

School Code:

5569



Education &  
Communities

2021

# Bullimbal Public School for Specific Purposes

## Annual School Report



# Messages

## Principal's message

2011 was the year that we really began to settle into our new school. After overcoming some minor issues our staff and students were able to adjust themselves to their new surroundings and make their stamp on their new school.

The raised garden beds began to flourish, our hydrotherapy pool timetable began to fill with users from other schools and post school options, our Sensory Integration Room was opened due to the generosity of the Tamworth Masons and Masonicare and the dedicated work of a group of staff. Our Family Assemblies became much anticipated events held twice a term in B Block, technology through the use of iPads developed rapidly in each classroom and teachers worked extensively with students on individually learning plans.

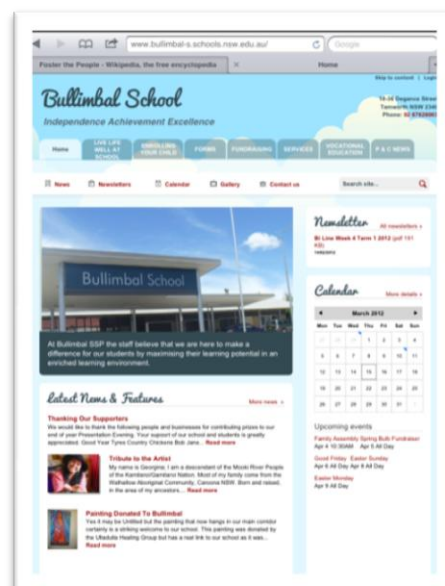
Our plans started to come together and we all became used to our new surroundings. A visit by staff to our dear old school in Johnston Street begged the question "How were we ever able to work at our old school".

We completed our 2009- 2011 Improvement Plan and were encouraged by how much we had learnt and changed in our schools performance. I am tremendously excited about the priorities that we are setting for our 2012-2014 Improvement Plan and the changes it will bring to our schools operation. Our Planning and Review meetings continued to report to parents the progress that their children had made in all Key Learning Areas as well as address issues such as technology access, mobility, work experience, therapy, respite and health issues. Again we were supported by other government and non-government agencies in assisting parents to make informed decisions in planning activities.

Personally I was thrilled to receive the New England Region's Leadership Fellowship which will allow me to travel to schools in England in 2012 to see how parents are actively engaged in positive relationships. I will visit several schools who have won National Awards for their work in this area.

2011 was also a year which saw the re establishment of our school Parent and Citizens Association. Our congratulations to our newly

elected executive and we are now at a stage of developing meeting types and times to best suit all of our parent's body. It is envisaged that our School Council will continue to meet and work closely with school staff on issues regarding our school.

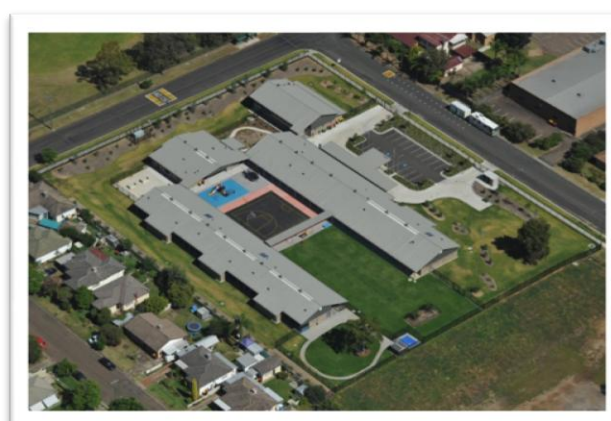


After several efforts we were successful in placing our website online and over the next twelve months this website will continue to grow with more information about our school and relevant resources for parents.

I am sure you will find our Annual School Report for 2011 to be both informative about our school and incisive regarding our endeavours to provide a great education for our students

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Principal: Mal Donald**



## P & C message

Building on the good work of our School Council, our first P&C in the new school was elected in October 2011. Consisting of President - Steve Bartlett, Vice President - Bev Bartlett, Secretary- Natasha Dietrich, Assistant Secretary - Marnie Aiken, Treasurer - Sue Woodhart. Day and evening meetings will be held the last Wednesday of the month at 10.30am alternating to next month 6.30pm which will allow all parents/carers to attend or submit ideas. To join our P&C is \$2 per year, which goes to our school and helps our students, so come along and support them.

The P&C goals are better communication between school and home and information sharing at our meetings with guest speakers as well as raise funds for the school. The school's web site has been updated, thank you Tracey.

<http://www.bullimbal-s.schools.nsw.edu.au>

Our Open Day on the 26<sup>th</sup> November 2011 was postponed due to heavy rain and carried over until Saturday 10<sup>th</sup> March 2012. Many thanks to all who donated and volunteered their time. With everyone's help we can organize events through the year. A big Thank you to Tracey and Tanya at the front office for their help and friendly smiles in greeting everyone at Bullimbal.

**Steve Bartlett - P&C President**



## School context

### Student information

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

### Student enrolment profile

Gender	2009	2010	2011
Male	25	23	27
Female	9	12	11

### Structure of classes

Our school continued to be classified as a SSP4 during 2011. Our enrolments did diminish due to several families moving from Tamworth due to work opportunities. We are confident that enrollments in 2012 will be approximately 40 and this will see us continue to have six classes.

A teacher and a School Learning Support Officer staff each class and placement of students is determined by the age of the student.

Regional and State funding allow us to provide part time School Learning Support Officers to each class.

We will continue to liaise with Regional Office in regards the possibility of forming a seventh class sometime in the future.

### Post-school destinations

Two students were enrolled in Year 12 in 2011 and both of these students were placed in Post School Programs commencing in January 2012. We are extremely grateful to the Itinerant Support Teacher for Transition who assists our parents in all stages of transition. Be it planning, funding applications or visiting various post school service providers this service is highly regarded and appreciated by our school community.





## Staff information

### Staff establishment

Position	Number
Principal	1
Assistant Principals	2
Classroom Teachers	4
Teacher Librarian	0.2
Itinerant Support Teacher (Transition)	0.6
Teacher (Relief from Face to Face)	0.8
Priority Schools Fund Teacher	0.1
Counsellor	0.05
School Administration Manager	1.0
School Administration Officer	0.4
School Learning Support Officers	6
<b>TOTAL</b>	<b>16.15</b>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At present there is one staff member who identifies as Aboriginal in the Bullimbal staff.

### Staff retention

Two of our School Learning Support Officers were transferred to other schools during 2011. These vacancies will be filled in 2012. All other SASS position remained the same.

Teaching positions and personnel remained the same for 2011 and it is envisaged that there will be no changes in this area in 2012.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	100%

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	147 598.05
Global funds	124 550.64
Tied funds	61 581.97
School & community sources	38 387.62
Interest	7 040.77
Trust receipts	3 653.30
Canteen	0.00
<b>Total income</b>	<b>382 812.35</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	17 711.87
Excursions	4 924.94
Extra curricular dissections	30 537.00
Library	2 998.56
Training & development	10 657.32
Tied funds	65 220.03
Casual relief teachers	38 043.76
Administration & office	61 343.82
School-operated canteen	0.00
Utilities	44 082.16
Maintenance	11 179.62
Trust accounts	3 949.96
Capital programs	6 727.27
<b>Total expenditure</b>	<b>297 376.31</b>
<b>Balance carried forward</b>	<b>85 436.04</b>



A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

## School performance 2011

### Achievements

#### Arts

As in previous years Musica Viva inspired the students at Bullimbal. This year the two performances were *Song Company* and *Teranga*. *Song Company* is a four voice A cappella ensemble performing vocal music from the 10<sup>th</sup> century to the present day. *Teranga* uses dance, percussion and other instruments to take students on a musical journey to the heart of Africa. Each of these performances cover many of the outcomes from the Creative Arts, English and Mathematics K-10 syllabus documents.

Four students from Homebase 6 submitted artworks to the Challenge 'Colour My World' competition. Photographs were taken looking at the colours in our school garden with some students deciding to use special effects. Congratulations to one student for winning an encouragement award.



A highlight of the Bullimbal School year is our annual presentation night where Cineliteracy projects are shown to parents and friends.

This year the theme for these projects was musicals. The films were a result of students working on

various aspects of film development and gaining literacy skills at the same time. Students, staff and parents report that these performances are a fantastic way to finish off a year of hard work.



#### Excursions

Students from Year 10, 11 and 12 ventured to Sydney Olympic Park for a four day trip in 2011, made possible by funding from the Sydney Olympic Park Authority which covered accommodation, meals and many activities during this interesting Science oriented excursion. Our students undertook a video link to Carenne Special School in Bathurst ahead of the excursion to introduce ourselves and meet their students and staff. Bullimbal had a visit by a team of City Rail Transit Officers whom we met and did several short City Rail trips with in Sydney. Excursion highlights included travel by bus, train, monorail and ferry; visits to the Aquatic Centre that hosted the Olympic Games in



2000, the Powerhouse Museum, Sydney Aquarium, and historic Newington Armoury. Our students worked alongside students from other school to undertake several renewable energy science experiments.



Local excursions were also undertaken by various class groups to add a practical aspect to concepts investigated in the classroom. Social and procedural stories were used ahead of excursions to the Tamworth Ten Pin Bowl, Disability Expo, restaurants, movies, and shopping at Southgate Shopping Centre to ensure good student understanding of what would be happening and what expectations we had of them on out of the school.

### **Sport**

Several senior school students again represented Bullimbal at the annual BHP Billiton/Challenge Disabilities Swimming Carnival in Gunnedah. The full day event resulted in many medals and a

student gaining a championship trophy for the second year in a row.

This year our Sports Carnival was held in the school grounds for the first time. This made management of the students needs a lot easier for all. The day saw many parents and friends come to spectate and cheer on the students as they competed in a number of track events and a few novelty ones. The winning house for 2011 was Milton.

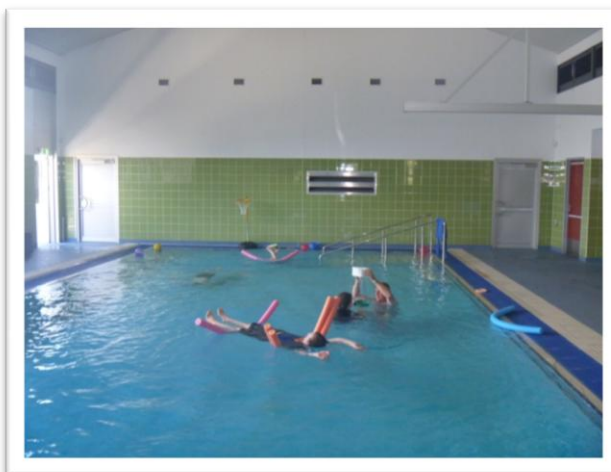
In 2011 Bullimbal participated in the Coles Sports for Schools voucher promotion. This promotion resulted in the purchase of a range of sporting equipment for the students.







Formal water confidence, swimming and therapy programs have been successfully implemented into the weekly timetable at Bullimbal. Ninety seven percent of students access the pool on a weekly basis for various hydrotherapy programs and swimming lessons.



The Riding for the Disabled program continued throughout terms 2 and 3 in 2011. This program was accessed by at least half of the school with the remainder participating in organised physical education programs at school during this time.



## Priority Schools Program

### Background

Bullimbal School continues to receive Priority Schools Program (PSP) funding to support Literacy and Numeracy programs across the school. The majority of the general funding from this program was used to employ an additional School Learning Support Officer (SLSO) to provide extra support to all students in improving Literacy and Numeracy outcomes. A teacher supplementation allocation (0.1) was also provided through PSP funding.

### Findings and Conclusions

In 2011 the implementation of the Priority Schools Program and associated funding has resulted in:

- The provision of additional staffing in classrooms to support each student's individual Literacy and Numeracy programs;
- Improvements in Literacy and Numeracy outcomes as evidenced by students achieving goals and targets set in their Individual Learning Plans;
- The ongoing development of teaching resources to support implementation of the Mary Brooksbank and Holroyd School's Numeracy Framework in all classrooms;
- The ongoing development of specialised teaching resources to support Literacy;
- programs in all classrooms such as reading resources to support and reinforce concepts from Interactive Reading Books;
- The use of teacher supplementation funding to release teaching staff to provide support and training in the use and incorporation of hardware and software technologies into teaching and learning activities. In particular the application of iPads into classrooms to support Literacy and Numeracy and communication programs was a focus;
- The provision of parent training in the use of iPads to support learning at home

and to explain the classroom use of these devices; and,

- Ongoing use of and refinement of the Cineliteracy program as a tool to improve student Literacy outcomes.

### **Future Directions:**

In 2012 the school will continue to improve and expand its PSP program through:



- The purchase of additional specialised teaching resources to support Literacy programs for students with intellectual disabilities including From MeVile to WeVile, The Four Blocks Literacy program and Chat Now;
- Allocating some of our teacher supplementation funding to allow for both Assistant Principals to attend and present at the Spectronics Inclusive Learning Technologies conference in May, 2012. Attendance at the previous conference in 2010 by one Assistant Principal was seen as having a significant effect in providing strategies across the school that have resulted in improving and expanding the use of technology in supporting students with high support needs to achieve improved results in Literacy and Numeracy; and,
- The provision of further training to parents relating to strategies to help better support their child's learning in Literacy and Numeracy.

## **Significant programs and initiatives**

### **Aboriginal and Multi Cultural Education**

The school continued to acknowledge aboriginal culture and multiculturalism in 2011 through the curriculum. For example, the senior students completed a unit on the Colonisation of Australia and the effect of this on the Aboriginal people in Human Society and Its Environment.

The bush tucker garden has continued its development at the front of the school with a pathway being constructed in 2011. During 2012 the plan is to begin the planting process of a number of Australian native and 'Bush Tucker' flora.

One Assistant Principal attended The Regional Aboriginal Education Conference and presented a workshop on using film to enhance literacy outcomes.

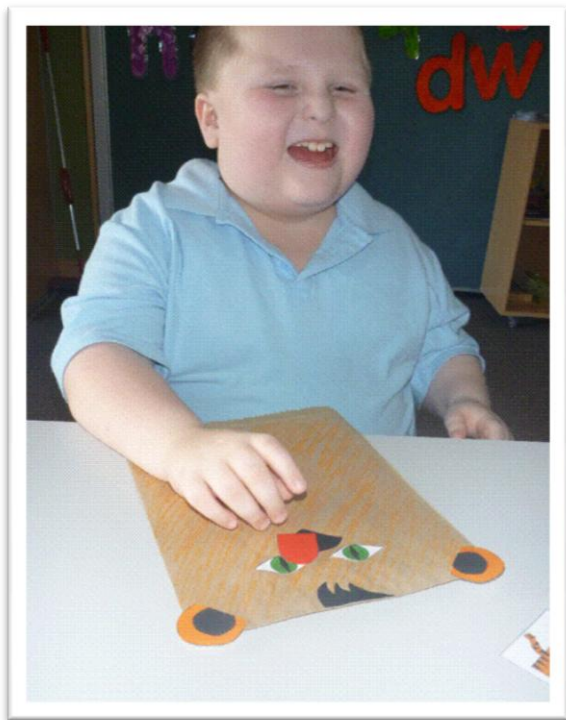
Harmony Day was celebrated with a Multicultural themed dress-up day. Students came to school in traditional dress from all over the world. As a memento of the day the students produced a rainbow wall mural to be hung in the breezeway of the school featuring the handprints of all students, staff and some parents.





## Respect and Responsibility

In 2011 our students were involved in many fund raising events for charity organisations such as the NSW Cancer Council, Fred Hollows Foundation and fundraisers for Cystic Fibrosis and Jeans for Genes day.



The delivery of the PE PD Health Curriculum allowed teachers to work with students regarding how we treat each others, staying in my space, respect for others and how best to communicate your needs.



## Progress on 2011 targets

### Target 1

***To implement appropriate numeracy teaching and assessment strategies to demonstrate improvement in student performance.***

This target recognises that students with moderate and severe intellectual disabilities frequently make performance gains that are difficult to measure using regular curriculum outcomes alone.

Our achievements include:

- The making up of 6 class sets of Numeracy Framework activities, which has involved extensive photocopying, cutting and laminating and is aimed at students working below early stage 1 outcomes in Numeracy. Unfortunately this process has taken longer than anticipated and therefore we have yet to implement the program;
- The school continues to use the P-scales as a means of measuring performance gains in small increments, and,
- 2 staff members received training in Count Me In Too (CMIT) and will pass on their learning to staff in a staff development day in 2012.

### Target 2

***To increase the use of assistive technology to improve student learning outcomes across all key learning areas.***



This target represents an ongoing focus for our school as providing access to appropriate assistive technology allows students with complex support needs to better access the curriculum and achieve outcomes across all Key Learning Areas.



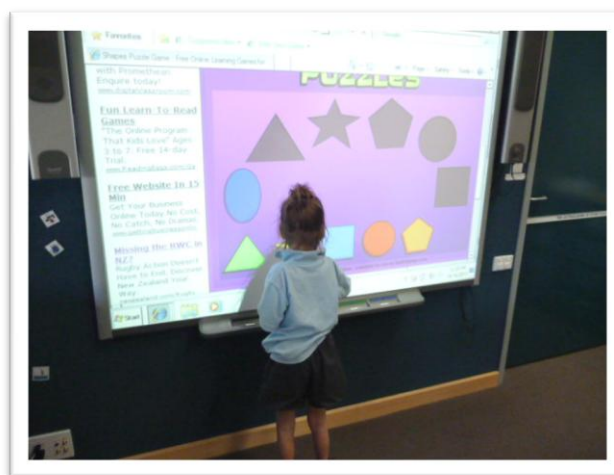
Our achievements included:

The ongoing provision of Teacher Professional Learning in incorporating assistive technology into learning activities based on staff identified priorities;

- Provision of parent training in the use of iPads to support students' learning at school and home;
- Assistant Principals presented four training workshops at the regional iTEC conference in Term 4 in the areas of Film Making, iPads in Education and Assistive Technology;
- Staff reporting an increase in their use of technology as a learning tool and in their confidence in its use; and,
- Demonstrated improvement in student learning outcomes against goals and priorities identified in Individual Learning Plans.

### Target 3

***Increase awareness of issues faced by the aboriginal community and how our school will work to optimise outcomes for our aboriginal students.***



This target relied in presentations for the Aboriginal Community Liaison Officer at Staff Development Days and a commitment from Namoi Regional Catchment Authority Officers and our staff.

Our achievements included:

- Attendance at Regional Aboriginal Education Conference by one member of our school executive;
- The Aboriginal Education Policy was revisited and individual targets were set for our aboriginal students in literacy and numeracy. Staff reported that presentations at Staff Development Days were useful in their understanding of aboriginal culture. At Individual Planning and Review meetings we returned a 100% attendance of parents of our aboriginal students where staff reported that students were working towards achieving outcomes in literacy and numeracy;
- Our Bush Tucker Garden had the path completed and area for planting designated. A decision to delay planting until autumn 2012 was made to ensure a greater chance of survival of species to be planted;
- Staff report that reference to aboriginal culture, art, settlement and history now features more strongly in

individual lessons given to our students;

- Commitment to completing our Bush Tucker Garden in 2012 including totems and a smoking ceremony at the official opening; and,
- A greater emphasis on NADOC week each year.

## Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of

### Educational and management practice

#### Background

Each year Bullimbal school staff complete an evaluation on educational and management practice. This year staff evaluated the standards that staff have in regards to the work that they do with students and each other every day.

Standards refer to the “level of quality accepted as the norm”. Our standards for working with students with disabilities need to be one of a high quality to be acceptable. Our standards for curriculum work are set by the NSW Board of Studies and are adhered to by teaching staff in the work that they set in the classroom. Standards on how we look, how we present our classrooms, how we conduct ourselves professionally and what we expect from our peers and the expectations we have regarding our students work was the focus of the survey.



#### Findings and conclusions

##### Staff responses were:

- An overwhelming majority of staff reported that they understood what standards are acceptable in their dress, formal communication with parents, planning and review meetings and how to report issues to their supervisors;
- 80% of staff felt that they understood the standards that are outlined in the DEC publication “The Code of Conduct” but only 20% could remember being involved in the training of this document;
- 40% of staff felt that classrooms and work areas were attractive and well presented all of the time while 60% of staff felt that this was the case most of the time;
- Staff were divided when reporting if they conducted themselves professionally with 50% reporting all of the time and 50% reporting most of the time;
- When asked if students were involved in quality lessons 20% of staff totally agreed, 53% agreed and 27% felt that the provision of quality lessons was inconsistent; and,
- Asked if our students worked to their potential due to staff having high expectations 27% of staff totally agreed,



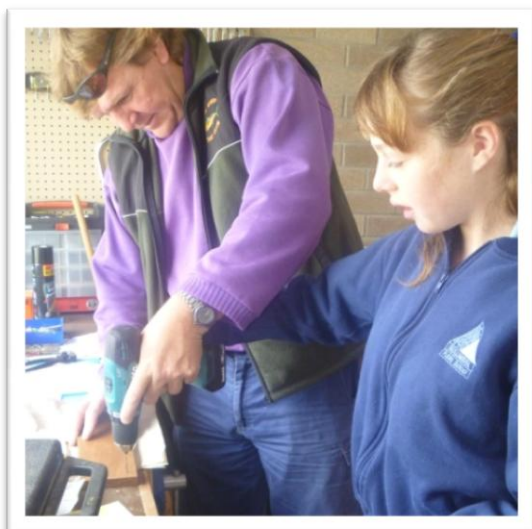
40% agreed and 33% of staff reported that high expectations were inconsistent.

#### Future Directions:

- A publication on standards at Bullimbal will be completed for staff consultation and then distribution in 2012;
- Training in “The Code of Conduct” will be scheduled for the second Staff Development Day in 2012 with follow up discussions at staff meetings;
- A small team of School Learning Support Officers will produce a roles and responsibilities document which includes appropriate standards;
- Teachers will revisit the quality teaching framework and the school’s quality teaching programming proforma and discuss the high expectations that they have of their students in their classroom work; and,
- Staff will have high expectations on the work that students will do at work experience and volunteering placement.

#### Curriculum

Each year staff at Bullimbal School evaluates one curriculum area. In 2011 Human Society and Its Environment was evaluated to ascertain teachers’ strategies for lesson development and the use of resources in planning.



#### Background

Human Society and Its Environment (HSIE) for our school cohort is taught as part of curriculum groups where teachers have an allocated curriculum to teach across the week. One staff member is responsible for teaching HSIE to students from 7-12 across three senior school classes and one staff member teaches this subject to students from K- 6 to the three junior school classes. These teachers were interviewed as a way of gaining feedback, which will improve the delivery of HSIE across the entire school.



## Findings and Conclusions

Both staff members teaching HSIE reported that they have been teaching this subject area across the school for more than three years and while one staff member was enjoying the subject and was willing to continue to teach it, the other staff member was feeling less enthusiastic and was perhaps ready for a change in subject specialisation.

Neither teacher had any professional Learning in HSIE and it was stated that there wasn't any on offer that focused on students with special needs. It was felt that it may be beneficial to work with other SSP's to share ideas and jointly develop resources. Both teachers felt that the school's current resources and those that are commercially available are inadequate as they require significant adaptations to be of value to the lessons.

When developing units of work for the students staff reported that they had an adequate understanding of the syllabus document and that lessons were mostly established using both the syllabus and their own ideas as Board of Studies units of work were generally not suitable for the majority of students without significant adaptations. In particular, staff noted the difficulty in adequately communicating certain HSIE concepts to students with high support needs.

Staff were aware that a scope and sequence developed by the school was available for use but neither was using it as they felt that it was unsuitable and required some improvement. Teachers felt that there needs to be a separate scope and sequence for Primary and High School students which reflects our current structure of the implementation of the HSIE curriculum.

## Future Directions

From this evaluation these actions will be taken:

- Provision of opportunities for Bullimbal staff to liaise with staff from other SSP's to share ideas and jointly develop resources for HSIE lesson development;

- Further discussions on when staff should change their specialised subject; and,
- Development of a scope and sequence for 7-10 and amendments to the current k-6 scope and sequence to better suit the needs of the students across the school.

## Other evaluations

### Parent, student, and teacher satisfaction

Staff and parents were given a written survey, which asked questions regarding how satisfied they were with our school. Students were taken through an oral survey, which asked questions about their thoughts regarding school.

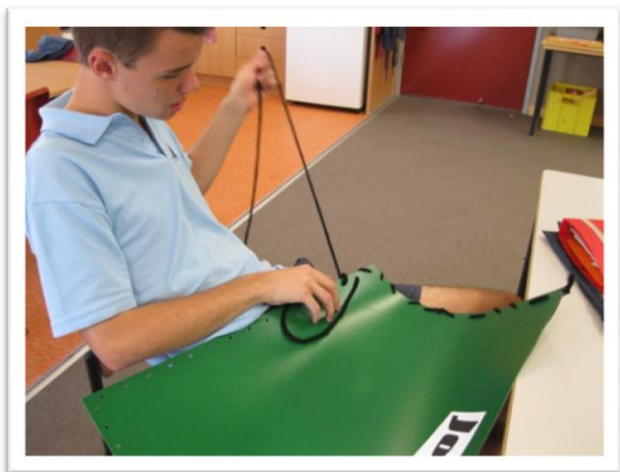
The parent survey received a 70% response rate, which was down on previous years. In 2012 staff will ask parents to fill out their staff satisfaction survey following Review and Planning meetings. This will, we hope, lead to a greater response rate and a clearer idea of the satisfaction of all parents.



Responses from parents showed:

- Students were happy to come school with one respondent commenting that some days happy some days not;
- Parents felt that support staff were very approachable and allowed time to talk to parents regarding their child and any problems that they may be encountering;

- Parents found teaching staff approachable and happy to listen to issues raised by parents. Again parents commented on the value of Planning and Review meetings. Parents appreciated phone calls from school staff and communication books;



- Parents responded that they found the school executive approachable and willing to listen to any problems that parents may have regarding their child. Parents responded by indicating that the principal made himself available and returned phone calls promptly; and,
- Parents found the office staff to be extremely friendly, willing to listen and only too happy to assist with any enquiries and issues that parents may have with their child.

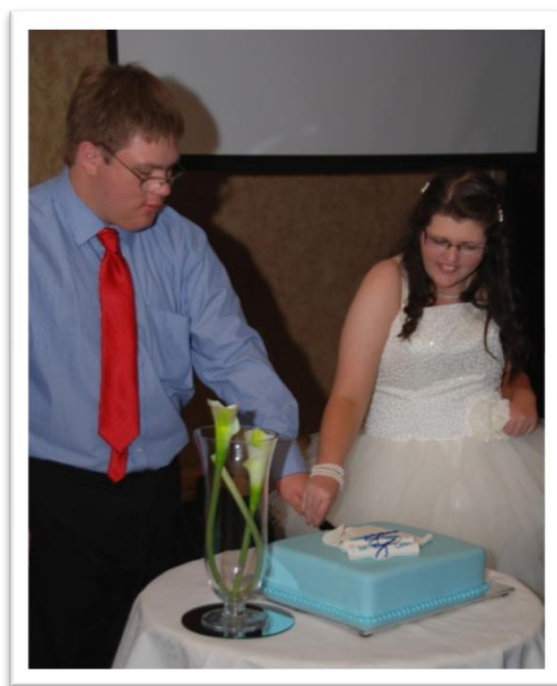
Responses from staff showed:

- All staff agreed that they enjoyed coming to work every day and that they felt supported in their work by other staff members;
- Staff felt at ease asking for help and assistance but one staff member reported that this can be inconsistent;
- Staff felt that the School Executive mostly understood their work and they were included in staff discussions. Work will be

done in 2012 to ensure that all staff felt that their opinion is valued;

- Staff reported that they understood their roles and responsibilities and working with the students at our school;
- Staff overwhelmingly reported that they were doing the best possible job that they could and that they contributed to the school being a great place for children with disabilities to learn;
- Staff felt that generally their professional learning was adequate but some staff reported that more could be done to fulfil their needs. In 2012 a more rigorous evaluation of Staff Development Days and professional learning activities will be organised to assess if activities do meet the needs of staff; and,
- Staff felt supported by the principal in their work at that the school was a happy and supportive place to work.

Continued work will occur in 2012 to ensure that quality lessons lead to students working to their potential. This will be an ongoing focus of our School Improvement Plan.





A sample of students (60%) were surveyed on questions which related to what they liked and didn't like about school and what improvements could be made to our school from their perspective.

Responses from our students were:

- Students liked coming to school;
- They rated play equipment, iPads, bikes, playing with their friends, the people and cooking as the best things about school.
- Students enjoyed playing in the playground and reported that teachers were always available to help them;
- Students reported that they really enjoyed using iPads at school but no other favourite activity emerged as being overwhelmingly popular;
- Swimming and RDA were reported as activities that junior school members really enjoyed;
- When asked what would make the school a better place answers included a swing area, more new books, bike jumps and ten pin bowling in the playground; and,
- All students reported that they felt safe at school.

## Professional learning

All staff at Bullimbal School are involved in professional learning activities throughout the year either at Staff Development Days, after school staff meetings, weekend training days or regional or state conferences and online learning activities.

These activities are either mandatory training or activities that have been identified by the school executive in consultation with staff as being beneficial in maximising student's outcomes at school.

Our school is provided with a budget by the Department of Education and Communities on which we must report not only expenditure but also how our professional learning has had an impact on students learning.

Each teacher's professional learning is aligned to his or her Teachers Assessment Schedule and linked to the NSW Teaching Standards.

Professional Learning activities for 2011 included:

- Child protection training
- Goal setting
- Aboriginal Education Policy
- Aboriginal Cultural Perspectives
- Dealing with Prescribed Medications
- Drumbeat
- Cineliteracy development
- Literacy and Numeracy strategies
- Anaphylaxis training
- CPR and Emergency Training
- Understanding Post School Options programs.



One of our Assistant Principals and our Principal attended the annual Special Education Leaders conference in Sydney. This conference specialises in work done by SSP's across NSW with best practice programs and leadership in special schools being the key agenda items.

Our Assistant Principals presented at two regional conferences in best use of technology for students with disabilities and our principal received the New England Region Fellowship Laurie Murphy Award to study excellent school parent relationship in the UK in 2012.

The average expenditure for teachers in professional learning for 2011 from both school and state allocated funds was \$1778.00. The average expenditure for SASS from a budget from school funds was \$191.00.

### **School Development 2009-2011.**

2011 was the final year of our current improvement plan. This plan reflected state and regional priorities but included information regarding our school such as school context and our purpose and the targets that we had set ourselves over the three-year period.

Our priorities for this three-year period were literacy and numeracy, student behaviour and engagement, teacher quality, school leadership and the capacity for school improvement, connected learning, use of technology in the classroom and a successful move to our new school.

An evaluation of these targets demonstrated that targets for our next School Improvement Plan 2012-2014 need to be more precise and exacting.

For example our new target for literacy and numeracy sets an increase of a 5% improvement in literacy and numeracy skills and in behaviour learning a decrease of 10% of inappropriate behaviours.

Our 2012-14 Improvement Plan will be ready for parent comment in April 2012. This plan will include targets in literacy and numeracy, transition, working with students with complex needs, technology, the relationship between communication, behaviour and learning and engagement of parents.



## **School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### **State Priority 1**

Literacy and Numeracy

Outcome for 2012 -2014

**Improved levels of performance in Literacy and Numeracy for all students.**

Bullimbal School staff have continued to ensure that appropriate literacy and numeracy activities are central to the individualised learning plans of our students.

2012 targets to achieve this outcome are:

Measured student performance in Literacy and Numeracy using appropriate standardised, school and curriculum based assessments for all students will show a 5% increase for students over a twelve-month period.

Strategies to achieve these targets are:

- Implementation of whole school policy and program for the teaching Literacy;
- Professional learning activities in phonemic awareness
- Professional learning of literacy outcomes for students working below ES1;
- Greater use TALE & PSP websites;
- Professional learning in language and speech development;
- Use of consultants from Regional Office to establish viability of other assessment resources and quality teaching assessment.
- Consistency of testing and assessment;
- More efficient methods of conveying results each year (academics) to the child's new teacher;
- Organising a central registry for numeracy resources so staff are all are of exactly what resources are available to them and their students. We envisage a central location cataloguing system;
- Sequential use of technology (choose it ready made); and
- Precision academics – logging down which books have been done.



## State Priority 2

Engagement and Attainment

Outcome for 2012-14

**Improved integration of technology into class and individual student programs.**

2012 targets to reach this outcome are:

Technology access planned and identified in each students' Individual Learning Plan.

Sensory integration therapy planned and identified in each students' Individual Learning Plan.

Strategies to achieve these targets include:

- Provision of ongoing training in the incorporation of technology into Teaching and Learning activities;
- Planning and infrastructure to provide better staff and student access to a range of technology;
- Revision of the current DER funding arrangements to provide student access to specialised assistive technology at home and school;
- Provision of training in the use of Sensory Integration Therapy to support learning for students with complex support needs; and,
- Development of a framework to identify individual student needs relating to technology use.





## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mal Donald, Principal

Trish Carr, Assistant Principal

Brett Pearson, Assistant Principal

Steve Bartlett, P&C President

### School contact information

Bullimbal Public School

18-36 Degance Street

Tamworth

NSW 2340

Ph: 0267628003

Fax: 0267628007

Email: [Bullimbal-s.schools@det.nsw.edu.au](mailto:Bullimbal-s.schools@det.nsw.edu.au)

Web: [www.bullimbal-s.schools.nsw.edu](http://www.bullimbal-s.schools.nsw.edu)

School Code: 5569

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>