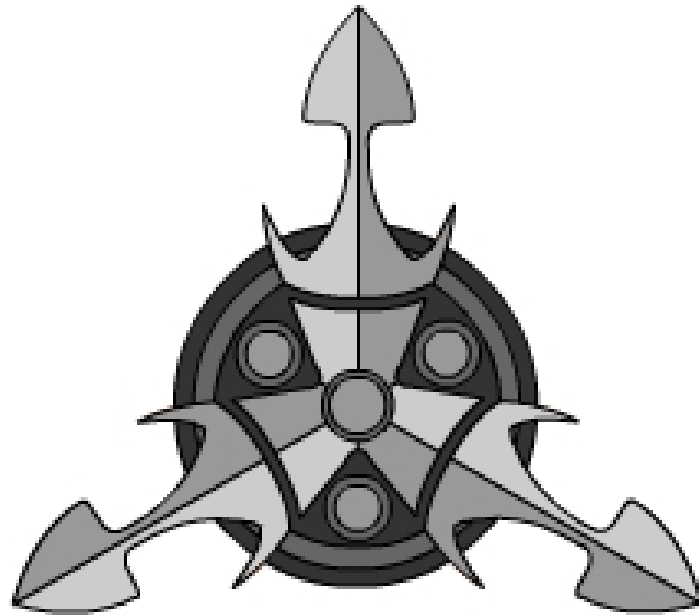


# Annual Report for the year ended 31 December 2021

**Kamaruka Inc.**

ABN 82 267 854 859



KAMARŪKA

Respect for Self

Respect for Others

Responsibility

# Annual Report 2021

## President's Message

2021 was a year of re-building and renewal for Kamaruka.

The gap left by the passing of Kamaruka's founder, Alfonso Scibilia, in May 2020 was still felt strongly by all involved with the school. COVID-19 continued to have a major impact on our teachers and students with classes, excursions and camps all disrupted. However, to their credit, alternative ways were found to still maintain a level of consistency for all.

Jenine Pallant stepped in as Interim Principal and guided us through much of the year. Jenine's experience and dedication allowed the school to regain its sense of balance and "right the ship" after what had been a tumultuous 12 months.

Towards the end of the year and following an extensive executive recruitment process, we were delighted to announce that Michelle 'Zinny' Zintschenko had agreed to join us as Principal of Kamaruka.

One of the fundamental elements of the recruitment process was to identify a candidate who was a renowned leader who could positively articulate a way forward for the school that will inspire students, staff and parents alike. Zinny meets these requirements in spades. Her energy and vibrancy has allowed her to settle into the School very quickly.

As we enter 2022 Kamaruka is well placed to start a new life and expand its educational role in the world of ADHD and ASD. It is also well positioned to continue to have a positive and meaningful impact in the lives of its students and their families.

I would like to extend a sincere thank you to all the staff at Kamaruka for getting through what was a difficult year and for setting up Kamaruka for a period of renewal and growth.

I would also like to thank all the Members of the Board for their unending contributions in what has been another challenging year.

**Darren Giri**

**Chair of Kamaruka Inc.**

## Philosophy & Rationale

Kamaruka was founded in 2001 by Alfonso Scibilia to cater for a unique group of boys whose needs could not be accommodated in the mainstream classroom.

The program offered at Kamaruka is designed for boys diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) but can also benefit a select group of boys diagnosed with Autism Spectrum Disorder (ASD), formerly known as Asperger's. A commonality amongst these boys is the low self-esteem developed over several years of failure in mainstream schools.

Their social and emotional issues threaten their academic progress and social inclusion in society. Through positive experiences and sense of belonging, self-esteem is restored and a pathway towards a rewarding future becomes achievable. Co-morbid disorders such as Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD) often compromise their progress, as does the anxiety which many of these boys present with at enrolment.

The mainstream classroom, typically with 20 or more students, cannot provide the environment conducive to learning for boys with this disorder. Their need for a consistent approach to discipline and structure in their lives is not possible with the diversity of teaching styles they would encounter in a regular school setting.

With a staff/student ratio of approximately 5:1 in secondary and 3:1 in primary classes, boys who have fallen behind academically can be given personalised attention to overcome their weaknesses and restore their self-esteem.

The timetable is deliberately weighted towards physical activity and academic classes are interspersed with a more "hands on" activity to reduce the length of time the boys have to sit and concentrate.



## Governance

The Kamaruka Inc. is a Public Benevolent Institution, registered as a Charity. The Board acts as the governing body, establishing and monitoring the strategic direction of the school. The operation of the school is delegated by the Board to the school principal.

The Board meets at least once per term to review policies and oversee the general operation of the school. The elected members for 2021 were as follows:

Darren Giri – Chair  
John Bibby – Deputy Chair  
Deneille Sutton – Treasurer  
Cameron Crampton – Secretary  
Natalia Zarzycka – General Member

## Staffing

The teaching staff at Kamaruka are committed to maintaining a stable environment with minimal disturbance to the daily routine. Building a rapport with students and understanding each student's individual needs is vital to the successful implementation of the behavioural program. Being a small staff, regular briefings guarantee a unified approach to teaching and the use of consistent consequences in maintaining classroom discipline.

28 Staff were employed over the 2021 school year. No staff member identified as Aboriginal and/or of Torres Strait Islander background. All teaching staff are registered with the Victorian Institute of Teaching. All other staff including teacher's aides have a current Working with Children Check.

Principals:	Jenine Pallant Tom Witenden	(Master of Ed. Studies, Master of Ed. – leadership, policy and change) (Master of Education – leadership and management)
Finance Director:	Kathryn Johns	(CPA, AICD, Bachelor of Economics)
Business Manager:	Rick Scibilia	
School Counselors:	Debbie Sojka Emma Tyler Krystle Westhorpe	
Teaching Staff:	Marianne David Lizzie Playford-Wall Nicole Stylianou David Matler Huw Norris Dan McHugh Nikki Eykman Yoki Han	(Master of Teaching, Bachelor of Arts, Grad dip of Education) (Bachelor of Science - Psychology, Post-grad Certificate of Education) (Bachelor of Education, Bachelor of Applied Science) (Master of Teaching, Bachelor of Health Sciences) (Post-grad Diploma of Education, Bachelor of Theology) (Master of Teaching, Bachelor of Design) (Masters of Primary & Secondary Teaching) (Grad Diploma of Secondary Education, Bachelor of Psychological Science)
Literacy Intervention Specialists:	Melanie McIntosh Sonia Dunne	(Master of Education, Bachelor of Veterinary Science, Grad dip of Education) (Master of Education – Special Educational Needs, Bachelor of Education)
Teacher Aides:	Robert Shook Charmaine Bravo Natasha Kotova Janelle Stafford Lauren Power Luke Induni Olivia Frim Brandon Marsh Meg Vincent Simon Direen Fiona Murray	

## Professional Development

All registered teachers at Kamaruka are required to engage in at least 20 hours of professional development (PD) activities each year in order to renew their registration. All staff participated in weekly staff meetings and briefings which often present areas related to professional development. They also have access to the PD offered by ISV and other professional development organizations.

## Intensive Intervention Program

The alternative education program at Kamaruka, proposes to address the social/ emotional difficulties, as well as the academic and behavioural challenges, often exhibited by the students enrolled, with the aim of assisting students to return to mainstream setting, if this is what is desired, within approximately two years. Some students choose to stay on at Kamaruka for a longer period, before moving on to further education.

Adopting a multi-modal approach, the teachers collaborate with parents, as well as external professionals, to increase on-task behaviour, reduce anxiety and aggression, improve wellbeing, as well as behavioural and academic progress.

## Curriculum

Despite possessing an average or above average IQ, the boys typically referred to Kamaruka have experienced social, emotional and academic hardship in mainstream school settings. To improve the educational experience for young people referred to Kamaruka, the academic curriculum focuses on literacy and numeracy. Written language, reading comprehension and mathematics make up the foundation of all other subjects. Attaining competences in these subjects enhances self-competence and can assist in improving engagement in education.

Kamaruka provides a personalised learning approach and students are challenged according to their ability level rather than age or year of schooling. To allow students to develop their self-esteem outside of academic sphere, students also take part in Martial Arts, a physical education program called Action 4, Drama, as well as Art.

## Student Progress at Kamaruka

Kamaruka is a registered special school. At Kamaruka, each student has an Individual Education Plan. All students are assessed at the time of enrolment and twelve monthly thereafter on the Wide Range Achievement Test for reading, spelling and maths.

The Kamaruka program targets students with low self-esteem and social/emotional difficulties. It is our belief that subjecting such children to national testing procedures, such as NAPLAN, would only exacerbate their condition. Consequently, with parental support, students enrolled at Kamaruka are granted exemption from such testing.

## Student Attendance

School attendance for 2021 was complicated by further Covid-19 lock-downs. Overall attendance was 85% (Primary: 90%, Secondary 82%). Semester 1 has 84% and Semester 2 had 87% attendance.

Kamaruka families are required to notify the school of an absence either in person or by telephone, email or note. All absences are recorded daily and systematically by the school. We encourage regular attendance, it is important if appropriate levels of progress are to be made. Kamaruka will work with parents and specialists to support a student's regular school attendance.

Student non-attendance across the school during the year related predominantly to illness and/or medical, therapy and counselling appointments.

## School Operations

### Income:

Fees and levies	204,972
Interest	53,930
Donations	200
Government Grants	1,873,683
Other	22,886
<b>Total Income</b>	<b><u>2,155,671</u></b>

### Expenses:

Salaries and Associated Costs	1,678,049
Operating Expenses	541,500
Depreciation	298,961
<b>Total Expenses</b>	<b><u>2,518,510</u></b>
<b>Deficit</b>	<b><u>(362,839)</u></b>



## Contact information

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