

# 2020 Annual Report

Kalinda School



# Kalinda School

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# Introduction

The Annual Report for 2020 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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## Message from the principal

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2020 was a challenging year, not only for our students, but for our families and staff. Working and learning from home was a testing time for all, where our school motto of 'Growing and Achieving' was put to the test. This time demonstrated the strong collaborative relationships the staff of Kalinda School have with our families taking on the overwhelming opportunity to share teaching and learning programs and making adjustments to Personalised Learning and Support Plans to be implemented in the home context.

Communication between school and home was very important during this period with Google Classrooms and daily phone calls being the preferred platform as students and parents/carers were able to talk to staff each day. These daily phone calls were imperative in supporting the mental health and wellbeing of our students and their families. Teaching and learning programs continued to be impacted throughout Term 3 and 4 by COVID-19 where the school was unable to either run excursions, transition programs, community access programs, accept volunteers, therapists or specialist facilitators on site.

As we conclude the 2020 school year, we have not only lamented much of this change, but learnt a lot too; learnt about resourcefulness, flexibility, change, resilience, team work and commination and how to pivot an experience into an opportunity - 'never waste a crisis'.

Angela Sampson, Principal.

## Message from the school community

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2020 has been a very busy and challenging year for all. Covid 19 certainly impacted everyone's lives and caused many changes. Although, we have all worked through the challenges and Kalinda P & C have still managed to do some great things for our students and our school.

This year, Kalinda School P & C, with the support of the school have continued to take on the assisted school travel bus run. The bus run has been made possible by the ongoing, hard work and dedication of our P & C. The P & C have also taken over the complete responsibility of the uniform shop, ensuring that our uniforms stay at as low a cost as possible to our families.

Fundraising this year was mainly through the profits of our bus run, due to Covid 19 we were unable to do any other fundraising, other than one raffle at the beginning of the year.

This year, through the efforts of our P & C, we have donated the following items to our school:

\*2 sensory Panels for the sensory room,

subsidised the cost of headphones,

\*purchased a handmade wooden Christmas tree for the student's enjoyment,

\*purchased books for students end of year gift, and

\*donated books to the school library.

Coming to a total of just over \$12,000 in donations!

We would like to extend our Congratulations to all our wonderful students, on their achievements over 2020. Congratulations, also, to the year 12 students and their families, on graduating from Kalinda School. We wish them all the best for the future.

The staff, of Kalinda School, are to be commended on their hard work, dedication and their resilience over this very challenging year. All staff have gone above and beyond to ensure that our students were well supported. Their efforts have not gone unnoticed, and we appreciate all that they have done and we thank you on behalf of the school community.

We look forward to continuing the great partnership between the P & C and the school, in 2021, to achieve the best possible outcome for our school and our students.

Kalinda School P & C Assoc.

President

Sonia Careri

## School vision

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 30 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

## 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>In Week 6 Term 4, Principal met with other SSP principals to discuss PLSPs and the templates used. Research was conducted as to what needed to be in PLSPs, what works well and what can be improved. It was discussed that a new section needed to be considered - NDIS Plan.</p> <p>Collectively they designed a new one which will be made in to a word document, trialled at all the schools and we will then seek support to have it set up in Sentral to share between the SSPs.</p>	<p>\$300 for travel and accommodation costs for SSP principal meeting</p>

##### 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)
<p>This is ongoing</p>	

## 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)
Ongoing collaborative practices are in place for the whole school. PL which was targeted and specific to staff was successfully conducted Staff were trained in either Pre-Lit or Mini-Lit as needed to address the needs of their students. This was then implemented within the classrooms. Pre-Lit and Mini-Lit resources purchased and the programs have commenced in classrooms	\$5000 for PL in Mini Lit & Pre Lit, teaching resources to implement these programs across the school.

##### 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)
Due to COVID this was not implemented. It was imperative that we have stability across the school to best support our students. Assistant Principals did attend classrooms for lesson observations to improve teacher quality and delivery.	Support from Assistant Principals to relieve staff from class

## 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 COVID this was delayed. Other pressing issues arose which needed to be addressed first.	

##### 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)
Both delayed due to COVID and contractor delays	

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

Implementation of PBL across the whole school.

Evaluation	Funds Expended (Resources)
Was the Scope and Sequence written, and informed by data, and is it ready to be implemented in Term 1 2021?	Allocation of time for PBL team to complete Scope and sequence
Yes this was written and communicated to staff ready to commence 2021.	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	0.4FTE salary  <b>Funding Sources:</b> • Aboriginal background loading (\$27 577.00)	Was an SLSO - Aboriginal Students employed in the school? <i>Yes. The SLSO-Aboriginal Students worked across all classrooms to provide 1:1 support for our Aboriginal students in the areas of Literacy and Numeracy</i>
<b>English language proficiency</b>	Salaries for a teacher  <b>Funding Sources:</b> • English language proficiency (\$5 809.00)	What was the impact of this teacher being employed?  <i>Along with other funds, these were used to employ a teacher to work specifically with students on 1:1 and small group basis to support their communication needs. As a result student communication has improved with students working towards and achieving their Personalised Learning and Support Goals in Communication. Improved collaborative relationships between the school and speech therapists was evident.</i>
<b>Socio-economic background</b>	Salaries for additional SLSO  Money set aside to support families with the cost of schooling  <b>Funding Sources:</b> • Socio-economic background (\$68 404.00)	Was an additional SLSO employed to support students?  <i>Yes, this SLSO supported students by attending Community Access programs for post school transitions.</i>  <i>Funds were also used to purchase uniforms for students, cover the cost of excursions/incursions etc.</i>
<b>SSP Supplementation Funding</b>	\$233,777  <b>Funding Sources:</b> • (\$0.00)	The impact of being able to employ additional staff has been substantial with staff being able to undertake additional professional learning on how to better support students with disability. Employing additional non teaching staff has resulted in our SLSOs wellbeing improving as their physical workload has lessened. Students have benefited from improved staff morale, more individualised support and having staff who have a deeper understanding of disability and the students' individual needs.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	26	27	26	22
Girls	11	7	5	7

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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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)	3.7
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 and other areas of expertise, attending presentations, staff development days, student welfare meetings and working through Performance and Development Plans 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 weekly Communication Meetings focussed around communication and Augmentative and Alternative Communication (AAC), Positive Behaviour For Learning as well as the School Excellence Framework. Kalinda School is a member of the NSW Special Education Principal's and Leader's Association and the Australian Special Education Principal's 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 Plan process.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	204,194
<b>Revenue</b>	2,029,357
Appropriation	1,969,359
Sale of Goods and Services	863
Grants and contributions	58,367
Investment income	335
Other revenue	433
<b>Expenses</b>	-2,027,006
Employee related	-1,816,720
Operating expenses	-210,286
<b>Surplus / deficit for the year</b>	2,350
<b>Closing Balance</b>	206,544

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.

## Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	101,789
Equity - Aboriginal	27,577
Equity - Socio-economic	68,404
Equity - Language	5,809
Equity - Disability	0
<b>Base Total</b>	1,520,302
Base - Per Capita	16,090
Base - Location	8,832
Base - Other	1,495,380
<b>Other Total</b>	296,168
<b>Grand Total</b>	1,918,259

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

Tell Them From Me Survey is not relevant for families and staff at Kalinda School, therefore this measure was not used.

Staff satisfaction was gained through the People Matters Survey. The results are as follows:

100% of staff were happy with the Efficiency and Effectiveness of school processes, as opposed to 91% of the Organisational Network.

60% of staff felt that appropriate action would be taken about the survey as opposed to 26% of the Organisational Network.

Parent and community feedback is frequently sought through discussions with individuals as well as at P&C meetings.

# Policy requirements

## Aboriginal Education Policy

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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.

## Anti-Racism Policy

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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

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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.