

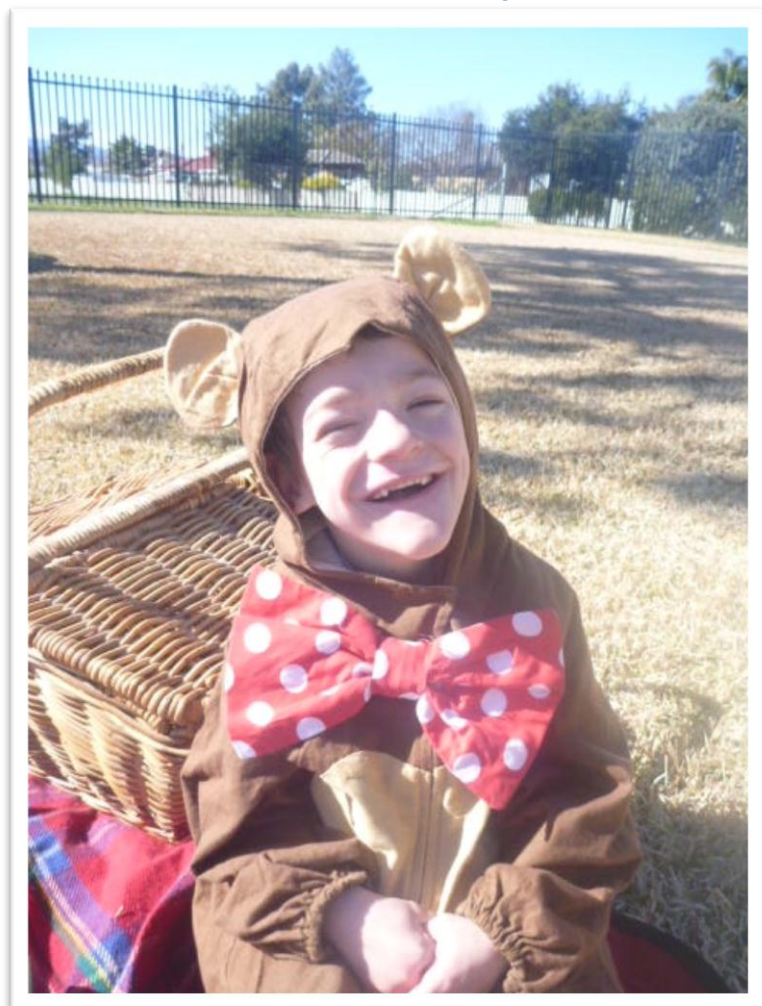
Education &
Communities

Public Schools NSW

5569

Bullimbal Public School for Specific Purposes

Annual School Report



2012



Messages

Principal's message

Our school celebrated its second birthday in our new school in 2012. This was a time to reflect on the massive transition from our old to new school and really understand how our new facilities are making a difference for both students and staff.

Many people visited our school to look at the innovative teaching and learning programs and technology that is implemented at our school. Students from the University of Sydney, Tamworth TAFE and from the University of Newcastle Medical Outreach program had placements at our school. Our two Assistant Principals presented at both regional and state conferences on the use of technology in the classroom and took our staff through a comprehensive training program in the integration of technology in the classroom.

Our school applied for and was successful in obtaining grants through the Every Student Every School program, which will see our school as a Centre for Expertise in the area of technology by 2014. Our school was also successful in applying for the Empowering Local School National Partnership program, which will see our school using a Resource Allocation Model to staff and provide resources to our school midway through 2013. Staff have commenced training in the use of Learning Management and Business Reform (LMBR), which will see us move into a new way of budgeting and providing resources for both staff and students. These initiatives will see Bullimbal School join with 229 other schools in NSW to trial these changes to ensure that by 2014 these programs are workable especially for Schools for Specific Purposes.

As Principal of the school I was fortunate to visit ten special schools in England as part of the New England's Region Leadership Fellowship and gained valuable insights into School/Parent

relationships. I will be presenting findings from this visit to State and Regional conferences in 2013 as well as providing the Department of Education and Communities with a 5,000-word paper with recommendations for both schools and State Office.

Our P&C began to develop in 2012 and provided the school with a defibrillator in which all staff have been trained in its use and if used could be life saving at some stage in the future.

Our 2012 Annual School Report again highlights the achievements of the year but also outlines areas for improvement.

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

Mal Donald: Principal

P & C and/or School Council message

Bullimbal P&C continues to grow and mature. P&C meetings are a great opportunity to meet other parents and share ideas and information. Mothers' and Fathers' day raffles and boot sales provided income for the P&C to donate a defibrillator to the school.

2012 has seen four boot sale/market days held on one Saturday each school term. We will continue to build on these fundraisers during 2013.

We look forward to the visit from Variety Club in 2013. Our P&C have organised a Redneck and Feral night on Monday 11th March at Tangaratta Vineyard. Many thanks for this fantastic venue and also to Corey's Catering, Fiona's Mini Bus Rentals, Tangaratta Winery and Emma Dandy who will provide the night's entertainment. Also we anticipate support from other local businesses.

Our pool is used every day except Sunday and all enjoy the best facilities in town. Special thanks to Dean Ambrose, who maintains our excellent pool and helps parents and teachers to provide such a great program for our children.



Our P&C also organised a workshop by Marketa Kennedy regarding self managed packages in Post School Programs. This was a very successful workshop and we hope to organise more parent workshops in 2013.

Thanks to Mal for allowing the P&C to use our school's excellent facilities for fund raising. Many thanks to Pam & Michael Pavey our Boot Sale stalwarts, our executive Tash Dietrich, Sue Woodhart, and Bev Bartlett. Our P&C helps to make our school a fun place to be and bring the community and school closer together.

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	2012
Male	25	23	27	30

Female	9	12	11	12
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Structure of classes

As can be seen by the table above the school population has been continuing to increase over the past few years. This trend is set to continue in 2013 with a seventh class to be established to assist with increased enrolments at the school.

Each class has been staffed by a teacher and a School Learning Support Officer. Again our staffing was supplemented by regional and state funding to allow for supplementary funding for additional School Learning Support Officers to work on different classes at different times.

Post-school destinations

Three students completed their Higher School Certificates in Life Skills in 2012 and proceeded to post school placements with various service providers. An exciting initiative for two of these students was their parents' involvement in self-managed packages where a service provider is contracted by the parent. This service provider then works with parents to provide activities.

Each of these students was involved in transition programs to their new service provider in the last term of 2012. Our Itinerant Support Teacher for Transition provided invaluable assistance in all areas of these students transition.



Staff information

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	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 Administrative & Support Staff	1.4
School Learning Support Officers	6
Total	16.15

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

During 2012 one staff member at Bullimal School identified as Aboriginal.

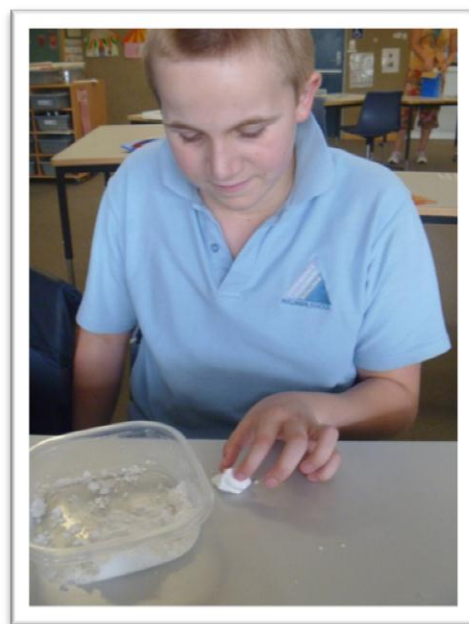
Staff retention

Two permanent School Learning Support Officers positions were filled in 2012. Other SASS and teaching positions remained the same during 2012. A further teacher and School Learning Support Officer will be appointed in 2013 once our seventh class is established.

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	30/11/2012
Income	\$
Balance brought forward	85436.04
Global funds	244534.85
Tied funds	231869.05
School & community sources	30924.68
Interest	5552.24
Trust receipts	23381.42
Canteen	0.00
Total income	621698.28
Expenditure	
Teaching & learning	
Key learning areas	7364.45
Excursions	4,342.69
Extracurricular dissections	27191.04
Library	834
Training & development	11,366.27
Tied funds	122689.33
Casual relief teachers	37,433.93
Administration & office	39239.35
School-operated canteen	0.00
Utilities	118304.56
Maintenance	10779.55
Trust accounts	25173.61
Capital programs	0.00
Total expenditure	404718.78
Balance carried forward	216979.50

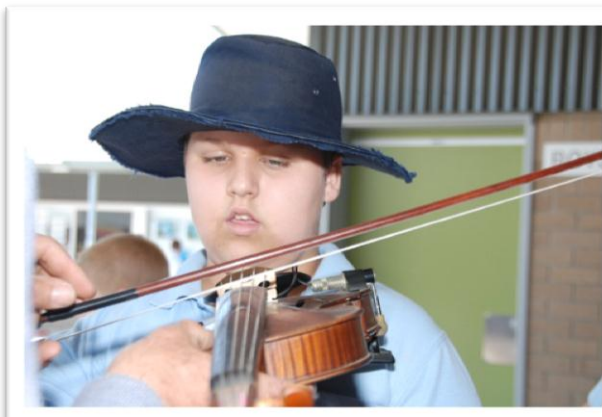
A full copy of the school's 2012 financial statement is tabled at the annual general meeting of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Bullimbal continued the tradition of welcoming Musica Viva into our school to perform for the students and some parents in 2012. Each year this experience has proved to be a much anticipated and enjoyed production. One performance was titled *The Sousaphonics Sideshow Alley*, which brought the sounds of afro-beat, circus, Balkan folk, mardi gras, samba, carnival and just about every other festival in the world, to our school.



Our school was also fortunate to have had students from Manly Selective School come and perform a number of musical items for our students and join us for morning tea. This performance was well received by the Bullimbal students. Outcomes from the Creative Arts and English syllabus documents were covered by each of these performances.



Another Bullimbal tradition is the end of year presentation of Cineliteracy projects. Each class presented a film that they had been working on during 2012 and the topics were varied this year from 'Teddy Bear's Picnic' to 'School of Rock'. Parents, students and visitors all report how much they enjoy the viewing of these projects and recognise the hard work from students and staff that goes into producing them.



Sport

In 2012 Bullimbal held their first ADIDAS Fun Run. The students and their families participated in a walk around the perimeter of the school playground and finished with a sausage sizzle. Students collected sponsorship money leading up to the event and were rewarded with prizes from ADIDAS. We are hoping to make this an annual event.

Bullimbal once again held its annual sports carnival in 2012. Students participated in both track and field events. The aim of the day was participation and fun and this was achieved. The winning house for 2012 was Savage.



Swimming, Riding for the Disabled and Physical Education programs continued throughout 2012. These programs help to promote active lifestyles for our students.



Academic

Significant programs and initiatives

Aboriginal and Multicultural education

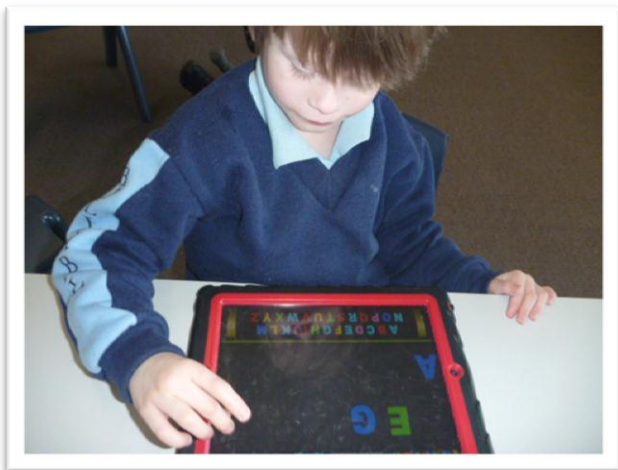
Harmony Day was acknowledged across the school in 2012 with a creative arts activity that promoted belonging. The end product was hung in the hall for students and visitors to view.

The Bush Tucker garden has begun to be planted out with a variety of Australian native and 'Bush Tucker' flora.



Background

In 2012 Bullimbal continued to receive Priority Schools Program (PSP) funding. This funding enabled support for Literacy and Numeracy programs across the school. The funds were used to supplement our staffing so that extra support to all students was available to help improve Literacy and Numeracy outcomes. A supplementary teacher allocation (0.1) was also provided through PSP funding.



- Two Assistant Principals attended and presented at the Spectronics Inclusive Learning Technologies conference in May 2012. This has resulted in the continued improvement and expansion of the use of technology in supporting students with high support needs at Bullimbal leading to improved results in literacy and numeracy.
- The provision of further training to parents relating to strategies to help better support their child's learning in Literacy and Numeracy.

Findings and Conclusions

In 2012 the implementation of the Priority Schools Program and associated funding has resulted in:

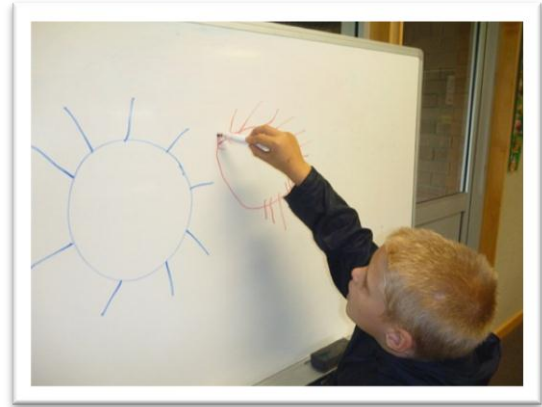
- The continued provision of extra Student Learning Support Officer(SLSO) staffing supplementation resulting in extra time spent on teaching and learning activities.
- The purchase of additional specialised teaching resources to support Literacy programs for students with intellectual disabilities including the Four Blocks and other software.



Future Directions:

In 2013 the school will continue to improve and expand its PSP program through:

- The continued SLSO staffing supplementation to support each student's individual Literacy and Numeracy program's.
- The releasing of staff for professional development on the literacy program 'Four Blocks to Literacy' and programming development on this new resource in our school.



National partnership programs

Overview

The project involves the development of an Assistive Technology Assessment Toolbox. This resource will assist regular and support class staff across the region to assess, plan, trial, evaluate and implement appropriate individualised assistive technology for students with complex learning needs. Through the use of the Toolbox, students will be able to better access the curriculum resulting in improved student outcomes.

The Assistive Technology Assessment Toolbox will incorporate:

- Assistive technologies including hardware, software, and low-tech options.
- An extensive Assessment framework based on the principles of the Student Environment Tasks and Tools (SETT) framework.
- Support for incorporating technology into Individual Learning Plans.
- Training materials to support the use of assistive technology.
- A website to support the use of the Toolbox.



Proposed Outcome

The project will result in the development of an Assistive Technology Assessment Toolbox. Elements of the kit will be available for schools across the New England Region to borrow in order to formally assess student needs in the area of assistive technology and its effective integration into Individual Learning Plans.

The Toolbox will provide support in the following areas:

- A general overview of the range of assistive technology options available to help support students to access the curriculum and improve learning outcomes.
- The use of iPads as an AAC device and learning tool across all Key Learning Area.
- Augmentative and Alternative Communication systems including Picture Exchange Communication System, Pragmatic Organisation Dynamic Display (PODD), Aided Language Displays, and associated software.
- Alternative computer access including lesson activities and resources for Interactive Whiteboards, alternate keyboards and mouse, and switch interfaces.
- Assistive technology tools and resources to increase curriculum access in specific subject areas.



Other programs

Live Life Well @ School

In 2012, Bullimbal School made a commitment to improve the wellbeing of students. An Action Plan was formulated that highlighted our objectives to improve nutrition and active lifestyle by enhancing and engaging Curriculum, Culture and Community.

All teachers completed training in a Nutrition module during the Staff Development Day in Term One. Current nutrition messages and resources were made available to staff. A working group was set up to oversee the introduction of Crunch and Sip.

Crunch and Sip was introduced to the school community through the school newsletter and parent meetings. Teachers ensured all students have access to water at all times throughout the day.

A survey was conducted across all stages. The results were:

58% of students always drink water only.

12% of students sometimes drink water.

30% of students never drank water.

(2 students on PEG supplementary diet were not included in this data.)

The findings of this survey were alarming, since drinks other than water have been linked to childhood obesity and diabetes. This serves as a prompt for teachers and parents to work together to encourage all children to choose water as a drink.



A whole school Nutrition Policy was drafted. The types of foods commonly served at functions was reviewed, and healthier options were adopted on some occasions. Teachers modeled healthy eating with their students. The school kitchen garden was utilised for cooking programs focusing on fresh, nutritious ingredients.



Healthy Kids Fact Sheets were sent home to parents, and newsletter snippets on nutrition were included in the school newsletter.

Another of our objectives was to increase students' fundamental movement skill proficiency, whilst increasing teachers' skills in teaching physical education. The Fundamental Movement Skills module was completed at staff meetings, and some particular Fundamental Movement Skills were in-serviced. Teachers were given easy access to the Get Skilled - Get Active DVD via the schools intranet. Fundamental Movement skills held a focus in PE sessions. Tracking of students FMS was begun.



The Sports Store Room was organised for increased access and efficiency, and additional equipment was prioritised and purchased.

The School Scope and Sequence for Nutrition and PDHPE was updated. Curriculum Support and resources were shared amongst staff, and relationships were initiated with other SSPs on the program.

Community members accepted invitations to assist in the design and painting of playground murals to encourage movement in the playground. More wall targets have been designed by a community member in collaboration with the students, and will be completed early in 2013.

Dubbo Excursion

In September, Greg's Class undertook a major four day Senior Excursion to Dubbo. This group consisted of keen students in Year 10 – 12, and was the culmination of several months of planning and fund raising. The students helped research the tourist highlights of the Central West and Orana Regions of NSW, and various accommodation options. We also had a couple of practice runs at eating in a restaurant setting, by visiting the South Tamworth Bowling Club's Chinese Restaurant. The accommodation we chose was motel style rooms at the Dubbo City Holiday Park, which had a giant jumping pillow and barbeques.



We decided to visit the Wellington Caves; Old Dubbo Gaol, Royal Flying Doctor Service Base; Taronga Western Plains Zoo, and Siding Springs Observatory. Staff at each of these facilities gave us excellent information and help during each visit. We were excellent ambassadors for Bullimbal, and had a great time travelling by minibus, for which we would like to thank Fiona of Fiona's Minibus for donating the hire of the minibus and trailer.



Progress on 2012 targets

School Performance

Target One Improved levels of performance in literacy and numeracy.

This target represents a focus for our school in our ongoing need to ensure that appropriate Literacy and Numeracy activities are central to the individualised learning plans of our students.

Our achievements included:

- The implementation of the Numeracy Framework Assessment across the school for consistency of testing student ability in each Mathematics strand.
- The allocation of Numeracy Framework activities to each classroom to support the Mathematics programs in each strand.
- Decision was made to set up a shared drive to assist in the conveying of student academic results to new teachers at the end of each year.
- Staff are accessing technology-based activities to support numeracy programs.
- The early stages of implementing a whole school policy and program for teaching literacy.
- The implementation of a consistent literacy assessment tool across the school.
- Staff training and development in the implementation of the whole school literacy program.



- Classes are accessing the Sensory Integration therapy room on a regular basis and this is reflected in students' Individual Learning Programs.



Target Two **Improved Integration of Technology into Class Programs.**

This target is aimed at incorporating technology access and sensory integration therapy into student's Individual Learning Programs.

Our achievements included:

- The provision of training in the incorporation of technology into Teaching and Learning activities.
- A National Partnerships project has been setup that will help to provide better staff and student access to a range of technology.



- An assessment framework is being developed to identify individual student needs in relation to the use of technology to better access the curriculum.
- Ongoing Training and Development was provided to all staff in the use of technology including; apps for iPads, computer software and hardware such as switches.



School evaluation

Key Evaluations

It is a requirement of all NSW public schools to conduct at least two annual evaluations - one related to educational practice and the other related to curriculum.

Curriculum

Each year the school teaching staff at Bullimbal are surveyed on one particular Key Learning Area to ascertain future directions and resource planning for that area.

In 2012 the Personal Development, Health and Physical Education (PDHPE) Key Learning Area was evaluated.

Background

PDHPE is taught by each of our teachers to their students in the three areas described. The NSW Board of Studies provides the curriculum and in K- 6 teachers in their programmes make

appropriate adjustments for our students and in Stages 4,5 and 6 staff use outcomes provided by the Life Skills component of this curriculum.

Findings and Conclusions

All six teaching staff returned surveys and reported that they had been teaching PDHPE for over ten years and enjoyed teaching this particular Key Learning Area.

When asked the reasons they enjoyed teaching PDHPE teachers replied in a variety of ways. They enjoyed the online programs and teaching and learning activities provided by the Board of Studies. Teachers were able to incorporate our newly purchased sporting equipment into programs very easily. The use of the pool and a timetabled Thursday sport session was seen as extremely valuable to our students. Teachers reported that they were able to incorporate our school vegetable garden and the Live Life Well @ School program in to their teaching and learning activities.



When asked how confident they felt they were in teaching PDHPE all staff recorded that they were mostly confident in this area of the curriculum. Professional Learning activities had been provided to staff over 2012 through the Live Life Well @ School program and this was reported as being very well received. The Drumbeat program was also described as an effective professional

learning program to assist with the building of social skills to students.



Teachers reported that they felt that the PDHPE team will need to develop a scope and sequence of this area for staff to use and that making staff aware of the school based resources that are available will be of great value.

Some staff were very sure that collegiality existed within the school regarding PDHPE however two teachers did report that they did not know if teachers were generally collegial regarding PDHPE.

Staff reported that teachers generally did not discuss this area of the curriculum however one teacher reported that they spent a great deal of time discussing aspects of this curriculum with other staff.

When asked “what were the best resources?” teachers reported a variety of assets available to them which included, online resources provided by the Department of Education and Communities and the Board of Studies, the Live Life Well @ School resources which included food ideas and movement skills, and personal resources gathered over their careers.

Five of the respondents described their PDHPE programs as adequate and one as in need of assistance.

Future Directions

From these evaluations the following actions will be taken,

- Development of a scope and sequence for all students from K-12.
- Provision of additional equipment to all students to use during play breaks.
- Discussion survey of each staff by their supervisor on the individual professional learning needs in PDHPE with appropriate planning to follow.
- Continuation of the Live Life Well @ School program at Bullimbal.
- Provision of time at staff meetings for staff to discuss their PDHPE programs and the effective strategies that they are using and what areas of need that they are experiencing.
- Development of programming resources for teachers to be made available by the PDHPE Team.



Educational management and practice

Background.

This year our staff evaluated the use of our additional School Learning Support Officers. Each class has one permanent School Learning Support Officer appointed to assist with the implementation of programs and to support

students. This support is across the following areas:

- Accessing the curriculum.
- Personal Care/Hygiene.
- Social Skills/Behaviour.
- Communication.
- Mobility.

Additional funds are provided to our school from two sources. Priority Schools Funding and Regional Special Programs. Our school uses both of these sources of funding to employ additional School Learning Support Officers to work in our classes on a part time basis.



Each class was surveyed to ascertain how these staff were being used and if support was being effective in allowing students to reach set outcomes.

Findings and conclusions:

Curriculum Access: Staff reported that delivering teaching and learning activities is constantly interrupted by children who may have personal care needs or are displaying inappropriate behaviours. The provision of additional School Learning Support Officers greatly assist in ensuring these children are either having their personal care needs met or are returned to task very quickly.

Personal/Care Hygiene: Responses in this area varied greatly depending on the needs of children

in the various classes. Students in early years of their school who are involved in toilet training programs have an obvious higher need than older students. Students who need tube feeding, nappy changes and feeding could take up to two hours per day to support from a School Learning Support Officer. Additional support is therefore crucial for these students and their staff.

Social Skills/Behaviour: Several students at our school have individualised behaviour management programs and many other students have recognised strategies used to maintain their behaviour. Staff reported that the provision of additional staff to assist in this area was essential to maintain program delivery.

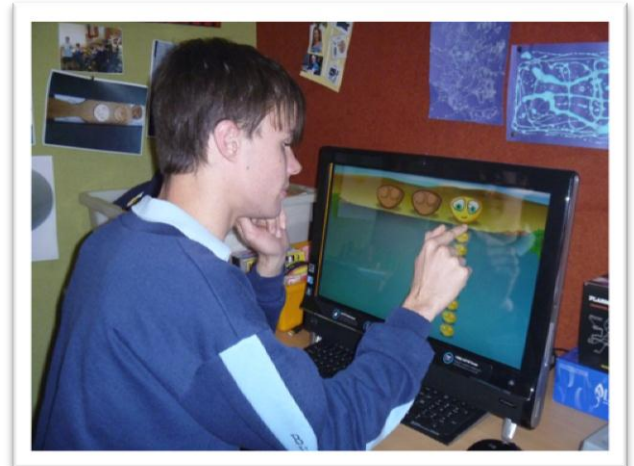
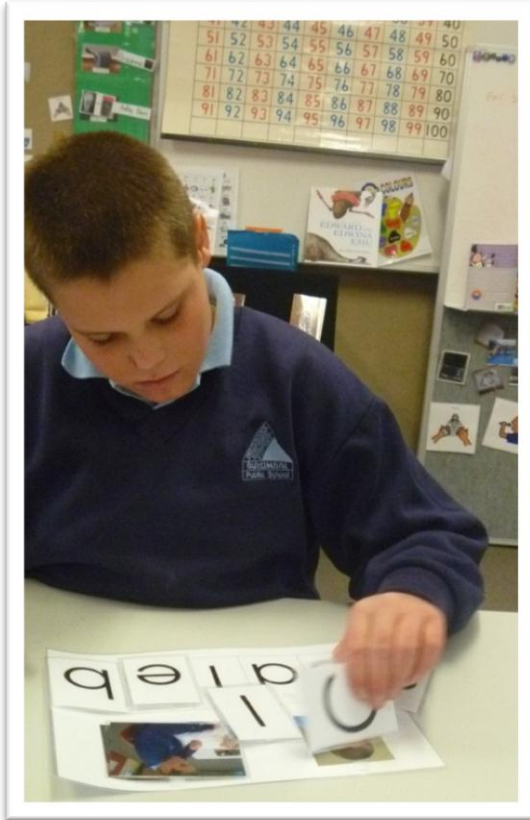
Communication: Many of our students are involved in Picture Exchange Communication Systems and communication through augmentative devices such as an iPad. Staff reported that these learning activities are very labour intensive and require a one to one exchange with students and therefore additional support is needed in the classroom.

Mobility: Five students at our school are in strollers or wheelchairs, which are operated manually. Staff reported that this would effectively mean one staff member was fully occupied in the mobility of that student for periods of time during the day. Other students were extremely mobile and would need constant organisation to maintain their appropriate placement in the class or playground. Staff again reported that additional staff was crucial to provide for appropriate mobility within the school.

Following this survey a trial which provided one additional School learning Support Officer to five of our six classes was carried out during Term Four between the 9.30 am and 2.00pm each day. It was decided to use funds provided by the Empowering Local School National Partnerships program in addition to our other support budgets. Four of these classes reported that

students learning in numeracy and literacy was greatly supported by this additional support and that classroom difficulties in managing behaviour, communication and mobility had considerable lessened.

- Continue the trial of additional School Learning Support Officers in Term2 and 3 of 2013 with data to be collected on the effectiveness of this additional support on students learning outcomes.
- Induction programs for new School Learning Support Officers to be provided in 2013.



Future Directions

From this evaluation these actions will be taken:

- Continue to use Priority Schools and Regional Support Program funds to employ additional School Learning Support Officers.



Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

All staff and parents were given written surveys, which asked questions relating to their satisfaction with our school. Students were taken through several questions by staff and their responses recorded.

Twenty-five surveys were returned from parents.

Responses from parents showed:

- The majority of students enjoyed school and parents felt that they were making good progress. Two respondents felt that this was not the case with their children.
- That parents were made to feel welcome when they arrived at school. One respondent felt unwelcome at school.
- The majority felt that children were always learning new things at school and that they were kept informed about their child's progress at school.
- Parents felt that the school worked with close partnership with parents but some believed that this is an area we could work on in the future.
- The majority of parents responded that they were proud of the school and that the teaching was very good.

Parents also reported on the strengths of the school by saying that the school is well resourced, it keeps up with educational strategies, staff are willing to respond to parents needs, there is a good variety of activities and communication is strong between the school and parents.

Parents were also asked for areas that the school could also improve upon and responded by saying that we need shade over the playground equipment, staff need more support to minimise their work stress, more interaction with other schools, more parent workshops and more information regarding people who visit the school would be appreciated.

Parents suggested that some clarification is needed regarding programs and procedures in the school. This will be communicated to parents through the school newsletter in 2013 under the heading "Did You Know".

Twenty-two responses were received from staff. Responses from staff showed.



Students were asked a series of questions by staff and two students were able to complete the survey themselves.

Student responses showed:

- All respondents agreed that they enjoyed coming to school each day, that they felt supported in their work and felt at ease asking for help.
- Staff also felt at ease asking for clarification of issues arising and that the School Executive supported them in their work, all but three staff members felt included in staff discussions and this will be an area highlighted for improvement in 2013.
- Staff reported that they understood their roles and responsibilities, that they enjoyed working with the students at our school and felt that they were making a contribution to the school.
- The majority of staff felt that their professional learning each year was adequate to meet their needs however three respondents rated this an area for improvement. Staff felt that the principal supported them in their work and that the school was a happy and supportive place to work.
- Staff felt that they were valued and respected and that our students were involved in quality lessons but this and students working towards better outcomes would be enhanced if additional support staff could be obtained to work in classrooms. This will be a focus of our Empowering Local Schools National Partnerships program in 2013.
- All but one student enjoyed coming to school and felt that they learnt new things at school.
- Students felt happy and safe at school.
- The students involved in either riding or swimming were asked if they enjoyed these activities. Responses were mixed with the majority saying “yes”, three “sometimes” and one “no”.
- When asked what was the best thing about school, students had a variety of responses which included, playtime, listening and dancing to music, everything, the pool, using the smartboard, iPads, bikes and maths.
- Students felt that teachers helped them at school and that Friday Assemblies were very popular.
- When asked if they enjoyed the playground and activities provided the overwhelming answer was “yes”. When asked what further activities could be provided the following responses were recorded, Swings, more bikes, climbing equipment, binoculars, a place to rest, musical instruments and another trampoline.

In 2013 the PDHPE Team will provide more equipment for students to use in the playground. Classes will share responsibility for organising this using a roster system.



Professional learning

Each year the staff at Bullimbal School are involved in a variety of professional learning activities. These occur either at the five scheduled Staff Development Days, at after school staff meetings and weekend training days or at regional or state conferences.

There are mandatory professional learning activities that all staff must complete. In 2012 these activities were:

- Anaphylaxis training.
- CPR and Emergency Care training which included training in the use of our new Defibrillator.
- Code of Conduct training.
- Workplace Health training.
- Asthma Awareness training.

Further professional learning was organised which reflected priorities outlined in our School Improvement Plan. These activities included:

- Roles and Responsibilities.
- Live Life Well @ School.
- Department of Community Services and its role.
- Numeracy Framework and its implementation into classroom programmes.
- Trauma with Young People in the School Context.
- iPads in Teaching.
- Four Blocks Approach to Literacy.
- Communication with our Families.

- Empowering Local Schools National Partnerships.



A weekend Staff Development Day was presented by visiting Speech Pathologist Jane Farrell. Jane demonstrated the Four Blocks to Literacy approach to our staff and staff from several other schools. This program is part of our School Improvement Plan for 2012-2014 and Jane will return in 2013 for further staff training.

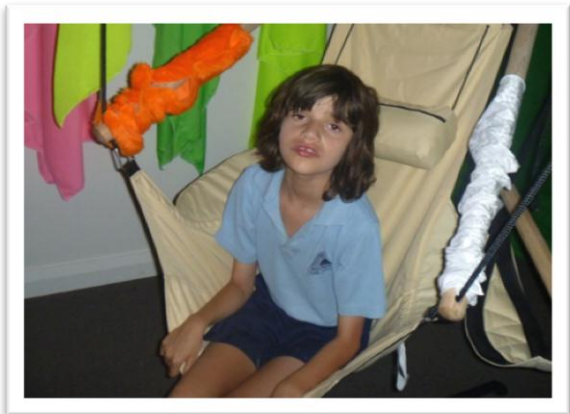
Staff were also able to attend regional and state conferences in technology and special educational and also attend and present at a National Conference in technology.

Technology and its integrated use in the classroom was a major focus of our professional learning plan for teaching staff in 2012. Staff meetings were held every second week to train teachers in the use of the following technology programs and applications:

Assistive Technology software for Lesson Creation

Switch It Maker, Choose it Maker, Switch It Face Maker, Slideshow Maker, Jigsaw Maker, Clicker Cloze Pro, Board Maker, MyBoard and CrazyTalk

Assistive Technology software ready made lessons.



Choose It and Switch It Ready Made titles, Counting Coins, Clicker Super Drive including a range of interactive reading texts for Literacy, Science and HSIE, Interactive reading books 1 and 2 and associated laminated support materials, Boardmaker add on support materials such as 'This is the one I want', 'Social school stories', Schedule it Sequence it', IT Mouse skills First keys (keyboarding and typing skills), Coping With Chaos (social skills instruction).

Assistive technology hardware

Computer switch access and associated software, EasiSpeak microphones as a tool to support Literacy, Interactive whiteboards and notebook lesson creation software, Assistive technology for music production including Banana Keyboard and Skoog, iPad as assistive technology, iPad for Literacy development, Talking Flash Cards, Pages (word processor) Keynote SpellBoard, Letter Wars, Spelling City, Creative Book Builder, Pictello, iTouchiLearn Words, Word Magic, The Wheels on the Bus, Story Maker HD, Write My Name, School Writing, Word Wizard, Dexteria, Clicker Sentences, Clicker Docs Abilipad.





iPad for Numeracy development

Math Warsm, MathBoard, iTouchiLearn Numbers, Math Magic, Jungle Coins.

iPad for Communication

Proloquo2Go, Scene and Heard, TapSpeak Button, TapSpeak Sequence, TapSpeak Choice, Scene Speak

iPad for Creative Arts

Garageband (music), iMovie, iPhoto, Action Movie FX, Storyboards, VJay (video), MadPad (music and video), Sock Puppets (animation), PuppetPals (animation), ArtMaker (animation), VidRhythm Switch Access for the iPad

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of the school plans including the identification of priority areas, intended outcomes and targets that are consistent with Departments planning documents.

2012 saw the first year of the implementation of our School Plan for 2012 -2014. The priority areas identified in this plan are:

- Literacy.
- Numeracy, Transition.
- Technology.
- Managing the needs of complex students.
- Understanding the relationship between behaviour, communication and learning.
- Strengthening parent engagement.



State Priority 1

Literacy and Numeracy

Outcome for 2012 -2014

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

2013 target 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:

- The adoption of the Four Blocks to Literacy program and appropriate training of all staff.

- Professional learning activities in the Australian English Curriculum K-10.
- Review the English curriculum delivery across the school.
- Increased use TALE & PSP websites.
- Use of consultants from Regional Office to establish viability of other assessment resources and quality teaching assessment.
- Consistency of testing and assessment in both English and Maths.
- Integrated use of technology.
- Continued use of Precision academics – logging down which books have been done.

State Priority 2

Managing the needs of complex students.

All staff will be able to articulate the correlation of communication, behaviour and learning into improved outcomes for students

A decrease of 10% of violent and aggressive behaviours.

Strategies to achieve these targets will be:

- Refresher PECS course.
- Students behaviour plans updated and communicated to all stakeholders.
- Quality teaching indicators evident in programs and learning activities, Social and Procedural stories evident for students.
- Nonviolent Crisis Intervention training for all staff.

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.

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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>