

2022 Annual Report

Bates Drive School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

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Bates Drive School

Bates Drive

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School vision

At Bates Drive School we provide exceptional learning opportunities for all students tailored to their individual needs and abilities. Students are encouraged to achieve success in their learning through engaging individual programs that are developed collaboratively with families, support staff and external service providers. We challenge our students to become as independent as possible in all areas of their life in order to successfully transition to future pathways.

School context

Bates Drive School, located in the Sutherland Shire of Sydney, is a school for specific purposes catering for students with a range of special needs. Our school accepts students from Kindergarten to Year 12 with a moderate to severe intellectual disability. Students may also present with physical disabilities, sensory impairments and challenging behaviours. Seventy seven percent of our students have a diagnosis of autism spectrum disorder in addition to their intellectual disability.

We have secure grounds with a range of specialised equipment including an enclosed heated pool, inground trampoline, liberty swing, a range of sensory swings and a sensory room.

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.

Through the situational analysis process and community engagement we have identified three broad areas for ongoing improvement. These areas are the use of data informed practice to build student communication skills, a planned approach to wellbeing practices and enhanced educational leadership to drive effective teaching practice.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

To ensure programming and planning is based on effective assessment and use of data to ensure continual improvement in communication skills.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Communication skills to ensure growth.

Resources allocated to this strategic direction

English language proficiency

Professional learning

Literacy and numeracy

QTSS release

Summary of progress

The focus of this strategic direction is the use of assessment data to guide the implementation of effective teaching strategies in order to improve student communication skills. Steady gains have been made in the use of assessment data to inform the development of communication programs and we have successfully progressed from Delivering to Sustaining and Growing in relation to the SEF theme of Data Use in Teaching.

A range of evidence based assessment strategies have been implemented across the year to assess student communication skills, including SWANs, PLAN2 and the modified communication matrix assessment. Teachers have been supported by instructional leaders to regularly review communication assessment data and tailor their student's learning goals and teaching strategies accordingly. The communication project team have also reviewed whole school communication data to tailor the professional learning sessions and practical demonstrations they provided to the teaching staff.

Staff were provided with further professional learning on practical activities to improve student core word communication. Teachers demonstrated increased skill development in modelling core words using Language Acquisition through Motor Planning (LAMP) and incorporating core word teaching strategies into both literacy programs and routine activities.

The target of 50% of students making progress in communication was not reached however the data shows an uplift of 16% from 2021 levels. The uplift is well above the target uplift for the year of 2.5% and brings the level back above the 2020 baseline of 45%. This is a positive trend and it is anticipated that the continuation of increased opportunities for professional learning and collaboration will result in further growth in student communication skills in subsequent years.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the number of students making progress in communication as shown by SWANs and PLAN2 from 45% (baseline 2020) to a minimum of 50%. Uplift for 2022 is another 2.5%	Whole school data shows that 46% of students made progress in communication as shown by SWANs and PLAN2 assessments.
Teaching programs and observations show that the teaching of core words for the full range of communication functions is systematically implemented across the school.	90% of teaching programs for KLAs other than English show core word communication activities and strategies. All teaching programs for English (K-6) and English Life Skills (7-12) show planning for core words using LAMP and low tech AAC strategies.

<p>Teaching programs and observations show that the teaching of core words for the full range of communication functions is systematically implemented across the school.</p>	<p>Lesson observations across the school show that teachers are incorporating core words and LAMP into their teaching though have varying levels of familiarity with LAMP. The COVID ILSP program provided teachers with opportunities to observe and team teach with members of the communication project team in order to enhance their practical skills in using LAMP to teach core words and incorporate these into routine class programs.</p> <p>Professional learning sessions throughout the second semester provided further insight for teachers into ways that communication activities can be embedded into literacy programs. Teachers completed the first three modules of Comprehensive Literacy instruction for Students with Complex Communication needs which is a research based systematic approach to improving student communication skills through specific language and literacy strategies. As evidenced by teaching programs, all teachers across the school began implementing elements of this approach in their classrooms by the end of Term 4. Formative assessment records show increased levels of engagement in core word communication during literacy programs as a result of the implementation of these strategies. It is expected that full implementation, and therefore full impact, will be achieved in 2023 with the completion of the remaining professional learning modules.</p>
<p>An increase of 5% from baseline of the number of students showing progress in the range and/or form of communication functions they successfully engage in as shown by the modified communication matrix assessment.</p>	<p>Analysis of data from the baseline assessments showed some inconsistency in the way the modified communication matrix assessment was completed in different areas of the school. Through collaboration and information gathering it was determined that this was due to varying interpretations of the content and scope of the assessment questions. The communication project team developed a modified assessment format to reduce any ambiguity as well as an assessment guide to improve the consistency of teacher judgement. The revised assessment was then implemented across the school by class teachers with individual support from members of the communication team.</p> <p>Comparison of the 2022 assessment results with the baseline data showed an increase of 3% of the number of students showing progress in the range and form of communications they successfully engage in. The communication function that showed the most growth was that of appropriately rejecting an object or activity.</p> <p>Due to the inconsistencies in the baseline data from 2021 we have decoded that the assessment results from 2022 will become our baseline data going forward. This will allow reliable data to be obtained as the assessment will be conducted with improved consistency and validity.</p>
<p>Move to Sustaining and Growing in the SEF theme of Data Use in Teaching.</p> <p><i>Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning.</i></p>	<p>Our school self assessment of our achievement in relation to the theme of Data Use in Teaching shows we have successfully moved from Delivering to Sustaining and Growing. SWANs communication assessments, PLAN2 data based on the National Literacy Progressions and the modified communication matrix assessment have all been successfully implemented across the school to obtain consistent data on student communication skills and progress. This data was then collaboratively reviewed by teachers at various intervals throughout the year including during handover and initial class programming, preparation for Personalised Learning Plan meetings, and before writing student reports.</p>

Strategic Direction 2: Planned approach to wellbeing

Purpose

To ensure practices are systematically planned and consistently applied across the whole school to support wellbeing and enable each student to connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- The Wellbeing Framework in an SSP

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
SSP quality teaching support
SSP supplementary funding
Professional learning
QTSS release
English language proficiency

Summary of progress

This strategic direction focuses on the implementation of the wellbeing framework to support all aspects of our student's development and enable them to connect, succeed and thrive at school.

Connect

Community learning opportunities were significantly expanded across the school to promote the generalisation of skills in community settings. 87.5% of students across the school participated in community learning programs which included shopping, road safety and dining in various cafes. This was an increase of 31.5% of students from the baseline levels and far exceeded the target of a 10% uplift.

The sensory based sport program continued to be implemented across the school with support from Cronulla Sharks development players. The players used their expertise in sport to support students to increase their participation in physical activity and improve their motor skills. 48% of students made progress in gross motor skills which is a 21% uplift. This is a significant increase that also far exceeds the target of 3%.

In addition to the sport program implemented at school, a number of students were provided with opportunities to participate in inclusive sport events with other schools. These events were run by the school sport unit and included a state bowling competition and multi-sport days where students experienced adapted sports including netball, table tennis, golf and hockey.

Succeed

The PBL teaching program with differentiated explicit teaching strategies continued to be implemented according to the scope and sequence. The PBL project team refined the visuals of the expectations and distributed to all staff to ensure they had the tools required to reinforce the values and expectations across all school environments.

The Zones of Regulation whole school program was steadily developed throughout the year, with the sourcing of appropriate resources to cater for student needs causing some delays. Staff reviewed the program during second semester and it was determined that further refinement was required to successfully cater to the communication levels of all students across the school. The Zones project team worked on the required program adaptations and it is expected that the program will be completed and ready for implementation across the school in 2023. It is anticipated the expected emotional understanding targets will be reached. upon implementation of the program.

Thrive

The Accessible 'Let Me Have a Say' survey was implemented to a wider range of students across the school due to the development of enhanced visual communication resources. Over 59% of students participated in the survey with the results indicating that students have an enjoyable experience at Bates Drive school and are able to seek assistance when required.

The implementation of the Bodymapping strategy was expanded to include 100% of students. A standardised format was distributed and the information gathered formed part of the teacher handover process at the end of the year. The data from bodymapping indicates each student's preferred activities at school and is highly valuable when updating student profiles and developing motivating teaching programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the number of students participating in community access and or integration programs from baseline 2021 + 10%.	Whole school programs show that 87.5% of students were participating in community access programs. This is an increase of 31.5% from baseline. These programs were implemented in Semester 2 only due to COVID-19 restrictions preventing them from occurring during the first semester.
An increase of 3% from baseline of the number of students making progress in gross motor play and leisure skills as shown by internal checklists.	Internal gross motor checklists show 48% of students made progress in gross motor skills. Baseline data was 27% of students so this is an increase of 21% from baseline. 50% students successfully maintained their skills while only 2% students regressed by one level. This is an uplift of 2% from baseline of students maintaining their skills while the number of students who regressed has decreased by 23%.
Explicit teaching of PBL expectations using differentiated teaching strategies based on student assessment data is systematically implemented across the school.	In response to feedback from staff and evidence of student engagement, the PBL project team distributed refined PBL visuals to all staff. This resulted in PBL values and expectations being communicated consistently throughout the different environments of the school. The differentiated PBL teaching strategies were further refined by the school PBL team in relation to student assessment data. Programs show that a range of practical and sensory based activities were implemented across all classes for the different PBL expectations.
Positive Behaviour for Learning Tier 1 strategies are 70% successfully implemented across the school as shown by the Tier Fidelity Inventory.	The baseline of 40% implementation of Tier 1 strategies was maintained throughout 2022. Planning took place around strategies to increase this level in future years and included the use of the school impact model and additional team members.
An increase of 1% from baseline in the number of students able to demonstrate the core concepts of the Zones of Regulation program as shown by school developed assessment task	The development and implementation of a school developed Zones of Regulation assessment task was delayed from 2021 to 2022. The Zones of Regulation project team evaluated various models for this assessment and concluded that the information obtained was identical and less comprehensive than the SWANs emotional understanding assessment. It was determined that the SWANs emotional understanding assessment will be the primary data used to show achievement and progress in relation to the Zones of Regulation program going forward.
Increase the number of students making progress in emotional understanding as shown by SWANs from 36% (baseline) to a minimum of 37%	The number of students making progress in emotional understanding was 32%. Another 38% of students successfully maintained their emotional understanding skills.
The Accessible 'Let Me Have a Say' survey will be conducted with all students who are able to engage with yes / no questions successfully. The data obtained will contribute to the wide range of data sources used to tailor the	The Accessible 'Let Me Have a Say' survey was conducted with all students who are able to engage with yes / no questions successfully. Additional visual communication resources based on LAMP were developed by the student voice project team to support an increased number of students to participate in the survey. Data from this survey showed all students have a positive experience at Bates Drive enjoy coming to school.

direction of wellbeing programs.	
<p>Modified photovoice and/or body mapping will be conducted with 50% students on an annual basis to elicit student voice and form part of comprehensive student profiles aimed to increase student engagement in learning.</p> <p>The data obtained will be analysed and results used to revise and modify the strategies where necessary.</p>	<p>A modified body mapping was developed and implemented across the school. Every student completed the body mapping activity and the raw data was included as part of the handover process between teaching staff.</p>

Strategic Direction 3: Educational leadership to drive effective teaching practice

Purpose

To provide a culture of collaboration and continuous improvement in which teachers are supported by leaders to evaluate and improve their pedagogy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- What Works Best in an SSP

Resources allocated to this strategic direction

SSP quality teaching support
SSP supplementary funding
Professional learning

Summary of progress

The main focus of this strategic direction is the implementation of an Instructional Leadership program to enable middle leaders to enhance their leadership skills as well as improving quality teaching practices across the school. Professional learning opportunities were provided for leaders focusing on enhanced communication skills and the review of data concepts. Records of IL sessions and project team meetings show that the leaders were able to put the strategies learned into practice.

The instructional leadership program prioritised appropriate assessment strategies and the use of data to inform teaching practice. This focus on assessment and data resulted in us successfully consolidating our position as Sustaining and Growing in relation to the SEF elements of Assessment and Data Skills and Use. Teaching programs, Personalised Learning Plans and student reports show evidence of teachers analysing and using student performance data throughout all steps of the teaching and learning cycle.

Staff are showing a strong commitment to the use of Seesaw digital learning journals for the purpose of formative assessment. All students have photographic evidence of their progress posted on a regular basis and staff have been proactive in seeking to develop their skills in this area. Feedback from staff saw the development and implementation of skills guides and weekly focus areas to assist teachers to streamline the process of tagging evidence. An additional impact of the Seesaw learning journals has been increased family engagement and participation in their child's learning programs, evidenced by 100% of students having family members connected to their journal and an average of 89 parent comments on posts each week across the school.

Goal Attainment Scales for communication saw further refinement of PLP goals to enable more specific, individualised description and tracking of student communication skills. The frequency of Goal Attainment Scale recording was increased to twice per term which saw more accurate recording of student progress towards their goals.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Move to and consolidate Sustaining and Growing in the SEF element of Educational Leadership and particularly the theme of Instructional Leadership. <i>Professional learning in the school emphasises developing effective instructional leadership.</i> <i>staff proactively seek to improve their</i>	We have successfully consolidated our position as Sustaining and Growing in the SEF element of Educational Leadership and particularly the theme of Instructional Leadership.

<i>performance</i>	
Self and peer reflection on teaching practice using the What Works Best toolkit is conducted and compared to previous responses to show growth.	The What Works Best toolkit was introduced and referred to throughout instructional leadership (IL) sessions. The formal reflections based on the What Works Best toolkit were delayed until 2023 as time constraints due to staffing difficulties resulted in assessment and data skills being prioritised during IL sessions.
All students to have a formative assessment Learning Journal on Seesaw consisting of photographic evidence of their learning. Teachers begin to regularly tag evidence to show skill development.	Digital learning journals on Seesaw were maintained for all students, with staff regularly posting photographic evidence of student participation and progress. Further professional learning was provided on the use of skills tagging to record student achievement.
Move to Sustaining and Growing in the SEF element of Assessment and particularly the theme of Formative Assessment. <i>Teachers routinely use evidence of learning.....to inform their teaching, adapt their practice and meet learning needs of students.</i>	The evaluation of evidence as part of the annual SEF self assessment shows we have successfully sustained our position as Sustaining and Growing in all themes of the SEF element of Assessment.
Move to Sustaining and Growing in the SEF element of Data Skills and Use. <i>The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.</i>	Our self assessment against the SEF shows we have successfully moved from Delivering to Sustaining and Growing in the element of Data Skills and Use. This is evidenced by the records of collaborative data analysis during IL sessions and project team meetings.
Each student to have Goal Attainment Scales developed for at least 3 of their PLP goals. Progress to be measured using the Goal Attainment Scale twice each year.	As progress against Goal Attainment Scales (GAS) for communication was only partially recorded for 2021, it was decided that GAS would still be implemented for the communication PLP goal only in 2022. To allow more accurate tracking of progress, the frequency of GAS assessment was increased to twice per term rather than twice each year.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$17,676.51</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bates Drive School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Wellbeing Framework in an SSP <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support participation in community access for identified students with additional needs due to their socio-economic background. • employment of additional staff to support sensory sport program implementation. • resourcing to increase equitability of resources and services. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: An increased number of students across the school were able to access community learning opportunities. Activities such as environmental education centre excursions and incursions, as well as multi-sport days, were also equitably accessed across the school. All students across the school were provided with equitable access to the sensory sport program and associated resources. This led to a significant increase in student gross motor skills in identified students, as well as an increase in their ability to engage in social interactions in appropriate ways.</p> <p>After evaluation, the next steps to support our students will be: Continue these programs in 2023 and use staffing to expand the range of community learning opportunities provided to students. This will enable students to generalise their skills in a wider range of community settings.</p>
<p>Aboriginal background</p> <p>\$760.06</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bates Drive School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Wellbeing Framework in an SSP <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students to participate in communication and literacy programs in classrooms. • employment of additional staff to deliver personalised support for Aboriginal students to participate in community learning programs. • sourcing of additional resources to support Aboriginal students' connection to culture and overall wellbeing while at school. <p>The allocation of this funding has resulted in the following impact: Aboriginal students at Bates Drive School have made progress in communication, literacy and numeracy as shown by individualised Goal Attainment Scales and SWANs assessments. All Aboriginal students were also able to participate in a range of community learning opportunities appropriate for their age and stage of learning.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$760.06</p>	<p>Continue to employ additional staffing ratios to enable Aboriginal students to make growth in the focus areas of communication, literacy and numeracy. Increase teacher engagement with families to enhance consistent implementation of communication strategies between home and school environments.</p>
<p>English language proficiency</p> <p>\$9,651.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bates Drive School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication skills to ensure growth. • The Wellbeing Framework in an SSP <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives in communication. • creation of communication resources to support EAL/D students to participate in the accessible student voice survey. • purchase of additional licenses for the Language Acquisition through Motor Planning (LAMP) application for class iPads. <p>The allocation of this funding has resulted in the following impact: Students being provided with equitable access to assistive technology to allow them to communicate their needs and wants effectively. Increased staffing provided identified students with individual support to engage with the symbol based visual communication system.</p> <p>After evaluation, the next steps to support our students will be: To provide increased access to visual communication resources in the wide range of learning environments across the school, including the playgrounds, sandpit, pool area and sensory room. This aims to increase students' generalisation of skills across environments.</p>
<p>Professional learning</p> <p>\$23,009.40</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bates Drive School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication skills to ensure growth. • The Wellbeing Framework in an SSP • What Works Best in an SSP <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Conferences and professional learning courses for the leadership team on departmental policies and priorities, professional communication skills and school wide behaviour strategies. • Purchase of 3 year site licence for online training titled Comprehensive Literacy Instruction for Students with Complex Communication Needs. • Initial training in use of LAMP for teachers not yet formally trained. • Online Epilepsy Awareness training. • Health care procedures re-certification for relevant staff. <p>The allocation of this funding has resulted in the following impact: Enhanced leadership skills among the school leadership team resulting in the successful implementation of the Instructional Leadership program as outlined in Strategic Direction 3. Teacher participation in initial LAMP training and Comprehensive Literacy Instruction for Students with Complex Communication Needs resulted in increased student engagement in core word communication across the school. This was a significant contributing factor to the 16% uplift in the number of students making progress in communication skills this year.</p>

<p>Professional learning</p> <p>\$23,009.40</p>	<p>The safe management of student health conditions was able to occur successfully throughout the year as a result of professional development in the areas of epilepsy awareness and student health care procedures.</p> <p>After evaluation, the next steps to support our students will be: Staff completing all remaining modules of the Comprehensive Literacy Instruction for Students with Complex Communication Needs training to support the literacy and communication needs of the full range of student needs. Continuing to source, develop and implement professional learning opportunities for staff aligned to the strategic directions of the Strategic Improvement Plan.</p>
<p>Literacy and numeracy</p> <p>\$3,658.45</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bates Drive School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication skills to ensure growth. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted professional learning to improve literacy and numeracy. • Teacher release days to engage in assessment of students' communication functions. <p>The allocation of this funding has resulted in the following impact: Additional staff release enabled the communication team to support teachers in the accurate assessment of the functions of communication in which their students are able to engage. Teachers then used this data to plan specific, personalised communication goals for each student which was then used to inform the literacy and numeracy program for each class. As a result there is evidence of student progress in literacy and numeracy in each stage.</p> <p>After evaluation, the next steps to support our students will be: Continuing to refine and differentiate literacy and numeracy programs across the school, based on the analysis of student performance data.</p>
<p>QTSS release</p> <p>\$21,145.46</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bates Drive School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication skills to ensure growth. • The Wellbeing Framework in an SSP <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. • Assistant principals provided with additional release time to support classroom programs through the instructional leadership program. • Additional teacher release to collaboratively differentiate the Zones of Regulation whole school program. <p>The allocation of this funding has resulted in the following impact: Enhanced staff skills in the analysis and use of student performance data to inform teaching and learning programs across the school. Evidence of improved data concepts can be found in assessment practices, personalised learning plans, class programs and student reports. The whole school Zones of Regulation program has been differentiated to suit the full range of needs and abilities within the student population.</p>

<p>QTSS release</p> <p>\$21,145.46</p>	<p>After evaluation, the next steps to support our students will be: Continue to provide staff with opportunities to collaborate on quality programming to enhance student skill development across all areas.</p>
<p>COVID ILSP</p> <p>\$11,521.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers to deliver small group tuition. • Providing targeted, explicit instruction for student groups in the focus area of literacy - communication. • Development of resources and planning of small group tuition. • Providing professional learning for COVID educators in the form of team teaching and practical demonstrations. <p>The allocation of this funding has resulted in the following impact: Identified students made progress in core word communication as shown by SWANs and PLAN2 assessments. Modified communication matrix data shows that these students also increased the functions of communication they were able to demonstrate appropriately. Staff are more comfortable in incorporating core word communication strategies into routine programs and can implement these strategies with decreased levels of support.</p> <p>After evaluation, the next steps to support our students will be: Continuation of this program in 2023 will result in greater progress for all students. Staffing issues prevented the full use of this funding in 2022 and therefore the program requires further implementation for the full impact to be achieved.</p>
<p>SSP supplementary funding</p> <p>\$350,383.22</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bates Drive School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Wellbeing Framework in an SSP • What Works Best in an SSP <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to create a full time, off class, Deputy Principal position. • Release time for staff to support teacher mentoring through the Instructional Leadership program. • Additional staffing to support the implementation of individual students' healthcare and Personalised Learning Plans (PLPs). • Executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs.. • Additional staffing to improve curriculum implementation as part of the sensory sport program. <p>The allocation of this funding has resulted in the following impact: Enhance strategic planning through frequent monitoring and evaluation of Strategic Improvement Plan initiatives by the Acting Deputy Principal. The creation of the Deputy Principal position has also resulted in a range of additional benefits including enhanced leadership skills in the executive team, increased family engagement and refined processes for collaborating with external service providers. Additional release time for all staff facilitated the implementation of the</p>

<p>SSP supplementary funding</p> <p>\$350,383.22</p>	<p>Instructional Leadership program which resulted in improved staff skills across all professional teaching standards, particularly in the areas of assessment.</p> <p>The employment of additional school learning support officers ensured students were provided with maximised opportunities to participate in programs across the curriculum.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue with each of these strategies and programs in 2023 with a focus on using additional staff to support students to increase their engagement in programs across all curriculum areas.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	49	46	46	48
Girls	14	16	19	18

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.28
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	14.82
Other Positions	1.08

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	707,907
Revenue	4,212,185
Appropriation	4,140,233
Sale of Goods and Services	2,219
Grants and contributions	62,595
Investment income	5,152
Other revenue	1,986
Expenses	-4,092,784
Employee related	-3,824,452
Operating expenses	-268,332
Surplus / deficit for the year	119,402
Closing Balance	827,309

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.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	28,088
Equity - Aboriginal	760
Equity - Socio-economic	17,677
Equity - Language	9,651
Equity - Disability	0
Base Total	3,357,517
Base - Per Capita	40,570
Base - Location	0
Base - Other	3,316,946
Other Total	625,055
Grand Total	4,010,660

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 prides itself on the positive collaborative relationships it develops between parents / carers, teachers and students. Parent feedback is regularly sought to inform strategic planning and parents are engaged in their child's learning programs through daily communication books and Seesaw digital learning journals.

What the parents say:

As a parent of a student at Bates Drive I am extremely happy with the school. All of the staff are invested in the children's progress and education. The programs offered at the school, like weekly swimming, community access and music therapy, are not only enjoyed by all students but enrich their learning and overall experience at school. As my daughter is in high school I am particularly impressed by the focus on preparing her for life outside of school with the teaching of everyday life skills to increase her independence and confidence. The school provides a safe and nurturing learning environment for all students and, for my daughter, school days are a highlight in her week.

What the students say:

An increasing percentage of students completed the Accessible 'Let Me Have a Say' survey to provide their feedback on their experience at school. Using visual communication strategies, 100% of students indicated they were happy at school and enjoyed their school experience. The overwhelming majority of students indicated they were able to ask for assistance from class staff when required and that staff supported their learning at school. A small percentage of students indicated they do not access the community regularly outside of school and this indicated the importance of community learning programs as a focus to successfully prepare students for their post school programs.

What the teachers say:

At Bates Drive School, staff are recognised and valued as integral to the effective operation of the school. They are supported to maintain their wellbeing and continually develop skills through a range of engaging events, professional learning opportunities and the Instructional Leadership program. Staff feedback was sought in relation to the Instructional Leadership program, with all teachers expressing that they found the initiative valuable and that it had contributed to improved teaching practice across the school.

The return to collaborative professional learning and group events throughout 2022 provided staff with multiple opportunities to demonstrate their commitment to the school vision. Theme days to support cross curriculum outcomes were implemented regularly and all staff enthusiastically contributed to the organisation of activities and dressed to support each theme. Our Year 12 Graduation dinner and formal was supported by over half of our staff who took the opportunity to celebrate our graduates and their achievements. The families involved expressed great appreciation for the staff and their collaboration to ensure a successful night for all participants as well as their dedication to ensuring all students make progress through their years at Bates Drive School.

Our annual Carols in the Park event re-commenced in 2022 with approximately 250 people in attendance. This event embodies the inclusive, collaborative spirit that is at the heart of our work and involved over 90% of our staff and their families joining our students and their families to enjoy engaging Christmas activities, music, student performances, dinner and active play. The event was also supported by our collaborative relationship with the Ferros Group, who generously supplied and served the dinner.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.