has committed \$50,000 towards and I would like to thank all the previous committee members for their dedication to saving for this and we wish the new P&C all the best of luck.

A big thank you to everyone involved in the Kalinda School P&C for working together with Kalinda School 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 the P&C and the wonderful students we have here at Kalinda School.

For everyone that has supported the P&C; parents, carers, families 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.

Brett Docherty, Kalinda School P&C President 2018

## School background

### School vision statement

Kalinda School is committed to empowering and challenging students through inclusive, innovative, stimulating and personalised learning where students achieve their full potential as valued and productive citizens within society.

### 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 – 14% of the total student population.

The school caters for students from Kindergarten to Year 12, with the majority of the student population 12 years of age or older in 2018.

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.

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>

### **Results of our self assessment survey indicate that in the domain of Learning we were in the following bands:**

Learning Culture: Delivering

Wellbeing: Sustaining and Growing

Curriculum: Sustaining and Growing

Assessment: Delivering

Reporting: Excelling

Student Performance Measures: Delivering

### **Results of our self assessment survey indicate that in the domain of Teaching we were in the following bands:**

Effective Classroom Practice: Delivering

Data Skills and Use: Delivering

Professional Standards: Delivering

Learning and Development: Delivering

**Results of our self assessment survey indicate that in the domain of Leading we were in the following bands:**

Educational Leadership: Delivering

School Planning, Implementation and Reporting: Delivering

School Resources: Sustaining and Growing

Management Practices and Processes: Delivering

*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.*

## Strategic Direction 1

### Student Learning

#### Purpose

To deliver practical, innovative and flexible learning that challenges and stimulates students to excel against their goals and aspirations, encouraging students to exceed their expectations to achieve their full potential.

#### Overall summary of progress

2018 has been a time of reflection on current processes, collection of information and collaboration with key stake holders to determine the needs of Kalinda School students in relation to student learning, particularly individualised plans and our assessment and reporting processes.

Staff and community have begun to develop a collective understanding of the purpose of Personalised Learning and Support Plans and the key areas that are important to be addressed through individualised plans. Staff have worked with community members and families to introduce termly review meetings of plans with a good attendance at these meetings during 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will have current and active Individualised Plans  An Assessment and Reporting Framework is implemented across the whole school.	Additional staff for teachers to attend Review and Personalised Learning and Support Plan Meetings.	Personalised Learning and Support Plan SMART goals were written for each student and reviewed 4 times.

#### Next Steps

Kalinda School will continue with the focus on developing plans that suit our students needs. Throughout 2019 Kalinda School will:

- Finalise the requirements of Personalised Learning and Support Plans throughout the stages as required (Transitions to school, between classes/ year levels and from school)
- Finalise a Personalised Learning and Support plan and process in consultation with teachers and school community
- Finalise a review meeting schedule that is effective in reviewing the needs of students in relation to their individual goals
- Continue to formulate a collective understanding of assessment. The purpose of assessment and the reasons for assessment.

## Strategic Direction 2

### Explicit Teaching

#### Purpose

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.

#### Overall summary of progress

Throughout 2018 staff at Kalinda School have been focused on research around and analysis of teaching and learning programs. There has been a drive toward ensuring quality teaching and learning through consistent planning and programming expectations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Literacy and Numeracy is taught across all subject areas as evidenced in teaching programs.</p> <p>An explicit system of collaboration and feedback against the Australian National Teaching Standards exists to drive individual performance improvement of staff. Staff demonstrate growth against the Australian National Teaching Standards.</p> <p>Professional Learning schedule is in place, reflective of the needs of students and staff.</p>	<p>Additional staff for lesson observations. Professional learning in Literacy and Numeracy Progressions, new Science and Technology Syllabus, Augmentative and alternative communication.</p> <p>School visits by 3 staff.</p> <p>Ongoing weekly professional learning.</p>	<p>Principal, Teacher and SLSO went on research tour to learn about and build ties with other SSP's in the state. Leading up to tour, questions and areas of interest were collected from all staff. A lot of new information and many resources were brought back to school and shared with staff. TPL sessions were held around both sharing information and how Kalinda School can use it to help drive improvement in teaching practice.</p> <p>Stage 4 and 5 trial scope and sequence was implemented for History, geography, science and Life Skills. It has been refined and will be used again in 2019. It was determined that K-6 will also implement a scope and sequence.</p> <p>Using information and examples gathered, staff developed a program template to be trialled in one subjects area. This trial has resulted in refinement of the program to be trialled across most KLA's in 2019.</p> <p>Staff measuring their performance and planning for PDPs against the AITSL standards.</p>

#### Next Steps

Continue to refine the planning and programming process

- Develop a planning and programming checklist and timeline.
- Trial and analyse program template
- Continue to consult with curriculum specialist to ensure syllabus requirements are being met
- a more coordinated approach to Literacy and Numeracy

## Strategic Direction 3

### Holistic Wellbeing

#### Purpose

To ensure holistic wellbeing is a priority by creating a positive culture where collaborative relationships are built on respect, responsibility and inclusion, empower us to become confident, resilient and valued global citizens.

#### Overall summary of progress

A focus for the PBL team in the 2018 calendar year has been to re-develop the Values matrix and provide all stakeholders with a collective understanding of the matrix which informs expected behaviours across the school. Data was collected from staff to inform the re-development and implementation of the PBL values Matrix.

- The Values matrix was updated and signage has been displayed and referred to across all school settings.
- Values and Merit awards were designed and purchased.
- Free and frequent raffle barrels were purchased and made available in classroom and playground settings.
- Professional development was delivered to staff around the values matrix and free and frequents.
- The PBL internal coach attended a coach network training session.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in students displaying positive behaviours as evidenced in incident reports and positive behaviour entries on EBS  Increase in the satisfaction rate of all stakeholders regarding the physical environment of the school through surveys and anecdotal records.	Professional learning in PBL (Positive Behaviour for Learning).  Purchase of resources for PBL e.g signage and rewards for students.  Establishment of Sensory Space.  School Library furniture upgrade to be flexible and inclusive.	Regular and ongoing professional learning for all staff around Positive Behaviour for Learning.  Temporary signage was designed and displayed across all school environments.  Sensory Space was established and will continue to be improved to meet the needs of students.  School Library was upgraded with new flexible and inclusive furniture being purchased.

#### Next Steps

Throughout 2019 the PBL team will focus on data and how data informs and drives decision making across the school.

- The PBL team will look into the viability of purchasing Sentral as a data collection tool.
- Data will be used to inform a scope and sequence for PBL lessons and instructional teaching.
- Professional learning will be delivered to staff on incident report writing and FAB training.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$24,265 (salaries for SLSO – Aboriginal Students)</p> <p>\$1,600 additional salaries and resources</p>	<p>All Aboriginal students have a Personalised Learning Plan and are supported through the employment of a School Learning Support Officer – Aboriginal Students who assists them in developing their academic and social skills.</p> <p>Kalinda School recognises the significance of indigenous history by recognising Aboriginal people through Reconciliation and NAIDOC Week activities.</p> <p>Kalinda School is an active member of the Griffith Aboriginal Education Consultative Group.</p>
<b>English language proficiency</b>	\$2,140	Additional Literacy and Numeracy resources were purchased.
<b>Socio–economic background</b>	\$63,866	<p>Individual plans were developed for each of our low socio–economic students. Students were supported through employment of additional Student Learning Support Officers to cater for their physical and health care needs.</p> <p>On occasions, students have required 1:1 support to access all aspects of the curriculum. Funds were used to support students throughout the school day.</p> <p>Additional funds were used to employ a specialist communication teacher to work alongside families and therapists on the development of communication skills across all settings.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	30	26	26	27
Girls	12	13	11	7

Kalinda School had 7 students attain the Higher School Certificate. This represents 100% of the students enrolled in Year 12. This educational qualification was achieved by these students undertaking a full time Life Skills program of study. All Year 12 students participated in an extensive post school transition program. The school was on hand to support the students and their families make informed decisions about future directions and goals.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	3.67
Teacher Librarian	0.2
School Administration and Support Staff	7.21

\*Full Time Equivalent

Kalinda School currently has two staff members who identify as Aboriginal.

### 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	63

### Professional learning and teacher accreditation

During 2018, staff had the opportunity to participate in many professional learning opportunities. School

Learning Support Officers updated their Health Care Procedures Training and Administration of Medication. All staff updated their training in Child Protection, Emergency Care, CPR and Anaphylaxis Awareness. 100% of staff completed accreditation in the Administration of Emergency Medication delivered via webinar by Epilepsy Action Australia.

Staff at Kalinda School 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, attending mini presentations, 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 Australian Professional Standards for Teachers, working together to create high quality and engaging teaching and learning programs for all students.

Mini presentations at Communication Meetings focused around communication and Augmentative and Alternative Communication (AAC), as well as the School Excellence Framework.

Three staff members, Principal, Teacher and School Learning Support Officer, undertook professional learning when they travelled around to 8 other Schools for Specific Purposes to build collaborative working relationships with them, see their practices to then return to Kalinda School and improve upon our current practices. This experience was invaluable.

All staff participated in the Performance and Development process.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	78,308
<b>Revenue</b>	1,661,973
Appropriation	1,596,778
Sale of Goods and Services	4,987
Grants and Contributions	59,111
Gain and Loss	0
Other Revenue	0
Investment Income	1,096
<b>Expenses</b>	-1,622,178
Recurrent Expenses	-1,622,178
Employee Related	-1,406,326
Operating Expenses	-215,852
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	39,794
<b>Balance Carried Forward</b>	118,103

The financial summary consists of school income broken down by finding source and is derived from the school Annual Financial Statement. This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. School and community source income has been enhanced through fundraising and sponsorships, as well as leasing the pool to community users.

The school finance committee, which is made up of the School Administrative Manager, Principal and P&C representative, oversees the budgeting and expenditure in line with school priorities and community expectations. Judicial use of school funds ensures high quality resources and ongoing improvement to school facilities best meet the needs of our students. During 2018, a continuation of maintenance and school improvement works has been undertaken so that the school can provide improved resources, learning spaces and equipment for all students.

As with previous years, the school allocation for casual staffing has been exceeded due to higher rates of staff absence as a result of illness. Significant additional funds have been expended to support students with particularly challenging behaviours and high needs in health care.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	451,299
Base Per Capita	12,936
Base Location	9,299
Other Base	429,063
<b>Equity Total</b>	91,871
Equity Aboriginal	25,865
Equity Socio economic	63,866
Equity Language	2,140
Equity Disability	0
<b>Targeted Total</b>	972,023
<b>Other Total</b>	13,257
<b>Grand Total</b>	1,528,450

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.

## School performance

### School-based assessment

Much of the assessment carried out at Kalinda School is informal with staff developing checklists and task analysis for individual students and completing observations. These assessments are linked to individual SMART Goals which are assessed on levels of achievement each term.

### Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, carers, wider community and teachers about the school. Parents, carers, and where appropriate, students, are invited to school each term to participate in planning meetings. Individual student outcomes are negotiated and strategies put in place. Parents and carers are also given the opportunity to comment on the appropriateness of their child's placement.

Throughout the year parents, carers and the community are invited to school for many celebrations including Easter Hat Parade, Book Week, Mother's Day and Father's Day Afternoon Tea, NAIDOC Week, Harmony Day, International Day of People with Disability, Assemblies, Graduation and Annual Presentation Day.

In 2018, Kalinda School utilised the Department of

Education Centre for Education Statistics and Evaluation Tell Them From Me survey to establish an understanding of parent perspectives about the teaching and learning that happens at Kalinda School. The survey was advertised in the school newsletter, school app and on social media.

The survey completed online with 16% of families giving response to the survey. The survey includes seven separate aspects of parents' perceptions of their child's experiences at home and school. These include: Parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviours, safety in school and inclusive school. Kalinda School data indicates well above state expectations in parents feeling welcome at school, teachers listen to concerns I have, the school's administration staff are helpful when I have a question or problem and teachers expect my child to work hard. Of particular note is the responses indicating that parents receive reports on their child's progress which are written in terms they understand, I am informed about my child's social and emotional development, I praise my child for doing well at school, teachers show an interest in my child's learning

## Policy requirements

### Aboriginal education

Students across the primary and secondary classes learnt about Aboriginal culture and history through all Key Learning Areas. The school celebrated NAIDOC Week with a special assembly and workshops involving community members. Students joined in with Griffith Public School for a performance by 'Let's Bridge the Gap' led by talented Aboriginal performer Fred Reid. Students were led by Fred in exploring the many sounds of the didgeridoo, traditional Aboriginal dress and the symbolism of body paint designs.

Kalinda School worked collaboratively with Clontarf at Griffith High School to allow two of our male high school students to engage in their program. Students visited once a week during a lunch break building positive relationships with peers and breaking down the barriers of disability.

After having a significant amount of time without a School Learning Support Officer – Aboriginal Students, a staff member was employed through the Merit Selection process at the beginning of Term 4.

### Multicultural and anti-racism education

All classes actively engage students in multicultural activities. Language units of student are covered on a cyclic basis.

Our school celebrated Harmony Day emphasising the central theme 'Everyone Belongs'. At Kalinda School many of our students are from diverse cultural backgrounds and this was celebrated through a colourful multicultural day and a range of whole school

activities involving Creative and Performing Arts.

### Other school programs

**Student Representative Council:** In 2018 the SRC consisted of the two Secondary School leaders, one Primary School leader and student representatives from each class. The SRC would meet at lunch times to plan and practice carrying out their roles. These roles included regularly hosting school assemblies, performing student surveys for PBL rewards, assisting staff in preparation for Monday PBL Rewards Raffles and visiting all classes to collect student donations for various fundraisers throughout the year.

**Kalinda School Choir:** was established at the end of 2017. Australia Day 2018 provided the opportunity for 5 of our choir members to sing with the Junior Arts Choir in Sydney. They rehearsed with hundreds of other students learning the words to 'I am Australian', 'Bapa' and 'Advance Australia Fair'. The next day the students and accompanying family members boarded the HMAS Canberra and sailed under the Sydney Harbour Bridge into Circular Quay. The combined choir sang beautifully which was televised nationally. After a delicious lunch on deck and a tour of the ship they headed back to the hotel followed the next day by the bus trip home. The Kalinda School Choir continued to rehearse each week and were entered in the Leeton Eisteddfod. Six students sang "Count on me" by Bruno Mars and were rewarded with an equal First Place. Kalinda School Choir enabled students to build confidence and represent our school community with pride.

**Hydrotherapy & Swimming:** Students engaged in weekly hydrotherapy sessions with a focus on developing water confidence and promoting water awareness and safety skills. Students were provided with opportunities to increase their independence and freedom of movement and to develop their core mobility skills of sitting, weight-bearing, walking and transition during these lessons.

A qualified Austswim teacher was employed during Terms 1 and 4 to teach students how to swim. The focus was on supporting students in obtaining appropriate and relevant swimming and water safety skills and understand the principles and practices of water safety.