

Bates Drive School Annual Report



2017



5647

Introduction

The Annual Report for **2017** 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 high quality educational opportunities that the Bates Drive School students experienced throughout the year. It outlines the findings from self-assessment and an external validation process 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. It allows us as a school community the opportunity to reflect on the year that was and guides us towards ensuring that 2018 is another fantastic year focussed on the academic, social and emotional development of the students of Bates Drive School.

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Message from the Principal

2017 saw the retirement of long term Principal Robyn Compton at the end of Term 3.

Robyn was very proud of the leadership team, teachers, school learning support officers and administration officers here at Bates Drive School. She would like to thank you all for your dedication and commitment to providing students with dynamic and relevant learning experiences that will enable them to be lifelong learners and interact positively with the community.

Robyn spent many hours fostering positive relationships between home and school. Parents and carers are an integral part of their child's learning experience and the relationships that exists between parents/carers and Bates Drive School are invaluable and are a credit to her dedication to the students. The environment of our school as a vibrant and thriving community cannot be achieved without the partnership of our parents/carers and supporters.

The wider community continue to support Bates Drive School, and an exciting new partnership was formed with the School Plus Project funded by Toyota.

David Toogood (Principal 2018)

Throughout this Annual School Report you will come across a range of acronyms that may be unfamiliar to you. Please refer to this guide as required.

SEF – School Excellence Framework

EV – External Validation

PBL – Positive Behaviour for Learning

PECS – Picture Exchange System

HMBC Framework – Holroyd, Mary Brookbank and Chalmers Road Assessment Framework

SWAN Assessment – Students With Additional Needs Assessment

RFF – Release from Face to Face teaching

PLP – Personalised Learning Plan

PDP – Professional Development Plan

SLSO – School Learning Support Officer

KLA – Key Learning Area

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.
- Demonstrate 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 regions. 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 of 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 provides details of our next steps as a school community.

This year our school undertook self-assessment using the School Excellence Framework (SEF) and participated in an

external validation. The SEF 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the SEF.

In Term 4 the school underwent External Validation (EV). Our school had been preparing for this process since the start of the school year. A Bates Drive EV team was formed, with a number of teachers and the school executive. The process involved our school looking at our evidence: assessment, integration, Learning for Life/Schools Plus, MindMatters, Positive Behaviour for Learning (PBL), Picture Exchange System (PECS) and Personalised Learning Plans (PLPs) against the SEF. The panel comprised of a Principal School Leadership and a peer Principal spent a day with the Bates Drive EV team, reviewing and analysing our evidence, the school milestones and assessing our performance against various areas within the framework and therefore making recommendations and school determined next steps in the self-assessment process. These recommendations and next steps will be implemented and reflected in the 2017–2020 School Plan and aligned to the SEFs Version 2.

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 please refer to the Department of Education's website:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

2017 saw the delivery of a whole school approach to assessment of student progress, personalised communication systems and a school behaviour system resulting in enhanced learning opportunities, increased student engagement and on task behaviours. The Picture Exchange System (PECs) was implemented across the school and the Positive Behaviour for Learning (PBL) was established. This has given Bates Drive School staff a common language to use when communicating behaviour expectations across the whole school and to the wider school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Enhanced communication, literacy and numeracy attainments based on authentic assessment. Including the HMBC assessment framework and the SWAN Program.		<p>After considerable research and investigation, a relevant and specific assessment resource and performance measure was identified, the Holroyd, Mary Brookbank and Chalmers Road (HMBC) Assessment Framework. A Numeracy team was formed and met on a regular basis. The team assisted in making necessary resources and sourcing equipment required to implement the assessment process. Teaching staff were trained in the implementation of this assessment tool. An assessment timetable and timeline was established.</p> <p>All students were assessed to provide baseline data for each student. Teaching and learning programs were developed that aligned to the Mathematics syllabus Stage 1 to Stage 3 and the Mathematics Life Skills syllabus Stages 4, 5 and 6.</p> <p>All teaching staff received 2 training sessions of the Students With Additional Needs (SWAN) Assessment tool. All students undertook the assessment and individual student achievements were reflected in the half and yearly student reports. The results were recorded and used in the instructional decision making process and formed part of each student's Personalised Learning Plan (PLP).</p>
Enhanced well-being and understanding of mental health through MindMatters.		<p>All staff completed professional learning and training in MindMatters, aligned to the Well Being Framework and gained greater understanding of student and staff well-being and mental health issues. A MindMatters team was formed for 2017 and held regular meetings throughout the year. MindMatters principles and strategies were addressed at the weekly staff meeting agenda and in the form of "Staff Shout Outs", "Celebrate Success" and the appreciation board. Surveys were conducted amongst all staff and students' families.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Enhanced well-being and understanding of mental health through MindMatters.		The school community were also offered information on MindMatters through the school newsletter, PLP meetings, the school website, Coffee Club mornings and information sessions.
Enhanced staff confidence in managing challenging behaviours through consistent application of PBL principles.		<p>Positive Behaviour for Learning (PBL) was first introduced at Bates Drive School in 2015 with a dedicated team established to begin the implementation process within our school community. In 2017 the PBL team continued to lead the development of expectations and common language regarding behaviour expectations. Time was allocated to PBL through the Release from face to face teaching (RFF) timetable which allowed the PBL team leader develop the required resources, visuals and signage. The PBL team leader visited George Bass School to learn about their school community's PBL journey and to review the resources they used in the implementation. The PBL team presented regular professional development and training to all staff and also to the parents and school community. Surveys were conducted with staff and parent/school community in the development of Bates Drive School expectations and school signage. Three main PBL expectations were agreed upon: We Care, We are Learners and We are Safe. The PBL team led professional learning in the explicit teaching of behaviour expectations and provided mentoring and coaching to promote the ongoing development of all staff. PBL lanyards were provided to all staff and PBL signage that show the three PBL expectations were purchased and distributed throughout the school environment. A PBL Smart Notebook program was developed to be implemented in every classroom to further strengthen students' understanding of the three PBL expectations.</p>
Enhance communication skills through the implementation of Picture Communication Systems (PECS) K 10 12.		<p>In 2017 Bates Drive School implemented the Picture Exchange Communication System (PECS) as part of the Literacy program. A new PECS Literacy team was established and the team leader provided professional learning and training to the staff. Additional RFF time was allocated to support the role of the PECS team leader. This additional time allowed the team leader to provide mentoring and coaching to all classes, which supported the professional growth of all staff. PECS resources were made for all classes and distributed. Three professional learning and training sessions were presented, providing training to all staff in PECS. Data collection was taken on student progress and PECS outcomes were reflected in student end of year reports where appropriate.</p>

Next Steps

- * Continued implementation of PECs programs across the entire school so to ensure all students have access to personalised augmentative communication systems.
- * Continued strategic planning in the implementation of PBL at Bates Drive School. Ongoing monitoring and evaluation of

PBL systems and continued professional learning of all staff

* Each student will continue to be assessed using the SWANS assessment tool and the HMBC assessment framework to ensure student progress is evaluated and monitored. These assessments will form part of each student's PLP with teachers using that information to develop informed teaching and learning programs, making adjustments as required to meet each student's needs.

* Strategically plan for opportunities for MindMatters to be implemented at the weekly staff meeting and for its ongoing embedding as part of student and staff wellbeing at Bates Drive School.

* The 2018 –2020 School Plan will be developed and aligned to the SEFs, V.2. The new School Plan will be informed by a thorough review and evaluation of the previous School Plan and the recommendations made as a result of the EV process.

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 and the improvement of our assessment practices has continued to be a high priority at Bates Drive School this year. Throughout 2017 all students undertook HMBC assessment and the SWANS assessment were introduced. The results of these assessments were documented and will be utilised as a benchmark for monitoring student progress in attaining the outcomes identified in their Personalised Learning Plans. SLSOs underwent the PDP process this year, along with the teachers. Both teachers and SLSOs aligned their PDP goals with their professional learning and the school's strategic directions. SLSOs have reported an increased confidence in recording their personal goals and in the implementation of the PDP process. In 2017 all staff collaboratively supported the external validation process. The constructive feedback from the schools external validation on assessment improvements will be integrated into the newschool plan in 2018 for the 2018–2020 school plan. All staff contributed to the formulation of the school plan and the ongoing evaluation process of the milestones during each term. This has provided focus and direction for each strategic direction, professional learning and has addressed school targets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Develop high quality programs and assessment practices to reflect changes in curriculum and promote high expectations of student performance.		<p>All teachers continue to contribute to the development of the School Plan and to the monitoring and assessment of milestones for the school's chosen Strategic Directions.</p> <p>All teachers are active members of both stage and curriculum teams.</p> <p>All students were assessed using the evidenced based methods of HMBC and SWANS assessments, with the results documented, recorded and tracked. Teachers have continued implementing the HMBC and SWAN frameworks to develop baseline data and improve teaching and learning programs which best meet the diverse needs of their students. All students were assessed twice during the year using these assessment frameworks. These results were used at PLP meetings, implemented in teaching practice and programs and reflected in the student's reports.</p> <p>Teaching practises focussed on addressing school targets in assessment.</p> <p>Teachers and SLSOs participated in professional learning opportunities to meet their personal learning goals as identified in their PDPs as well as addressing Bates Drive Schools priority areas.</p>
Staff provide evidence to demonstrate progress and development from within the teaching standards.		Teachers are incorporating and documenting the Teaching Standards into their class programs and practice. The teaching standards are also reflected in PDPs. This forms a basis for their professional

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Staff provide evidence to demonstrate progress and development from within the teaching standards.</p>		<p>learning and also their teaching expertise and knowledge. The Schools Plus project has specifically targeted Standards 3 and 4 with increased Occupational Therapist support in the classroom. The OT support has helped plan for and implement effective teaching and learning as well as creating and maintaining supportive and safe learning environments.</p> <p>Teachers engaged in professional development of the teaching standards and practices in line with the School Excellent Framework.</p> <p>Aspiring leaders nominate themselves to lead a whole school project such as PECS and PBL. These teachers are given the opportunity to relieve in leadership roles when the need arises.</p> <p>Teaching staff's PDPs allows for executive staff to monitor teaching and learning by applying the Teaching Standards to observations and documentation.</p> <p>All teachers collaboratively worked in teams on the Bates Drive external validation process.</p>
<p>Well-equipped 21st Century classrooms featuring innovative teaching practice reflected in KLA programs and motivated learners.</p>		<p>Teachers are technologically competent and use technology as an educative and communicative teaching tool. Teachers are using technology creatively and productively for success in all Key learning Areas.</p> <p>The technology team provides staff with support and regular updates as well as the maintenance of existing technology to allow the staff to be innovative in their teaching practices. Availability of new or updated curriculum related resources that encapsulate technology are discussed during professional development sessions and at regular staff meetings if needed.</p> <p>Staff are supported by the executive through mentoring. Together they develop their knowledge and skills in 21st Century classrooms and the implications of delivering innovative teaching.</p> <p>Teaching practises focused on addressing school targets in assessment.</p> <p>Individual programs of study allowing access to the curriculum then in contrast a whole school approach to wellbeing with the introduction and on going development of Positive Behaviour for Learning</p>

Next Steps

- * Review the suggestions for assessment that were recommended in the Bates Drive external validation report.
- * The continued use and growth of new and evolving technologies to further enhance teaching and learning programs to increase student's engagement.

- * Further developing PDPs with teaching and non-teaching staff to meet their personal and professional goals.
- * Continue to align PDP goals of teachers and SLSO staff with the Teaching Standards and at least one of the school's Strategic Directions.
- * Provide opportunities for staff to participate in professional learning, including aspiring leadership courses and programs.
- * Evaluate and monitor teachers undertaking the Accreditation process.
- * Further refine and develop the Schools Plus initiative including fostering school partnerships, improving positive behaviours, and developing social skills to support students' engagement and learning.
- * To continue to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

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

Regular clear communication between the home and school environments is an essential factor in supporting the learning of students with complex learning needs. Throughout the year we have utilised a range of online communication methods to ensure the school community remains well informed. The most significant achievement in this area has been the establishment and maintenance of a school Facebook page as an additional method for communicating with the school community.

We have continued to foster and maintain successful working relationships with other schools in the community in order to provide our students with inclusive learning opportunities in mainstream school settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Online communication is kept up to date in a timely manner to ensure the school community remains informed.		<p>Each family is informed of the range of communication methods used by the school upon enrolment and a reminder notice was distributed to all families at the beginning of the school year. Instructions for accessing the online communication options were also clearly provided.</p> <p>The school website is updated on a yearly basis to reflect the current class structures, staffing and programs offered. The school website provides the community with general information on school facilities, programs and procedures, as well as access to the most recent School Plan and Annual School Report. Usage data shows the community engages with the website on a regular basis each week, particularly for an overview of school facilities and access to contact details.</p> <p>The school newsletter continues to be published twice each term and provided to the community in digital format. The newsletter is hosted on the school website and may be emailed directly to recipients upon application.</p> <p>The school Facebook page was regularly updated throughout the year to provide the community with insight into the programs and activities occurring within the school. A social media action plan was developed to guide the content of the posts to ensure the following key messages were successfully communicated:</p> <ol style="list-style-type: none">1. All students can learn.2. Bates Drive School offers diverse and engaging programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Online communication is kept up to date in a timely manner to ensure the school community remains informed.</p>		<p>3. Bates Drive School has strong community links.</p> <p>Each term a calendar of posts was developed to ensure each key message was covered, with 85% of posts relating to the key messages while the other 15% were general information and reminder notices.</p> <p>The school electronic sign was updated on a weekly basis by the school SAM to provide the community with an additional and easily accessible source of information about school events and programs.</p>
<p>Increased number of students attending integration programs K–12.</p>		<p>An additional integration program was developed in 2017 with Illawong Public School. The program provided opportunities for six students in Years 4 to 6 to engage in sport, leisure and communication activities with a mainstream Year 6 class. Both Bates Drive and Illawong teaching staff shared the planning and implementation of activities to ensure all students achieved outcomes appropriate to their learning needs. The program had a strong focus on the integration of technology to support communication.</p> <p>Staff continued to maintain well developed working relationships with three other local schools, namely Grays Point Public School, Oyster Bay Public School and Kirrawee High School. This enabled our well established integration programs at each of these schools to successfully continue throughout 2017. The Grays Point Public School program included students from a wider range of years in 2017 while the Oyster Bay Public School program added an additional student to the group. The number of students attending the Kirrawee High School program remained the same however the activities and supports were altered to enable students with higher support needs to engage in learning programs with their mainstream peers.</p>

Next Steps

* Continued use of electronic and social media to ensure the school community is effectively informed. Strategic planning of social media posts and timeline to be completed early 2018.

* Monitoring and evaluation of school website usage data to ensure content is relevant and accessible.

* Strategically plan opportunities for increased interaction between Bates Drive Students and the schools currently involved in integration programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$6,113	Socio-economic funding permitted the employment of supplementary teaching and support staff to help with the learning and support needs of our pupils. Some of the funding allowed the students to gain valuable learning experiences from incursions and from outside service providers.
Support for beginning teachers	\$0	

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	50	49	52	53
Girls	14	15	15	15

Enrolments continue to be steady and Bates Drive School is close to its capacity. Students are referred to Bates Drive School through a regional placement panel.

Management of non-attendance

The majority of students at Bates Drive attend school everyday. The school roll is marked each day as students arrive on site. The school is informed of a student absence by parents and carers utilising communication books, email, school developed absence forms or by calling the front office. Phone calls to the front office are the most common way that absences are reported to the school. These systems have proven to be successful and provide the school with a notification rate of 98%. If no notification is received, a phone call is made to the parent or carer and the information conveyed on that occasion is recorded in the front office.

Structure of classes

Bates Drive School has 11 classes, catering for students from Kindergarten to Year 12. Class size varies between 5 and 7 students. Classes are structured around the specific needs of the individual students but are mostly aligned with chronological age. All classes are supported by a Teacher and a School Learning Support Officer.

Retention Year 10 to Year 12

All students remain at Bates Drive until they reach 18 years old. During 2017 one student left year 12 before the end of the school year to attend a post school endorsed program. Students receive their High School Certificate (Life Skills) and are linked to a post school service providers for participation in a program for 2018.

Year 12 attaining HSC or equivalent

Five Year 12 students were awarded the Higher School Certificate(Life Skills) in 2017.

Each student achieved their Higher School Certificate

through a study program individually tailored to meet their needs. This allowed them to achieve the required syllabus outcomes.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	12.82
Other Positions	1.08

*Full Time Equivalent

Bates Drive School does not have an Aboriginal staff member.

Workforce retention

2017 saw some significant changes in staffing at Bates Drive School. The Principal, Robyn Compton, retired at the end of Term 3. Assistant Principal, Vanessa Marsden, relieved for Term 4 as Principal. The position was advertised and the successful candidate, David Toogood, will take up the Principal's position at the beginning of Term 1, 2018. The School Administration Manager, Andrea Moldrich, retired at the beginning of Term 2 and was replaced by Karen Coughlan at the start of Term 4. The school engaged a variety of temporary staff in both teaching and support staff roles throughout the year as positions were vacated by maternity leave, leave without pay and to cover part time employment requests..

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

In 2017 all staff participated in mandatory training such as child protection, CPR, Anaphylaxis and the code of conduct. The major area of professional learning was concerned with the Schools Plus project. This professional learning was on occasions combined with Minerva SSP and Cook SSP as well as stand alone Bates Drive sessions. During the second semester staff participated in professional learning around the external validation process. Whole school training in the development of the 2018–2020 school planning cycle took place in Term 4. A variety of professional learning programs supported all teachers, school administrative staff and SLSOs. Every member of staff had a Professional Development Plan (PDP) which for the first time included the school administrative staff and SLSOs.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	90,463
Revenue	2,955,766
Appropriation	2,840,315
Sale of Goods and Services	4,325
Grants and Contributions	109,502
Gain and Loss	0
Other Revenue	0
Investment Income	1,624
Expenses	-2,815,712
Recurrent Expenses	-2,815,712
Employee Related	-2,686,048
Operating Expenses	-129,664
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	140,054
Balance Carried Forward	230,516

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	478,846
Base Per Capita	22,493
Base Location	0
Other Base	456,353
Equity Total	6,113
Equity Aboriginal	0
Equity Socio economic	6,113
Equity Language	0
Equity Disability	0
Targeted Total	2,121,275
Other Total	120,205
Grand Total	2,726,439

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.

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

During 2017 two formal surveys were conducted. Tell them from me and The Schoolbag survey. An analysis of the data collected from the two surveys indicated the parents and carers have a high level of satisfaction with the quality of their child's education. An area identified as common to a number of parent and carers feedback was to request some activities to be scheduled at times when parents and carers could more easily attend. This feedback will be taken on board as activities are scheduled in 2018.

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 formal 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.

Aboriginal Education perspectives are addressed in the Teaching and Learning programs and specific outcomes are met through the History K–6 syllabus, the History Life Skills 7–10 syllabus and Society & Culture Life Skills Year 11–12 curriculum. This is in line with the Department of Education's Aboriginal Education Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present.

NAIDOC week is celebrated with events and activities, including art and performance, that are inclusive to all students and staff at Bates Drive School.

Multicultural and anti-racism education

Bates Drive School encourages an awareness of and respect for all cultures and communities. School programs are designed to promote knowledge and understanding of the different cultures that live within our community. Approximately one third of students have a language and cultural background other than English.

Educational and social programs reflect diversity and celebrate multiculturalism through art, music and food.

Harmony Day is an integral part of Bates Drive School calendar. Staff and Students wear orange to acknowledge and celebrate this day.

A member of staff is trained as an Anti–Racism Contact Officer.

The Teaching and Learning programs, practises and policies at Bates Drive School reflect the Department of Education's values of fairness, respect and responsibility.

Other school 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 educational opportunity. 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 2017, 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.

Science

The science program across the school is planned and implemented by the two release from face to face (RFF) teachers. The K–10 students work towards outcomes and content from the Australian Curriculum Science K–10 Syllabus while students in Years 11 and 12 work towards outcomes and content from the Science Life Skills Stage 6 Syllabus. During 2017 all students participated in four units of work.

K–6 students participated in the following units:

- Our Senses
- The Body
- Weather

– Forces and Energy

High School students participated in the following units:

– Living and Non-living

– The Human Body

– Materials, substances and chemical reactions

– Forces

The units of work were developed by the RFF teachers to cater for the individual learning needs of all students. Practical sensory experiences were a major focus of each unit, with communication opportunities embedded in each lesson. Adjustments were made where necessary to ensure all students were able to successfully access the curriculum content and participate fully in all learning experiences.

Sports Ready Program

Students at Bates Drive School continued to participate in the Sports Ready Program. Sports Ready is a school sports and fitness program offered to all students from K–12 that is run once a week by Instructors from the Disability Trust. The program is linked to the K–6 PDHPE Syllabus and the 7–12 PDHPE Life Skills Syllabus. Each week two classes are paired together and the Instructors' lead and assist the students to participate in a range of both indoor and outdoor sports activities. The program and activities offered have been adapted to ensure participation by all students and allows for a wide and diverse range of abilities. The Sports Ready program enables the students to access adapted sporting equipment and participate in a range of sports such as basketball, obstacle courses, Oz tag football, soccer, T ball, athletics, and general fitness training. This program continues to provide opportunities for students to generalise and transfer a range of skills learnt in the classroom across a range of environments and with other staff.

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.

Community Learning

Community learning programs are carefully selected by staff to compliment and support the curriculum outcomes and enhance student learning. Throughout the school year, classes may participate in weekly community facilitated learning programs to support student learning across a range of curriculum areas. Some classes participated in community learning programs to support and address students learning in

particular curriculum areas. These included the areas of English, Maths, PDHPE, and HSIE. Students focus on safety, communication and social interaction while out in the community. Community participation programs provided students with the opportunity to further develop specific skills identified in the syllabus in variety of settings. Participation in community learning programs exposed students to new experiences and environments. Community learning programs also provide students with opportunities to gain valuable life skills and hands-on experiences within the wider community.

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) at Bates Drive School has continued to grow and gain momentum during 2017. Staff attended professional learning sessions run by the Bates Drive School PBL team and by Ultimo PBL staff to further develop their understanding of PBL. At these sessions, staff collaborated to finalise signage and visual supports. Throughout the year staff were informed of the ongoing development of PBL expectations and provided with resources to support their explicit teaching of expectations into everyday class programs. A parent learning session was held to develop parents' of how to use PBL in the home environment. In Term 3 of 2017 Bates Drive School PBL permanent signage was installed across various locations in the school. Regular meetings were held with PBL team and all staff members were encouraged to attend. Throughout the year the school PBL team leaders attended a PBL teach meet at Newington Public School. One team member visited George Bass School to see their PBL embedded in an SSP setting and collaborated with executive staff to brainstorm ideas for PBL at Bates Drive School.

Staff lanyards were made and distributed to all staff to assist in teaching expectations with visual support.

A Bates Drive School PBL video was created to inform the school community about PBL expectations, signage and explicit language at Bates Drive School.

PBL assembly awards were developed for weekly assemblies. One award was given weekly to a student in each class for demonstrating the appropriate expectation for each PBL value, a Safety Award, a Caring Award and a Learning Award.

Playground class visuals were developed to create a visual prompt for our students to sit together with their class at the end of recess and lunch to assist in remaining safe.

A program outline was developed across K–12 for our PBL values. This was distributed to all teachers for their programs.

Ongoing surveys were issued to staff members to get feedback on PBL across the school and what they would like to see implemented for 2018.

A scope and sequence for explicit teaching of the PBL expectations was developed and distributed for 2018.

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 2017 Bates Drive School was successful in receiving grants and funding from many local businesses.

P&C

Bates Drive School is fortunate to have a small, very proactive P&C team. In 2017 their main fundraiser was a trivia night which was held at Kareela Golf Club. It was a fantastic night and enjoyed by all present. The P&C organised a number of fundraising activities throughout the year which included an Easter Raffle, Mother's and Father's day stalls, Chocolate Drive, Christmas Raffle and distributing money boxes to be filled for the school.