

# St George Hospital School Annual Report



2017



St George Hospital School

*every child every day*

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## Introduction

The Annual Report for **2017** is provided to the community of **St George Hospital School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susanne Rosier

Principal

### School contact details

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### Message from the Principal

St George Hospital School is a unique educational environment with a very transient and unpredictable enrolment. In 2017, 1502 K–12 students were admitted to the hospital Children's ward. There were 804 students attending in the classroom. The majority of students had stays of less than 3 days, however a small percentage of students attended daily or three times a week. These ongoing outpatient students were referred via the CAMHS (Child & Adolescent Mental Health) unit. Our transient student population, including the ongoing referrals, presents the challenge of providing motivational and effective teaching and learning programs that enhance students' personal achievements and promote a successful return to school. The school works closely with hospital staff to foster a supportive and harmonious environment for students and their families. The support which St George Hospital School provides to students is highly valued by families, staff and the hospital community, helping to promote a positive profile for public education. During 2017 the school involved students, parents, medical staff, volunteers and the wider community in celebrating various events including Harmony Day, Education Week, Book Week, NAIDOC, International Nurses Day, Mental Health Week and Cancer Awareness month. We also host regular morning teas to promote public education and highlight the educational services offered by the hospital school. Visiting students from many countries from the Beverley Hills Language Centre In 2017 students and staff from the Beverly Hills Intensive Language Centre visited our school on a fortnightly basis. These students were very interested in our teaching activities and loved joining in wherever possible. Upon returning to their home school, the students gave a positive evaluation of their experience.

## School background

### School vision statement

St George Hospital School is committed to providing an inclusive, stimulating and supportive environment enabling students in exceptional circumstances to maintain educational continuity. Our school advocates for students and provides a conduit to the multi-disciplinary teams, census schools and community. Our school develops positive relationships to support engagement in learning, leading to successful outcomes and transitions. The wellbeing of our students is our highest priority

### School context

St George Hospital School provides educational services for inpatients who are students enrolled in Kindergarten to Year 12. The hospital school caters for students from government and non-government schools.

The school supports students during their stay in hospital by offering motivational and positive learning experiences. There is regular discussion and interaction between health professionals and school staff concerning the current health and ability of individual students. Effective communication and collaboration with medical staff and parents facilitates the formation and teaching of appropriate individual programs. When possible school students are encouraged to maintain links with their own school and try to complete set assignments and homework tasks so they are not disadvantaged when returning to their home school.

#### Hospital School Transition Program

In collaboration with the Child and Adolescent Mental Health Service (CAMHS), the school provides a structured and supportive program for students who are likely to experience difficulties in transitioning to their home school after hospitalization. These students may attend the hospital school for up to one year in some cases. This shared enrolment often means that the hospital school will offer supervision for NAPLAN and school examinations.

The Transition Program also assists students who are outpatients and have been referred to our service by their Paediatrician or CAMHS. It may be necessary for a student to attend our school due to the inability to physically access their home school, for example, the inability to walk up stairs, or a student may be referred to us due to their inability to go to school regularly, including those students who suffer from severe anxiety.

Students, in conjunction with recognised stakeholders who seek admission to St George Hospital School to address physical or mental health issues must complete a revised risk management plan; a student agreement form and a weekly Individual Learning Plan (IEP) to address individual student's needs.

St George School has one Teaching Principal, one part-time teacher, (1 day per week), one full time school learning support officer and a part time School Administration Manager (2 days per week). All teaching staff meet the requirements for teaching in NSW public schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

At The end of 2017 SGHS completed a self assessment survey. In the Learning Culture there was a shift from **Delivering** to **Sustaining and Growing**. In Teaching: Learning and Development there was improvement moving from **Delivering** to **Sustaining and Growing** and Leading: School Resources a move from **Delivering** to **Sustaining and Growing**.

#### Learning: Culture – Sustaining and Growing

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. In 2017 improved and effective communication between all stakeholders facilitated individual student success in school achievement including HSC and ROSA results. (Personalised Learning, School Plan 2016–2017). Students were offered the opportunity to complete NAPLAN while at the hospital school and all efforts were made to liaise with students, parents and mainstream schools to facilitate this opportunity while being admitted to a hospital setting.

In 2017 SGHS shared enrolments with 15 students from schools within the Georges River network. These students went from complete non attendance to averaging 3 days per week. Attendance data was maintained by the students themselves. Staff regularly and accurately monitored attendance and took prompt action to address issues with individual students. The school celebrates regular and improved attendance.

We believe we are implementing all aspects of the Wellbeing Framework for Schools document (NSWDEC) in an enabling school environment. This framework supports wellbeing programs by using a "connect, succeed, thrive" approach. It is essential in the hospital school setting that we connect promptly with students, particularly with students who may only be in hospital for a short time but may be home for an extended period before returning to their census school after injury or illness. Our school staff set initial tasks on the basis of achieving student success. This process is devised to establish and maintain a positive relationship between student–teacher–school during their transition. The school actively collects and uses information to support students' successful transitions.

### **Teaching: Learning and Development – Sustaining and Growing**

In the domain of Teaching, our perception of Learning and Development progressed from Delivering in 2016 to Sustaining and Growing in 2017. All staff engage in professional discussion and collaborate to improve teaching and learning for particular student groups. This includes negotiated observations of classroom teaching, practice, with feedback, to improve professional knowledge and practice. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. At SGHS teaching occurs in a multi stage K–12 environment. Teachers document reading and numeracy levels after entering the school. Teachers then plan activities using student's individual assessment.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence–based, future–focused practices. The element of collaborative practice continues to be an area of strength for our school. Particular emphasis in 2017 was on communicating and engaging with hospital schools outside of our NSW network. Attendance at professional learning, specifically the HELP conference (Health, Educators, Learners, Parents) in September, 2017 strengthened networks with our NZ Northern Health School colleagues and established new networks with hospital schools in SA and QLD. In 2017, our staff was invited to present a paper at the HELP conference. Exposure to these external settings has broadened our knowledge and enabled us to reflect and review our practices to best meet the needs of our community.

### **Leading: School Resources – Sustaining and Growing**

In the domain of Leading we are delivering in most elements however, we perceive that we are sustaining and growing in the area of school resources. The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. All laptops are uploaded with effective reading and numeracy programs to cater for students who are unable to leave their bed. Families appreciate the extended staff visits to those immobile students who can access appropriate literacy and numeracy resources at their level. Our 5 iPads are useful resources for younger students with apps like "*Student Writing*" proving to be the most productive and utilised, giving students the opportunity to practise letter and number formation and learning sight words at grade level. All computers are networked in the classroom with students able to access their own file on the shared faculty drive. All senior students are able to access their home school site to determine expectations in each subject area. All staff have access to individual IEP's and are expected to continually upload information about academic achievement and the wellbeing status of each student. At SGHS we aim to ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Excellence in personalised learning

### Purpose

To actively engage all students in relevant and challenging learning experiences which are personalised, differentiated and facilitate their educational continuity.

### Overall summary of progress

Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The needs of all students are explicitly addressed in teaching and learning programs. The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.

In 2017 St George Hospital School has strived to meet the individual needs of our students. The school catered for 1621 students admitted to the hospital with 832 students accessing the classroom. SGHS assisted 13 at risk students transition back to school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff constantly utilise and engage with the Performance and Development Framework.  Greater effort and emphasis on working with the student's school to establish individual learning plans.  Staff to have access to and be more aware of current school texts e.g. Paul Jennings, <i>The Nest</i> in order to deliver quality learning.	PL + SOF \$1350 x 2(6100)	All school evaluations reflect: gaps in student learning identified in all long term students, data used to target teaching, more informed parents who are empowered to help their child at home, the student wellbeing remaining a priority to all stakeholders.  Purchased books including <i>Why Weren't We Told</i> (Henry Reynolds) & <i>All the light we cannot see</i> (Anthony Doer) for Yr 10 and Yr 12 students.

### Next Steps

In 2018, staff will be guided by the new learning progressions in literacy and numeracy, as well as the relevant syllabus, to assign tasks for short and long term students prior to the receipt of census school documents or directions. Staff will also incorporate cross-curriculum priorities for K-10 students where appropriate.

Incremental increase in the number of students engaging in post hospital education or work destinations.

All schools involved in the transition of students to provide feedback on the service offered by SGHS using the hospital school survey.

## Strategic Direction 2

Enhancing student well-being

### Purpose

To actively engage all students in meaningful and challenging experiences which focus on improving their intellectual, physical, social, emotional development and wellbeing.

### Overall summary of progress

The Melbourne Declaration for Young Australians (2008) promotes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures and work for the common good. St George Hospital School as indicated in our 2016–2017 school plan has worked closely with families, hospital staff and personnel from the Child and Mental Health Service (CAMHS) to re-engage and promote school attendance for students who are experiencing difficulty at their census school or who have been diagnosed with a medical or mental health disorder.

During 2017 SGHS has refined strategies to ensure students feel safe and less anxious in the hospital setting. Activities such as cooking, music appreciation and board games during the lunch break, assist in creating trust and a comfortable rapport enabling both the inpatient and outpatient students to be able to focus on their schoolwork in a less stressful and anxious environment.

In 2017 SGHS developed effective partnerships with GRC Penshurst College, Blakehurst HS, St George Girls HS, Sydney Boys HS, Brigidene College, Peakhurst HS Carlton PS, Kogarah Marist, Heathcote HS, Christian Brothers Lewisham, Inaburra HS and Caringbah HS liaising and working on behalf of their students' welfare and future prospects.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff to engage in professional development to keep up to date and well informed about the impact of physical and mental illness.	Attendance at conference x 3 \$450.00 1 teacher relief \$500.00 1 SLSO relief \$300.00	Staff attended the Generation Next Conference on Friday 4 August, 2017. Principal and Temporary teacher attended after school hospital dietician training in managing food disorders in the classroom.

### Next Steps

The school is in the process of following up on the students who have returned to school, tertiary or work related pursuits. We are looking to document all results dating from 2011 to gauge the effectiveness of our program and investigate strategies to improve our performance.

Investigate NSW Service Plan for People with Eating Disorders (CEDD Conference 2018 Melbourne) (<http://conference.2018.ANZAED.org.au/>)

## Strategic Direction 3

### Fostering community engagement

#### Purpose

To build inclusive, collaborative teams and school networks through quality community partnerships which contribute to making learning core and community business so that student engagement, learning and well-being is a central focus.

#### Overall summary of progress

Our school advocates for students and provides a conduit to the multi-disciplinary teams, census schools and community.

In 2017, SGHS staff liaised regularly with hospital staff concerning the attendance in the classroom and management of 804 students admitted with physical conditions, to ensure students in exceptional circumstances maintain educational continuity. A significant number of these students stayed for longer periods if diagnosed with Diabetes or an Eating Disorder.

In 2017 SGHS staff communicated daily with the Child & Adolescent Mental Health (CAMHS) unit to discuss progress of the 13 transitioning students referred to us by this service. SGHS also communicated daily with mainstream schools to be able to meet the educational needs of the students referred by CAMHS.

The school is a valued member of the wider community and relationships exhibit mutual respect of education, health and family priorities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Foster more involvement and collaboration with paediatricians and medical staff when engaging in interagency meetings.	Purchase of resources for students including uniforms, books, movie tickets, USB's and classroom necessities.  (Socio-economic background) \$500.00	In 2017, paediatricians utilised the services of SGHS staff more frequently especially in relation to managing students with food disorders and long term inpatients.

#### Next Steps

Increased collaborative expertise and capacity across our hospital Community of Schools (COS) in transitioning of students.

Identify new opportunities to share and display our educational expertise and resources in our community.

Purchase of a school banner for front of school marketing.

Increase of published students work within the hospital.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	PL + SOF \$2,600 X 6 staff (6100) • Socio-economic background (\$874.00)	Students improvement in Maths exams. Students and families satisfied with personalised plans and extent of social and academic achievement. 90% of students back at census school.
<b>Support for beginning teachers</b>	Professional learning of newly accredited teacher maintaining proficiency.  Teacher release X 3  \$1,500	Temporary Teacher increased ability to manage PDP goals tied to school priorities.  Temporary Teacher attendance at Generation Next Conference and professional learning focussed on Food Disorders.  TT more experienced at supervising SLSO and working in a multi stage environment.





## Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. Students who attend St George Hospital School are specifically inpatients of St George Hospital Paediatric Ward. The school also provides support for day patients receiving treatment in the paediatric ward including allergy challenges and for students referred from CAMHS (child and Adolescent Mental Health Unit). These students are usually in the process of transitioning back to their home school (or alternate educational placement).

### Management of non-attendance

Students who attend the Hospital School remain enrolled in their home school but their attendance is logged in a daily Attendance Register. During 2017 an average of 19 students were supported by St George Hospital school each week. The length of hospital stay ranged from 1 to 32 days with 71% of students having stays of one day. Students with ongoing medical issues may attend the school a number of times during the year. In 2017, 56% of students were from government schools, 33% of students were from non-government schools and 11% of students from Special Purpose Schools (SSP). There were similar numbers of primary and secondary students. Students were from a wide range of cultural backgrounds with diverse medical, emotional and educational needs.

### Structure of classes

In 2017 the average number of students attending the classroom each day was four students, whilst an average of 6 students were supported on the ward each day. All students are encouraged to attend the classroom, however, school personnel are guided by

### Management of non-attendance

Students who attend the Hospital School remain enrolled in their home school but their attendance is logged in a daily Attendance Register. During 2017 an average of 21 students were supported by St George Hospital school each week. The length of hospital stay ranged from 1 to 32 days with 61% of students having stays of one day. Students with ongoing medical issues may attend the school a number of times during the year. In 2017, 66% of students were from government schools, 26% of students were from non-government schools and 8% of students from Special Purpose Schools (SSP). There were similar numbers of primary and secondary students. Students were from a wide range of cultural backgrounds with diverse medical, emotional and educational needs.

### Structure of classes

In 2017, the average number of students attending the classroom each day was 7, four students inpatients from the hospital ward and 3, outpatients, referred by the Child and Adolescent Mental Health Unit (CAMHS). Each day, on average, 7 students were immobile in the Children's Ward and they were supported by SGHS staff with activities taken to their bed. All K-12 students are encouraged to attend the classroom, however, school personnel are guided by the advice of hospital staff.

In 2017 The highest percentage of students in our school were Year 10 students. This would be the result of the number of Yr 10 students referred to us from as outpatients from the Child & Adolescent Mental Health Unit. The following information shows the representation of all student groups:

- Kindergarten 4%
- Year 1 5%
- Year 2 5%
- Year 3 8%
- Year 4 6%
- Year 5 4%
- Year 6 4%
- Year 7 12%
- Year 8 10%
- Year 9 10%
- Year 10 13%
- Year 11 11%
- Year 12 11%

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.19
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.5
Other Positions	0

\*Full Time Equivalent

No members of St George Hospital School staff are from an Indigenous background.

Principal	1.00
Classroom teacher	2.272
School Administration Assistant	1.496
Total	4.768

The school principal has retained her position since 2011. In 2017 a new school administration manager was appointed through the merit selection process. The school learning support officer has retained her position since 2010. In 2017 there were a number of part-time casual teachers filling one teacher position in an effort to employ specialist teachers, e.g. Maths to assist individual student's needs.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

#### Professional Learning

In 2017 all staff at St George Hospital School completed the mandatory on line professional learning. Professional learning encourages all staff to pursue professional goals that are aligned to the school plan and responsive to the needs of our school community. Key courses and mandatory training include:

- Hospital schools planning day
- P/card on line training
- LMBR Readiness on line
- LMBR
- NAPLAN Online
- Workplace, Health & Safety Workshop
- CPR/Anaphylaxis
- Electronic Financial Planning tool (eFPT) budget
- Generation Next Conference
- SPARO
- Georges River Network meetings
- Managing Food Disorders conference Newcastle
- Managing Food Disorders – St George Hospital
- CAMHS Mental Health Breakfast, St George Hospital Auditorium
- H.E.L.P Conference
- Coding with SCRATCH
- Awards Evening Endeavour High School

Our temporary teacher is working towards completing her second maintenance period for Proficient

Teacher. This teacher has completed approximately 80% of the required hours for this period. In 2018 SGHS will be hosting another temporary teacher's accreditation process.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>97,195</b>
Global funds	27,381
Tied funds	6,642
School & community sources	0
Interest	961
Trust receipts	0
Canteen	0
<b>Total Receipts</b>	<b>34,984</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	4,818
Excursions	0
Extracurricular dissections	0
Library	271
Training & Development	18
Tied Funds Payments	5,245
Short Term Relief	2,877
Administration & Office	6,145
Canteen Payments	0
Utilities	1,322
Maintenance	155
Trust Payments	0
Capital Programs	0
<b>Total Payments</b>	<b>20,851</b>
<b>Balance carried forward</b>	<b>111,328</b>

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>136,896</b>
Appropriation	135,971
Sale of Goods and Services	-51
Grants and Contributions	707
Gain and Loss	0
Other Revenue	0
Investment Income	268
<b>Expenses</b>	<b>-13,828</b>
Recurrent Expenses	-13,828
Employee Related	-7,231
Operating Expenses	-6,597
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>123,068</b>
<b>Balance Carried Forward</b>	<b>123,068</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Base Total</b>	211,933
Base Per Capita	4,264
Base Location	0
Other Base	207,669
<b>Equity Total</b>	3,108
Equity Aboriginal	0
Equity Socio economic	3,108
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	186,807
<b>Other Total</b>	3,341
<b>Grand Total</b>	405,189

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Students from the hospital school are able to sit for NAPLAN, HSC and other school based assessments e.g. ROSA, if they are feeling well enough to do so. The medical and school team, in conjunction with the student and caregiver, determine if this is an option. Assessments are conducted under the same conditions as their peers. Disability provisions are obtained from NESAs (formerly BOSTES), where necessary and reasonable adjustments are made as required with regard to illness or injury. The results of these assessments are sent directly to the student and their census/enrolled school. In 2017 there were two full time Yr 10 ROSA students and 1 full time HSC student completing their studies at the hospital school. There were one Yr 3 student who took advantage of completing NAPLAN in 2017.

## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of medical staff and parents in respect to management practices at our school.

### Medical staff

"You and your school have helped me care for one of the most challenging and complex young men I have seen in my career. As you know, without the support of the St George Hospital School this young man would almost certainly have continued his high level of school absenteeism, anxiety, eating difficulties, learning problems and would have been excluded from school for months due to his complex medical needs and frequent medical appointments. Regards, Dr Chris Elliott"

### Of the 24 returned surveys, parents and students responses included:

- "The ladies helped Justin feel very comfortable. Thank you"
- "Levi enjoyed school, it helped keep his mind off things."
- "Annabelle thoroughly enjoyed hospital school and receiving a principal's sticker"
- "Lovely staff. School makes the kids feel normal. Great service. Made difficult time easier"
- "Very impressed, what a wonderful service provided"
- "Fantastic for kids in hospital"
- "Great to have teachers that are attentive and give kids activities during their stay"
- "Awesome staff – support very much appreciated – Thank you"
- "Elizabeth really enjoyed leaving her bed to participate in different activities, made it very enjoyable"
- "Amelie was very excited about going to hospital school"
- "Sean has always loved going to school at the hospital."
- "Very impressed"

### Parents and carers returned 38 permission forms which consented to the school:

- publishing the students writing samples in the front foyer of the Childrens Ward;
- photographing students and their work for publication in our school website; and
- displaying students work on closed circuit TV displays

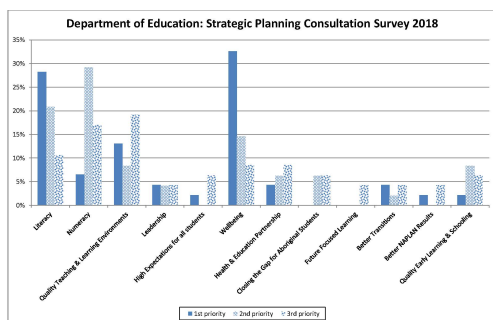
### Census school satisfaction

- Blakehurst High School – 98% approval rating – "It has been a pleasure working with SGHS"

### Future Direction

The school is committed to the welfare of students. Data gleaned from the Strategic Planning Consultation Survey 2018 has highlighted the need to continue with our Wellbeing focus and a strong emphasis on improving literacy and numeracy in a

## Quality Teaching & Learning Environment.



for example racism and intolerance of other people. We encourage students to respect all families' backgrounds and welcome the overseas students who visit our classroom from the Beverly Hills Intensive Language Centre. Many of these students have come from countries such as Syria, India, China and Pakistan. Some of these students have come from a war-torn country and always provide a positive evaluation of their visit to St George Hospital School.

## Policy requirements

### Aboriginal education

#### NAIDOC WEEK

All students investigate Aboriginal history and culture by incorporating Aboriginal perspectives across the curriculum. Reading resources include culturally appropriate and contemporary readers that have been written by Aboriginal people. Students were extremely involved and engaged in designing the large dot painting lizard displayed in the foyer of the hospital during NAIDOC week. The staff are familiar with the objectives and major commitments of the Aboriginal Education and Training Policy. Staff and students celebrate NAIDOC week and National Reconciliation Week.



### Multicultural and anti-racism education

Many cultural and religious events are recognised by the hospital school. Specific events identified in our school and ward include: NAIDOC week, Chinese New Year, Christmas, Easter, Ramadan and Eid. Education at these special times focuses on the value of these special events within our community and how it may relate to friends and their families. At the beginning of the school year the students investigate cultural activities, customs and food associated with different countries in the lead up to Harmony Day in March. Students are encouraged to research and discuss situations which disrupt harmony in the world,