



**BIALA SPECIAL
SCHOOL
ANNUAL REPORT**

2010

Biala Special School

"Our School at a Glance"

Biala Special School is an independent non-fee paying school for students with moderate to severe intellectual and physical disabilities or have been diagnosed with an Autistic Spectrum Disorder.

Biala Special School has been a major service provider for students with special needs on the Far North Coast since it was established in 1969. The school aims to offer specialised support to students with disabilities in order to enhance their educational experience.

The school is situated in Ballina and provides a comprehensive curriculum and a range of specialist services for students from Pre – Kindergarten (4 years of age) through to school exit (18 years of age) into the Post School Options Program. The student population is drawn from the Brunswick Heads/Mullumbimby, Byron Bay, Lismore, Alstonville, Woodburn, Evans Head and Ballina areas.

Specialist teaching staff, therapists and support personnel combines to offer a wide range of programs which are specifically developed to suit the needs of the individual student. It is the aim of these programs to maximise the potential of the individual recognising that all students have a varied capacity for learning but all have a capacity to develop within a pleasant, supportive, caring and friendly environment.

When developing Individual Educational Programs (IEPs), close liaison with parent/carers and the school support team ensure the optimal individual curriculum for each student.

Biala Special School offers a unique learning environment based on the NSW Board of Studies K-10 Syllabuses, extra-curricular activities and Individual Educational Programmes that best suit the student.

The learning has been divided into individual Sensory, Therapy and exercise programmes, Language and communication and functional Life Skills adapted from the Years K-6 and 7-10 Life Skills Curriculum.

Finally, all Post School Options are explored by the school staff, the student and their parents/carers to help make the transition from school to life after school as supportive as possible. This includes a Work experience and work skills program as well as a transitioning program with time spent at the various post school service providers of the family's choice for the final year students.



Principal's Report

There is wonderful feeling of family at Biala Special School. We are so proud of our students, families and staff and we pride ourselves on enhancing the learning and support of our whole school community.

Biala is a unique school with a lot to offer our students, their parents and carers. Our major educational focus is to enhance each student's communication capacities with regards their life and social skills. We believe strongly in offering the best educational experience and school life as we possibly can. We endeavour to have open and honest communications with parents, families, carers, supporters and friends. It is important that all members of the school community feel welcomed and included to ensure that our students are at the forefront of every decision.

We have set a high educational standard and have been ambitious in what we hope to achieve. We have always tried to be innovative in this by trying new things to improve knowledge and understanding. Especially we rise to the challenges presented in accepting our students and their behaviours and then preparing our students to be part of the wider world. In this we are always attentive to our pedagogical practices.

In 2010 the school's enrolment numbers remained steady, graduating two students while welcoming two into our community. Across all school programs and in each classroom everyone benefited from the injection of BER funds enabling us to develop more student specific programs with the help of specialists in the field of Hydrotherapy, Occupational and Speech Therapy. The staff's professional development also reflected a strong commitment to improving skills and developing innovative teaching and learning programs which in turn supported student growth.

Fundraising is another area of our schoolwork and we do it voluntary because we love our job, the organisation and the students. Here I would especially like to make mention of the Friends of Biala fundraising committee who put in so many hours organising fundraising events. 2010 was a good year for fundraising and the school benefited from the extra monies, which we put towards resources and materials. Professional Development (PD) training for all staff has been funded largely through the money raised in this way.

While acknowledging the great work done by the Friends of Biala as the school's principal I have been working with other professionals to draw attention to the current state of funding for Special Schools. Cuts in funding to the Special Schools Grant are a nationwide problem and I have lent my voice of concern to the relevant government bodies to ensure they are aware of these issues. This has been the main reason for having to implement the Resource Levy to parents in 2011 to help contribute financially to the school.

I would like to thank everyone for an incredible 2010 year. Highlights included the Titans visit to the school, being awarded a grant to set up a personal training fitness program for each student with Byron Fitness, the debutante ball, and the trivia night. Then there was the wonderful response of the Ballina community to our Grand Opening and winning the Ballina Fair better schools competition.

Bhavni Stewart
(Principal)

BIALA SUPPORT SERVICES INC

Chief Executive Officer Message

Congratulations to Biala Special School for another outstanding year. The inclusions of the BER P21 & NSP were completed during 2010 and have provided our school with facilities that enhance the educational programs being provided to our moderate to severe special needs students.

Funding for Biala Special School continues to be a concern and constant lobbying to both State and Federal Politicians in regards to this has been ongoing during 2010 and will continue in 2011. The school staff work tirelessly to maintain a high level of support and program implementation for the students that attend our school and I believe that under the guidance of Principal, Bhavni Stewart are being successful.

Biala Support Services Inc Board of Management are very proud of our School and believe that we offer a unique and varied program for the benefit of our students and their families.

Again my congratulations are extended to the Principal, Bhavni Stewart and her staff for an outstanding job in achieving excellent results across all KLA's for our special needs students.

Wendylee Playford
(CEO, Biala Support Services Inc.)

Fundraising Committee Message

Throughout 2010 Biala Special School, in conjunction with the Friends of Biala Fundraising group participated in a range of fundraising events which was shared throughout the organisation where a large proportion is directed toward the school. The school relies heavily on the financial support of the Friends of Biala Committee and thanks them for their dedication and tireless work. The local community and businesses also need to be acknowledged and thanked for their continued support.

Fundraising included the 2LM Children's Christmas Appeal which incorporated the annual school night at Lismore Greyhound Races, the Thomas George Walk, 'Shake a Can' donation at McDonalds and for the first time we held a very successful Trivia Night at Biala Special School. Other events included Easter and Christmas raffles, a Country Hoe Down, Chocolate fundraiser, the Pimlico Ladies Charitable Auxiliary, donations as well as community benefits from Richie's IGA and lastly the continued collection of Norco milk caps.

Biala Special School would also like to thank the school community, the Biala Support Services Inc. and Board of Management for their continued support and financial assistance received throughout the year.

Carol Milne
(School Fundraising Officer)

OH&S Committee Message

All entities of Biala Support Services come together to be represented at the OHS meetings 5 times a year to discuss issues raised in our various workplaces. The committee

discusses and acts upon ongoing issues that arise to try to ensure that Biala is a safe happy place to work.

This can only happen if there is a good reporting system in place and all staff in the organisation utilise and value this system. This is certainly the case at Biala as the staff is consistent on using these forms to highlight, hazards, incidents and potential risks or issues that may arise on a day to day basis. I would like to congratulate the staff and management for doing so. One change we saw in 2010 was that the various OHS policies were no longer called policies. Their title changed to being Guidelines.

As soon as the Guidelines for the Hydrotherapy pool were written up and a site inspection form was completed the pool was utilised by the lucky students and a number of other organisations in the community. Randon Evans and Janiece Bone also did a hydrotherapy course run at the school and this helped inform us of potential OHS issues which were taken into consideration when writing the guidelines and programming for the pool.

Risk management forms were completed for each item in the wonderful Therapy room and a site inspection checklist was made up to be completed every time the room is used by outside agencies.

The building of the fantastic Carport caused some changes in how people entered the school. The taxis picked the students up from the rear of the school and everyone seemed to cope well with this arrangement which was a potential OHS issue.

The Carport completed in 2010 is in itself a fantastic improvement in OHS conditions. This has been remarked upon by parents, staff, students and Taxi Drivers. The construction at the rear of the school meant that once again fencing was used to help ensure safe practice of OHS.

Once again thanks to all members of the OHS Committee who attend meetings and do much more than that to ensure we are an effective committee. Also thanks to the staff and management of Biala Support Services who are very supportive and proactive in the OHS area.

Jo McCracken
(OHS Committee Chairperson)

Initiatives Promoting Respect and Responsibility

Biala Special School has always taken initiative in promoting respectful behaviour in the school and outside of school. We have high expectations on our students to behave appropriately and show responsibility for their own actions.

We work on Positive Behaviour Support Strategies, implement PART (Predict, Assess & Respond to Challenging/Aggressive Behaviours) techniques and teach social skills in specific class-based activities from the earliest years, which focus on Co-operation, Respect, Listening and Generosity, to name a few. We aim to teach and develop social competence skills for all our students across a range of environments. These programs are developed and implemented at a class, individual and whole school level.

Students learn to function within the context of a group. Even the most simple of examples, such as waiting for your turn or

not pushing into a line, understanding that you may need to be aware of oncoming pedestrian traffic and adjust your walking line. In each and every activity throughout the school there is a focus on students understanding the perspective of another and listening to their Teachers.

The teaching of these skills remains continuous and repetitive due to the learning difficulties of our disabled students. Our senior students participate in Community access programs which reinforce respect and responsibility in the broader society. Our whole school have participated in the local community NAIDOC and Harmony Day celebrations.

Every year all staff participates in an annual review of our teaching of Values in Education during a staff development day. This year we focussed on reviewing Positive Behaviour Support strategies and PART training as well as the school rules, student expectations and consequences of their behaviours. This has been an on-going whole school initiative with positive results in student behaviour and staff support.

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.

Enrolments

We had students enrolled by the end of the school year with children in Years 1, 2, 3, 5, 6, 7, 8, 9, and Year 10, encompassing ages from 6 years to 18 years of age.

Year:	2005	2006	2007	2008	2009	2010
Students Number s:	9	13	16	19	23	23

Biala Special School is registered Under Part 7 of the Education Act, 1990 as a School providing Education of a Kind. Students remain at school until the age of 18 years or beyond. The trend is that students remain enrolled at Biala Special School until they are eligible to enter the Post Schools Options Program in either Transition to Work or Community Participation.

We had 14 students in high school and 11 students in primary school all attending full time, except one part-time primary student. Our student attendance had been reasonably good throughout the year with some absence due to illness and poor health in a number of our students owing to their disability. All parents and carers are required to notify the school if their child is away and write the reason for the absence in the student's daily communication book.

We had two students leave for other schools throughout the year and another two who graduated at the end of 2010 as they were in their final year of school. They were accepted into a local Community Participation Program.

Classrooms Structure

We have structured the classrooms around the student's needs and abilities with a focus on the K-6 Syllabus in one room and Early Stage 1 and Stage 1 outcomes, the Years 7-10 Life Skills Syllabus in another room and the higher support needs in the Sensory Room with focus on their individual Occupational

Therapy, Hydrotherapy, Physiotherapy, Sensory and Speech Pathology programs.

Programs

Each classroom's programs have been created to best suit the needs and abilities of each student as determined by their Individual Education Program and is constantly revised by the Teachers with opportunities for review by all staff at our regular staff meetings and parents at the twice yearly parent/teacher interviews.

Each staff member uses the combination of PECS (Picture Exchange Communication System), Board maker and photographs for visual support as well as Signed English to help communication with each student throughout the school. Included is the use of assisted communication technologies such as Techtalk, BigMacs and interactive whiteboard software in each classroom.

All school staff and therapists work as a team collaborating, developing and reflecting on how to create learning opportunities which are meaningful and sustainable, engage the student, and are functional, motivating and develop greater levels of independence.

The school's weekly program remains the same with riding for the disabled, hydrotherapy, swimming, sensory therapy, woodwork, gardening, sport including bowling, library visits and community access programs that involve various work experiences. We concentrate much of our teaching towards our student's capacity to transition into post school situations. These include shopping and cooking lessons that encourage food handling and hygiene. Over the last few years our school has been successful in building strong transition programs for our senior students' progression into work placements and community participation. Two students in 2010 completed Certificate I in 'Becoming a Worker' through On-Q Human Resources and one now has paid casual work.

Staffing

Teacher Standards

In 2010, the number of teachers in each category is reported below as:

Category	Teacher Numbers – Full Time & Part Time
Teachers who have teaching qualifications from a high education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	4
Teachers who have teaching qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Our staffing levels were stable across all levels due to the steady student enrolments numbers during the year.

Our teaching staff prides themselves on offering a unique quality of education to cater for the individual needs of each student. It is a collaborative approach and Teachers and Teachers Aides work alongside each other, and across a range of programs and students groupings.

Our Teaching staff consists of:

Position	Number
Teaching Principal (full-time)	1
Classroom Teachers (full-time)	0
Classroom Teachers (part-time)	3
Teachers Aides (FTE)	2
Teachers Aides (part-time)	3
Administration (part-time)	1

Professional Learning

In 2010 Biala's teaching and support staff all participated in a variety of staff development days programmed for the first day of each school term as well as some In-service days, courses and seminars throughout the year.

The professional learning opportunities developed on these days included:

Description of the Professional Learning Activity	No of staff participating
PART staff training review	10
'Caring For Kids' St John's Ambulance: First Aid course	1
AISNSW Interactive Whiteboard- Beginners	1
AISNSW Interactive Whiteboard- For children with disabilities	1
Hydrotherapy Consulting and Training (HCT) Aquatic Therapy in Disability	2
HCT Aquatic Exercise for Musculoskeletal and Neurological Conditions (Hydrotherapy)	1
AISNSW Road Safety Education/Interactive Whiteboard Technology	7
NCAH Asthma Management Training	8
NCAH Anaphylaxis Training	8
Individual Student Risk Assessments	10
Occupational Health and Safety Review	10
Using Interactive Whiteboard technology	10
Literacy and Numeracy Curriculum Review	4
Positive Behaviour Support School Review	10
Certificate IV in Disability Work with Novaskill.	3
Lismore City Council Grant-Free Workshop	2

Targets were achieved through the services of specific workshops and seminars as well as by Consultants and visiting therapists who provided further knowledge, tutoring and resources in areas relevant to the Key Learning Areas.

These initiatives improved teacher effectiveness, behaviour management and classroom learning environments and have shown an improvement in teaching strategies and staff confidence and skills. This has resulted in improved educational outcomes for all students and enabled better access to communication, information and knowledge of the Key Learning Areas.

Consequently by offering further challenges to school staff to continually strengthen their skill level to find meaningful, authentic teaching and learning experiences that engage and challenge the students has subsequently brought further levels of staff satisfaction.

Staff Attendance

Our teacher attendance and retention rate has been very good throughout 2010, with minimal sick leave and other leave entitlement taken. The school has been able to retain all our staff from the previous year, except we had one change in teaching staff.

Parent, Student and Teacher Satisfaction

In 2010 the school sought the opinions of parents, carers, Board members and staff about the school through various communication means. These included daily communication in the student communication books, regular parent/teacher interviews, fortnightly staff meetings, consultation with the Board of Management and regular Executive meetings.

We have received good feedback and satisfaction from everyone involved in relation to the school throughout the year. Our steady student enrolments figures, reputation and community support over the year has also been a good indicator of parent, student and community satisfaction.

This communication and information collected from these sources has been used to guide our directions in 2010 and beyond.

School Performance In Statewide Tests

In 2010 students of Biala Special School did not participate in any form of external testing due to the nature of their intellectual disabilities.

Literacy & Numeracy Assessments in Years 3, 5, 7 & 9

NAPLAN

In 2010, our students were exempt from the NAPLAN tests.

Each student has an Individual Education Program and is assessed against curriculum outcomes in Stages ES1, 1, 2 and 3 and against the Life Skills outcomes in Stages 4 and 5.

The school uses a range of assessment procedures some administered directly by teaching staff others overseen by Speech and Occupational Therapy staff in order to establish an assessment for learning. The literacy and numeracy goals are developed using a collaborative team approach including teachers, therapist and parents. These goals are then adapted and matched with outcomes within the English and Mathematics syllabus documents as well as the Communication Support document. In all curriculum areas this collaborative process applies.

Guidelines And Procedures

During August 2009, Biala Special School met all requirements of the Education Act 1990 (NSW) to be registered as follows:

Under Part 7 of the Education Act, 1990 as a School providing Education of a Kind prescribed by the Regulations from 1 January 2010 to 31 December 2014 and Under Part 7 of the Education Act, 1990 for Kindergarten to Year 10 from 1 January 2010 to 31 December 2014 .

A copy of the organisations Guidelines, Procedures and Policies is found in the Policy, Procedures and Guidelines Manual for Biala Special School and is available to parents on request and is displayed in the entry foyer of the school building.

Included below are a summary of the related policies as requested in this Annual Report. The full text of each policy has not been included due to its size.

Biala Special School Enrolment Guidelines

Purpose:	Biala Special School provides individual educational programs for students with moderate to severe disabilities. The school upholds strong community values and operates within the policies of the New South Wales Board of Studies.
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Year:	2010
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Aims:

- 1.1 Biala Special School recognised that children with intellectual disabilities have the right to access services regardless of their gender, race or ethnicity, religion or language. The school will respond sensitively to the needs of applicants, including people from indigenous, culturally and linguistically diverse backgrounds with the school's resources.
- 1.2 The maximum capacity and projection for students is currently 25. The students come from a wide range of backgrounds. The school is registered to enrol male and female students aged 4 to 18 years with moderate to severe intellectual disabilities and Autism Spectrum Disorder. Students may present with additional disabilities of mobility, speech, communication, and challenging behaviours. Children with a diagnosed mild disability will be considered for enrolment. However, as they do not meet our enrolment guidelines for state and federal funding, they would have to be a full fee-paying student and be interviewed by the Principal of Biala Special School and the Manager of Biala Support Services Inc.

Implementation:

- 1.3 The Biala Special School Enrolment Pack is available from the school office.
- 1.4 All applications are processed in order of receipt. Consideration will be given to the applicant's educational and support needs.
- 1.5 All applications are processed under the school's enrolment procedures (in line with the New South Wales Board of Studies recommendations). Such as: confirmation of disability, forms completed

accurately, previous reports (where applicable) and interview with Principal and/or Manager.

- 1.6 Each application is considered and must proceed with an interview process involving the Principal of Biala Special School and/or the Manager of Biala Support Services Inc.
- 1.7 The specific educational needs of the applicant will be taken into consideration. The Principal will gather all information deemed necessary from the applicant's previous school, in consultation with parents and any other relevant persons to aid in the smoothest transition possible. In the case this is the child's first school, consultation with parents/carer and/or healthcare workers will take place to determine the child's Individual Educational Programme (IEP)
- 1.8 The school team (Principal, teachers and teacher's aides) will identify any strategies required to accommodate the applicant before a decision regarding enrolment is made.
- 1.9 The parent/guardian of the applicant will be informed of the enrolment outcome.

Evaluation:

- 1.10 Review NSW Board of Studies recommendations for school enrolments and amend school's enrolment guidelines where necessary.
- 1.11 Review Enrolment Pack annually, either at the end of the school year or within the first week of Term 1. Amend changes where necessary.

Student Discipline Guidelines

Purpose:	To promote and foster the development of self-esteem and self-discipline. The welfare of students at Biala Special School is paramount.
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(Corporal punishment of any kind does not form part of the Student Discipline Guidelines. Biala Special School does not permit any person or body to act on their behalf to carry out any form of corporal punishment to any personnel.)

Year:	2010
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Aims:

- 7.1 To establish a framework for discipline and communicate this structure to the school community including parents, carers and the Board of Management.
- 7.2 The teacher/s should maintain classroom procedures and practices, understood by staff and students.
- 7.3 For students to assist in the development of their own 'School Rules, Rights and Responsibilities' and to enhance their knowledge, understanding and concern for those rules.
- 7.4 To encourage students in their understanding of appropriate and inappropriate behaviour.

7.5 To ensure that recognition is given to those with acceptable, positive behaviour and general good manners.

7.6 To ensure that children are aware that continuing unacceptable, inappropriate behaviour is their choice and will result in specific consequences.

7.7 Strategies to Promote Good Discipline & Effective Learning within School

7.7.1 **Preventative Measures:**

- (a) Set clear guidelines for appropriate behaviours at school.
- (b) Have and display a clear set of rules.
- (c) The teacher should be an effective role model by modelling fair and consistent behaviour, including effective use of body language.
- (d) Develop a thorough knowledge of individual children and their interests.

7.7.2 **Remedial Measures:**

- (a) Develop individualised programs for children with disruptive behaviour special needs.
- (b) Develop an effective mode of Public Relations with parent community e.g. notes / newsletters.
- (c) Establish appropriate measures to include "time out", parent interviews and counselling suited to the level of action required.
- (d) Implement suspension for non-urgent circumstances only after parent consultation.
- (e) Implement suspension immediately for urgent circumstances.

7.7.3 **Personal Development:**

- (a) Involve the children in self-esteem activities and P.D. lessons.
- (b) Regularly display children's work in prominent positions.
- (c) Involve the wider community in school activities.
- (d) Encourage children to recognise their own responsibilities and to respect the rights of others.
- (e) Give opportunities for children to show leadership.
- (f) Allow children to develop a sense of accountability to the group.
- (g) Provide attractive and appropriate materials and equipment for children's use.
- (h) Give children opportunities for decision making concerning school activities.

7.8 Strategies to deal with Unacceptable Behaviour

7.8.1 *Consequences for Misdemeanours:*

- (a) Apology and explanation.
- (b) Time out with teacher (5 to 10 minutes).
- (c) Time out and apology.
- (d) No play for remaining play period.
- (e) Parent notification (For property damage - parent notification and /or replacement).
- (f) Interview with parents.
- (g) Suspension according to Biala Special School "Suspension and Exclusion Guidelines"

7.9 Strategies to Recognise & Reinforce Student Achievement

- (a) Classroom merit awards.
- (b) Recognition in daily assembly and daily communication books.
- (c) Stickers/stamps.
- (d) Special privileges.

7.10 School Rules

7.10.1 *School Playground Rules:*

- (a) Always play safely.
- (b) Always sit down when eating outside.
- (c) Always wear a hat outside.

School Behaviour Code:

7.10.2 Children are expected to play safely at all times.

7.11 General Principles

7.11.1 Biala Special School should make every effort to ensure that education is a rewarding and relevant experience for all students.

7.11.2 It is essential that suspension and exclusion be seen as strategies within the student welfare policy and fair discipline code of the school.

7.11.3 The class teacher will seek early and positive support from parents or caregivers in resolving discipline and behaviour problems.

7.11.4 A student who exhibits violent behaviour or continually harasses other students or staff may be suspended from school. The community of Biala Special School does not have to tolerate behaviour of this kind. The motivation, work and safety of students and staff must not be jeopardized.

7.11.5 Students of any age may be suspended or excluded. (Refer to Section 7, Policy 2 on Suspension and Exclusion of Students)

Evaluation:

7.12 The Board of Management of Biala Support Services Inc. and the Principal of Biala Special School will review these guidelines on an annual basis.

Complaints & Grievances Resolution Procedure - Summary

Where there is some disagreement or dissatisfaction with the way that a matter has been dealt with, the school complies with the grievance process of Biala Support Services Incorporated which is the overseeing body of Biala Special School.

In general terms, this grievance procedure means that initial contact for the school is with the teacher or staff member involved, and, if required, to the Principal or the Manager of Biala Support Services Inc. and ultimately to the Board of Management of Biala Support Services Incorporated.

The details of this procedure are available from the office of Biala Support Services Incorporated in the Guidelines & Procedures Manual.

A copy of the organisations guideline for complaints and grievances is also found in the Policy, Procedures and Guidelines Manual for Biala Special School and is available to parents upon request.

School - Determined Improvement Targets

In 2009 Biala Special School recognised some target areas that needed improvement. These included:

Providing all Staff with relevant and ongoing Professional Development:

In 2010, Biala's teaching and support staff all participated in a variety of Professional Development opportunities. These targets were achieved through Staff professionalism and satisfaction; Outcome based achievements in communication, literacy and numeracy; the level of staff confidence in using a wide range of technology applications in the classroom such as the interactive whiteboard and all staff developing skills required to access a wide range of resources which enable better understanding of the Key Learning Areas.

Enhance Work Experience Opportunities for the Students in Year 9 and Year 10:

In 2010, the school continued to implement a Work experience and transitioning program designed for students in their final year of school. This program is designed to open all communication and provide information between parents, the school and the local Post School Transition to Work and Community Participation Service Providers.

Furthermore, the school had investigated a variety of work places and local businesses that are suitable work places for students to access work experience in Years 9 and 10 and which will help expand their work skills to become work ready.

In 2010 our two school leavers began an extensive transitioning program throughout the year which proved to be

an important process for the students and their families and by the last term had regularly accessed a Post School Community Participation Program of their choice.

Improve Literacy and Numeracy outcomes:

In 2010 all Teachers:

Accessed RFF time to revise their classroom programs to ensure outcomes in Literacy and Numeracy;
Prioritised assessing and reporting of student progress;
Utilised Professional consultancy in areas of Literacy and Numeracy development, training and effective communication aides such as the PECS system and Assistive Communication Technologies;
Reflected on the *Quality Teaching Framework* as examined in the NSW Institute of Teachers documentation.

Improvement in student behaviour:

In 2010 the school was able to utilise the expertise of PART Training, DADHC therapists and Positive Behaviour Support respectively to implement better behavioural strategies that work. Specific student Behaviour Plans were implemented and resulted in positive results.

Occupational Health and Safety:

The school's OHS representatives attend the organisation's meeting four times a year and report back to the Principal. All staff within the organisation participates in fortnightly staff meetings which address OHS issues, risks and concerns. All staff takes responsibilities around OH&S, safety, maintenance, risks and student welfare.

Biala Special School recognises the need to continually evaluate programs and establish new goals to achieve improvements in targeted areas, as identified through the schools strategic planning/review/evaluation process. We will be continuing to enhance the improvements of 2010 into our targets for 2011.

In 2011 we aim to further:

Provide all Staff with relevant and ongoing Professional Teaching and Learning Development:

Strategies to achieve this target include:

- Continue structured professional staff development days each term which provide access to different, relevant learning opportunities.
- Access additional funding to invite certain guest speakers, consultants and professionals in their field to help implement specialised Key Learning Area programs.
- Access additional funding through AISNSW or fundraising to be able to send staff on Professional Development courses and seminars either affiliated with the AIS, Independent Schools Leadership Centre or the community.
- Utilise the expertise of the visiting Therapists and Consultants for tutoring and support and the implementation of other suitable teaching technologies and resources, specifically in the Hydrotherapy Pool and Multipurpose Sensory and Therapy Room.
- The Principal to attend important AISNSW, NISSA, Far North Coast Disability Interagency Education Training &

Employment (DIETE), AASE and other educationally relevant organisational seminars and workshops.

Our success will be measured by:

- Staff professionalism and satisfaction.
- Outcome based achievements in all Key Learning Areas.
- The level of staff confidence in using a wide range of technology applications and programs in the classroom.
- All staff developing skills required to access a wide range of resources which enable better understanding of the Key Learning Areas.

Enhance Work Experience Opportunities and Transitioning for the Students in Years 9 and 10:

- Continue the development and implementation of the work experience and transitioning program for the high school students.
- Continue the investigation of local businesses that are suitable work places for students to access work experience in Years 9 and 10.
- Support School Based Traineeships with On-Q Human Resources.
- Provide all information to students, parents and carers of the post school options available and help liaise between Transition to Work and Community Participation Service Providers.
- Attend the annual School Leavers Expo.
- Offer a supported transition for school leavers into their Post School Provider of choice.
- Work in partnership with a number of businesses and services through community participation, work experience and integration to support the development of skills, knowledge and positive attitudes, in relation to students with disabilities.

Improve Literacy and Numeracy outcomes:

- All Teachers to use RFF time to revise their classroom programs to ensure outcomes in Literacy and Numeracy are achievable and functional.
- Ensure communication is a priority and teachers are assessing and reporting student progress.
- Utilise Professional consultancy in areas of Literacy and Numeracy development and effective communication aides.
- Implement the PECS system, Signed English and Boardmaker visuals for communication with certain non-verbal and verbal students.
- Reflect the Quality Teaching Framework
- Train all teaching staff in the use of technology and communication aides in the classroom.

Improvement in student behaviour:

- Utilise the expertise of consultants and therapists in Positive Behaviour Support, PART and better practical strategies that work with individual behaviours. Review and assess all student behaviour management and risk assessments regularly.

Occupational Health and Safety:

- The school's OHS representatives attend the organisation's meeting four times a year and report back to the Principal.

- All staff within the organisation will participate in fortnightly staff meetings which address OHS issues, risks and concerns.
- All staff to take responsibilities around OH&S, safety, maintenance, risks and student welfare.

To support Staff workplace wellbeing and safety:

The Principal, CEO, Executive and Board of Management recognise that the staff at our school work daily in a busy and high-risk environment with the pressure of dealing with the many difficult and challenging behaviours, brought on by some of our student's severe health and disabilities.

Biala Support Services Inc. aims to recognise these stresses and the need to nurture staff safety and wellbeing. This will be achieved by the organisation professionally nurturing a positive, efficient and innovative workplace where all staff members feel valued, listened to, respected and proud of their work while ensuring a healthy, harmonious, happy and safe workplace.

Parent Commitment and Contributions:

Parents are required to gain an understanding of Biala Special Schools' expectations regarding the participation and commitment required by parents.

Biala Special School is a registered charity and all donations are tax deductible. Government funding does not fully meet the costs of running the school. The remaining funds are raised through donations, fundraising events and parent contribution towards the Resource Levy.

All parents are expected to contribute towards the substantial fundraising effort and Resource Levy required securing the successful on-going operation of the school.

Biala Support Services Inc

BIALA SPECIAL SCHOOL
WEBSITE

Information on Biala Special School is now available to be viewed on the Biala Support Services Inc Website.

Information provided on the web site is inclusive of programs, fundraising, special events and all the happenings of the school and the organisation.

The site also provides current photos or happenings at the school.

www.biala.org.au



SUMMARY FINANCIAL INFORMATION

BIALA SPECIAL SCHOOL

INCOME & EXPENDITURE

1 January, 2010 to 31 December, 2010

Retained Earnings / (Accumulated Losses) **(\$175,926.00)**

INCOME

Other Private Income	\$31,531.00
State Government Recurrent Grants	\$288,916.00
Investing in Our Schools	\$1,000.00
Commonwealth Government Recurrent Grants:	
General Recurrent Grants Programme	\$163,169.00
Strategic Assistance for Improving Student Outcomes Programme	\$158,429.00
Other Capital Grants	
BER NSP	\$20,000.00
BER P21	\$50,000.00
TOTAL INCOME	\$713,045.00

EXPENDITURE

Salaries & Wages – Teaching Staff	\$227,834.00
Salaries & Wages – Other (incl. support staff, administration)	\$213,605.00
Insurance – Workers Comp	\$6,385.00
Superannuation	\$39,072.00
Teaching expenses (incl. office supplies and sundry)	\$103,217.00
Building & grounds operations/Repairs to building & maintenance	\$41,718.00
Other Operating Expenses	\$57,975.00
Capital Expenditure – Building Improvements	\$80,784.00
Plant and Equipment	\$13,601.00
TOTAL EXPENDITURE	\$784,191.00

BALANCE as at 31 December, 2010 (Accumulated Losses) (\$247,072.00)