

# St George School

## Annual Report



2017



5527

## Introduction

The Annual Report for **2017** is provided to the community of **St George 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.

Diana Murphy

Principal

### School contact details

St George School

Marshall St

Kogarah, 2217

[www.stgeorge-s.schools.nsw.edu.au](http://www.stgeorge-s.schools.nsw.edu.au)

[stgeorge-s.School@det.nsw.edu.au](mailto:stgeorge-s.School@det.nsw.edu.au)

9588 2400

### Message from the Principal

The year 2017 marked the third and final year of the St George School Plan school plan 2015 – 2017. During the year, the school worked towards the consolidation of projects indicated in the school plan.

The school year commenced with a record number of eight new enrolments transitioning to school from early childhood settings. Later in the year there was an additional new student. There was also a record number of students leaving during the school year with two students moving interstate one student moving to the south coast of NSW. At the end of the year four students graduated and progressed onto post school programs.

The year was also marked by the introduction of NDIS in the Sydney metropolitan area. An understanding of the machinations of NDIS and its implications for funding and support was ongoing throughout the year. Many families were engaged in NDIS planning. In 2017, 'client centred' approach to disability of NDIS enhanced opportunities for therapy support at St George School. There was an increase in therapists visiting the school in the second half of the school year.

In 2017, the school was supported well by the community. The generosity of a number of organisations assisted the development of specific programs such as eye gaze and the continued operation of the music program.

The programs and activities of the year culminated at the end of the year with the school's participation in the Schools Spectacular, the school concert and presentation day and the Leavers Assembly.

In 2017, I was seconded to work in the head office of the department for two terms. Ana Mowle relieved as principal during that time.

# School background

## School vision statement

'To empower students to become lifelong learners who are confident, emotionally and socially secure and able to communicate effectively so they can function in the community to the best of their ability.'

## School context

St George School caters for students with severe and moderate physical disability from pre-school to Year 12. Students attend from Sydney's southern suburbs, St George area, the Eastern Suburbs and Inner West. St George School takes pride in delivering quality educational programs for our students. The school's motto 'Learning for Life' highlights the importance of personalising student learning to maximise opportunities for independence and an enhanced quality of life.

The majority of students have an additional disability to the physical disability including moderate/severe intellectual, autism, visual impairment and hearing impairment.

St George School shares a site with Moorefield Girls High School and James Cook Boys Technology High School. The physical environment of the school aims to support the comprehensive delivery of educational programs in a safe, age appropriate and attractive setting. The school is built on a level accessible area. In addition to the playground areas and classrooms, the school has a number of specialist areas which include the library, pool, sensory room, sensory theatre, connected classroom, hall, liberty swing and a sensory garden. The playgrounds, classrooms and specialist rooms address the wide range of needs of students at St George School.

## 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.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The School Excellence Framework sets 14 measures of performance for school self assessment. There are four measures of ranking in each of the elements: Working towards Delivering, Delivering, Sustaining and Growing and Excelling. There are a small number of sub-elements within the elements that are not applicable to St George School.

The results of self assessment in 2017 indicated that in the Domain of Learning, the school's self assessment, based on evidence, was at Sustaining and Growing in four of the six elements and at Delivering in two elements. In the Domain of Teaching, self-assessment was at Sustaining and Growing in two of the four elements, Delivering in one element and in the element, Data Skills and Use, at Working towards Delivering. Some of the sub elements of Data Skills and Use was not consistent with personalised learning and hence not applicable to the St George School context. In the Domain of Leading, the results indicated assessment at Sustaining and Growing in three of the four elements and Excelling in the fourth element.

The School Excellence Framework provides guidance to the school in its pursuit of continuous improvement. The results of assessment has informed directions in the next school plan 2018 –2020. There will be an emphasis on measurement of learning, use of data to inform practice, literacy and numeracy focus and instructional leadership to support effective classroom practice.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Student Learning

#### Purpose

**Student Learning:** Students are engaged and successful in their learning, attain increasing independence and have a voice:

To provide a stimulating learning environment that has high expectations for all students, focuses on the abilities of students and promotes and celebrates student successes.

To share achievements and consolidate learning in the home environment through quality collaboration with families. To provide a learning environment that stimulates, extends and challenges learning and provides opportunities to practise skills and communication across settings and with a range of people.

To give students a voice through effective use of communication tools and strategies so that they are able to choose and direct their lives.

#### Overall summary of progress

There were three projects in Student Learning:

1. Promotion and celebration of ability
2. Learning across settings
3. Effective use of communication tools and strategies – students have a 'voice'

The culture within school supports the promotion and celebration of ability. The goals were achieved with fortnightly awards, recognition of awards in the school's newsletter and presentation day at the end of the year. Students participated in mainstream activities such as the Koori Art Expressions, Schools Spectacular, the inter school Boccia competition and attendance at combined schools commemoration of Anzac Day in Hyde park.

Student profiles and personalised plans reflect the achievement and learning of all students. Handover information at the end of the year provides a summary of student achievements and forms the baseline for student learning the following year. The introduction of mid term and end of term class staff review of student achievement provided a formal process to identify, regularly monitor and review individual learning needs and achievements. Positive, respectful staff –student relationships operate across the school and staff promote student wellbeing to ensure optimum conditions for student learning. The importance of giving positive feedback is recognised and evident in the way staff communicate with the students and, at times, student to student.

Learning across settings is an important goal to consolidate learning and generalise learning to other settings. Support from families is positive. There is recognition that families have demands and time constraints that can impact on consolidation of learning at home. However the process is supported by the daily communication book, fortnightly newsletter, the yearbook. Learning external to the school is supported as opportunities to consolidate learning, in particular, communication. All classes participated in excursions linked to areas of study. The senior students participated in weekly community access programs to support the development of functional communication skills, life skills and socialisation skills.

In 2017, the school received community support to enable the development of the eye gaze program for identified students. Students who could benefit from the eye gaze program were identified. In 2017, the focus was on the development of eye gaze skills for identified students. Two members of staff provided 1:1 support on a weekly basis.

At the end of 2017, there was clarity about the strategies to support individual communication systems. There was recognition that development of individual communication systems remained a priority. There was also recognition by families and staff that the eye gaze program be continued and enhanced so skills in the use of eye gaze enabled access to learning. There was also recognition of the need to integrate eye gaze skill into classroom programs through continued student support and staff professional learning.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years) | Funds Expended<br>(Resources) | Progress achieved this year |
|---|-------------------------------|-----------------------------|
|---|-------------------------------|-----------------------------|

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| <ul style="list-style-type: none"> <li>• Student profiles and personalised learning plans reflect increased learning, increased recognition of learning, increased independence in specific skills and increased communication skills..</li> <li>• Communications skills audit reflects enhanced communication strategies at school and at home.</li> <li>• Parent feedback indicates attainment of skills in the home environment and effective communication and choice making at home.</li> </ul> |                               | <p>Student learning is personalised. The personalised learning plan (PLP) forms the basis for learning for the year. The learning priorities of the PLPs are assessed within the curriculum areas.</p> <p>Student reports are also personalised and show progression across a scale together with information regarding prompts for learning. There are opportunities for tracking student learning against their previous performance. The results vary consistent with a broad range of students and impact of disability and health care on learning.</p> <p>Expansion of the eye gaze program in 2017 has provided individual students with skills to develop effective communication strategies at school and at home.</p> <p>Increased speech therapy support through NDIS funding has provided opportunities for consistency of communication across settings.</p> |

## Next Steps

Celebration of ability and opportunities for students to engage in mainstream opportunities will continue into the next school plan. A more systematic and effective collection of data to measure student learning and achievement will be supported by executives working as instructional leaders within each team.

Student learning across settings will be enhanced by allied professionals working with families. External providers working in schools, funded by individual student's NDIS package will enhance learning across settings. There is recognition of the role of external providers and the need to establish a system for complementing the work of schools.

Use of technology to support access to learning and communication is a focus for the next school plan. Expansion of the eye gaze program into the classroom, continued students skill training and professional learning for staff in the use of eye gaze is a priority. The use of current computer programs and tablet apps that focus on communication will be enhanced and supported by purchase of programs, new ipads, employment of technology advisors and staff professional learning.

## Strategic Direction 2

### Staff Learning

#### Purpose

**Staff Learning:** A high performing, collaborative staff with a deep understanding of quality teaching and learning and curriculum implementation for students with significant learning needs:

To enable class staff to work collaboratively to set learning priorities that challenge, are realistic, personalised and attainable and focus on the whole child including their emotional wellbeing.

To support teachers to implement the curriculum in accordance with the Disability Standards for Education 2005 through curriculum knowledge and skills in critical reflection, authentic assessment and evaluation of student learning.

To support increased student independence by guiding learning from acquisition to generalisation in other contexts.

#### Overall summary of progress

There were three projects to support this direction:

1. Student wellbeing
2. Critical reflection, authentic assessment and evaluation
3. Implementation of the NSW syllabuses of the Australian curriculum

In 2017, there was a strategic and planned approach to developing whole school wellbeing processes that supported the wellbeing of all students so that they can connect, succeed and thrive (School Excellence Framework).

The wellbeing of students was explicitly supported by all staff. The first five weeks checklist was introduced in 2017. It was recognised that the beginning of the school year is busy and that a framework would assist class staff in setting up processes and practices for the school year. The first five weeks checklist list included the establishment of class aims, class routines, class rules, classroom set up, class and individual student timetable, student profiles. It also included classroom administration procedures such as book-keeping, class budget, roll marking, filing, administration of medication record sheets and administration of tube feeding. A key feature of the first five weeks programs was the development of class programs, PLP meetings with families, collaborative planning with SLSDOs and external providers. There was also a checklist for plans including health care plans, eating drinking plans, manual handling lifting plans, excursion risk management plans, transport health care plans and other risk management plans as required.

The introduction of PDPs for non teaching staff provided the opportunity to integrate priorities for student learning and wellbeing into identified professional goals. In 2017, SLSDOs were supported by teaching staff in attaining goals that were linked to class and school priorities. SLSDOs were recognised as integral to the learning process and there were expectations that goals were targeted and relevant. Teachers received training as PDP supervisors of the SLSDO on their class. Class staff critical reflection twice per term supported a collaborative approach to evaluation of student learning.

The need for data to assess student learning to evaluate teacher practice remained a priority. The use of SMART goals was introduced accompanied by professional learning for teaching staff in the establishment of SMART goals..

An understanding of the new curriculum was supported by the development of a scope and sequence K–10 for English, Mathematics, Science and History, professional learning on the NSW syllabuses for the Australian curriculum and the development of adjusted unit work for students with moderate/severe intellectual disabilities. A tracking sheet for individual students was established to ensure that delivery implementation was systematic and avoided gaps in learning and/or duplication of topic areas. Staff were supported in the development of adjusted units of work through teacher release to collaborate, develop, implement and review.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)                                     | Progress achieved this year  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• High expectations of self and students reflected in the Performance and Development</li> <li>• Evidence of personalised authentic assessment</li> <li>• Evidence of regular reflection: class staff and in teams</li> <li>• Wellbeing audit and surveys gather impact and outcome data.</li> <li>• Data demonstrates generalisation of skills in other contexts and/or settings</li> <li>• Increased shared units of work in national syllabuses:</li> </ul> | QTSS funding to release teachers for development of units of work | <p>The first five weeks program implemented to support the wellbeing and learning needs of all students.</p> <p>Teaching and non teaching staff developed goals linked to student and school priorities.</p> <p>Teachers trained as supervisors to support the PDP of non teaching staff.</p> <p>Teachers and SLSOs worked together to support student learning through regular reflection on student learning.</p> <p>Teachers collaborated on the development of units of work for the new curriculum. Adjusted units of work are available on the shared drive.</p> |

### Next Steps

The school will work towards refining the existing scope and sequence. Teaching staff will also develop the scope and sequence for Geography, PDHPE and Creative Arts. There will also be further refinement of student tracking to measure student progress and achievement.

The implementation of the curriculum will be supported by executives in the role of instructional leader supporting teachers in collaborative development of units of work, observation and feedback.

Professional learning on the new curriculum documents will continue with a focus on PDHPE, Creative Arts and the Stage 6 syllabuses.

Instructional leaders will also support the PDPs for the teaching and non teaching staff in their team.

## Strategic Direction 3

### Learning within and beyond the school

#### Purpose

Learning within and beyond the school: A collaborative stimulating learning community that promotes best practice in special education within and beyond the school:

To support the effective and sustainable operation of the school including a tracking system of student attainment and curriculum access through comprehensive documentation including policies and procedures.

To promote a collaborative culture where families and carers are informed and active partners in the education of students working at times with professionals and outside agencies who are creditable and accountable. To promote best practice in special education within and beyond the school to support the education of students with disabilities across schools through networking and engaging with local schools.

#### Overall summary of progress

There were three projects in this direction:

1. Practices and procedures
2. Collaborative planning
3. Best practice in special education

The development of processes and practices has been supported by the work undertaken by the department external to the school. The school excellence policy provides direction for schools in planning, self-assessment and annual reporting. Accountability and adherence to policies is supported through an online resource known as the A-Z implementation tool. In 2017, evidence to demonstrate adherence to child protection legislation was required. Schools were required to provide evidence that would mandatory annual child protection update, adherence to processes for the Working with Children Check and student attendance at school.

The department has also provided a policy library to support schools in implementing practices and processes consistent with the NSW Department of Education. The department also provides Work, Health and Safety Consultants to ensure adherence to WHS issues identified in schools. Curriculum implementation is supported by curriculum advisors. The physical environment of the school is supported by asset management.

The school has in place processes to manage issues and to communicate with staff and families. In 2017, one of the issues that is currently being addressed with the support of asset management is a safer people entry to the school site during school hours. In view of the needs of the students and the ratio of staff to students, entry via the administration block is proposed to ensure that all gates to the playground are secured during the school day for student safety.

Parents were supported in their understanding of NDIS through the distribution of information to families from NDIS and local area coordination (LAC). The Coffee & Chat session for parents in second term was prepared by a parent to support other parents in understanding the various aspects of preparing for NDIS. In 2017, a significant number of students commenced support for their disability with a funded support plan.

In 2017, the school managed the operation of the buses via the P&C. This collaborative process has ensured that the funds from the operation of 7 bus runs stays with the school. Funds from the operation of the buses has provided the additional staff member for swimming so that the program can operate daily and on a weekly basis for each class. It has also provided for additional staff for other programs and individual student support as required.

In 2017 parents participated in the Tell Them from Me survey to gain feedback on school performance in key areas. There was a positive response from families and scored above the state mean in all areas but one. The questions on homework and supporting learning at home was below the state mean. Questions in this section were more applicable to students without a disability. The other areas covered for feedback included parents feeling welcomed at the school, school inclusion, safety at school, support for positive behaviours, support for learning and information to parents.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years) | Funds Expended<br>(Resources) | Progress achieved this year                   |
|---|-------------------------------|---|
| Operation of the school is based                      | Nil                           | The school has in place processes and systems |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year   |
|---|-------------------------------|---|
| <p>on clear, concise and transparent practices and procedures</p> <p>Culture of case management and collaborative practices is sustained through systemic changes (NDIS).</p> <p>100% PLPs reflect the needs of the whole child: curriculum access, physical management needs, health care, manual handling practices and input from outside professionals.</p> <p>ESES resource feedback is positive plus number of hits on the website.</p> |                               | <p>that are monitored and reviewed.</p> <p>Significant number of students are currently supported by a NDIS plan</p> <p>The students PLP is complemented by the support of therapists funded by the NDIS support plan</p> <p>Attendance of therapists at school is monitored and has increased.</p> <p>Two ESES resources supporting students with disabilities in mainstream classes have been developed..</p> |

## Next Steps

The school will work towards formalising the process for external providers delivering health, wellbeing and disability services to students. This process will ensure that all providers negotiate with teachers regarding ideal times for therapy support, an induction process covering child protection training, awareness of the department's code of conduct and awareness of the controversial issues in schools policy and procedures.

The school will continue to work in collaboration with families to embed a culture of high expectations and effectively cater for the range of disability.

The school will continue to work with community groups to support the operation of programs through grants and funding.

| Key Initiatives                      | Resources (annual) | Impact achieved this year  |
|--------------------------------------|--------------------|--|
| <b>Aboriginal background loading</b> | \$677              | Funding from Aboriginal background loading was used to support participation in the Schools Spectacular.   |
| <b>Socio-economic background</b>     | \$5,066            | The funding was linked to Strategic Direction 1 and used to support the participation of students in mainstream activities such as School Spectacular, Koori Art Expressions and the Boccia competition. |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 31         | 30   | 33   | 31   |
| Girls    | 27         | 27   | 26   | 25   |

In 2017, the school continued with an allocation of ten classes providing for an enrolment capacity of 60 students. With flexible staffing, eight classes operated across the school.

Fifty-seven students attended St George School in 2017. At the beginning of the year, we welcomed eight new students who successfully transitioned from early learning settings to school. In second semester we welcomed another student to the school who also transitioned from an early childhood setting. During the year two students moved interstate and one student moved to the south coast. At the end of the year four students in year 12 graduated and exited the school.

In 2017, all students at St George School had high support needs and a physical disability. Over 98% also had a diagnosed intellectual disability, 30% with additional vision impairment, 7% with additional hearing impairment and 3% with additional autism spectrum disorder.

In 2017, there was 55% male and 45% female students. Twenty students representing 35% of student population are from language backgrounds other than English. Language backgrounds include Arabic, Cantonese, Greek, Hebrew, Italian, Korean, Mandarin and Russian.

At St George School every student's placement is formally reviewed annually. Recommendations regarding continued placement or possible consideration of an alternative placement are made in consultation with families. The reviews held in October 2017 indicated that all students were appropriately placed and recommendations were made to continue placement.

All students are eligible for special transport to and from school where families demonstrate that they are unable to provide transport for their child. The majority of students are transported using the NSW Department of Education's Assisted School Transport Program (ASTP). In 2017, only one student was transported to and from school by the family.

## Structure of classes

St George School caters for students from pre-school to year 12. To support the delivery of the curriculum, communication within the school and professional learning of staff, three teams operate: primary, middle

and secondary. Each team is supported by one of three assistant principals.

With an allocation of ten classes for the school, the staffing was used flexibly to enable additional school learning support officer position to support the wellbeing and physical needs of students.

In 2017, the Primary Team consisted of 4 classes with 2 full-time and four part-time teachers and six school learning support officers. These classes catered for students from pre-school to Year 5.

The Middle Team consisted of a double class and the regular sized class with three teachers and five school learning support officer positions. The classes catered for students from Year 5 to Year 7.

The Secondary Team consisted of two classes with four part-time teachers, two full-time school learning support officers and four part-time school learning support officers. The classes catered for students from Year 7 to Year 12.

## Retention Year 10 to Year 12

Students with high support needs are able to access support for post school services after the year in which they turn 18 years of age. These services are now funded by the NDIS national program. Hence, there is 100% retention Year 10 to Year 12.

Four students graduated from Year 12 in 2017. The families selected NDIS registered service providers that were local and matched the needs of their child. Families had the opportunity during the year to visit the locations.

During 2017, a formal functional assessment of the exiting students was undertaken at school to support eligibility for the post school service and the appropriate funding level commensurate with need.

In fourth term, transition plans were developed and implemented in term 4 and included visits to the specific site and visits at school from post school service personnel.

The following service providers for adults with disabilities were selected by the families: Sunnyhaven Kogarah, Creativity Inc in the Eastern Suburbs, St George Sutherland Community College and WALCA in Bexley.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 0     |
| Assistant Principal(s)                | 3     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 7.92  |
| Teacher of Reading Recovery           | 0     |
| Learning & Support Teacher(s)         | 0     |
| Teacher Librarian                     | 0.4   |
| Teacher of ESL                        | 0     |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 11.82 |
| Other Positions                       | 0     |

\*Full Time Equivalent

In 2017, there were no permanent or temporary indigenous members of staff at St George School.

St George School has ten classes and hence ten teaching positions. In addition, there is a 0.84 position for release of teaching staff from face to face teaching (RFF) and a 0.4 library teacher allocation. The RFF position provides for the release of every teacher for a day every three weeks with a maximum of 3 release days per term. It also provides for the release of executive staff for a day every three weeks. The 0.4 library allocation has been used flexibly by the school used to support PLP meetings with families, the reporting and assessment processes and teacher release for collaborative program planning.

The 0.84 RFF teacher allocation was used to release a teacher from class to undertake RFF and to support the implementation of flexible staffing in the double class.

Of the ten teaching position one teacher was permanent part-time for four days per week and another teacher was permanent part-time for the fifth day.

As a special school, School Administrative Support Staff (SASS) outnumbered teaching staff. SASS staff include the office staff, the school learning support officers and the general assistants. A number of positions are filled by permanent part-time staff.

Of the ten school learning support officer positions, one position is comprised of a permanent part-time, three days per week and a permanent part-time two days per week.

The school employs an additional school learning support officer position through funds from the school's contract with Assisted School Travel Program (ASTP) to operate seven bus runs. This position is used to support the weekly swimming program.

Visiting teachers support the programs at St George School. A school counsellor based at another school attends 1 day per week. Students with vision and hearing impairment receive caseload support from specialist itinerant teachers, hearing and vision, on a weekly basis.

In 2017, the school owned five buses and employed six drivers to support excursions in the community and to transport students to and from school.

In 2017, Ana Mowle relieved as Principal for two terms when the principal was seconded to another position.

### 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             | 60         |

### Professional learning and teacher accreditation

Each year schools are allocated funds for professional learning. With research supporting teacher quality being the single largest indicator for student success, St George School expended in excess of the funds received for professional learning. The school utilised school funds to provide for ongoing professional learning of the entire staff including school learning support officers and office staff.

In 2017, Performance and Development Plans (PDPs) for non-teaching staff was introduced. School Learning and Support Officers, office staff and the general assistant were required to identify goals for professional learning linked to class and/or school goals and were linked to the priorities of the school plan. Teachers provided supervision of the school learning support officers on their class. Teachers were provided with professional learning on managing meaningful conversations to support the implementation of the the goals identified in the PDPs of non-teaching staff. Teachers also developed their own PDP with supervision and support of the school learning support officers on the class as a common goal. The PDP goals of the teachers were directly linked to the Australian Professional Standards for Teacher and the school plan.

In 2017, within the school, the professional learning schedule included weekly teacher meetings, three

school development days, four twilight meetings, fortnightly full staff meetings, fortnightly PDP support meetings for non teaching staff.

Whole staff participated in compliance training which included mandatory annual childprotection update, CPR training, anaphylaxis training face-to face training, changes to Work, Health and Safety legislation, NSW Department of Education Code of Conduct training.

School Learning Support Officers attended health care procedures certification and recertification courses, where required. The certification course requires recertification after two years. School learning support officers attended a full day network meeting in July 2017 focusing on health and wellbeing.

Two early career teachers were supported in their progress towards accreditation of teaching at proficient level in accordance with the NSW Education and Standards Authority (NESA). Two other teachers were supported in maintenance of teaching accreditation with NESA.

In 2017, all teachers attended the annual state SEPLA (special education) teacher day conference. The conference was held in the third term staff development day. SLSOs attended a SLSO conference day held at the same time.

Other external courses attended in 2017 included computer coordinator days, Koori Art Expressions professional learning days, Primary Education Network (PEN) conference for the executives staff. Staff who attend external courses provided training at school for colleagues over a period of teacher professional learning sessions. Many teachers integrated this learning into their classroom practice. The professional learning integrating drama and sensory strategies refocused the use of the sensory room into a sensory theatre.

The weekly professional learning sessions for teachers included the following topics: review of PDP processes, use of eye gaze technology to support student learning, writing SMART goals, the new Geography curriculum, Geography resources, development of scope and sequences for the NSW syllabuses for Australian curriculum, meaningful conversations to support school learning support officers, using Filmpond to develop quality online vignettes, evaluative thinking to support the evaluation of the three year school plan, school assessment against version 2 of the School Excellence Framework, SEPLA conference feedback.

In 2017 Quality Teaching Successful Students (QTSS) funds provided the opportunity for teachers to develop an adjusted unit of work in one of the new curriculums, test in class, gain feedback from peers on its implementation, revise and finally present to teaching staff and add to curriculum resources in shared drive.

The librarian attended Teacher Librarian Network Meetings each term allowing all staff to keep current with new books and resources.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

|                                       | 2017 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 419,202                 |
| <b>Revenue</b>                        | 3,147,509               |
| Appropriation                         | 2,531,188               |
| Sale of Goods and Services            | 4,783                   |
| Grants and Contributions              | 605,972                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 5,565                   |
| <b>Expenses</b>                       | -3,002,261              |
| Recurrent Expenses                    | -2,953,559              |
| Employee Related                      | -2,649,184              |
| Operating Expenses                    | -304,376                |
| Capital Expenses                      | -48,702                 |
| Employee Related                      | 0                       |
| Operating Expenses                    | -48,702                 |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 145,248                 |
| <b>Balance Carried Forward</b>        | 564,449                 |

In 2017, the school received from the department funds for the staffing and operation of the school. The allocation of funds aligns to the Resource Allocation Model (RAM) providing targeted funding, equity funding and a base allocation.

The size of the school and the number of teaching and non-teaching staff informs the base allocation. The targeted funding provides for the smaller class size for students with severe disabilities. At St George School, the equity funding included some funds for socio-economic background and for Aboriginal background. In addition, the school received funds for professional learning, beginning teacher support, QTSS funds for professional learning and flexible funds for two students requiring a 1:1 support.

In 2017, the school managed the operations of seven bus runs for which the school's P&C is the contractor. The operations of the buses provided additional funds for the school to assist in employment of additional staff for the swim program, additional staffing for other programs and purchase of school resources and

equipment. The grants and contributions includes the money received by the P&C and transferred to the school account for the operation of the buses.

In 2017, the school received grants from the Georges River Council and corporations for the purchase of eye gaze technology and employment of staff to implement eye gaze training in the school on a regular basis.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 477,958                 |
| Base Per Capita       | 20,448                  |
| Base Location         | 0                       |
| Other Base            | 457,509                 |
| <b>Equity Total</b>   | 5,743                   |
| Equity Aboriginal     | 677                     |
| Equity Socio economic | 5,066                   |
| Equity Language       | 0                       |
| Equity Disability     | 0                       |
| <b>Targeted Total</b> | 1,832,594               |
| <b>Other Total</b>    | 20,720                  |
| <b>Grand Total</b>    | 2,337,014               |

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.

### Parent/caregiver, student, teacher satisfaction

In 2017, St George School used the a formal survey, the Tell Them from Me Partners in Learning Survey developed by the Centre for Education and Statistical Evaluation (CESE). The survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures which were scored on a ten point scale. The results of survey indicated that parents were positive about the support to student learning and wellbeing. The results on the 10 point scale are as follows:

Parents feel welcome: 8.8

Parents are informed: 8.6

Parents support learning at home: 5.8

School supports learning: 8.0

School supports positive behaviour: 7.9

Safety at School: 8.2

Inclusive school: 9.0

Apart from 'parents support learning at home' the results were in excess of the state average. As 'parents support learning at home refers to homework and supervision of homework, it was felt that there was less applicability of this item for the students at St George school.

Teaching and non-teaching staff were surveyed using the teacher survey which covered eight drivers of student learning: leadership, parent involvement, inclusive school, technology, teaching strategies, data informs practice, learning culture and collaboration. As the questions were primarily directed at teachers, it was difficult to get a valid result for this survey. Use of the Tell Them from Me Survey in 2018 will focus on survey of teaching staff only.

All staff participate in consultation processes. Staff support the implementation of the school plan and the executive monitor the progress of the plan through milestone development and monitoring. Team meetings, held weekly and led by the Assistant Principals, committee meetings, fortnightly full staff meetings provide opportunities for the staff to have input into the direction and operation of the school. The weekly staff bulletin and term calendar keep staff informed of events and operational issues.

Overall staff are positive and committed to the school's vision. The school learning support officers have input into the learning support through mid term and end of term class staff reflection. The introduction in 2017 of PDPs for non teaching staff contributed to cohesive and focused direction for student learning and wellbeing. The feedback from the school learning support officers is valuable in working towards positive learning outcomes for the students.

Visitors and members of the community regularly provide positive comments about the commitment and dedication of the staff and the positivity within the school environment.

### Policy requirements

#### Aboriginal education

St George School is committed to achieving outcomes in accordance with the NSW Department of Education's Aboriginal Education and Training policy.

The policy aims to provide for all students an increased knowledge and understanding of Aboriginal Australia through the inclusion of Aboriginal histories, cultures and languages in educational programs and an acknowledgement that Aboriginal education and training is core business for all staff.

The national curriculum has identified the study of Aboriginal and Torres Strait Islanders histories and cultures as a cross curricula priority to include the three concepts of Country, People and Cultures.

At St George School, Aboriginal studies is embedded in cross curriculum content within units of work and through participation in specific initiatives such as the Koori Art Expressions. The Koori Art Expressions Program was introduced in 2009 as an initiative of the former Sydney Region of the department to educate all students about Aboriginal Australia. The program provided teacher professional learning on Aboriginal art, support for the development of an art program at school and the opportunity to exhibit student art works.

The theme for Koori Art Expressions in 2017 was *Our Language Matters*. One of the secondary classes participated in the program and developed artworks consistent with the theme. The program culminated at the end of the year with the launch of the Koori Art Expressions exhibition at the TAFE NSW Eora College in Chippendale in December 2017. Our students' artworks were proudly displayed along with many other Sydney metropolitan primary and secondary schools.

In 2017, curriculum studies, celebration of events and acknowledgement of the Gadigal land on which the school stands were the key initiatives in Aboriginal education.

St George School continued to demonstrate respect for Aboriginal elders and land through preceding assemblies with Acknowledgement of Country.

### Multicultural and anti-racism education

The department is committed to building a diverse and inclusive learning environment that benefits all students including those from language backgrounds other than English.

St George School is comprised of diverse nationalities. Our learning programs reflect respect for all cultures and commitment to inclusivity.

At St George School, multicultural education is embedded in curriculum content within units of work and through participation in specific initiatives. In 2017, St George School celebrated Harmony Day to demonstrate respect for cultural diversity, inclusiveness and the sense of belonging. The central message was 'everyone' belongs. On Harmony Day staff and students wore orange. Josh Oshlack, music therapist

and teacher, supported this event with music from around the world. Parents and siblings were invited to share in the event.

In 2017, one of the teachers attended Anti-Racism Contact Officer training and followed up with a presentation to the whole staff on key issues on the second term staff development day.

St George School accesses the interpreter service to support meetings with families and the telephone interpreter service to support communication, as required.

### Other school programs

#### School based assessment

The teaching programs at St George School are consistent with the Disability Standards for Education 2005 which gives students with disability the right to education and training opportunities on the same basis as students without a disability. Adjustments are made to the teaching programs to address the needs of individual students.

In a school with diverse needs and varying levels of impact of disability on learning, student performance is gauged on an individual basis. Students follow a personalised learning program where individual learning priorities are set collaboratively with families during the year and are reported on in the mid year and end of year reports and at the mid-year parent teacher meetings. Planning for personalised learning also provides the opportunity to establish/review students' healthcare plan, physical management issues and/or therapy recommendations.

Staff deliver quality learning experiences that enable students to work towards personalised learning priorities and achieve outcomes from the NSW Education Standards Authority (NESA) syllabuses K–6, Years 7–10 Life Skills and Years 11–12 Life Skills. There is ongoing evaluation of planning, implementation and assessment at teacher meetings and a culture of sharing knowledge and resources.

The NSW Geography K–10 syllabus for the Australian curriculum was implemented in 2017.

Students in Years 7–10 undertake a pattern of study to meet the requirements set down by NESA. Teachers select Life Skills outcomes from the Key Learning Areas (KLAs) appropriate to student needs. Similarly, students in years 11–12 undertake a pattern of study to meet the requirements for the Higher School Certificate and teachers select the appropriate Life Skills outcomes from the Key Learning Areas.

Communication is a priority area for all students and it is embedded in learning experiences across all Key Learning Areas. Communication strategies such as the use of assistive technology tools, key word signing, gestures and visuals are used across the school.

At St George School, students in Years 11 and 12

undertake Life Skills outcomes for the Preliminary and Higher School Certificate courses respectively. In 2017, four students undertook the Preliminary Course of the HSC and four students graduated having successfully completed the HSC Life Skills course. The performance of students following the regular curriculum in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). These bands are not applicable to students undertaking Life Skills outcomes.

## The Arts

All students at St George School participate in creative arts programs. Students attend art classes in their classroom. Student art work covers a range of mixed media including painting, drawing, collage, photography and tablet technology art. The creation of art works by the students is complemented by appreciation of art work, consistent with the objectives of the Creative Arts syllabus.

The creative arts is always a very colourful and tactile experience for many students. From kindergarten to secondary, each student had the opportunity to explore and experience different visual art activities whether it be a simple craft activity based on a calendar event such as Easter, painting a character from a book they are reading in class or creating an artwork based on their body.

The Primary team participated in a range of art and craft activities based on their classroom themes and key learning area activities. The classes took particular interest in exploring the elements of colour within all classes.

The Middle team in first semester focused on Aboriginal art in their classes. Dot painting was one of the avenues for the students to explore and experience Aboriginal art as part of their art making sessions. In second semester, the middle team looked at famous artists including Vincent Van Gogh. They created art works based on Sunflowers, Starry Night and his Self Portrait with a straw hat. Linking art lessons with their key learning areas such as English and Geography also occurred within the middle team. One of the classes created a landscape painting based on a Geography unit of work.

The two secondary classes began the year looking at some of the basic elements of the art including line, colour, shape and texture. Each element was explored with both practical and theoretical activities. The secondary classes viewed a range of artists from throughout the ages which was related to specific ideas and concepts that had been targeted by their teachers. The students studied specific artists such as Yves Klein, Jackson Pollock, Piet Mondrian and their selected artworks.

The students viewed Indigenous art with Secondary 1 entering into the Koori Art Expressions Exhibition with their joint class work. The other class worked on a unit of work based on sensory tactile sculptures which was the exhibited in the school foyer in fourth term.

## Music

Music programs are incorporated into each class' weekly timetable. Students participate in listening and performing activities that are age appropriate and provide opportunities to increase communication and social skills.

The school's music program is supported by Rhythm Village, visiting musician, and is delivered weekly to all classes throughout the year. The students use a variety of instruments to engage and support participation in the appreciation of music and use of instruments. The music sessions are interactive. Students play instruments, beat drums to rhythm, engage in craft activities, listen to songs and are assisted to sign words to some songs. The music program is generously funded by the St George Children with Disabilities Fund.

In 2017, students attended two performances by musicians from Musica Viva.

## Drama

Drama programs are addressed in class programs and often integrated into literacy programs. The stimulating environment and props of the sensory theatre provides opportunities to immerse students into the world of literature and experience the content of the story through sound, visuals, touch and smell.

In first semester, students explored indigenous culture through a range of stories with the theme Aboriginal dreaming. In Term 3, students looked at Australian stories and in term 4, Halloween and Christmas stories.

Eight students participated in the department's Schools Spectacular performances. The theme this year was *Own the Moment*. The students performed to a Blues Brothers' song. The students attended a series of rehearsals in fourth term at Busby West Public School and at Qudos Arena. The students looked spectacular in their costumes of a black suit, white shirt and dark sunglasses. The four performances were held at Qudos Arena in Homebush.

Drama programs culminated at the end of year concert with whole school participation in the performance for parents and community members. With the theme, *Imaginarium*, the classes provided a range of entertainment and performances. The concert opened with the senior class performing an entertaining and humorous adaptation of *Romeo and Juliet*. The primary classes performed the Mickey Mouse Club and a Circus Extravaganza. One of the middle classes performed to the Beatles' song, *Octopus' Garden*. One of the secondary classes entertained with *Ghostbusters*. The finale of the concert was a dance to the Justin Timberlake's song, *Can't Stop the Feeling*. Participants in the audience joined the students for the second part of the dance.

The outcomes for students in performance are working together as a team, intensive communication opportunities, opportunities for individual performances, focused and purposeful artworks for set design, set construction and costume. The most rewarding is the

positive affirming response from the audience as experienced at the end of year concert.

## Science

The Science curriculum objectives are to develop knowledge and understanding of the Physical World, Earth and Space, Living World and Chemical World together with the development of values and attitudes and skills in working scientifically.

Classes implemented aspects of the curriculum covering topics such Living Things (Living World). Students planted seeds for tree day and observed their growth. One class studied natural and man-made world, living and non living., One class explored, questioned and reflected on their physical world through exploring light and sound. Another class integrated Science and Geography studying climate and landscape, pandas and koalas looking at appearance, habitat, food, predators and endangered species.

Sustainability is a cross curricula study and features in Science education. The three teams at St George School continue to manage their own worm farm as part of the school's environmental program.

## Technology

At St George School, technology has been embraced as a learning and communication tool in all aspects of student lives as they become participants in 21st century living.

Technology was used extensively in all classrooms to support access to teaching and learning, facilitate communication across the day and enhance engagement in learning programs. Technology such as the Smartboard (Interactive Whiteboard) , touch screen monitors, iPads and speech generating devices enabled many students to increase their communication across the day and be used by staff across different settings and situations.

The use of the iPad to create books, take photos and video was an exciting way for teachers to capture the daily life of the class at school. Students engaged in scaffolded learning tasks to use tablet technology for individual learning needs. Student use of the ipad ranged from beginning experiences to touch the ipad screen for cause and effect to using the ipad as a personal communication system.

Regular and consistent practice of eye gaze for individual student was introduced in 2017 with the aim of using eye gaze to learn in the classroom after having mastered the use of eye gaze as a learning tool. Students embraced eye gaze technology for use in the classroom and at home

.The primary and middle classes used voice output devices such as switchwes for greetings, ipads for cause and effect, wireless switch and switch to activate the power link for operating small appliances and electrical equipment. One of the primary classes used the communication app Choose It Maker to support

choice making across the school day and in a variety of class programs. See Saw app was introduced to support effective, regular and immediate information on class activities to the parents/carers of the students in the class.

The secondary classes embraced a range of different technology hardware and software into their daily class routines, teaching, learning and leisure-based activities whether it be the Interactive Whiteboard, iPads or touch screen computers. The use of the Big Mack switches continued to facilitate each student's full participation in a range of class activities whether it was to tell part of a story, give a message to someone or to just say hello to their classmates.

The IWB was widely used for group time teaching and learning activities for the classes. The students explored a variety of interactive sites, YouTube, and other relevant sites for both their learning and leisure.

For both small group and individual work, the class iPads were utilised for a range of learning and leisure opportunities. The students engaged in a variety of cause and effect apps, used specific apps such as the Book Creator App for their research projects and created movies and slideshows using the camera and video on the iPads. A wide range of apps including Random, Big Bang Pictures/Patterns, Music Sparkle, finger paint where popular as well as story-based apps.

## Sport

The Personal Development, Health and Physical Education (PD/H/PE) Key Learning Area is an important program for all students at St George School. Outcomes in this area achieved through a variety of programs to address the varying levels of need.

Facilities to address the delivery of these programs include the indoor heated pool, playground, library, specialised equipment such as modified bikes and community facilities such as local parks, the bowling alley at Sylvania and the waters of Kogarah Bay and Sydney Harbour.

Sports programs support the development of gross and fine motor skills and students are encouraged to play these sports as independently as possible. Each team had a combined classes sports lesson weekly.

In 2017, the secondary Team developed their Term 1 sports program based on Indigenous games which was linked with Sensory Theatre theme, *Aboriginal Dreaming*, which both classes were learning about in their classrooms. Games were adapted to suit the students, for example games such as Kolap (throwing bean bags at a target/hoop) or Wulijini (balloon volleyball). There was a change of pace for the secondary students in Term 2, as the focus went to an exercise therapy/stretching program. It was a popular choice for students as the program continued in Term 3. Term 4 provided sport of choice for students. The students participated in a range of activities across the term such as Dance or Sports which included bowling, boccia, balloon volleyball, musical dots and relay races.

All students participated in Boccia and Bowling at AMF Sylvania. Secondary students were divided into 3 teams which alternated turns at bowling. Secondary students were also given the option of whether they wanted to represent the school at the NSW Schools Boccia Knockout competition held against Heathcote High in June.

The primary classes were involved in a number of different sports including relay races, ball games, dance. Some of the primary classes also focused on circus skills such as juggling balls, poi, spinning plates, spinning sticks, riding, gymnastics, and carnival games. A number of students also used the trampoline for sport.

The middle team participated in a range of games that included dance, parachutes games and ball games. Yoga was introduced as physical wellbeing program and operated weekly across the middle classes.

Students developed skills in turn-taking, choice making and engagement. The activities encouraged the use of gross motor and fine motor skills. Activities also addressed mathematics learning areas such as counting, measurement, data collection and time.

All students participated in weekly swimming program in the hydrotherapy pool. Parents, volunteers and an additional member of staff support this program. All students participated in intensive swimming which operated in February in 2017. The classroom and playground is used by classes for important gross motor movements such as cycling, climbing, balancing, jumping and aerobic exercise movements. The students are able to develop gross motor skills and participate in activities aimed at developing balance, movement, posture, flexibility, muscle tone, muscle strength and general mobility.

St George School has a number of modified bikes which are used daily to support gross motor activities. Gross motor activities target each student's individual needs and motor function. Therapy recommendations on physical management issues are integrated into class programs across KLAS.

Sailability as a sport continued in 2017. Students from a number of classes enjoyed the experience and fun of sailing at Kogarah Bay in second term with 1:1 support from volunteers and workers at Sailability. It was a fun and enriching experience for our students from very experienced volunteer sailors. The sailing excursions provided our students with inclusive leisure and sporting activities that would otherwise be difficult to access.

## **Assembly**

Assembly is a whole school event and in 2017 was held fortnightly on Tuesday afternoons. Assembly parallels assemblies in mainstream schools with Acknowledgement of Country followed by the National Anthem to commence assembly. Assembly concludes with the St George School song.

The program addresses skills in listening, speaking and

socialisation. Assembly becomes an opportune time for the whole school to celebrate achievement through assembly awards. Principal awards, sports awards, library awards, music awards and birthday recognition occur at each assembly.

In addition to the fortnightly award assemblies, special assemblies to honour specific events took place throughout the year: Harmony Day, Peace Day, Reconciliation, Anzac Day and Remembrance Day.

Our final assembly for the year is the Leavers' Assembly. In 2017, we said farewell to four graduates. The Assembly commenced with the announcement of the new captains for 2018 and the handover of the captains' badges to the newly elected captains. The Leavers' assembly also provided the opportunity to farewell our families and to acknowledge their vital role and commitment that has accompanied their child's progress throughout the years of schooling.

## **Library**

In 2017, all classes attended the library for library lessons and borrowing of books. Classes timetabled library into their fortnightly timetable and each class had responsibility for this program.

For the primary and middle classes, visits to listen to the library involved listening to a story, completing a worksheet with assistance, listening to the library borrowing song then selecting a book to borrow.

The two secondary classes accessed the library every fortnight to listen and engage in a range of stories. Throughout the year, the majority of the stories read in Library were linked to the sensory theatre themes including Aboriginal Dreaming (How the animals came to Australia, When the Snake Bites the Sun); Australian (Banjo Patterson poems); Asia (The Haughty Toad and other tales from Bali); Halloween (Room on the Broom) and Christmas (The Grinch that stole Christmas). Some of these stories would also be read in the sensory theatre and students would complete a worksheet about the story to check for comprehension. Audio books became a favourite of the senior students throughout the year.

The students also continued to be given the choice to select and borrow books from the library each time to either read at home or to enjoy back in the classroom. Students enjoyed listening to stories and having the opportunity to borrow books.

## **Education Week**

In August 2017, we celebrated Education Week. The theme was *I Learn, We Learn*. Each class presented a lesson or performance based on student learning of the curriculum. Primary classes demonstrated technology while presenting individual powerpoint presentations on their Geography topic, My Special Places; Literacy as part of Morning group and a PDHPE Sport lesson with a Circus theme, developing ball skills and hand/eye co-ordination. Middle 1 focused on Literacy and communication in their Morning program. Middle 2 class demonstrated a Creative Writing lesson with a

focus on communication as well as the use of technology in the classroom. The two secondary classes combined to highlight their musical talents with a percussion group, someone on keyboard and others on drums. Daniel from Rhythm Village joined them for a jamming session of a compilation of songs from the music program each Wednesday. One of the students and Daniel provided the vocals.

## **Excursions**

All classes participated in excursions and community access programs. Excursions provide the opportunity to experience structured learning activities beyond the school environment. It supports functional literacy and numeracy programs and enhances opportunities to communicate and socialise within the local community.

The primary and middle classes participated in whole school outings such as Sailability and the Easter Show. The classes also went to the Variety Club Christmas Party. Class excursions included Bayside Library–Rockdale, NSW Art Gallery, 'Creature' at Opera House, Oddyssey at Monkey Bar Theatre and Circus Quirkus. Some classes also attended the Bella Room at the Museum of Contemporary Art to explore soft sculptures then to create their own back at school. Some classes exploring sea animals theme visited the Sydney Aquarium. Other classes attended Music of the Forest at the Opera House.

Incursions provide the opportunity for site specific venues to bring their artefacts and resources to the school. Classes participated in a range of incursions as follows: visits from the Royal National Park Environment Education Centre exploring Aboriginal culture, Easter Bilby, Bush Christmas and Teddy Bears Picnic. Arts incursions included Musica Viva and a visit from the Sydney Dance Company for their performance of Crazy Times.

A large part of the senior students' program is regular participation in community-based activities. Preparing the students for their post school life is one of the reasons for the regular outings for senior students. Year 11 and 12 students participated in a weekly basis a community-based mathematics and communication program at their local shopping centre every Tuesday. This provided the opportunity to encourage and practise their interactions with shop keepers when ordering and purchasing items. Money recognition and using money for a purpose was also a focus for the group.

The students in the secondary team also continued to utilise other local community venues and would bowl at Sylvania on a weekly to fortnightly basis as part of their senior sports program. There is an ongoing association with the bowling facility. All senior excursions have been based on extending the students' learning from the classroom to learning external to the school.

Each excursion had been clearly selected and planned to enhance the students learning and experiences related to key learning areas. These have included: Sydney Observatory/ Pure Gelato (Science), Centennial Park Lands (Science/Geography), NRL

Headquarters (Maths/PDHPE) and the Chinese Gardens (Literacy/History). Other special excursions enjoyed throughout the year have included: visits to the Sydney Opera House to see three different shows including 'The Young King', 'Cypher' and 'Crazy Times'; Sailors with Disabilities at Rushcutters Bay, Danebank Dance and a visit to the Rockdale Library. The students also attended various special events such as the Hyde Park ANZAC Ceremony to represent the school.

## **Links with Other schools**

Volunteer programs provide opportunities for students at St George School to develop social and communication skills, to share learning with non-disabled peers. In 2017, we continued the reverse integration program with Georges River College (GRC), Penshurst Girls Campus. The students from the high school visited on a weekly basis and participated in supporting the afternoon class programs. To support the success of this volunteer program with GRC Penshurst Girls, an executive from the school attended the high school's volunteer program day to provide insight into St George School and the opportunities for voluntary support.

Outcomes of integration programs for our students include social interaction with school age peers without disabilities. Incidental learning including enhanced opportunities for communication. The outcome for the visiting students is an awareness of disabilities and opportunities to broaden communication and citizenship skills.

## **Other volunteer programs and student practicums**

A number of regular volunteers support the operation of programs across the school including the swim program, weekly excursions, sports program, in class programs and class excursions.

St George School provides opportunities for individuals and groups to undertake community programs. A number of tertiary studies require the completion of specific hours of community support.

In 2017, tertiary students attended from St George TAFE, Loftus TAFE, Sydney University, Australian Catholic University, Macquarie University and University of Technology Sydney. Tertiary studies of participating students range from certificates courses through to undergraduate degrees and post graduate studies. The length of practicums varied from a three day observation to a four week block placement. Students attend from disability TAFE courses, teacher undergraduate courses and post-graduate special education studies. St George School also hosted Year 11 students from local schools undertaking VET courses in Business Studies.

At George School also hosted students undertaking physiotherapy studies at a university in Denmark. Three students attended for 6 weeks in first term and supported physical management programs.