Kids Like Us Australia Limited was incorporated on 25 March 2013

Annual report for Year Ended 30 June 2014

ABN: 18 163 014 328, Registered Charity with ACNC

Officeholders: Catherine G Kirby – Director, Secretary
Anne M Jackson – Director
Rosemary G Dunne - Director
Ann Williams - Director

Registered Office: 13 The Corso, Parkdale, VIC 3195
Business Address: 21 Bay Road, Sandringham, 3191
Members: Catherine G Kirby
Anne M Jackson

Banker: Bendigo Community Bank
Auditor: Pitcher Partners
Book Keeper: Clare Lehane, Book Work Pro

PURPOSE

The principal purpose of Kids Like Us Australia Limited is to provide support, welfare and direct relief to children, students and young adults with a disability and giftedness (also known as “dual exceptional”) either suffering from, or to prevent them suffering from disability, sickness, misfortune, helplessness, poverty and other necessitous circumstances.
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Kids Like Us Australia Limited Strategic Plan 2015 – 2020

**Purpose:** Enabling young people to have a voice

**Vision:** All 2e students will be identified and supported in a learning environment for their individual requirements.

- “teach teachers how to teach us”
- “help parents know how to support us”
- “tell the world that we exist”
- “have fun with others like us”

*Source: Kids Like Us Steering Group January 2013*

**Mission:** To promote and enable 2e young people to thrive in the world through best practice.

**Values:**
- To respect
- To empower
- To exist in community
- To be authentic

**Who we are:** Kids Like Us is an entrepreneurial community organisation providing support, opportunity and understanding for 2e young people. Through engagement with young people, families, educational providers and the wider community, we work to increase the awareness and acceptance of 2e profiles in young people.

**What drives us:** Belief in a young 2e person’s potential to positively change the world.

**What we believe:** Self-knowledge enables a young person to be.

**Acknowledgement of 2e:** Kids Like Us and all the individuals who make up our organisation acknowledge that a twice-exceptional young person may present in many ways. We accept that a twice-exceptional young person may display a high ability or gift in one or many areas of human domain, whilst also living with a challenge or disability that may be present in any area of human domain, with the exception of intellectual disability.
<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Staff</td>
<td>2e young people prosper and succeed.</td>
<td>Increased number of potential entrepreneurs, risk takers, change makers and social innovators in society.</td>
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<tr>
<td>Trained volunteers</td>
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<tr>
<td>Education partners</td>
<td>Significant increase in academic engagement.</td>
<td>Reduction of mental illness in 2e adults.</td>
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<td>Members of the community</td>
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<tr>
<td>Funding from the community and</td>
<td></td>
<td>Reduced burden on government and the tax payer.</td>
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<tr>
<td>philanthropic partnerships</td>
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</tbody>
</table>

96% of KLU students feel that they get the attention they need, and are respected.

0% of KLU students feel in ‘trouble in’ our environment.

KLU has continued to make significant achievements in the 2014 financial year involving students, their families, their teacher’s, community engagement and the procuring of grants. The year has seen:

- The excellent progress that has been made by many of the 300 students in their individual academic and emotional growth
- Numerous children assessed via the OARS package online testing by ACER
- The varied curriculum provided by the teaching staff, tailor made according to student needs
- Support offered to parents through information evenings delivered by KLU, such as Tuning into Teens and sessions on dyslexia
- The introduction of Drop in Fridays, providing an opportunity for discussion on any parenting concerns of children with learning difficulties with Ann Williams
- Ongoing personal development for KLU staff
- The introduction of formalised narrative counselling
- Community groups meeting at the Sandringham premises, including GSN and the Dyslexia, Dyscalculia and LD Parent Support Network
- Local grants from the Lions Club of Sandringham and the Women’s Committee of the RMGC
- The bursary Board formalised with Ann Williams as chair, and distributing funds from Term 2 2015

On behalf of the Board, I would like to thank:

- Jane and Ian Blackie for their voluntary support to students and the team throughout the year
- John Broadbent, who developed the Raspberry Pi Code Club and manages the volunteers
- Clare Lehane for providing book keeping services
- Pitcher Partners for accounting support
- Goodway Printing
- Green Cross Vets for their ongoing sponsorship of Bootes our therapy-dog-in-training
- GoLiveid for hosting and supporting our web services
- The Women’s Committee of the Royal Melbourne Golf club and the Lions Club of Sandringham for their wonderful fundraising efforts
- Laurence Evens and MP Murray Thompson for their ongoing encouragement and enthusiasm

I would also like to take this opportunity to thank my board colleagues for their invaluable support and contributions.

Rosemary Dunne
Chair
Kids Like Us

73% of KLU students feel that at KLU they can learn new things here and get help with their school work
Message from Catherine Kirby, CEO

I love my job!

There’s never a moment that I don’t enjoy at Kids Like Us, even the challenging, frustrating, disappointing and down right hard moments have something positive to learn or to reflect on. I love walking into a class and getting instantly involved in the active learning that is going on. Our young people come from a range of ages, abilities and social backgrounds, but the enthusiasm to know more and to learn is something they have in common. It is not unusual for me to find myself in the kitchen embroiled in an intense conversation on a topic of global importance by a child who is currently in Prep.

At the end of the day as I head out the door to put on my ‘Mum’ hat for my three amazing 2e teens, I stop and chat to a mum who is struggling with “the system” and comes to KLU as we are the only people who “get” her son. We talk for a while about the challenges of parenting a twice-exceptional child, and the conversation naturally turns to the wonders of parenting very special young people. I am so fortunate to love my work, and after three years of being CEO of Kids Like Us, I feel that I am truly honoured to work with twice-exceptional young people and their families.

This year has been another year of growth and change at Kids Like Us. Our reputation as an organisation that ‘knows’ twice-exceptional young people has grown, and so has our team and the breadth of services we are able to deliver.

We are constantly challenged to meet the needs of complex and dynamic clients for whom the world and their needs change at a rapid pace. It is because of this that we have to remain responsive and dynamic as we strive to become a centre of excellence in Australia. As such, we are not able to offer a “set program”, but rather to constantly seek feedback from the community that we support as we work towards meeting their needs. Finding the right staff to share this journey is challenging, however looking back over this year we have developed a strong, highly skilled teaching team who are dedicated to their work. Our aim in 2016 is to develop an equally strong wellbeing team to meet the increasing counselling and mental health needs of our clients.

This year we have spread our wings, and now as well as our home base in Sandringham, we work weekly in Geelong to provide support to families, and continue to support families in the Northern Territories.

As a social enterprise, we have fulfilled our purpose well this year. We have successfully provided a range of services at a reasonable cost to clients, maintaining a financially sustainable organisation while being in a position to offer financial support to families who need it through the Bursary Fund. We are now in a strong financial position that allows us to move forward into the next chapter for Kids Like Us, moving to new and larger premises and offering more services. We have been successful in winning several substantial grants this year, which have funded essential resources such as iPads and interactive whiteboards, equipment for Code Club and Lego Club, and funded specific programs such as the “Tree of Life” program for girls.

Our team of volunteers has grown dramatically in number this year, and provides a range of supports from chess coaching, Code Club and fundraising to behind the scenes help and support. I would like to acknowledge every one of our volunteers, and thank and commend them for their dedication and commitment to support our young people.
As we look forward to next year and the changes that it will bring, I would personally like to thank my family for their ongoing support and enthusiasm, and for inspiring me to support twice exceptional young people – after all, they are the ones who will change the world!

Catherine
CEO
Kids Like Us Team

Catherine Kirby  CEO and Director
Anne Jackson  Director of Education and Counselling
Rosemary Dunne  Chair of KLU Board
Ann Williams  Board Member and Chair of Bursary Board
Larissa Campbell  Treasurer of Bursary Board
Mark Northeast  Financial advice and KLU Friend
Caroline Roberts  Teacher and specialist supporting students with dyslexia
Lisa Gilchrist  Teacher and specialist supporting students with learning differences
Lucie Smith  Specialist Maths Teacher
Alan Wilkes  VCE Maths Teacher
Sarah Ashcroft  Specialist learning support
Lorna Griss  VCE Literacy support
Dr Cheryl Dobbs  Assistive Technology and Literacy coach
Dr Kate Jacobs  Educational Psychologist (consultant)
Kim Ballinger  Counsellor, story-teller and narrative therapist
John Broadbent  Tech Tutor and Code Club Leader
Clare Lehane  Accounts
Kim Ainsley  HR Manager
Jane Blackie  One Day School “mum”
Bert Crosby  Chess tutor
Nathalie Moore  Domestic artist

80% of KLU students feel that they can learn new things here, and get help with their school work
44% of people learned about KLU through a friend or word of mouth
56% of KLU students enjoy coming to KLU to meet other kids like them
Meeting the 2e and Community Needs

Kids Like Us activities are determined by the requirements of the young people we support. As such, Kids Like Us provides a dynamic and fluid environment, which responds to the needs of our community.

Social issues addressed by KLU

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Kids Like Us provision</th>
<th>Mental health</th>
<th>Stigma</th>
<th>School disengagement</th>
<th>Social isolation</th>
<th>Behaviour problems</th>
<th>Family Breakdown</th>
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</thead>
<tbody>
<tr>
<td>Advocate (teacher/parent) engagement</td>
<td>Teaching courses</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Parenting course</td>
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<td>Information session</td>
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<td></td>
<td>Resource library</td>
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<tr>
<td></td>
<td>Individual counselling</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
<td>Family/social activities</td>
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<td></td>
<td>Modelling and sharing</td>
<td>✓</td>
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<tr>
<td>Young person engagement</td>
<td>Individual counselling appointments</td>
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<td>✓</td>
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<td>✓</td>
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<tr>
<td></td>
<td>One Day School</td>
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<td></td>
<td>Group tutoring</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>Group social groups</td>
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<td></td>
<td>Individual tutoring</td>
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<td></td>
<td>Code Club</td>
<td>✓</td>
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<td>Lego Club</td>
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<td>Area</td>
<td>Strategic Goal</td>
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<tr>
<td>Community Impact</td>
<td>To increase community engagement and awareness through positive relationships with families.</td>
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<tr>
<td>Engaging healthcare professionals and academics</td>
<td>To develop positive relationships through authentic and effective communication.</td>
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<tr>
<td>Operational excellence</td>
<td>To improve commitment to the most effective use of global best practice teaching and counselling frameworks for 2e young people.</td>
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<tr>
<td>Financial</td>
<td>To build the financial sustainability and security of our enterprise through the development of an administration team. To support business development and leadership.</td>
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<tr>
<td>Cultural development</td>
<td>To develop a culture where people know that they’re valued and supported, modelling a self-care and family first approach.</td>
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- 59% of KLU students enjoy coming to KLU to have fun and make friends
- 89% of KLU students come from public schools
Who we support

"In Victoria, the widely accepted definition of giftedness and talented is adopted from Françoys Gagné’s model (2004), where ‘giftedness’ is understood as outstanding potential and ‘talent’ as outstanding performance." – Victoria State Government

A ‘gift’ is an exceptional potential, however such individuals may not be able, or may choose not to use their natural ability. Some may disengage, underachieve or be hampered by a difficulty that reduces their ability to learn in the classroom. ‘Talent’ involves mastery of the gift, allowing the skill or knowledge to be widely demonstrated to knowledgeable others.

Gagné’s model acknowledges that gifts and talents are to be found in every domain of human endeavour, from mathematics to languages, science to the humanities, alternately manifesting in an area of physical, artistic or technical ability or as creativity, innovative thinking or problem-solving ability. Others still show these abilities in social, communicative and leadership ability.

Students with differences in learning that impact on their ability to develop their talent are often acknowledged as the most underserved students in the school environment. These gifted students may find their gift hidden beneath a disability, or have it perceived as their dominant feature, making it hard for them to draw attention to any identification of a difficulty in learning. This can cause significant problems.

Instead, students with both a gift and a difficulty deserve daily challenges in their areas of ability and interest, a learning experience that scaffolds their disability and provides opportunities to socialise and learn with peers of a similar level of ability.

“When high-ability children and young people are in educational settings where their abilities are not recognised and supported, they typically experience boredom, frustration and decreased motivation. In some cases, more severe forms of psychological distress can result.” (Neihart et al., 2002)

The Education and Training Committee’s Inquiry into the Education of Gifted and Talented Students (June 2012) noted that some learners suffer isolation, low self-esteem, anxiety and depression when their ability is not identified, feeling that they are insufficiently challenged or ‘out of sync’ with peers. They may disengage from learning, or deliberately under-achieve in order to fit in. Some gifted learners become disruptive or exit early from schooling.
The KLU way: Getting to know each other

A newly referred KLU student progresses through a series of ‘unpacking’ narrative based, counselling sessions. During this process

- their hopes, dreams and passions are revealed and validated
- the perceived and real deficits to be found at their home school are talked about and normalised
- their particular twice-exceptionality is verbalised and emphasised as a positive
- any behaviour issues are discussed, and the suitability for attending KLU programs is clarified
- their commitment and motivation are discussed
- an encouragement of the understanding that future supports and interventions are a positive experience
- a commitment to working with their current school is confirmed – KLU supports do not replace the regular school

At KLU, we work to provide an academic, social or behavioural program that is suitable and dynamic for the students that attend. In doing this, we ensure that alongside any academic support we provide (following the prescribed AusVELS), we are flexible enough to provide the extra ‘something’ the students crave and require
The KLU Way: Counselling and Narrative Therapy

Most students are able to gain what they need to learn from the traditional methods of teaching provided by the education system. These students benefit from the system, and after leaving are accepted by society as a worthwhile member, with their behaviour, characteristics and success having been developed into what is recognised as ‘normal’.

However, some students fall outside this norm. Many well-intentioned school staff view these students as people who must change, adapt or leave, causing too many of these people to later be prescribed treatment and modification by experts.

Because of this, these students to come to see themselves as flawed, with this becoming the dominant narrative of the person’s life – “I’m depressed”, “I’m dyslexic”, “I’m naughtly” – they are seen and see themselves as a problem.

At KLU, we never view differences as ‘wrong’. Instead, we see difference as a possible advantage, a valuable aptitude, or even as brilliance. At KLU, transforming the internal belief that difference means failure or wrongness requires working with the flexible strategies of Narrative Therapy.

Narrative Therapy is a relatively new form of counselling, drawing upon one of humanity’s oldest traits – storytelling. Stories are our oldest means of coming to terms with life and all its complexities.

Using these oral practises, Michael White and David Epston increased the role of the personal life history in the process of counselling. This focus on the telling of the person’s own story and the insistence that ‘the person is not the problem, the problem is the problem,’ is a therapy that sits well with the staff of KLU.

KLU counselling staff believes that:

- Children are far more verbal than adults usually give them space to be. Telling one’s own story of events, feelings, and ideas is very empowering to those with little voice.
- Gifted kids often use words accurately and appropriately, making verbal explanation easy to follow if an adult is willing to listen.

Narrative therapy is able to include the use of any material that helps the story to unfold: clay, drawing, drama, writing, etc.

- Children deserve to have their story heard and believed.
- People are experts in their own life. The personal interpretation of their story has allowed them to reach where they are today. The preferred story is the one the person dreams of, but it may not be the one Society wants to hear.
- Externalising a problem seen as a reflection of identity (‘I’m dyslexic’) in the space between the therapist and the person allows the problem (‘I’m a person who lives with dyslexia’) to be studied and incorporated into the preferred story

KLU staff use Narrative Therapy to externalise the problem in order to deal with the effects upon the child. We then work to study and manage the effect of the problem in a way that makes the child ‘the boss’. Advocacy skills are taught gently and carefully, boosting self-efficacy, accentuating ownership and raising self-esteem. Only then is the child ready to...
begin managing the education system, and releasing

the belief that being different means being a failure.

The KLU Way: Academic programs

At KLU, all teachers are responsible for the preparation and implementation of teaching and learning programs, where students are able to participate, interact, learn, and achieve success.

KLU continuously develops resources, including gifted education references and practical materials located in the building.

Curriculum:

Behind the curriculum at KLU is the belief that we have to provide something different, challenging and unusual. Students come to us after having experienced the traditional curriculum and found it lacking in some area. All students deserve their passions, skills and abilities to be integrated into supporting and scaffolding their disabilities, worries and weaknesses.

The curriculum provided is dynamic, holistic and evolving to include:

- thematic, interdisciplinary units of learning (unless there is a specific documented reason)
- work occurring in flexible groups according to personality, learning styles, academic ability or weakness, as needed
- a developing ownership of their own learning, including opportunities for negotiating tasks, outcomes and method of study
- the use of games, technology, talk, research and experimentation where practical and effective
- a range of artistic experiences which co-ordinate succinctly with the theme
- students being engaged in individualised study
- explicit opportunities to learn, read, write and spell the Oxford Wordlist at an appropriate level
- tasks that are based on hands-on discovery
- students being read high quality texts by a competent adult, at a level appropriate to their interests
- progression through a focused synthetic phonics reading scheme as and when needed
- a ‘wow’ factor in every day the student attends KLU
KLU Way: Advocacy

The term "advocate" has Latin origins, and means "to be called to stand beside". This definition, while basic, conveys what good advocacy should be, e.g.

- working in partnership
- 'standing beside' – i.e. listening & communicating with the concerned party
- advocate and individual stand on equal levels
- not creating dependence on the advocate, but creating independence through empowering

At KLU, we include advocacy in much of the work that we do

Individual Advocacy seeks a solution with 2e young people to address their particular problems or needs, enabling them to enhance their rights and sense of self-worth.

Systemic Advocacy Influences the 'system' (e.g. teachers, schools, etc.) to change in response to 2e young people.

Self-Advocacy encourages 2e young people to speak up for themselves. Self-Advocacy mentoring assists young people to develop and maintain the personal skills and self-confidence they need to help represent their interests in their school, family and community.

Citizen Advocacy encourages individuals who live with or who are familiar with the needs of 2e young people to work to represent their interests in day-to-day life and the community, aiming to reduce the stigma against 2e young people in our communities.

Group Advocacy works with groups and community organisations to represent the interests of 2e young people.

Why is Advocacy Important?

Society is fond of grouping people together, with some of these groups being more disadvantaged than others. This disadvantage makes people more vulnerable on emotional, physical and mental levels.

2e young people often find themselves in this disadvantaged or minority category.

This often comes about through a number of reasons:

- emotional and physical stress
- lack of support
- lack of access to required services/assistance
- financial pressures
- community attitudes and misconceptions
- lack of time to fit 'everything' in
- complications from a disability or behaviour causing pressure e.g. issues with reading or social skills

29% of KLU students need Advocacy

KLU Annual Report 2015
Kids Like Us: One Day School

One Day School ensures a safe learning and emotional space for students who require a different curriculum and learning environment to the ones their schools are able to offer.

Time spent outside of the school’s environment in a different and enriching space can provide a sanctuary for the child that allows them to explore and develop. It can also ensure a ‘break’ for the teacher and peers from a gifted student who may be emotionally or behaviourally out of synch within the typical classroom.

One Day School is designed as an alternative to a student’s normal school setting. Running between 09:00 and 15:00, it operates with a small group of students who display a similar level of ability. The group’s focus is to provide academic skills mixed with narrative counselling within a safe and comfortable environment.

The formal academic component is attached to skills around expressing feelings and emotions; this may be in writing, with video, with storytelling or in conversation. Within ODS, students receive small group tuition which enables work to be done on specific focused literacy and maths skills. This process works in tandem with the reassurance our staff provide, assisting students to label emotions, frustrations and the humiliation of being intellectually able yet struggling with tasks peers manage easily, and results in their growth in confidence and ability to take greater risks.
2015 Happenings at Kids Like Us

In September of 2014, the KLU AGM was held in Seaspray and attended by KLU Directors Rosemary Dunne, Anne Jackson, Catherine Kirby and KLU founders Jake Kirby, Kit Kirby and Lalli Kirby.

Following the AGM Ann Williams was invited to join the Board as a Board Member.

**Peer-to-peer programs**
Well attended school holiday programs run by senior KLU Student Nick Blackie on media and film.

Raspberry Pi Code Club funded by Bayside Council and set up by John Broadbent and his team

Social action group – Samaritan’s Purse: Operation Christmas Child

KLU Christmas picnic – cancelled due to bad weather

KLU children joined with the Church of Christ choir to sing carols at an aged care home in Mentone

Creative art and mindfulness summer program

Cartooning summer camp

Code Club summer camp

**Teacher training**
E-learning 2e Teacher training course in Northern Territories

Professional development in St Bridget’s Catholic School, Gisborne

Professional development Edithvale Primary School

**Parenting courses**
Tuning into Teens

Parenting Your Dyslexic Child

Supporting Your Dyslexic Child over the Long Holidays

Assistive Technology

**Ongoing staff professional development**
2 counselling staff completed certificate in Narrative Therapy

Narrative therapy professional development

Action Learning

Counselling supervision certification

Narrative approaches to supervision

Tuning into Teens program facilitators

3 KLU staff attended unique opportunity in NZ

“Dealing with the asynchronous and gifted child: A symposium for teachers and parents”

COGMED training

Teaching students with dyscalculia

Tony Attwood talk on supporting young people with ASD

**Community and parent information sessions**
Art therapy

Anxiety in children with Learning difficulties

**Community partnerships**
Gifted Support Network end of term family dinners

Dyslexia, Dyscalculia and LD Parent Support Network

DEW

SPELD

**Presentations**
KLU Presented at the Gifted Networking Expo

**Fundraising**
Movie night by The Lions Club of Sandringham

Sausage sizzle managed by parents Jane and Ian Blackie

Trivia night led by Amanda Stokes

Eventful happenings

In February, the roof blew off 21 Bay Road in the storms
Business
Implemented new client administration and invoicing systems
Employed two counselling staff, five highly experienced teaching staff and two students on placement
Introduced new payment policy, ensuring financial sustainability of One Day School and group programs
Introduced salary packaging for eligible staff

Grants
Optus – purchase of interactive white board and iPads for teaching use
National Youth Week – development of a “song” by the students to be shared with their peers

Bayside Community Grant: purchase of interactive white board and iPads for teaching use
Bayside Community Grant: Funding of information sessions and education
Retail
Sale of Trugs and Toe by Toe
Bursary Board
Formalised early this year with funds raised through social events.
Managed by volunteer members who provide governance and financial management.
Between April-July of 2015, approximately $5000 has been allocated to support 2e young people at KLU.
Key Volunteer staff

John does a great job with his team at Raspberry Pi Coding club, funded through Bayside Council.

Bert is an essential team member to One Day School with his patience and expertise running a chess club.

Jane is a key member of our team who volunteers her time, care and winning smile to One Day School.

Ian is a valued KLU backbone, from installing security, to organising sausage sizzles.

Kim provides her valuable HR skills freely as we grow in size and complexity, and we value her expertise.

A thank you to the Code Club Volunteers who come and work with our young people in a mentoring and teaching role.

Lorna is a mature KLU student who asked to “give back” and now supports KLU’s Year 9 boys group.

Bootes, our Story Dog volunteers his four legs and a tail to support the children and adults who come into KLU with his welcoming wag and his intuitive knowing on who needs some attention. We wish Bootes well as he moves forward in his training next year. And of course the new member to the team Elsa who listens intently to those who need to be heard.
## Finance

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Current assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>79,788</td>
<td>26,390</td>
</tr>
<tr>
<td>Receivables</td>
<td>13,057</td>
<td>15,041</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td>92,845</td>
<td>41,431</td>
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<tr>
<td><strong>Non-current assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant and equipment</td>
<td>12,078</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total non-current assets</strong></td>
<td>12,078</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>104,923</td>
<td>41,431</td>
</tr>
<tr>
<td><strong>Current liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payables</td>
<td>8,382</td>
<td>4,362</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td>8,382</td>
<td>4,362</td>
</tr>
<tr>
<td><strong>Non-current liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payables</td>
<td>10,000</td>
<td>12,000</td>
</tr>
<tr>
<td><strong>Total non-current liabilities</strong></td>
<td>10,000</td>
<td>12,000</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td>18,382</td>
<td>16,362</td>
</tr>
<tr>
<td><strong>Net assets</strong></td>
<td>86,541</td>
<td>25,069</td>
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<tr>
<td><strong>Equity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retained earnings</td>
<td>86,541</td>
<td>25,069</td>
</tr>
<tr>
<td><strong>Total equity</strong></td>
<td>86,541</td>
<td>25,069</td>
</tr>
</tbody>
</table>
80% of KLU students feel that they can learn new things here, and get help with their school work.

44% of people learned about KLU through a friend or word of mouth.

52% of KLU students enjoy coming to KLU for their friends.

48% of KLU students enjoy coming to KLU because of Bootes and Elsa, our therapy dogs.

56% of KLU students enjoy coming to KLU to meet other kids like them.

72% of KLU students feel that at KLU they have teachers who understand them.
We need more of this kind of course delivered widely across our education system. Our system is failing these children terribly, even when we claim we are catering for them. Teachers, leaders and the system as a whole do not understand the needs of 2e students, or accept that they have a right to an education that meets their needs.

Teacher on completion of 2e teaching course

Our family has been working with KLU for just over 2 years now. During that time they have not only supported my kids but also myself as a parent and advocate for my kids. They are second to no other professionals I have worked with in their understanding and commitment to the needs of each individual child no matter how complex.

Parent from NT
People will forget what you said
People will forget what you did
But people will never forget how
you made them feel

Maya Angelou