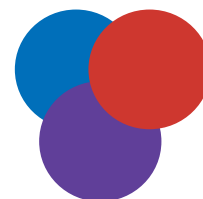
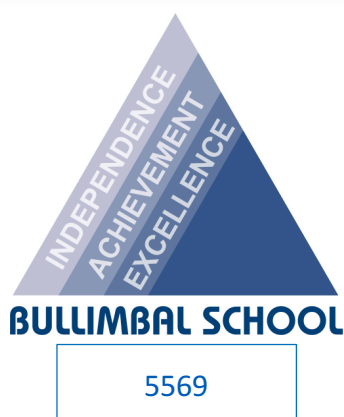


Bullimbal SSP Annual Report



2015



Introduction

The Annual Report for 2015 is provided to the community of Bullimbal Public 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.

Brett Pearson
Principal



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Bullimbal School

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School background

School vision statement



At Bullimbal School the staff believe that we are here to make a difference for our students by maximising their learning potential in an enriched learning environment.

Our supportive learning team will enhance the quality of our students' lives through encouraging independence, achievement and excellence, as they become valued members of society.

The families and carers of our students will be supported and encouraged to actively contribute to their children's education and our commitment to life long learning.

School context

Bullimbal School is located in Tamworth. The student population draws from a wide area from Tamworth, Manilla, Nundle, Werris Creek and Quirindi, with the majority of students travelling to and from school using the Assisted School Transport program. The school provides quality education for students from Kindergarten to Year 12 with moderate or severe intellectual disabilities, including autism, physical disabilities, mental health, visual or hearing impairments. Currently there are 48 students across 7 classes.

The school was relocated in 2010, incorporating modern, specialised assistive technologies and state-of-the-art facilities including a heated indoor hydro-therapy pool, sensory garden, multi-sensory learning space and film studio. The school has a well-resourced and engaging playground environment including bike track, play equipment, sand pit, vegetable garden and a range of inclusive and purposeful learning spaces.

The school continues to be recognised for its achievements in the integration of technology into teaching and learning. The school provides assistance and guidance to all schools in the New England geographical area through the ongoing implementation of its Assistive Technology Assessment Toolbox (ATAT) project. Other major focuses for Bullimbal are the incorporation of Augmentative and Alternative Communication (AAC) systems and inclusive Literacy programs for all students through the Four Blocks to Literacy program.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Time was dedicated over 5 consecutive staff meetings to thoroughly examine the school's position in relation to the elements of the School Excellence Framework. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework, giving us direction for improvements and further development where required.

In the domain of Learning, Bullimbal has focused on the areas of Learning Culture, Curriculum and Learning. There has been a commitment within the school community to strengthen and deliver on the priorities that have been outlined in the school's 3 year plan. There is a clear understanding amongst staff about the importance of positive and respectful relationships with students and how this respect links to student wellbeing. Individual Learning Plans for all students ensure that each child has his or her needs met and individualised behavior management plans ensure good conditions for student learning. Parents and Carers are involved in the planning process in both identifying the needs of students and in the development of strategies to meet their needs. These Planning and Review meetings are scheduled each year to involve all members of the student's individual learning support team in planning to support each student as they proceed through the phases of their education.

Our focus for the domain of Teaching has been on Effective Classroom Practice and Learning and Development. Teachers have been using performance data and observations to evaluate the effectiveness of their own teaching strategies. Students are engaged in learning opportunities and evidence based teaching strategies have been adopted across the school. In particular, in Literacy, the Four Blocks Literacy Model has been in use throughout the school. Staff were given professional learning opportunities during staff development days to develop lessons using this program with good results. We have also focused on the Numeracy Framework program ensuring that all students are assessed and lessons are developed using this framework for students working at this level.

In the domain of Leading, the focus has been on Leadership, School Planning, Implementation and Reporting. The school has been working towards having high expectations and good community engagement for the improvement of the school. The School Profile team has been working closely with the executive staff to develop a strong parent and community relationship through involving them in a wide range of school related activities. Family assemblies are held twice a term, family fun fairs twice a year and parents and carers are invited to join in on sports carnivals, music presentations, fun runs and open days. The school also promotes and develops strong relationships with external agencies to enhance the learning opportunities for students. Students attend TAFE programs and participate in work experience. We have therapists regularly visit and consult with staff, parents and students to better meet the needs of the students. The development of the the 3 year plan has provided direction towards achieving identified improvements. The school is committed to improving the profile of the school, providing a more formalised and whole school approach to assessment and data collection and meeting the communication needs of each student within the school. Staff are well versed in each of the 3 strategic directions in our school plan and are very supportive of the school's expectations for improving student learning across the school community.

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



Strategic Direction 1

School Community

Purpose

Bullimbal's School environment and community and its specialised nature necessitate the development of ongoing and respectful relationships between staff, students, parents and carers and community members in order to achieve the best outcomes for our students. We will maintain and enhance existing relationships with parents, carers and the wider community to create an effective and welcoming learning environment for our students.

Overall summary of progress

There have been a number of areas of progress in this strategic direction in 2015. Frequent planning/review meetings to assess achievements and determine future steps have resulted in broad progress through effectively coordinating and linking the varied areas that make up the scope of this strategic direction.

This year allowed for investigating a range of possible strategies and tools to support more effective and efficient communication across the school community. Focus on reviewing and assessing current practices and documents have formed a solid foundation for the development of future planning and strategies for improvement. Parent and Staff Information packages were developed to support the communication of school purpose and processes. The school's website was reviewed and redesigned to incorporate aspects of the new school planning model and associated strategic directions.

A range of Professional Learning activities were conducted to enhance staff knowledge and performance in catering for students with complex learning needs.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
A measured increase in parent satisfaction in communication processes, resulting in well informed parents/carers	<p>Draft parent and staff information booklets were developed and reviewed in relevant and meaningful contexts. Parent information booklets were trialed with new parents for 2016 student intake. Staff information booklets were introduced to support induction procedures for new staff.</p> <p>The existing school website was reviewed and updated based on findings. School-based apps were reviewed and trialed to determine parent interest and effectiveness in expanding communication capacity. School procedures were developed for classrooms, playground supervision, and student attendance monitoring.</p>	Nil

Measured increase in performance against the School Excellence Framework, Learning and Leading domains.	<p>Two staff were trained in Stephanie Alexander Kitchen Garden Program. These staff were also released from classroom duties to coordinate and introduce this program across the school.</p> <p>Professional learning was conducted in:</p> <ul style="list-style-type: none"> • incorporating Assistive technology into teaching and learning; • Performance and Development Framework; • Non-Violent Crisis Intervention; • Augmentative and Alternative Communication (AAC) systems to support students with complex communication needs; • CPR and emergency care • Anaphylaxis training • Child Protection • Code of Conduct • Work Health and Safety 	\$3000 (from Equity funds)
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Next steps

- Establishment of a School and Community Project Officer role, releasing a staff member off class to assist in conducting a range of consultation and school promotion activities.
- Development of a school promotional video to communicate the school purpose and mission
- Engage the services of TAFE horticulture and Best Employment Work For the Dole Program to further develop and implement plans for vegetable garden, orchard, chicken house, sensory garden, bush tucker garden and general garden areas.
- Continue to build on improved communication processes to increase access to information
- Strategic incorporation of a range of opportunities for parents, staff and students to engage in the National Disability Insurance Scheme (NDIS), which is due for rollout to our local area in July 2016.
- The school vision statement to be reviewed at a school development day
- Continued training and full implementation of the Stephanie Alexander Kitchen Garden Program across the school.

Strategic Direction 2

Student Profiling

Purpose

Highly individualised and specialised assessment of all students is required in order to fully support improved student outcomes in Life Skills, Curriculum and post school environments. Profiling of student performance across a number of areas enables better communication of student performance across settings and classes and allow for more targeted and effective personalised learning plans.

Overall summary of progress

School staff, family and local post school providers were surveyed at the beginning of the 2015 school year. All responses were collated and draft student profile was created for the purpose feedback from the above mentioned stakeholders.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Each setting has a clear overall profile of each student's abilities/achievements and support needs.	Surveyed stakeholders as to what relevant information should be included in a student profile. Collated the responses. Developed a draft profile.	Nil
Smooth students transition from one class/setting to another resulting in minimal disruption to learning and reduced points of low level supervision.	Established a time efficient, accessible, user friendly method of implementing student profiling. Put draft out for consultation. Collate responses to draft from: <ul style="list-style-type: none">• Staff;• Student/parents;• Community organisations.	Nil
Post school connections are developed to ensure ongoing support for students even after school.	The school has an experienced Itinerant Support Teacher Transition who has developed active partnerships and works collaboratively with post school providers to facilitate effective transitions to post school for our students.	Nil

Next steps

- Trial draft student profile;
- Assess the trial in collaboration with all relevant stakeholders;
- Adapt the profile based on feedback and to include specific, consistent and meaningful student assessment;
- Professional Learning activities involving both pre and post school providers.

Strategic Direction 3

Student Communication

Purpose

The ability to communicate is an essential skill for all students. At Bullimbal we recognise that all students communicate differently and may need a variety of supports to allow them to achieve our main goal of being able to communicate whatever they want, to whomever they want, whenever they want.

Overall summary of progress

Specialised Augmentative and Alternative Communication (AAC) strategy training has been planned for delivery to the entire school staff. The plan for training staff by a AAC specialist Speech Pathologist, Haylee Parfett, was delayed this year and held over until 2016 due to the trainer's availability.

The two Assistant Principals delivered AAC training in Pragmatic Organisation Dynamic Display (PODD) and Proloquo2Go at a School Development Day. The staff reported that the in-school training was beneficial in giving them confidence to trial one or both of the comprehensive communication systems in the classroom. Staff have increased their knowledge and have developed a better understanding of the communication needs of the students in their class. Staff are using /modelling at least one of these AAC systems with more knowledge and confidence.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Every student has a communication profile and tracking information process	Samples of profiles both online and for purchase have been gathered for critical analysis of Augmentative and Alternative Communication Assessment options.	Executive release
Alternative and Augmentative Communication (AAC) will be fully implemented (as appropriate) throughout the school day in all settings.	Haylee Parfett has been contacted to arrange some training for Regional Staff and Bullimbal Staff around Proloquo2Go and PODD (Pragmatic, Organization, Dynamic Displays). It has been difficult to coordinate dates so will be held over until 2016. A School Development day was utilized to begin the process of instructing staff so that they had confidence to trial these communication systems in their classrooms. This day was presented by the two Assistant Principals.	\$50
Students are observed to be communicating whatever they want, to whomever they want,	A School Learning Support Officer was employed for a period of 7 days to begin the process of compiling samples of each PODD book for staff to trial and conduct assessments with their students. This remains	\$1785

whenever they want. in a variety of settings and times throughout the day.	in progress to continue in 2016.	
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Next steps

- The training with Haylee Parfett (Speech Pathologist and Augmentative and Alternative Communication specialist) will be scheduled for early term 2 in 2016.
- Communication Team will continue to research into communication assessment strategies for staff to use with all students across the school. A school policy for AAC assessment and implementation will be developed to provide for increased consistency in implementation across the school and improved student outcomes.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Providing support in literacy and numeracy through personalised learning programs for all Aboriginal students.</p> <p>Additional executive release from face to face to support classroom teachers in developing individualised student profiles and catering for students' individual needs.</p>	<p>90% of students who identify as being Aboriginal have a highly individualised personalised learning plan.</p> <p>Bullimbal has developed active partnerships and works collaboratively with post school providers to facilitate effective transitions to post school for our students.</p>	<p>\$10493</p>
<p>Socio-economic funding</p>	<p>Funding was used towards providing extra support for students particularly in the areas of Literacy and Numeracy. This support was largely in the form of learning materials and resources such as software, hardware, textbooks and specialised instructional programs.</p> <p>Student support was also given to low income families to help with funding excursions, and other school based activities so that the students could participate.</p> <p>The school used its equity teacher allocation (0.1) to provide additional RFF to support executive staff to monitor and enhance teaching standards and student learning outcomes</p>	<p>\$14655</p> <p>\$10050</p>
Other school focus areas	Impact achieved this year	Resources (annual)
<p>Every Student Every School: SSPs as Centres of Expertise</p>	<p>In 2015 Every Student Every School funds provided opportunities to further the school's Assistive Technology Assessment Toolbox (ATAT) project including;</p> <ul style="list-style-type: none"> opportunities for research into updates and advances in technology for Children with Special Needs; the purchasing of apps for the iPads and resources to keep both the iPad and computer software and operating systems updated; technology support to other schools when requested through the use of the Assistive Technology Assessment Toolbox. 	

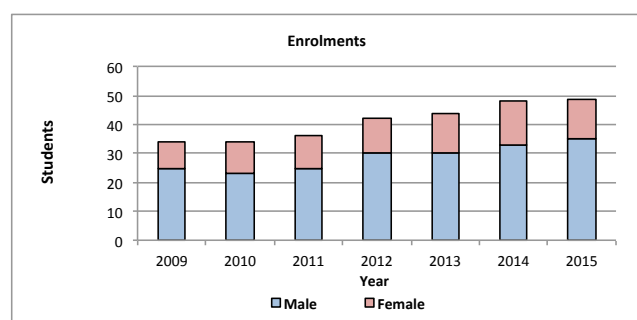
Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	25	23	25	30	30	33	35
Female	9	11	11	12	14	15	14



Post-school destinations

Two students completed their HSC in Life Skills in 2015 and graduated, and transitioned into Post-School placements funded through the Community Participation program. These students and their parents and members of their individual Learning Support Team chose Post-School Service Providers that would best suit the individual needs, goals and aspirations of each student. Both students engaged in a successful transition program from school to their post-school environment commencing in Term 3 and concluding in Term 4.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5
School Learning Support Officer(s)	7
Itinerant Support Teacher (Transition)	1
Teacher Librarian	0.2
School Counsellor	0.1
School Administrative & Support Staff	1.4
Other positions - Equity	0.1
Total	17.8

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

During 2015 Bullimbal had one staff member that identified as Aboriginal.

Workforce retention

In 2015 our Principal retired and this position was filled in a relieving capacity by one of our Assistant Principals. A permanent teacher took on the role of Relieving Assistant Principal at this time. One of our SLSOs remained on maternity leave throughout 2015.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	90

Financial information

Financial summary for 229 (SAP) schools

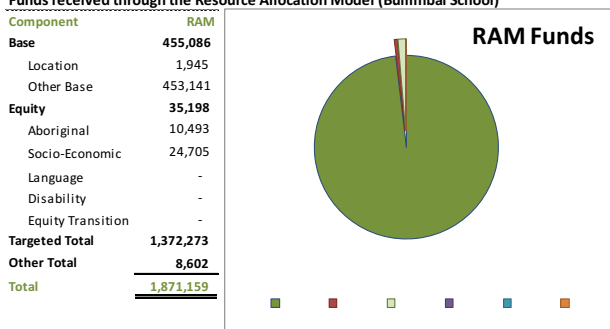
Financial Summary for the Year Ended 31 December 2015 (Bullimbal School)*

	2015 Actual (\$)
Opening Balance	68,045
Revenue	1,988,369
Appropriation	1,949,592
Sale of Goods and Services	4,306
Grants and Contributions	33,383
Investment Income	1,087
Gain and loss	-
Other Revenue	-
Expenses	(1,858,990)
Recurrent Expenses	
Employee Related	(1,715,979)
Operating Expenses	(143,012)
Capital Expenses	
Employee Related	-
Operating Expenses	-
Surplus/Deficit for the Year	129,378
Balance Carried Forward	197,423

* date source: Schools Finance - Learning and Business

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 January 2015 to 31 December 2015.

Funds received through the Resource Allocation Model (Bullimbal School)



The RAM data is the main component on the "Appropriation" section of the Financial Summary above. A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Bullimbal Parents are satisfied with the level of communication that happens between school and home. A number of parents continue to express their desire to use email as their preferred mode of

communication. Based on a discussion with a targeted group of parents a trial for a school app will occur next year.

Based on informal discussions with students at Bullimbal, results show that most students are happy to come to school each day and enjoy the activities that they are involved in, in the classroom. A few students asked for more activities for the playground and more out of school events such as discos. These will be looked into in 2016.

All staff have reported that they are satisfied with the level of training and support opportunities that they were offered in 2015. In supervision meetings it was also reported that staff were generally content with the way issues were dealt with and they were done in a timely manner. Staff satisfaction was conveyed around the progress that the school has made towards meeting the directions in the school plan.

Policy requirements

Aboriginal education

Bullimbal School has implemented an array of programs for all Aboriginal students to improve outcomes in Literacy and Numeracy, Cultural and Social activities. These programs have been implemented through a combination of Aboriginal background and low socio economic funds.

In 2015, Bullimbal School had an enrolment of 12 Aboriginal students (24.5%).

All Aboriginal students and their families were invited to participate in a joint meeting to formalise a Personal Learning Plan, with Literacy, Numeracy and personal development as the main focus areas.

Multicultural Education and Anti-racism

Bullimbal School promotes culturally inclusive classrooms and school practices. Programs nurture the students' understanding of culture and cultural diversity.

Visits from Musica Viva gave the students an opportunity to be immersed in some cultural activities. During 2015 some classes were also involved in some belly dancing instruction from a local teacher giving them an insight into another cultural activity. Students performed some of what they learnt at our Family Fun Fair towards the end of the year.

The Anti –Racism Contact Officer (ARCO) was always available for staff, students and parents/carers if they required support in any way throughout the year.

Other school programs

Every Student Every School

Bullimbal has received funding through the Every Student Every School: SSPs as Centres of Expertise program to develop a project to support the work of regular schools in catering for the needs of students with disabilities and complex learning needs. Bullimbal continues to support other schools in the local area with assistive technology through the Assistive Technology Assessment Toolbox (ATAT). Items from the Toolbox have been borrowed for trial with students from a number of schools in 2015. Our aim is to continue this support by keeping the items in the toolboxes current and up to date and to regularly update the website that goes with the Toolbox.

Assistive technology

In 2015 all staff were offered training in Assistive Technology on a fortnightly basis. This was well attended by teaching staff and occasionally by Student Learning Support Officers. The result of this training is that more assistive technology is being used confidently across the school and some great learning outcomes are being achieved by our Students via this technology. This training will continue fortnightly in 2016 and will be open to all Bullimbal Staff. Staff from other schools would also be welcome to attend sessions of interest if this would be of value to them.

Stephanie Alexander Kitchen Garden Program

Two staff members were trained in the Stephanie Alexander Kitchen Garden Program with the view of

further enhancing and building upon existing gardening and cooking living skills programs within Personal Development Health and Physical Education and Food Technology curriculum.

Achievements in the arts and sport: Creative Arts in Public Education Regional Spectacular (CAPERS)

In 2015 Bullimbal participated in CAPERS. For the first time our involvement was a stand alone item rather than joining in on another school's performance, as we have done in the past. The staff at Bullimbal choreographed the routine and staff and parents organized and made all costume items. By our request two featured artists danced with a Bullimbal student to assist in telling the story of the struggle individuals face in overcoming barriers to achieving their goals. A student from Oxley High School created a stop-motion animation and special effects to further enhance the story. All students involved enjoyed the event and parents and other audience members reported that they were moved by our performance.