

# Kalinda School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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## 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 28 students.

Five students have high support needs – 18% 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 2019.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

All students will have current and active Individualised Plans

An Assessment and Reporting Framework is implemented across the whole school.

#### Progress towards achieving improvement measures

##### Process 1: *Individualised Plans*

Develop a whole school approach to the implementation of Individualised Plans that are aligned with Department of Education policies and procedures and provide direction for educational and transition programs.

Evaluation	Funds Expended (Resources)
<p>Was the PLSP template and reporting template reviewed to be fully implemented in 2020?</p> <p><i>Yes both were reviewed and feedback given and acted on when needed. Feedback from parents, carers and staff. No action was needed to be taken on the template, however, the frequency of reporting was discussed. It was felt that the term reports were too much considering students were not meeting their goals during this time and by the time teachers get to know the students and write their goals, reports are due. This was also consulted with parents and carers at the P&amp;C meeting and it has been agreed on the following time frame:</i></p> <p><i>Term 1 – PLSP Goals to be written and discussed with families either over the phone or face to face (as preferred by the parent /carer) and a short tick social skills report sent home</i></p> <p><i>Term 2 – PLSP Goals report to be sent home with face to face meetings and goals changed if and when needed.</i></p> <p><i>Term 3 – PLSP Goals to be reviewed and changes made accordingly, to be discussed with parents either over the phone or face to face as preferred</i></p> <p><i>Term 4 – full written report on all KLA's including communication, social skills and PLSP goals progress.</i></p> <p><i>Due to the intensity of Term 4 and trying to arrange full Placement Review Meetings, it has been decided that throughout the year, commencing in 2020, staggered Placement Review Meetings / Transition Plan Meetings will be held as follows:</i></p> <p><i>Term 1 – Stages 3 and 6 (Transition Plan Meeting for Stage 6)</i></p> <p><i>Term 2 – Stages 2 and 5</i></p> <p><i>Term 3 – Stages 1 and 4</i></p> <p><i>Term 4 – Early Stage 1 and any new students who have been offered placement throughout the year</i></p>	

## Progress towards achieving improvement measures

### Process 2: *Assessment and Reporting*

Develop whole school Assessment and Reporting framework which encompasses evidenced based research practices to support individual student needs.

Evaluation	Funds Expended (Resources)
Due to over planning, we were unable to allocate time to this project.	

### Next Steps

The school will continue to refine processes for Personalised Learning and Support Plans.

In 2020, Kalinda School will join in a trial program for Assessment and Reporting – Assessment for Complex Learners.

## 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.

#### Improvement Measures

Literacy and Numeracy is taught across all subject areas as evidenced in teaching programs.

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.

Professional Learning schedule is in place, reflective of the needs of students and staff.

#### Progress towards achieving improvement measures

##### Process 1: *Deep Knowledge of Curriculum*

Develop in staff a deep knowledge of current and future curriculum requirements and how they align with students who have special needs.

Evaluation	Funds Expended (Resources)
Was the timeline and checklist finished? Was it fairly trialled? <i>Yes all teaching staff followed draft document and are happy to fully implement this in 2020. The committee also checked to see that this document aligns with DoE policy and procedures as well as syllabus expectations.</i>	

##### Process 2: *Collaborative Practice*

Implementation of a Professional Development Framework with all teachers using mentoring, coaching, collaboration and evidence based research to improve teaching practices in Literacy and Numeracy across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
Has the school identified an appropriate staff member to support with Instructional Leadership across the whole school? If so, how has this been done? <i>With reallocation of school funds, an Assistant Principal was released from class 3 days per week to support staff with collaborative practices. This meant that the AP was able to: * Release classroom teachers to see other expert teachers across the school teach.* Hold one on one mentoring sessions with staff to then observe lessons, provide feedback, conduct demonstration lessons and then support in planning future lessons. This cycle was continued throughout the Semester * PDP's were reviewed and better supported through coaching and mentoring by the AP What has been the impact of this? * Increase in teacher capacity across a range of areas * All teachers evaluating their teaching practices * Improved explicit teaching for all students* Accreditation from graduate to proficient was obtained by a teacher* Improved collaboration skills between staff with barriers of classrooms being broken down and teachers not feeling as uncomfortable having other teachers in their classrooms observing lessons* Feedback is encouraged and provided in a supportive and individualised manner* Assistant Principal has developed their skills that they have since been offered a position at the Education Office to support others in these areas.</i>	Reallocation of resources  Modification of RFF timetable

## Next Steps

Full implementation of the program template and checklist with feedback given to staff at least once per term.

Formalise collaborative practices through the use of SSP Supplementation funding to employ additional staff to support Instructional Leadership, lesson observations and in use the expertise within the school to support staff through meaningful and directed professional learning.



## 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.

#### Improvement Measures

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.

#### Progress towards achieving improvement measures

##### Process 1: *Wellbeing Framework*

Implement evidence based practices across the school to improve student wellbeing, responsibility, respect and inclusiveness which supports student learning in all stages.

Evaluation	Funds Expended (Resources)
Due to over planning, we were unable to work towards this project.	

##### Process 2: *Physical School Environment*

Create and maintain an inviting school environment that is supportive of student sensory and physical needs.

Evaluation	Funds Expended (Resources)
What measures have been put in place to improve the current Sensory Space?  <i>We were accepted as part of the pilot program for NDIS support. An Occupational Therapist was allocated to our school, however, before a plan was put in place, they resigned, delaying the draft being written. The new Occupational Therapist worked closely with the principal to design a space and create a draft plan. Staff were consulted and early in 2020 the plan will be shared with the P&amp;C and students for their feedback.</i>	

##### Process 3: *Positive Behaviour for Learning*

Implementation of PBL across the whole school.

Evaluation	Funds Expended (Resources)
Were the major and minor behaviour flowcharts finalised?  <i>Yes they were finalised and printed.</i>  Did all staff undertake training in FAB 1, 2 & 3?  <i>Yes all permanent and temporary staff, besides those who were on long term leave. These staff members and new staff in 2020 will undertake this training as part of their induction.</i>  Was a PBL Scope and Sequence drafted and in place to commence 2020?	\$1100 for release of school PBL leader to attend training, finalise major and minor behaviour flowchart, write draft scope and sequence to be consulted.

## Progress towards achieving improvement measures

*Not yet.*

Were explicit lessons taught on a whole school level and what was the impact of these lessons?

*Only preliminary lessons taught. A greater focus will be placed on this in 2020*

When was the data analysed? How was this data used to inform whole school practices?

*Professional learning around quality data, how to improve the writing of incident reports and how to obtain the data from Sentral did occur. After PL from FAB 1,2 and 3, we modified the way in which we write incident reports to reflect the motivation and write them in a consistent way across the whole school.*

## Next Steps

Professional Learning for all staff around the Well-being Framework. Revision of school procedures that align with the Department of Education Policies, including attendance, student leadership and mobile phone use.

Improvement of classroom environment by purchasing more inclusive and flexible furniture for classrooms and creating a collaborative learning space for staff. Grants will be submitted to upgrade the school playground to ensure it is accessible and inclusive for all students.

Positive Behaviour for Learning will continue to be a focus within our school through ongoing professional learning, writing and implementing lessons across the whole school and all environments. Permanent signage will be considered.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Salaries for Aboriginal SLSO</p> <p>Payment for artist and materials for Aboriginal Mural created by students and artist \$3,000</p> <p>Salaries for staff to attend Wiradjuri cultural camp in Wagga Wagga \$1,700</p> <p>Professional Learning for staff to incorporate Aboriginal perspectives across the curriculum \$1,500</p> <p>Aboriginal teaching resources \$2,000</p> <p>Totalling the amount of \$24,943</p>	<p>Did all students have a current and active PLP?</p> <p><i>Yes all students had a current and active PLP which was written in consultation with the classroom teachers, SLSO Aboriginal Students, the student (where appropriate) and parents</i></p> <p>Was the mural completed and did it involve students in creating the mural?</p> <p><i>Yes the mural was created with students who are Aboriginal. They were also able to share their cultural experience with friends who are not Aboriginal.</i></p> <p>Did students attend the Wiradjuri Cultural Camp?</p> <p><i>Yes two students with two staff attended the Wiradjuri cultural camp.</i></p> <p>Did teachers attend professional learning to incorporate Aboriginal perspectives across the curriculum?</p> <p><i>Yes, two teachers attended. They returned to school and shared their knowledge with the other teaching staff. From this professional learning, staff were able to identify appropriate teaching resources to support the learning needs of our students. These resources were purchased.</i></p>
<b>English language proficiency</b>	<p>Salaries for additional School Learning and Support Officers</p> <p>Salaries for Communication Specialist teacher</p> <p>Totalling the amount of \$5,809</p>	<p>Did all students have a SMART Literacy and Numeracy goal within their Personalised Learning and Support Plans?</p> <p><i>Yes, these were consulted with all stakeholders and SMART goals written and reviewed at least once per term, more often if required.</i></p> <p>Were additional School Learning and Support Officers and a specialist communication teacher employed?</p> <p><i>Yes, this was ongoing throughout the year. This funding along with the funding for Socio-economic background was used to support this initiative.</i></p>
<b>Socio-economic background</b>	<p>Salaries of School Learning and Support Officers and Communication Specialist Teacher.</p> <p>Totalling the amount of \$68,404</p>	<p>Was a specialist communication teacher employed? What was the impact?</p> <p><i>Yes a teacher was employed. They were able to hold regular workshops for parents to assist them in learning how to use a range of AAC. The teacher conducted weekly AAC professional learning during the whole staff communication meetings to discuss individual student communication needs and to teach all staff how to use particular devices new to students. The teacher also met with speech</i></p>

<p><b>Socio-economic background</b></p>	<p>Salaries of School Learning and Support Officers and Communication Specialist Teacher.</p> <p>Totalling the amount of \$68,404</p>	<p><i>therapists to collaboratively write and implement speech therapy programs across the whole school.</i></p> <p>Were additional School Learning and Support Officers employed?</p> <p><i>Yes. These SLSO's were able to support students in classrooms, providing additional support for teaching and learning whilst other SLSO's were attending to the health and medical care of students.</i></p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	26	26	27	26
Girls	13	11	7	5

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## 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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

During 2019, 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. Kalinda School is a member of the NSW Special Education Principal's and Leaders' Association and the Australian Special Education Principals' Association, who together build collaborative working relationships to 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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	118,103
<b>Revenue</b>	1,735,423
Appropriation	1,703,349
Sale of Goods and Services	492
Grants and contributions	30,784
Investment income	798
<b>Expenses</b>	-1,649,332
Employee related	-1,517,493
Operating expenses	-131,839
<b>Surplus / deficit for the year</b>	86,091

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 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 loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	991,650
<b>Equity Total</b>	82,955
Equity - Aboriginal	26,101
Equity - Socio-economic	56,854
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	459,042
Base - Per Capita	15,697
Base - Location	9,072
Base - Other	434,272
<b>Other Total</b>	56,327
<b>Grand Total</b>	1,589,974

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.

## Parent/caregiver, student, teacher satisfaction

In 2019, 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 2019, 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 only 3 families giving response to the survey, for this reason, the responses to the survey were not a true indication of the thoughts of our community.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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 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. The position of School Learning Support Officer – Aboriginal Students was relinquished and this position was filled with a casual non Aboriginal staff member until an appropriate and suitable School Learning Support Officer – Aboriginal Students as found in late Term 4.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Other School Programs (optional)

### Yield Project

Several Kalinda School students participated in an exciting opportunity to participate in a Pop Up Supported Art Studio in Griffith called Yield.

Yield was a cross–regional strategy led by the Cad Factory, Grith Regional Art Gallery (GRAG), Riverina Community College (RCC), and supported by Western Riverina Arts (WRA) and Eastern Riverina Arts (ERA) to promote the professional practice of artists with learning disability to the wider Riverina region. This was done through creative development periods in Wagga Wagga, Narrandera and Grith that culminated in an exhibition and public program that featured performance, Im, paintings and drawings by the artists.

Over 8 weeks Sarah McEwan and Layla Bacayo ran a pop–up supported studio with several students from Kalinda School at the Lake House at Lake Wyangan. The studio was a fun, self–directed space to make artworks for Yield. This took place during Term 2.

An exhibition was held at the Griffith Regional Art Gallery to celebrate the artwork of these students.