

Bates Drive School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Bates Drive 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.

Robyn Compton

Principal

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Message from the Principal

The year 2016 marked the second year of our 2015–2017 School Plan. The three strategic directions are Dynamic Learners, Dynamic Leaders and Dynamic Links, which focus on student learning, staff learning and whole school community collaboration. This report provides a detailed account of the school's progress in each of the strategic directions.

2016 saw the introduction of a new business and management system within Department of Education schools. Extensive training and support has been provided to Bates Drive School administration staff to ensure that the new processes and procedures can be embraced as the system is established. In addition to this there have been a significant and substantial number of new initiatives introduced to all school staff. Staff have engaged in many professional learning opportunities to extend their knowledge and provide the basis for continual growth. This has resulted in the students accessing and engaging in new and exciting programs and lessons that cater for their specific needs and outcomes. I am proud to acknowledge that the staff, parents and carers work collaboratively and enthusiastically to provide a vibrant, holistic and extensive curriculum for all students.

Bates Drive School is fortunate to have a small but very dedicated and proactive group of parents and carers who form our P&C Association. They work throughout the year to provide fundraising opportunities and social events to raise funds to support the students and school. The success of the P&C Association is very much dependant on the generosity of the families of our students. I would personally like to thank the P&C members and also the parents and carers for your willingness to give your time, money and resources to make the school the exemplary learning environment it is today.

I invite you to share in the milestones that the school has achieved over the past twelve months. As the Principal of Bates Drive School I am proud of the gains that students have made and how the staff, families and community members work as collaborative partners to strive for positive outcomes and personal and collective success.

School background

School vision statement

To provide exceptional learning opportunities for all. Bates Drive School has established a school brand of providing exceptional learning opportunities for students with special needs.

To ensure we capture these qualities we provide a safe and caring learning environment, fostering mutual respect and prepare our students to achieve personal success in all areas. We support students in their development and families in their endeavours to gain the highest quality of educational experiences for their child/children.

To achieve this we will

- promote a commitment to life-long learning through professional learning opportunities for all staff,
- provide a quality education for all students through a relevant, challenging curriculum which develops knowledge, values, skills and attitudes.
- cater for the diverse personal learning needs of all students through differentiated programs;
- demonstrates genuine and caring concern for children and their welfare in supporting their development.
- promote a respect for the rights of others and themselves through values education.
- provide quality resources and programs consistent with the changing dynamics of the world especially in this technological age.

School context

Bates Drive School is a dynamic special school that clearly exemplifies a quality learning environment where students are respected and given every opportunity to achieve their personal best. Bates Drive School is located in Kareela, a suburb of the Sutherland Shire and services the learning and welfare needs of up to 70 students between the ages of 5 to 18 years. The school provides an inclusive learning and teaching environment for students who have complex disabilities and function in the moderate to severe range of intellectual development, often coupled with autism, a physical disability or challenging behaviours.

SCHOOL PURPOSE.

The school currently enrolls students from the Sutherland Shire and St George region. The dedicated and experienced staff are committed to providing a safe and caring learning environment that:

- builds foundations for lifelong learning
- recognises, values and celebrates differences
- promotes a school that is free from racism, bullying and discrimination.

SCHOOL STAFF:

The school staff consists of 30 personnel comprising principal, school executive, classroom teachers, and school learning support officers, casual teachers, administrative staff and general assistant. The staff are a very dynamic team who work collaboratively to ensure that all students receive quality education in a quality environment. The school strongly supports the values of public education.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Throughout 2016 staff meet regularly to discuss and unpack the School Excellence Framework and its implications for informing, monitoring and validating Bates Drive School's progress towards meeting the goals and expectations in the School Plan 2015–2017. The completion of the School Excellence Framework survey identified our strengths and areas for future development. This information is utilised to provide direction and confirmation of the exemplary teaching and learning at Bates Drive School.

Learning

In the domain of learning, Bates Drive School's primary focus is the school wide collective responsibility for student and staff learning with high levels of engagement from all participants. Each student has an individualised learning plan which outlines their learning outcomes and experiences. Individualised learning plans are developed with the input from all stakeholders with a vested interest in the child's well-being and complex learning needs. We have continued to engage in the Australian Curriculum, adjusting learning to meet the needs of the students. Staff participate in their own Teacher Performance and Development Plan (PDP), where professional goals are aligned with the school's strategic plan and the teachers' own professional learning.

Teaching

In the domain of Teaching, teachers regularly review learning and level of engagement to promote best practices in engaging students. Bates Drive School continues to develop a culture of teamwork, collaborative relationships and a supportive culture to enhance teaching skills and expertise. This has a direct impact on the quality of learning, student engagement and ongoing improved teacher performance.

Leading

In the domain of leading, the leadership team has been successful in leading the initiatives outlined in this report, building the capacity of staff and providing both school based and external learning opportunities. A number of teaching staff and support staff have taken on leadership roles within the school, managing events and stage teams to enrich programs, lessons and activities. The aim of the leadership team has been to ensure that the strategic plan has been followed and the outcomes achieved.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

DYNAMIC LEARNERS

Purpose

Building Student Capacity

To support student learning experiences which result in increased engagement and participation that leads to the achievement of personal outcomes.

Overall summary of progress

The school's focus is to provide a holistic approach to learning and the acquisition of skills. Each program has been developed to support the well-being, academic and social aspects of each child's learning.

Individualised learning plans are the cornerstone of the teaching and learning at Bates Drive School. The Holroyd Mary Brookes Bank Literacy and Numeracy Programs have been used to plan, implement and assess student learning in each of the strands within these curriculum area.

In 2016 Positive Behaviour for Learning (PBL) was established within the school. PBL is in the initial stages of implementation however once fully established it will enable consistent rules and expectations to be embedded in school practice and culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Enhanced communication, literacy and numeracy attainments based on authentic assessment.	Numeracy: The Holroyd Mary Brooksbank numeracy assessment tool has been used across the school. The results collected throughout the year are reflected in the students' End of Year Reports. Especially 4U folders to be distributed to each class early Term 1 2017. Literacy: Information concerning the use of the HMB Literacy Folders was presented to the Teaching staff. Examples of lesson plans using the information in the folder were demonstrated and open to discussion between staff.	School Funding plus Literacy and Numeracy Funding : \$ 874
Enhanced well-being and understanding of mental health through MindMatters.	Staff have been completing the online modules to continue their professional development in the area of positive mental health. A staff survey revealed that staff would appreciate more opportunities to debrief and celebrate our achievements. As a result "Catch Up" sessions have been included in the school schedule as well as MindMatters being an item on the weekly staff meeting agenda	School Funding and PL Funding : \$2,000
Enhanced staff confidence in managing challenging behaviours through consistent application of PBL principles.	A PBL matrix for expectations was developing in collaboration with staff, parents and carers. Visuals have been developed to support the introduction of common language and expectations across the	School Funding, RAM and PL Funding: \$ 5,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Enhanced staff confidence in managing challenging behaviours through consistent application of PBL principles.	school and in the wider community.	

Next Steps

PBL and MindMatters teams will work towards embedding strategies and implementation processes across the school community.

Continued implementation of the HMB Numeracy and Literacy Frameworks to track student progress and learning.

Introduction of the SWANS program for tracking and reporting on student progress.

Introduction of Picture Exchange Communication Systems (PECS) across the school.

Strategic Direction 2

DYNAMIC LEADERS

Purpose

Building Staff Capacity

To provide a high standard of education through the combination of curriculum resources, ITC infrastructure, teaching and learning programs that inspires every student and teacher to excel and reach their full potential. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning.

Overall summary of progress

Staff professional learning has continued to be a high priority in the school. Throughout 2016 all staff were encouraged to attend professional learning which aligned with their personal and professional PDP goals and school's strategic directions. All staff contribute to the school plan and the ongoing evaluation process of the milestones each term. This has provided focus and direction for each strategic direction, professional learning and resourcing the school.

Classroom observations have enabled staff to share knowledge, best practice and resources to enhance their own teaching and to develop positive and supportive peer relationships. Teachers have become more confident in working within the Teaching Standards and planning and gaining accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Develop high quality programs and assessment practices to reflect changes in curriculum and promote high expectations of student performance.	All teacher are contributing to the planning and milestone process within the school. All teachers are active members of both stage and curriculum teams. Teachers have been implementing the HMB program to develop baseline data and develop teaching and learning programs which best meet the needs of their students.	Special Education Funding \$2,000
Staff provide evidence to demonstrate progress and development from within the teaching standards.	Teachers are incorporating the teaching standards into their PDP. This forms a basis for their professional learning and also their teaching expertise and knowledge.	School Funding
Well-equipped 21st Century classrooms featuring innovative teaching practice reflected in KLA programs and motivated learners.	Beginning teachers received additional RFF and mentoring . This courtesy is also applied to Early Career teachers who are employed in a temporary capacity. Teachers are using the teaching standards to drive their teaching and career development.	Beginning teacher funding and PL funding: \$4,000 plus \$2,000

Next Steps

Continued use and growth of new and evolving technologies to further enhance learning and engagement.

Further developing PDPs with teaching and non teaching staff to meet their personal and professional goals.

Continue to align PDP goals with the school's strategic directions.

Provide opportunities for staff to participate in leadership courses and programs.

Strategic Direction 3

.DYNAMIC LINKS

Purpose

Building Community Capacity

To build stronger relationships as an educational community through purposeful and engaging projects and programs which cater for the complex learning needs of students in partnership with community members.

Overall summary of progress

All staff members of Bates Drive School value and respect the support of families and the wider community. As a small community, families and carers are often relied on to support the school on a financial and through fundraising activities, attendance to events and meetings. The school provides many opportunities for families to be involved in the school's vision and planning.

Personalised planning meetings are held at the start of each school year and reviewed early term 3 for each student, their family and support personnel. 98% of parents and cares attend these meetings. These session are an integral part of the planning for each child, setting goals and providing vital information about the child's well-being and health.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Online communication is kept up to date in a timely manner to ensure the school community remains informed.	A Facebook page has been established for the Bates Drive School community. The parents have also created a private Facebook page for parents and carers to access and seek advice and friendship.	\$0
Increased number of students attending integration programs K-12.	The school has now a number of local schools participating in the integration programs. These include Kirrawee HS, Grays Point PS, Jannali East PS and Oyster Bay PS.	SAP and Link Funding : \$3,000

Next Steps

Build on the number of parents and carers attending P&C meetings and Cafe Club.

Increase the number of extra curricula opportunities and events for students.

Continue to develop ways to best communicate and involve the wider community in the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Socio-economic background	In 2016 RAM funding was accessed to support relevant professional learning and fund casual teaching and SASS salaries. Funds were also utilised to engage an additional SLSO (part time) to support students with exceptional needs.	\$11,850.16 Tied funding through RAM.
Support for beginning teachers	<p>1. Beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills in the first year</p> <ul style="list-style-type: none"> • Reduced number of hours for face to face teaching • Beginning Teachers were given an additional 80 minutes per week additional to their allocated 120 minutes • Beginning Teachers received an additional full day off class 1 day per month • Additional RFF is used to provide adequate time for report writing, conversation with mentor to discuss/ justify comments and levels of prompting in the reports and provide an opportunity to make changes to reports • Time was allocated to work with mentor during this process <p>2. Beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school</p> <ul style="list-style-type: none"> • The supervision of teachers was organised to correspond with their supervisors RFF time. This enabled teachers and supervisors to collaborate and have time allocated for deep and meaningful discussions , feedback and reflection • Additional time and support was provided to enable the Beginning Teacher and Supervisor to discuss and develop class programs, Positive Behaviour Support Plans, Health Care Plans and data collection to name a few <p>3. Mentoring structures and collaborative practices support beginning teachers within the school or across a cluster of schools, and any teacher mentors have access to specific training and the flexibility in their teaching responsibilities to support classroom observation and provide structured feedback</p> <ul style="list-style-type: none"> • During additional release from face to face teaching, Beginner Teachers were encouraged to visit a variety of classrooms within the school thereby gaining a greater understanding of the complexities of the students within their school. For example- spending time in a room of High support Students and classes with students with more challenging behaviour patterns • Given the opportunities to visit other SSPs for further development of understanding of the running and management of classes in other settings • Beginning teachers were given time to attend a number of Personalised Learning Plan meetings held by more experienced teachers, in order to gain an understanding of 	\$4,080.73 Tied funding for beginning Teachers

<p>Support for beginning teachers</p>	<p>the procedures as well as gaining confidence prior to conducting their own meetings</p> <ul style="list-style-type: none"> • Beginning Teachers were provided with opportunities to attend School Clinics run by the Kogarah Diagnostic Team in order to gain prior knowledge • Beginner Teachers were provided with opportunities to participate in whole school programs with additional time provided if/when they undertook additional work • Participated in learning conference with a consortium of special schools (Eg MindMatters) • Attended special education conference and early career training • Beginning Teachers have been consistently informed of upcoming courses throughout the year • Given opportunities to enrol in courses for 2016 <p>4. Beginning teachers have access to professional learning that focuses on classroom management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and carers</p> <ul style="list-style-type: none"> • Beginning Teachers have actively participated in School clinics with a developmental Paediatrician and registrar • Establishment and continued use of Individual Communication Books to report daily information to families and carers • Attended and actively participated in whole school meetings, Professional Learning Days, courses such as Anaphylaxis , Non Violent Crisis Intervention and First Aide • Supported and encouraged to follow Best Practice and demonstrate positive communication skills when interacting with peers, therapist and the wider community 	<p>\$4,080.73 Tied funding for beginning Teachers</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	50	50	49	52
Girls	15	14	15	15

Enrolments have been fairly consistent over the past number of years.

Management of non-attendance

Non-attendance is managed at several levels. The school can be informed by the parent or carer via the following methods:-

- * Communication Books
- * Email
- * School developed absence forms
- * Phone.

These systems are very effective and provide the school with 98% of the notifications required. Where the school has not been informed of the student's absence a phone call will be made to the parent or carer for an explanation. This will then be recorded.

Structure of classes

Bates Drive School has 11 classes, catering for students from Kindergarten to Year 12. There are 5 to 7 students placed in composites class structures with similar aged peers. All classes are supported by a teacher and a school learning support officer.

Retention Year 10 to Year 12

All students remain at school until they reach 18 years of age. During 2016 none of our students left prior to reaching Year 12. Students receive their Higher School Certificate (Life Skills) and are linked to a post school service provider for participation in a program post school in 2017.

Year 12 attaining HSC or equivalent

Three Year 12 students were awarded the Higher School Certificate (Life Skills) in 2016.

Each student had a individualised learning plan, which outlined their goals and outcomes. The three students

have chosen a post school program which will commence in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.09
Teacher Librarian	0.4
School Counsellor	1
School Administration & Support Staff	12.82
Other Positions	0

*Full Time Equivalent

Bates Drive School does not have an Aboriginal staff member at present.

Workforce retention

In 2016 there were several changes that took place at Bates Drive School. The school engaged a number of casual and temporary staff to replace three teachers and also three SLSOs that were on extended leave. A number of staff decided to work part time during this year and their part time positions were filled by casual staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

All teaching staff participate in weekly professional learning sessions and training to maintain currency of content, knowledge and teaching practice in line with the school plan and their accreditation status.

In 2016 staff participated in mandatory training such as Code of Conduct, Child Protection, CPR and

Anaphylaxis and the School Excellence Framework. Staff also were up-skilled in implementing programs such as Positive Behaviour for Learning, MindMatters, NDIS and Makaton Signing.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December, 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	187 291.52
(2a) Appropriation	167 083.04
(2b) Sale of Goods and Services	365.22
(2c) Grants and Contributions	19 745.46
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	97.80
Expenses	-96 828.99
Recurrent Expenses	-96 828.99
(3a) Employee Related	-43 756.01
(3b) Operating Expenses	-53 072.98
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	90 462.53
Balance Carried Forward	90 462.53

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a)

Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

	2016 Actual (\$)
Base Total	459 768.77
Base Per Capita	7 358.81
Base Location	0.00
Other Base	452 409.96
Equity Total	3 154.73
Equity Aboriginal	0.00
Equity Socio economic	3 154.73
Equity Language	0.00
Equity Disability	0.00
Targeted Total	2 098 390.74
Other Total	111 814.88
Grand Total	2 673 129.12

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

In 2016 the school surveyed parents, carers and staff to gain their opinions and feedback across a number of areas within the school. Staff, parents and carers were consulted about focus areas such as student reports, Positive Behaviour for learning (PBL) and MindMatters. The results of the student reporting survey resulted in minor changes to the reporting system and format. An overwhelming number of parents and carers were satisfied with the current format and content.

The information gathered from the PBL survey resulted in the development of the matrix of behavioural expectations and common language and symbols to be used across the school with the students.

The MindMatters survey enabled the school to evaluate what the school does well in the area of fostering, understanding and building capacity in the area of mental health and where additional energy and resources need to be allocated. A number of strategies were introduced to build staff morale including "catch up" sessions where staff could openly discuss positive aspects of their work environment as well as areas for development in a small, non judgemental forum.

Policy requirements

Aboriginal education

Bates Drive School is dedicated to fostering and developing our students' understanding and knowledge of Aboriginal and Torres Strait Islander people as the Indigenous people of this land. This is demonstrated at every assembly and event in the school where students, staff and visitors show respect by listening to the Welcome to Country given via video by Deanna Schreiber, a local Aboriginal Elder. The school proudly flies the Aboriginal flag along with the Australian flag at the front of the school. An Acknowledgement of Country is on display in the COLA area, paying respect to Aboriginal Elders past and present, of our local area.

NAIDOC week is celebrated in early term 3 with a performance from Walangari from the Cultural Infusion organisation. This is a very exciting and interactive performance which is followed up with art and craft activities to celebrate this important time in the calendar. Indigenous Australian Culture is programmed and delivered to all students at Bates Drive School through the History K–6 syllabus, the History Life Skills 7–10 syllabus and Society Life Skills Year 11–12 curriculum.

Multicultural and anti-racism education

The students and their families at Bates Drive School are representative of a global community with approximately 33% having a language background other than English. Parents, carers and extended families are encouraged to participate in all aspects of their child's school life. Class programs reflect a range of cultural identities, traditions and practices and celebrate these through music, food, art, dance and dress. All aspects of a child's identity are valued, respected and upheld.

Each year Bates Drive School celebrates Harmony Day and engages the students in activities and programs that celebrate diversity in race, religion, culture and identity. The students and staff are encouraged to wear orange to acknowledge and celebrate this day.

Bates Drive School has a staff member trained as an Anti-Racism Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum, practices and policies.

Other school programs

Community Learning and Participation.

In 2016 the students in the K–6 classes regularly accessed the local community. Activities and lessons included an excursion for a Teddy Bears Picnic in the Royal National Park, an overnight visit to Targona Zoo, weekly integration experiences with their regular peers at local schools and visits to parks and other venues across the Shire. The programs are linked with syllabus

outcomes, the development of social skills and keeping safe in the community.

High School students were provided with a range of age appropriate experiences, such as integration at Kirrawee High School, lunch at the local RSL, as well as shopping and ordering of lunches. Once again each of these activities are based on the development of life skills which can be generalised across a range of environments and settings.

Thorough planning and the development of risk assessments have ensured the success of each program. All programs are supported by the class teacher and SLSO.

Other school programs

Sports Ready.

Sports Ready was introduced into Bates Drive School in 2016. The program has been developed by the Disability Trust and has been implemented throughout the school, Kindergarten to Year 12 by the staff from this organisation. It is a whole school sport and fitness program which is linked to the PD, Health, PE Syllabus K–12. The lessons provide stimulating gross motor activities that engage the students, provide opportunities to develop social skills and have fun in the process. The lessons and activities include basket ball, obstacle courses, Oz tag football, soccer, T ball, athletics and general fitness training. The team from the Disability Trust are enthusiastic, motivated and dedicated, which has ensured the success of the program.

Positive Behaviour for Learning (PBL).

The PBL program has continued to grow and develop during 2016. Staff have engaged in a series of professional training events to gain the necessary skills to establish our core PBL expectations that will be introduced and taught across the school. These are We are Learners, We are Safe and We care. The expectations are to be taught every day through the use of consistent language, and the use of visual supports and rewards systems to encourage positive behaviour. Throughout the year the school:–

- * Surveyed staff, parents and carers to determine school expectations and values.

- * Staff developed a behaviour matrix.

- * Displayed school expectations (including visuals) across the school.

- * Regularly shared PBL information at staff meetings Integration.

Integration

The staff at Bates Drive School provide opportunities for students to integrate with their mainstream peers in a variety of programs at the host school. In 2016 integration sessions took place on a weekly basis at Kirrawee High School, Oyster Bay PS, Grays Point PS

and Jannali East PS. The students participated in art and craft lessons, peer support activities, sport and community participation programs. Students from each mainstream school volunteer to be involved in the program and the feedback it always positive and supportive.

Community Partnerships.

The school is very fortunate and proud to have longstanding relationships with Kareela Golf Club, Como–Jannali Rotary and many local businesses and organisations. They provide much needed funding and also resources and time. In 2016 Bates Drive School was successful in receiving grants and funding from the following organisations:–

- * Kareela Golf Club : \$21,600 for the development of the sensory corridor.
- * Como– Jannali Rotary ; \$2,500 for a sound system in the sensory room.
- * General Reinsurance Australia Ltd : \$4,000 for pool equipment
- * Kirrawee High School : \$1,052.75 for the purchase of the "Reading Eggs " program
- * NSW Minister for Disability, Hon John Ajaka :\$11,150 for the purchase and installation of two outdoor seating shelters.

The store manager and staff from Coles, Kareela very generously donated their time to organise and cook a BBQ lunch for Grandparents Day in October. During that day and following day the team from Coles established sensory gardens in the playground, installed a sandpit and planted a number of fruit trees for the school to care for and enjoy. Their time, and all of the equipment and resources were very generously donated and appreciated by the Bates Drive School community.

Bates Drive School is fortunate to have a small, very proactive P&C team. In 2016 their main fundraiser was "Comedy for a Cause" which was held at Kareela Golf Club. The entertainment was outstanding and the evening raised over \$6,000. The P&C organised a number of fundraising activities throughout the year which included an Easter raffle, Mother's and Father's stalls, Chocolate Drive, Christmas Raffle and distributing money boxes to be filled for the school.

Science.

The Science Syllabus is planned and implemented by the school's two release from face to face (RFF) teachers. The K–10 students work towards the outcomes and content from the Australian Curriculum Science K–10 and Year 11 and 12 students work towards the outcomes and content from the Stage 6 Science Life Skills Syllabus. The students in Kindergarten to Year 6 participated in four units of work in 2016. These being:–

- * Animals

- * Build It Up – Shelters
- * Growing and Changing – Life Cycles
- * Recycling.

The high school students participated in the following units of work:–

- * The Human Body
- * Earth and Beyond
- * Plants
- * Resources : Natural vs Man Made

The RFF teachers designed the units to support the learning needs of all students. Adjustments were made where necessary, to ensure they were able to participate fully in all learning experiences.

Swim Scheme

During Term 1, K–6 students were given the opportunity to participate in a two week swim school program. The students swam every day for half an hour working with qualified instructors. The students benefit greatly from this program as it allows them to develop confidence in the water, improve their swimming skills and increase their knowledge of water safety. This learning is then continued throughout Terms 1 and 4 within class and sport swimming programs.

Technology

Technology continues to be embraced and embedded into the Bates Drive Curriculum. This is demonstrated in individual programs utilising the Interactive whiteboard, Notebook programs, Talking Photo Books, iPads and augmentative communication devices such as BigMack switches. Class and personal iPads are utilised for leisure and academic purposes with apps which focus on communication for example Clicker 6, Story Creator, Sounding Board and Proloquo2Go. Smart Notebook programs, school Wi-Fi, and the compatibility of iPads to the Air Server continue to be effective teaching resources and are used in all key learning areas to ensure that all students have access to the highest levels of education. Staff continue to access 'iMovie' to demonstrate creative learning and teaching by visually documenting activities students engage in at school. Staff use technology in their ongoing professional learning programs as they complete e-learning courses which focus on students with special needs, complex healthcare issues, department policies and procedures. An interactive touchscreen Smart Board has been purchased for the staff room and is utilised in weekly staff meetings and professional learning sessions. In 2016, Bates Drive employed an IT consultant, Wayne Evans to manage the ongoing maintenance and updating of programs whilst supporting technological advancements on the school computers and devices. The Bates Drive School P&C Association provided the financial support to engage the IT Consultant.