

Bates Drive School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Bates Drive School

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Message from the principal

Bates Drive School is a nurturing environment for students with additional learning and support needs. All of the staff, including Teachers, School Learning Support Officers, our resident Occupational Therapist – Susan Heiler, our Chaplain – Nicole Clarke, our Support Teacher Transition – Karmen Courtney and our friendly School Administrative and Support Staff are dedicated to the care and learning of our students, with each individual's best interests and personal needs at the forefront of planned teaching and learning activities, transitions and special events.

To support our teaching and non-teaching staff in providing the highest quality learning and sensory experiences for our students, all staff have regular opportunities throughout the year to attend targeted Professional Development courses, liaise with appropriate external service providers, collaborate with our partner schools including Minerva and Cook Schools and also to observe and learn from each other as we all bring valuable ideas and strategies to the classrooms. As a staff cohort, we are powerful and we are leading the way for other schools and the Department of Education in understanding the significance that sensory and emotional regulation has for learning.

Further to the significance of sensory and emotional regulation, we are also proud of the inclusion of our students in a number of Integration programs. Developing familiarity and some friendships with students and teachers from Jannali East Public School, Oyster Bay Public School and Kirrawee High School has been of ongoing importance to all of us. Teachers from all schools have worked together to share communication strategies, plan mobility activities and involve a growing number of students in these programs. The aim of these programs is to increase awareness, provide students with opportunities to engage with and understand each other and practice new skills in a variety of school settings..

The Bates Drive School community is constructed with strong partnerships between school and home. In addition to our supportive families and caregivers, we also have an ongoing partnership with the Feros Group. The Feros Group have funded some of our amazing resources such as the pool cover which allows all of our students to access and benefit from a greater range of activities all year round – we are very appreciative of this. They have come to feel like a part of the Bates Drive School family, attending our annual Carols in the Park event and dedicating their family's time to cooking and supplying dinner for this event. This really is a warm gesture and we know that our school community are extremely appreciative.

During 2019, the team from Kogarah DAS which includes Paediatricians, Psychiatrists, Registrars and often the involvement of social workers, have worked with selected staff and parent representatives of our school to develop new processes for which Interagency Clinics and Transition Clinics are hosted and managed. The ongoing partnership between Bates Drive School and Kogarah DAS sees our staff, students and families/caregivers well supported with regard to students' health care and emotional needs. These Clinics will continue into 2020 with the aim of improving on current Clinic practices and to support a greater number of students and families/caregivers.

In 2020, we will continue to work together with all of our Bates Drive School staff and valuable partners to aim for each individual's best interests, personal goals and personal needs to be identified, planned for, practiced, achieved, maintained and generalised – creating life-long learners.

Thank you for your ongoing support,

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.

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.

The school staff consists of 30 personnel comprising of the Principal, school executive, teachers, School Learning Support Officers, casual teachers, administrative staff and a 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality Learners

Purpose

Building Student Capacity

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

High quality learning environments are dynamic and differentiated, student centred and foster a sense of belonging where all students are valued and catered for.

Improvement Measures

Students baseline data from The SENSORY Matters project indicates more time engaged in learning activities.

Decrease in the number of negative classroom and playground incidents.

Occupational Therapy practises and Zones of Regulation are embedded in Personalised Learning Plans.

Students will demonstrate growth in SWANS (Students With Additional Needs) assessment from a current band or movement within the band in general capabilities of literacy, language, and personal and social capability.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>The expectations of behaviour as outlined in our Positive Behaviour for Learning values are being consistently applied across the school as evidenced by all classes following the PBL scope and sequence of lessons. The Zones of Regulation program has been successfully embedded across the school, with all classes implementing the program on a daily basis and student annual reports showing progress in emotional regulation skills from Kindergarten to Year 12.</p> <p>Analysis of the Zones of Regulation resources utilised across the school showed that greater consistency was required to enhance its effectiveness and ensure students are able to generalise the skills from year to year. A Zones of Regulation song and associated interactive activities have been created and distributed to all staff to be used across the school in 2020.</p> <p>The PBL team engaged in professional learning throughout the year which outlined the significant impact of video modelling for expected behaviours. Staff have created a video of each of the PBL expectations which will be viewed daily as part of morning circle programs in 2020.</p>	PBL release time

Process 2: Empowered learners

Provide high calibre learning experiences that allow for differentiation and meets the needs of students at different levels of achievement including adjustments to support social and emotional learning.

Evaluation	Funds Expended (Resources)
<p>A structured literacy program was developed for all K–6 classes and implemented on a trial basis throughout 2019. The program includes reference of the National Literacy Learning Progressions and is adapted to</p>	Fund Teacher release time.

Progress towards achieving improvement measures

suit the needs of students across a range of abilities.

Student annual reports show that aspects of the program have been successfully implemented. All students in K–6 classes have completed a literacy assessment during semester one and semester two. Comparison of the assessment data shows that 75% students across K–6 have made progress in literacy and another 7% have maintained their literacy skills in 2019. This data is a positive trend and indicates that the structured literacy program should continue to be implemented in 2020.

In order to expand the implementation of the literacy program to include Year 7–12 classes the content and resources will be reviewed to include a focus on community signs, survival words and the life skills syllabus.

Process 3: Data analysis and feedback.

The SENSORY Matters project.

Research based evidence from academic partner University of Technology Sydney (UTS) leads the collaborative consultation between the therapist, teacher and parent to enable effective classroom and home interventions

Evaluation	Funds Expended (Resources)
<p>There is school wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>Students baseline data from The SENSORY Matters project indicates more time engaged in learning activities. This was highlighted in the interim research report completed by UTS over the course of the project.</p> <p>The processes and procedures put in place to assess and document students' sensory needs as well as relevant engagement strategies will continue to be implemented in 2020. Review of the formatting has resulted in visual based sensory profiles to communicate student needs in a clearer more efficient manner.</p>	<p>Schools Plus yearly grant.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Schools Plus (\$82000.00)

Process 4: Effectively communicate the value of accurate data.

Collect and communicate data relating to each students individual progress towards their personal goals, as well as academic, social and emotional progress through Students With Additional Needs (SWANs) reports.

Evaluation	Funds Expended (Resources)
<p>The assessment review has produced support materials and expanded learning pathways for several subjects/strands namely communication, literacy, numeracy, sensory needs, emotional understanding, living skills and movement skills. Two rounds of assessment have been completed for communication, literacy and numeracy while one round of assessment has been completed for emotional understanding and sensory needs. The remaining strands will be implemented in 2020.</p> <p>The data produced through the new assessment procedures is reflected in student annual reports and is showing improved consistency and validity.</p> <p>Comparison of assessment data from each semester shows a pleasing percentage of students making progress in all areas. Those students being assessed using PLAN2 are not showing the same degree of growth as those assessed using SWANs so the assessment coordinator will monitor results in Semester 1 2020 and if the same pattern emerges adjustments to the</p>	<p>Teacher release time (school funded)</p>

Progress towards achieving improvement measures

procedures will be developed.

In collaboration with all teachers, the assessment coordinator produced an assessment schedule for 2020 which includes all strands over the course of the year so that the data produced can be effectively used to inform Personalised Learning Plans, class programs and student reports.

Teachers have engaged in professional learning sessions each term to further develop skills in the collection of accurate assessment data. Staff survey results show that they require further professional learning in the analysis of student progress data. This will begin on the staff development day in Term 1, 2020 and will continue to be conducted each term throughout 2020.

Process 5: Measures to help staff evaluate their effectiveness.

Student data collected using Picture Exchange Communication System (PECS) data forms to document student progression and assist in future development of individual PLP's.

Evaluation	Funds Expended (Resources)
<p>This process is completely off track for a number of reasons. Firstly, staff accreditation in the Picture Exchange Communication System (PECS) program expired this year and budget constraints prevented us from renewing our training.</p> <p>In addition, with five processes in this strategic direction it proved to be too many to achieve effectively and in depth. Therefore it was decided by the leadership team that the overall assessment review was more significant and valuable at this stage. The content of this process will be revised for 2020 to include a greater focus on staff reflection and analysis of teaching.</p>	Survey Monkey / Kahoot.IT

Strategic Direction 2

Dynamic Leaders

Purpose

Building Staff Capacity

To provide a high standard of education through the combination of curriculum resources, ICT and assistive technologies, 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.

Improvement Measures

An increase in the number of teachers participating in leadership opportunities.

100% of staff involved in on going professional learning and reflection, using the Australian Professional Standards for Teachers as reference.

Teaching Staff PDP'S develop goals that incorporate leadership objectives.

Progress towards achieving improvement measures

Process 1: Building Leadership Capacity

Provision of leadership opportunities for individuals and groups to build capacity and share expertise in areas relevant to the schools Strategic Directions.

Evaluation	Funds Expended (Resources)
<p>Our impact in improving education leadership is evidenced by the creation of two aspiring leader positions in 2019, with these positions being filled by three different staff members at various intervals. The aspiring leaders were provided with a variety of opportunities to develop their management, general leadership and instructional leadership skills throughout the year. In collaboration with experienced leaders, the aspiring leaders contributed to the creation of the Annual School Report, the 2019 school plan milestones and evaluation of the school plan.</p> <p>In addition, the aspiring leaders were given the opportunity to organise and complete a curriculum audit project. The curriculum audit resulted in the development of new planning and programming procedures which will be trialled and implemented throughout 2020.</p> <p>Evaluation of the aspiring leaders achievements and progress towards PDP goals shows that this process has been effective in upskilling staff in leadership attributes. It will therefore continue to be implemented throughout 2020.</p>	<p>Release time for teachers.</p>

Process 2: Leadership Mentoring

The leadership team are allocated aspiring leaders to individually mentor and provide ongoing professional learning on leadership and whole school planning.

Evaluation	Funds Expended (Resources)
<p>In order to strengthen performance development practices, all teaching staff have been encouraged to develop their leadership skills through participation in the organisation of school events or projects. The specific leadership skills to be targeted, as well as the specific projects or events, were identified by teachers in consultation with their supervisor during the Performance Development Plan process.</p>	<p>Mentoring time in RFF roster</p>

Progress towards achieving improvement measures

Aspiring leaders, as well as some of the teaching staff, participated in the mentoring project as both mentors and mentees. This resulted in an effective sharing of knowledge and skills and a greater understanding of the mentoring process for all involved.

Evaluation of the mentoring process and procedures implied a greater need for structure. Current mentoring processes have been evaluated and updated by the leadership team to provide a more structured process and will be implemented from the start of Term 1, 2020.

Process 3: Curriculum implementation

Quality Teaching—collegial support

PDP's for non teaching staff: teachers will be the non teaching staff's mentors driving meaningful conversations.

Evaluation

Funds Expended (Resources)

Through both team planning and mentoring sessions, staff have collaboratively developed programs throughout the year to ensure curriculum provision meets all NESA and Department of Education requirements. Analysis of the process resulted in staff enhancing this process through the use of Google Docs for 2020, which will allow real time collaboration on programming documentation.

SLSOs, teachers and leadership staff have successfully completed the Professional Development Plan process with their supervisors and engaged in meaningful reflection on their goals and progress throughout the year. Teaching staff will continue to evaluate their progress in relation to the Australian Standards for Teachers in 2020.

The curriculum audit conducted by the aspiring leaders in semester two saw all teachers design and review updated programming templates for 2020. The new formats will be introduced throughout 2020 and aim to ensure greater consistency between the assessment, programming and reporting processes, also ensuring that the curriculum provided is focused on the skills essential for success post-school.

Staff development day Term 2.

Strategic Direction 3

Transformational Links

Purpose

Building Community Capacity

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

Improvement Measures

Professional learning sessions are shared and made accessible to an increased number of schools of students with multifarious needs.

Occupational Therapists/Staff/Parents are skilled in assessing individual students sensory needs in the Bates Drive School environment.

Progress towards achieving improvement measures

Process 1: Understanding of the existing physical opportunities and constraints.

Conduct environmental inventories of classrooms and outdoor areas for resourcing implications.
Research and purchase necessary equipment and resources. Ongoing.

Evaluation	Funds Expended (Resources)
<p>The review of the physical environment from the Occupational Therapy perspective resulted in significant changes in 2019 which ensured flexible use of learning spaces to optimise learning. The sensory room now includes a multi purpose layered swing and the COLA has been transformed into a Visual Auditory Sensory Theatre. Combined with the swings installed last year, these new sensory environments ensure that students have a wide range of options for sensory input and motor skill development. The movement skills and sensory needs assessment data will be reviewed in semester one 2020 to ensure the new environments are producing increased outcomes for students.</p> <p>The review of the playground environment resulted in changes to the school break arrangement to reduce the overwhelming nature of the playground for students. Structured break times for the K-6 and Year 7-12 classes now occur at different times which reduces the number of students accessing each area at one time. This change has had a significantly positive impact, with a 65% reduction in behaviour incidents during breaks.</p> <p>The leadership team, in collaboration with the Occupational Therapist, conducted a review of both the sandpit playground and main bathrooms. This review showed that neither area effectively met the physical and sensory needs of our students and as a result new plans were created. Additional equipment was researched and purchased for the sandpit playground to increase students' access to vestibular and proprioceptive activities such as climbing and sliding. The bathroom area has been collaboratively redesigned by school staff, the Occupational Therapist and Department personnel, with the construction to take place early in 2020.</p>	<p>Schools Plus yearly grant.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Schools Plus (\$82000.00)

Process 2: Complementary Practice.

In consultation with Occupational Therapists/Staff/Parents identify structural changes required within the school and devise integrated programs with specific observable learning objectives.

Develop therapy Programs for targeted classes

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Occupational Therapists/Staff/Parents are skilled in assessing individual students' sensory needs in the Bates Drive School environment.</p> <p>In collaboration with the Schools Plus Occupational Therapist, Susan Heiler and other Occupational Therapists that enter the school during each week to work individually with students, staff at Bates Drive School and Parents/Caregivers are now generally more aware of how to assess students' sensory needs, how to interpret the information and also identify the strategies for self-regulation that are likely to be the most effective.</p> <p>2019 has seen an increase in the number of therapists working on site with students (also with more consistency in service provider attendance), including OTs, Speech Therapists and Psychologists. The coordinator has compared the service provider records between 2018 and 2019, with approximately 150% increase.</p>	<p>Schools plus yearly grant</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Schools Plus (\$82000.00)

Process 3: Building a strong sense of community.

To build communities of schools with both local schools and other schools for a specific purpose.

Evaluation	Funds Expended (Resources)
<p>Three integration programs have run across the school in 2019. One for high school students (Kirrawee High School) and two for primary school students (Jannali East Public School and Oyster Bay Public School).</p> <p>Student reports show that students involved made progress in a range of social and communication skills. The feedback given by Oyster Bay Public School students was very favourable and showed that the students involved developed their social skills and awareness of the needs of people with a disability.</p> <p>The links between these schools have been solidified and these programs will be built upon during 2020. In order to increase integration opportunities staff will collaboratively investigate the possibility of Bates Drive students being involved in special events at buddy schools, such as Easter Hat parades and performance days.</p> <p>The Tell Them From Me Survey was completed by both parents and teachers in 2019. Results from all parties show that the school community feels welcomed and included in our school. The data from parents was overwhelmingly positive, with the implication being that we will continue to implement inclusive events and offer increased parent workshops on Positive Behaviour for Learning and the Zones of Regulation in 2020.</p>	<p>Teacher release time.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<ul style="list-style-type: none"> – Extra release time for staff to source/create resources for each class and for the resource room – Teachers Pay Teachers – purchasing a range of resources to differentiate the literacy program – Purchase of extra stationery resources to create a range of literacy resources to use in conjunction with the literacy program – in addition to general stationery expenses – Purchase of sight word books and early readers to use in conjunction with the literacy program <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$5 482.00) 	<p>In addition to the sight word lists shared by Engadine West Public School, we purchased a Guided Reading package through Teachers Pay Teachers. The Guided Reading package consisted of 8 levels of simple readers, and related sentence building and comprehension activities.</p> <p>Complete sets of each level of the Guided Reading program are being constructed for staff use. Once completed, the resource packages will be located in the resource room.</p>
Socio-economic background	<ul style="list-style-type: none"> – Funding/subsidising special excursion costs for student participation – Funding extra staff (usually SLSOs) to attend special excursions, including the Integration programs, to ensure adequate supervision of students and safe implementation of self-care and health-care procedures – Purchasing school uniforms where appropriate for students attending excursions and Integration programs – Subsidising school bus fees <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$12 105.00) 	<p>Students from Kindergarten to Year 12 have begun participating in Integration programs with an aim to improve communication skills, increase learning opportunities, develop a familiarity with a peer/s at another school and generally develop or learn new skills. To ensure students have the opportunity to participate, the school had subsidised and supported students to ensure that all students are wearing school uniforms as they are proudly representing Bates Drive School. Initially, staff and student groups for Integration were developed based on their familiarity with the programs in previous years. During the year, staff and student groups will alternate to develop their familiarity with the program and to increase the numbers of students participating.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	52	53	56	49
Girls	15	15	14	14

The number of students enrolled has the ability to change during the year through student movements and placements.

Attendance is a focus moving forward, with an aim to increase the number of full day student attendances during 2020. This can be a challenge on paper, as the nature of our school context may see students absent due to medical reasons and health care concerns. An attendance table is now able to be viewed on our Bates Drive School website, with absence note reminders being sent home regularly to parents and caregivers via the Skoolbag App. Attendance records will continue to be compared each term and year.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Students in year 11 and 12 each year have the opportunity to be supported by Transition Meetings, with the support of our Support Teacher Transition, Karmen Courtney. Post school destinations and Individual Transition Plans are determined in collaboration with the class Teacher, our Support Teacher Transition, families or caregivers and any involved external service providers. In addition to this, students in year 11 and 12 and their families or caregivers are supported with Transition Clinics, hosted by a team of health care professionals from Kogarah DAS.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.2
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	13.82
Other Positions	1.08

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

During 2019, Bates Drive School funded two Acting Assistant Principal positions for several Teachers to share and to develop the capacity of the leadership team. This process has been a success and will continue in 2020 as per the milestones in the School Plan 2018–2020.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	558,382
Revenue	3,443,943
Appropriation	3,306,078
Sale of Goods and Services	4,320
Grants and contributions	131,010
Investment income	2,535
Expenses	-3,323,894
Employee related	-3,014,211
Operating expenses	-309,682
Surplus / deficit for the year	120,050

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.

Bates Drive School has been successful and fortunate in receiving grants and contributions from a variety of sources during 2019. These sources include but are not limited to:

- Sylvania Bowling Club
- The Sutherland Shire Toy Restoration Centre
- St George Children with Disabilities Fund
- Gymea – Miranda Uniting Church
- Stapleton's Quality Meats, Kareela
- Kirrawee High School
- The School Photographer

Grants and contributions have been used towards resources, programs and experiences including excursions to Symbio, participation in the Sailability program and supporting The Rhythm Village music program during 2019, providing students across the K–12 setting with valuable learning opportunities.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	2,216,511
Equity Total	17,587
Equity - Aboriginal	0
Equity - Socio-economic	12,105
Equity - Language	5,482
Equity - Disability	0
Base Total	647,484
Base - Per Capita	34,534
Base - Location	0
Base - Other	612,950
Other Total	225,394
Grand Total	3,106,977

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Parent/caregiver, student, teacher satisfaction

Bates Drive School regularly communicates with parents, caregivers, students, staff and leaders regarding feedback and future directions of the school, specifically relating to a number of topics including student engagement, parent participation and inclusivity.

During 2019, two of the school's aspiring leaders along with another member of the Leadership Team used the 'Tell Them From Me' survey to retrieve feedback from parents, caregivers and staff. Below are some of our school's results:

Analysis of parent responses from survey–

In the areas of 'School Supports Learning' and 'School Supports Child's Behaviour', Bates Drive School met or exceeded the NSW Government School Norm. Parents indicated that teachers have high expectations, show interest in their child's learning, encourage their child to attempt his/her best work, take account of their child's needs or abilities and expect their child to work hard. Parents also specified that Bates Drive School is inclusive, welcoming, safe and supports positive behaviour. 92% would recommend Bates Drive School and 91% believe the high school has a good reputation in the local community.

Analysis of teacher responses from survey–

In the areas of 'Inclusion' and 'Parent Involvement', teachers responded that they thought Bates Drive School was above average for the NSW Government School Norm. Teachers indicated that school leaders could improve in some areas, including: providing more formalised lesson observations more regularly, provide teachers with useful feedback about their teaching and provide more support during stressful times. Another area in which teachers felt the school could improve was in creating formal assessments that are differentiated for students, more suitable to the school context and hence producing more accurate data that would be used to inform class programming. An area of strength that teachers believed to be well above the NSW norm was understanding the learning needs of students with special needs, with an average score of 9.5 out of 10, with 88% of teachers identifying that they have the skills and confidence to meet the needs of students with disabilities. Another area of strength identified was in the regular communication that staff have with parents and caregivers. In Term 2, high school and primary school break times were separated to assist with decreasing incidents in the playground. 69% of teachers felt positive or very positive regarding the changes, with 25% feeling neutral.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Whole school programs include but are not limited to:

- Sports Ready, run by The Disability Trust
- Zones of Regulation, supported by our resident Occupational Therapist, Susan Heiler
- Positive Behaviour for Learning, supported by our PBL team and local area Assistant Principal (Positive Behaviour for Learning), Brenden Sexty
- Rhythm Village, run by Daniel Lupevski, managed by Josh Oshlack