

St George School

Annual Report



2018



5527

Introduction

The Annual Report for **2018** 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.

The year 2018 marked the commencement of a new three year school plan. Consultation with staff and the community provided direction for the next three years. The information in this report provides an account of the school's progress in addressing identified priorities.

During 2018, I worked at state office in a project officer role for three of the four terms. Ana Mowle took over the role of leading and managing the school. Ana and I worked collaboratively to maintain the teaching and learning and the operational management of the school.

In 2018, a number of system changes were embedded in all NSW schools. A new budgeting tool and a new software for finance and human resource management were rolled out. Principals and office staff received extensive training to ensure the successful implementation of these programs.

In 2018, the department increased the number of directors to help improve education delivery and improve school operations. As a result of this initiative, St George School moved from the Georges River network to the newly created Kogarah network.

During 2018, we continued to be well supported by parents and the community. Parents attended invitations to PLP meetings, parent/teachers meetings, Education Week, sibling workshop, coffee & chat sessions and the end of year concert. The community continued to provide generous financial support to the school.

Diana Murphy

Principal

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Message from the school community

In 2018 our long standing P & C President, Fay Chiotis elected not to continue in the role of President. The AGM meeting in 4th term. elected a new executive with Ron Watson as President, Barry Watkins as Vice-President, Karen Baker as Treasurer, and Diana Murphy as acting Secretary. Parents supported the work of the P&C and, although parents faced challenges in attending meetings, many families elected to be financial members.

Meetings were held quarterly on Thursdays in 2018. A survey of parents indicated that Tuesday is the preferred day and Tuesday meetings will be implemented in 2019.

The P&C continued in the critical role of contractor for 7 bus runs with the Assisted School Travel Program. This role ensured that additional human resource support and funds for educational resources and equipment could continue.

The end of year hamper raffle was again outstandingly supported by families, staff and the broader community.

Ron Watson

President

School background

School vision statement

To empower students to become lifelong learners who are confident, emotionally and socially secure and able to communicate and participate effectively in the community.

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, Inner West and south west Sydney. 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 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 2018 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 three of the four elements, Delivering in one element. 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. These results were similar to the 2017 self assessment against the School Excellence Framework with some minor improvements.

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.

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

Every student is known, valued and challenged in their learning.

Purpose

To provide a learning environment that personalises, stimulates, extends and challenges learning and provides opportunities to gain and practise skills and communication across settings and with a range of people.

To give students an effective communication tool that will enhance opportunities for learning and prepare students for an enhanced quality of life for the present and future.

Overall summary of progress

The focus of strategic direction 1 is on personalising learning and valuing the ability to learn through opportunities for new learning and challenges. There are three projects supporting this focus:

1. Focus on ability
2. Data use
3. ICT in the classroom
4. Communication

In 2018 St George School ensured student participation in mainstream activities. Students auditioned and were successful in participation in the Schools Spectacular with one student being selected to perform in a second performance item. The Schools Spectacular committee was established and staff provided the opportunities for successful participation including 1:1 coaching for our 'solo' artist. Another group of students participated in the Shining Stars Dance performance held at the Seymour Centre in June. Students were also enrolled in Koori Art Expressions and the teacher participated in the professional learning activity. The Koori Art Expressions culminated in an exhibition at the Eora College of TAFE at the end of the year. The artwork now stands in the school's administration block. Students also participated in Operation Art which is coordinated by the the Westmead Children's Hospital and the inter-school Boccia competition coordinated by the Sports and Arts Unit of the department.

Data Use addresses the challenge of gaining data on student learning in the absence of external assessment data. Personalising learning and PLP meetings in first term provided the opportunity to discuss each student's learning progress and collaboratively identify goals with parents/carers. Professional learning for teachers focused on developing SMART goals to measure growth. Mid term and end of term teacher and SLSO review meetings provided discussion on progress towards identified goals. Teacher professional learning re-visited the use of formative assessment at St George School using the research of Dylan Williams as a catalyst for discussion and review..

Reports to parents included attainment towards goals using SMART data and formative assessment.

At the end of the year teachers provided comprehensive handover notes which included student progress towards goals.

For the third area of student learning the focus was on the use of ICT and current technology and on the use of technology to support communication..

The year commenced with whole school professional learning on the use of eye gaze technology hardware and software. Eye gaze hardware and software was purchased to enable the effective use of the technology at school. Funds were invested in teacher and SLSO release to enable the successful implementation and continued training across the school. The teacher and SLSO trainers developed a spreadsheet to assist with recording student progress. The use of eye gaze was included in the end of year report.

Ten new ipads were purchased and an Apple educator was employed to set up volume purchasing for ease of distribution of apps across all school ipads. The Apple educator also provided professional learning for staff on enhancing effective and extensive use of ipads in the classroom. Teaching staff also attended professional learning during the year at workshops delivered at the Apple store in Miranda by their educators. The workshops focused on accessibility options, creating stories, use of garage band, effective use of photos in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Percentage of students participating in learning outside the school</p> <p>Percentage of students participating in externally coordinated programs such as Schools Spectacular, Shining Stars, Operation Art, Koori Art Expressions, Boccia competition, Koori Art Expressions</p> <p>Percentage of class staff using technology for learning in the classroom with confidence and on a daily basis</p> <p>Percentage of students with an effective communication tool</p> <p>Percentage of students using communication tool across</p> <p>Percentage of students for whom the literacy and numeracy progressions are used to measure gains</p> <p>Increase in percentage from 2018 to 2020</p> <p>Increased number of staff competent to support the more complex and challenging students in the school</p> <p>100% staff are aware of the support needs of the students across the school</p>	<p>Teacher and SLSO release enabled the participation of students at rehearsals for Schools Spectacular and Shining Stars dance performance and the Boccia competition which were held during the school days. The employment of a driver and use of schools buses enabled the attendance of students at rehearsals and also on the night of the performances. QTSS funds of \$1000, Strategic Assistance funds of \$3016 and Aboriginal background loading (\$696.00) as well as school and community funds were used to support this priority area. The use of Aboriginal funds assisted the participation of one student at Schools Spectacular.</p> <p>QTSS funds, \$1000 was used for teacher professional learning in Koori Art Expressions and also teacher release to coordinate student participation across the school.</p> <p>In term 1, the use of the school's librarian allocation enabled the release of all teachers for one day to attend PLP meetings with families (\$6000.00).</p> <p>In term 2 the Library allocation was used for one day teacher release to write personalised reports and participate in parent/teacher interviews (\$7000.00).</p> <p>Socio-economic background funding (\$4435.00) Community grants (\$10,000), donations for technology support (\$3000.00) were used to purchase eye gaze hardware and software and the ten ipads, purchase of Apple educator time. User of Principal support and school and community funds enabled the release of an executive and school</p>	<p>As a result of action taken by the school 100% of students participated in mainstream activities. A number of students participated in more than one event.</p> <p>The commitment of staff to the projects enabled positive and encouraging participation of students. Students attending rehearsals gained from interacting with students from other schools. At performances, students from other schools demonstrated willingness to learn authentic communication strategies to effectively interact with students from St George School. The benefits of student participation in mainstream activities provided new and challenging learning experiences and also highlighted to the broader community the ability of students with significant and complex needs. There was positive involvement of parents and positive feedback to the teachers involved. The selection of a range of activities provided the opportunity for all students in the school to be involved in at least one project. As a result of positive student participation and interaction the staff involved were encouraged to continue the celebration of ability for future opportunities. The success supported sustainability of the projects. To ensure continuity, budget adjustments were made and opportunities for other staff to be involved was identified as a need to be encouraged.</p> <p>Maintaining currency in the use of technology provides opportunities for easier access to learning for students with severe and complex needs. The introduction of eye gaze technology through purchase of equipment and release of staff assisted students identified as benefiting from use of eye gaze to learn the skill on a regular basis and gain fluency in the use of the skill. The transition of the skill into the classroom and the professional learning and modelling of the use of the hardware and software provided the basis for effective use of the technology by classroom staff. In 2018 students gained skills. To continue the use of eye gaze additional bundles of hardware were required to enable one set of equipment for every second class. Further training and modelling and continued teacher release would ensure that the next step of use of eye gaze skill for accessing learning in the classroom would be achieved. Budgeting for this occurred at the end of 2018.</p> <p>The additional ipads in the all classrooms as well as ease of purchasing apps through volume purchasing program assisted all teachers to use identified apps for teaching and learning, ongoing professional learning throughout the year by the Apple educator, Apple store and by teachers with expertise assisted all teachers and SLSOs to use ipads in the classroom for a range of activities such as creating stories from photos, using communication apps to support effective and complex communication needs, for recording data, literacy and numeracy skills and for specific</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Percentage of students participating in learning outside the school</p> <p>Percentage of students participating in externally coordinated programs such as Schools Spectacular, Shining Stars, Operation Art, Koori Art Expressions, Boccia competition, Koori Art Expressions</p> <p>Percentage of class staff using technology for learning in the classroom with confidence and on a daily basis</p> <p>Percentage of students with an effective communication tool</p> <p>Percentage of students using communication tool across</p> <p>Percentage of students for whom the literacy and numeracy progressions are used to measure gains</p> <p>Increase in percentage from 2018 to 2020</p> <p>Increased number of staff competent to support the more complex and challenging students in the school</p> <p>100% staff are aware of the support needs of the students across the school</p>	<p>learning support officer for one day per week to support the implementation of eye gaze across the school. (\$26.000).</p> <p>Schools received funds from the department for attendance at statewide training in the literacy and numeracy progressions and the effective reading in the early years. There was no cost to the school.</p>	<p>curriculum areas such as STEM. Future directions is the purchase of Apple TVs to enable a more successful ease of transfer of ipad information onto the interactive whiteboard.</p>

Next Steps

Celebration of ability:

Continued submission for student participation in a range of mainstream activities.

Encouragement of new staff to be involved with support from experienced staff.

Budget considerations to ensure sustainability of the project for future years.

Data Use

Continued use of SMART goals

Continued mid term and end of term class staff review to focus on evidence of impact

Further professional learning of the literacy and numeracy progression

Professional learning on the use of ALAN software to measure literacy and numeracy skills,

Formative assessment is practised expertly by teachers. through modelling and practice.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

ICT in the classroom

Continued professional learning in the use of eye gaze technology

Expansion of eye gaze equipment in the school

Teacher release for classroom support and modelling of eye gaze

Purchase of Apple TVs for all classrooms

Replacement of old IWB with interactive monitors

Continued professional learning by Apple educator, Apple store and by staff

Purchase of apps for specific curriculum areas such as STEM

Strategic Direction 2

Every student, every teacher, every SASS member and every leader improves every year.

Purpose

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

To enable class staff to work collaboratively to set high expectations that are realistic, personalised and attainable and focus on the whole child.

To support a culture of continuous growth that values learning, current research and maintains currency in use of technology to support student access to learning.

To test, explore, use data, seek feedback and be prepared to change course as required.

Overall summary of progress

There are three projects to support this strategic direction:

- Professional learning
- Teacher quality
- Curriculum implementation

Professional learning

The four areas are interwoven with each having a specific focus. In the area of professional learning, in 2018 all staff were supported to meet the goals identified in their PDPs. Teachers supported the SLSOs who identified goals that were directly linked to the teaching and learning in the classroom, Fortnightly meetings were scheduled throughout the year to support the implementation of this priority. Teachers were supported by the executive team. The team leader and weekly team meetings ensured that all staff were recognised as belonging with a shared purpose. The team meetings assisted identifying areas of need and support and the focus for ongoing professional learning. Team meetings also provided the vehicle for identification of areas of expertise. Teachers led professional learning activities in the areas of use of technology in the classroom and positive behaviour strategies.

Teacher quality

To support teacher quality, principal support funds, executive and school and community funds were used to allow for a part-time teaching role of the executives throughout the year. Executives worked as instructional leaders providing guidance support and professional advice to the teachers and SLSOs in their team. Early career funding assisted the executives in supporting three new teachers providing coaching and mentoring support. One teacher attended early career conference in first term. Two teachers attained accreditation at the end of the year.

The executive were supported in completing the department's leadership credentials which provides the essential information on policies, procedures and resources required for leading and managing the school. The three executives attained the credentialing certificate in 2018.

In 2018, teachers and SLSOs attended the statewide special education conference which provided the opportunity to network with colleagues beyond the school and to hear school stories of outstanding practices in other schools.. Teachers also attended a joint special education STEM network meeting with valuable information on the use of STEM products with students with high support needs.

Curriculum implementation

In 2018, consolidation of the scope and sequence in English, Mathematics, Science, History and Geography occurred. Learning was focused on the new PDHPE syllabus which was to be trialled in 2019 with full implementation in 2020. Teachers also engaged with the new Stage 4 Mandatory Technology syllabus.

Fortnightly teacher professional learning sessions provided the vehicle for new and ongoing learning. Fortnightly technology meetings enabled the sharing of expertise in the use of technology in the classroom.

In 2018, the literacy and numeracy progressions developed by ACARA and embedded by NESA into the English and

Mathematics curriculum was launched. The executive team attended professional learning on the progressions and in turn provided teacher professional learning at school. The mapping of each student's literacy and numeracy progress was to be enhanced through the use of the department's ALAN (Assessmentsnet of literacy and numeracy). ALAN was to be made accessible to school's at the commencement of 2019. Teachers received initial training on the purpose and use of ALAN.

During 2018 executives attended the statewide initiative on the effective reading in the early years. The executive in turn provided professional learning at school. The professional learning prompted a review decodable texts in the school and highlighted the importance of using phonemic awareness and use of decodable texts to enhance the acquisition of literacy skills and early reading.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% staff meet goals identified in their PDPs</p> <p>100% teachers working towards accreditation or maintaining accreditation</p> <p>Increased teacher competence in using data to evaluate performance of students and self</p> <p>Increased executive confidence in enhancing the quality of the teaching in the school</p> <p>Increased student feedback to teachers to inform practice</p> <p>100% enhanced teacher knowledge of the new syllabuses K–10 and/Stage 6</p> <p>100% teaching and non teaching staff use eye gaze to support student learning</p> <p>100% teaching and non teaching staff use communication tools with students</p>	<p>To support the continuous growth of all members of staff, funds were obtained from a range of sources:</p> <p>Professional learning funds supported whole school attendance at the statewide special education conference as well as teacher release for the development of a curriculum scope and sequences for the new PDHPE and State 4 Mandatory Technology syllabuses.</p> <p>Executive release for instructional leadership role was funded by principal support (\$15000), QTSS (\$15000) and part executive allocation.</p> <p>Support for early career teachers was funded by early career funds (\$13000)</p> <p>School and community funds covered the cost of external Apple educator for use of tablet technology in the classroom.</p>	<p>In 2018 teaching and non teaching professional targets were linked to individual student needs and school and systems priorities.</p> <p>Instructional leaders supported the quality of the teaching in the classroom through collaboration, observation, collegial support feedback and use of data.</p> <p>Teaching staff engaged in professional learning around curriculum implementation and development of units of work</p> <p>Teaching staff took ownership of maintenance of accreditation or were supported in working towards accreditation.</p> <p>Teaching staff collaborated on the development of adjusted units of work and shared practice.</p> <p>Teaching staff were introduced to the literacy and numeracy progressions to map student skills in literacy and numeracy.</p> <p>Teaching and non teaching staff used technology effectively in the classroom to support student learning using technology that enhanced access to learning.</p> <p>Learning goals for students informed by analysis of data and information on individual student progress.</p> <p>A broad range of technology for learning was visible in all classrooms.</p>

Next Steps

Professional growth is ongoing. Next steps include:

- Use of teacher expertise to implement a whole school positive behaviour for learning program
- Teacher self management of accreditation through use of NESA's ETAMs program
- Teams working together to address identified needs and develop units of work
- Review of implementation of scope and sequence to meet the changing requirements of students
- Teacher knowledge of PDHPE and Stage 4 Technology syllabuses
- Networking with other schools for collegial dialogue and sharing of expertise.
- SASS staff growth in the implementation of SAP finance and human resource systems.
- Maintenance of processes to ensure continuous and regular opportunities for professional learning

Strategic Direction 3

A collaborative, stimulating learning community that demonstrates mutual respect and support.

Purpose

To put students at the centre of decision making

To establish strong partnerships between the school and its teachers and parents and the community to make positive contributions to student learning.

To value and respect the contribution of all members of the school community through meaningful consultation and communication

To form effective partnerships with other schools, community groups and service providers to work together to support student growth and wellbeing.

To promote a culture of inclusion that values diversity and promotes a positive image of public education.

Overall summary of progress

There are two projects to support this area:

- Leadership strategy
- Collaborative practices

Leadership strategy

This strategy is based on a distributed leadership concept where it is recognised that all staff are leaders and students are at the centre of all work undertaken in schools. In 2018, teachers and SLSOs were recognised as leaders of teaching and learning. SLSOs supported by their class teachers focused on the learning needs of the students. PDPs reflected student needs. Teachers modelled effective teaching practices for SLSOs. Teachers supported the SLSOs and met every five weeks to reflect on the the learning needs of the students, their progress and next steps. In 2018 teams were supported by their team leader who as an instructional leader engaged teachers and SLSOs through discussion, coaching and mentoring on delivery of the curriculum, personalised learning priorities and professional growth.

The executive were supported by regular briefing and debriefing sessions, leadership days and attendance at conferences and workshop covering a range of focus areas including leadership, curriculum delivery, literacy and numeracy, reading in the early years, and work, health and safety.

With the introduction of SAP finance and HR management systems across NSW schools, the School Administration Manager (SAM) attended statewide professional learning sessions with the principal. Following implementation of new processes in the school, the SAM guided the admin officers to undertake specific tasks to enhance their capability and support the successful administration of finance and HR processes in the school.

Collaborative practices

In 2018, strong partnerships between the school and its teachers and parents and the community to make positive contributions to student learning were made..

In 2018 in addition to the PLP process of collaborating with families on learning priorities and daily communication in the communication books teachers expanded communication to more immediate contact through the use of SeeSaw app on mobile phones. Parents received information on activities, special events and excursions as it was happening.

In 2018 there was a significant increase in the number of therapists working in schools as a result of funding from NDIS. St George School implemented the processes developed by the department in November 2017 for external providers working in schools. These processes ensured support for therapy intervention and minimal disruption to student learning. Collaborating with parents and therapists provided a holistic approach to supporting students addressing learning, communication, physical management and wellbeing needs.

In 2018, an enhancement of the physical environment was achieved through collaboration with staff and parents. The school staff collaborated on an upgrade of the staff room. With fresh ideas and a donation from the workplace of one of the parents, the staff room and school foyer was refitted with new furniture to create a warm and welcoming atmosphere.

The playground committee proposed the relocation of the liberty swing to enable a more inclusive play area during recess and lunch time. Planning for the relocation occurred in 2018.

The office staff together with the principal and asset management personnel provided a safer environment for students through the construction of the entry to the school via the office area, in lieu of the playground and through the construction of a covered walkway to access three bus bays.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased number of students supported by external providers</p> <p>Positive feedback from families on integrating therapy and physical management needs in student programs</p> <p>Increased opportunities for teacher mentor collaboration</p> <p>Increased number of leaders completing the credentialling modules</p> <p>Increased number of teachers undertaking leadership professional learning (Leadership Pathways)</p> <p>Increased number of SLSOs supporting the learning of students in their class</p>	<p>The leadership strategy did not involve any additional monetary funds. The successful implementation relied on the effective use of existing school resources and, in particular, human resource management.</p> <p>The enhancement to the schools grounds was funded from a number of sources. The entry to school via the office was funded by the department, the relocation of the liberty swing from school and community funds (\$30,000), the covered walkway from a donation from NSW Police charity golf day and the renovation to the staff room from a parent donation and school and community funds.</p>	<p>In 2018 , partnerships were strengthened both within and external to the school.</p> <p>The contribution of external providers was recognised with formalised processes that provided induction, clarification of expectations and essential knowledge when working in school and accountability to families and students.</p> <p>Instructional leaders facilitated professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of feedback between teachers.</p> <p>Distributed leadership model recognised the valuable contribution of all members of the school staff in meeting student learning needs.</p> <p>The physical grounds were enhanced to address student wellbeing and staff wellbeing needs.</p>

Next Steps

Leadership strategy

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of ongoing improvement so that every student makes measurable learning progress..

The leadership team continues to recognise good effective classroom practice focused on quality teaching and learning.

Teaching staff share their expertise across the school and with other schools.: on school development days and at the annual statewide SEPLA conference.

Teachers collaborate with staff in other schools to share and embed good practice in positive behaviour for learning (PBL).

Collaborative practices

Responsibility for management of external providers in schools is delegated to the executive team

Data on number of external providers in school and with each student to be collected

Assessment of impact of external providers on student learning.

User of SeeSaw to provide immediate feedback to pafrents to continue

School website to be updated and maintained.

Completion of the relocation of the liberty swing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$696.00	Student participation in the Schools Spectacular was enhanced.
Quality Teaching, Successful Students (QTSS)	\$23,738.00	Instructional leaders and teacher release supported a culture of effective, evidence-based teaching and ongoing improvement in teaching and learning through professional learning and recognition of expertise within the school.
Socio-economic background	\$4,435.00	Socio-economic funding assisted the participation of all students in school events within and external to the school.
Support for beginning teachers	\$13,786.00	<p>Early career teachers were supported by their team leader through mentoring to ensure that the students in their class received quality teaching through implementation of effective classroom practice.</p> <p>Teachers working towards accreditation were supported to identify quality evidence to demonstrate each of the teacher standards. Two teachers gained accreditation at the end of the year.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	30	33	31	28
Girls	27	26	25	27

In 2018, three students commenced in the pre-school class at the beginning of the year. Two students commenced during the year. One student commenced in Kindergarten at the beginning of second term and another student commenced later in the year as a result of an interstate change of address.

In 2018, three students completed their schooling having attained their Higher School Certificate with life skills outcomes.

Overall student enrolment figures have remained steady over the years with a small number of vacancies available each year.

In 2018, 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 2018, there was approximately 50% male and 50% females 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, Bulgarian 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 were held in August 2018 and indicated that all students were appropriately placed and recommendations were made to maintain 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 2018, only one student was transported to and from school by the family.

Management of non-attendance

School attendance is strong with an average of 92% attendance. These figures are consistent with attendance data from previous years. Absences are related to health issues and there is a small number of students with high absences related to frail medical conditions and, in some cases, subsequent hospitalisations. Students who are hospitalised attend the hospital school when able to do so. In 2018, one student was unable to attend school due to frail and complex health needs and hospitalisations. Another student attended approximately 40% of the time.

Parents or caregivers of children from Kindergarten through to Year 12 are responsible for ensuring their child attends school every day. All children between the ages of six years and below the minimum school

leaving age of 17 are legally required to attend school. Parents are responsible for explaining any absences within 7 days of the absence. Parents at the school communicate directly with their teachers and in 2018 there were no concerns regarding unexplained absences. Student absences and reasons for absence are noted daily in the electronic marking of rolls.

In 2018, ASTP advised that transport to and from respite will no longer be provided by the department and that parents will be responsible for this transport with the support of NDIS funding. This may impact on student attendance from 2019.

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 operated: primary, middle and secondary. Each team was supported by one of three assistant principals. With an allocations of ten classes to the school, the staffing was used flexibly to enable additional school learning support officer positions to support the wellbeing and physical needs of students.

In 2018, there were 6 classes each comprised of 6 students, a teacher and school learning support officer. Three classes were comprised of 8 students with a teacher and two school learning support officers.

In 2018, 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 3 classes with three teachers and four school learning support officer positions. The classes catered for students from Year 5 to Year 7. The Secondary Team consisted of 2 classes with 4 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 9 to Year 12.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	3

Students with high support needs are able to access support from post school services. These services are now funded by the NDIS national program. In 2018, there was 100% retention Year 10 to Year 12. Three students graduated from Year 12 in 2018. Families had the opportunity during the year to visit the post school sites.. Transition was supported at school by the itinerant support teacher transition, a parent meeting with ex-parents as guests and individual support as requested. The following service providers for adults with disabilities were selected by the families: Creativity Inc in the Eastern Suburbs and the St George Sutherland Community College at Jannali.

Year 12 attaining HSC or equivalent

Three students completed the Higher School Certificate with life skills outcomes.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.07
Teacher Librarian	0.4
School Administration and Support Staff	12.52

*Full Time Equivalent

In 2018, 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 0.84 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 to support PLP meetings with families, the reporting and assessment processes and teacher release for collaborative program planning.

The school employs an additional school learning support officer position through funds from the P&C'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 1.5 days per week. Students with vision and hearing impairment receive caseload support from specialist itinerant teachers, hearing and vision, on a weekly basis.

In 2018, the school owned five buses and employed six drivers to support excursions in the community and to transport students to and from school.

In 2018, Ana Mowle relieved as Principal for three 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. QTSS funds also supported the professional learning priorities. The school also utilised school funds to provide for ongoing professional learning of the entire staff including school learning support officers and office staff.

In 2018, Performance and Development Plans (PDPs) for non-teaching staff was supported by teachers and executives. Professional learning was linked to class and/or school goals 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 successful attainment of goals by the SLSOs.

The PDP goals of the teachers were directly linked to the Australian Professional Standards for Teacher and the school plan. In 2018, within the school, the professional learning schedule included weekly teacher meetings, four school development days, two twilight meetings, fortnightly full staff meetings, fortnightly PDP support meetings for non teaching staff and fortnightly technology meetings.

Whole staff participated in compliance training which included mandatory annual child protection update, CPR training, anaphylaxis training face-to-face training, the department's 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 also attended the statewide special education (SEPLA) conference.

Three 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). One teacher met the maintenance of accreditation requirements. All other teachers were supported in maintenance of accreditation through an understanding of the requirements.

In 2018, all teachers attended the annual state SEPLA (special education) teacher day conference. The conference was held on the third term staff development day. Other external courses attended in 2018 included computer coordinator days, Koori Art Expressions professional learning days, early career

conference, primary executive network (PEN) conference for the executives staff. Executives attended the conference on the introduction to the literacy and numeracy progressions and on reading in the early years. The Principal and SAM attended professional learning on the EFPT tool and on SAP finance and HR management.

Staff who attended 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 weekly professional learning sessions for teachers included the following topics: review of PDP processes, use of eye gaze technology to support student learning, review of writing SMART goals, the new PDHPE curriculum, meaningful conversations to support school learning support officers, school assessment against version 2 of the School Excellence Framework, SEPLA conference feedback, John Hattie and visible, NDIS processes, TAC PAC program, the Apple classroom, literacy and numeracy progressions, effective reading in the early years, Dylan Williams article on formative assessment, formative assessment, STEM in special education.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	564,449
Revenue	3,241,799
Appropriation	2,606,594
Sale of Goods and Services	3,326
Grants and Contributions	622,622
Gain and Loss	0
Other Revenue	0
Investment Income	9,258
Expenses	-2,965,373
Recurrent Expenses	-2,965,373
Employee Related	-2,552,391
Operating Expenses	-412,982
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	276,426
Balance Carried Forward	840,875

In 2018, 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 2018, 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. The money received by the P&C was transferred to the school account for the operation of the buses.

In 2018, the school received grants from the St George Children with Disabilities Fund, Kogarah RSL 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.

	2018 Actual (\$)
Base Total	560,596
Base Per Capita	25,873
Base Location	0
Other Base	534,723
Equity Total	5,131
Equity Aboriginal	696
Equity Socio economic	4,435
Equity Language	0
Equity Disability	0
Targeted Total	1,876,763
Other Total	36,309
Grand Total	2,478,799

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 2018, St George School used the a formal survey, the Tell Them from Me Partners in Learning. The survey developed by the Centre for Education and Statistical Evaluation (CESE) 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.

Parents and staff participated in consultation processes for the new school plan. 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.

Support for non teaching staff in the development and implementation of their PDPs contributed to cohesive and focused direction for student learning and wellbeing. The feedback from the school learning support officers s 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 department's Aboriginal Education 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 acknowledgement that Aboriginal education 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 department's initiative. 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 2018 was *Mother Earth*. The artwork included contributions from all students. Students worked with art techniques such as printing using aboriginal symbols, and digital media to tell their story of their experience with "Mother Earth". The inspiration for the artwork came from the Koori art professional development day and from the Central and Western Desert Songlines: Tracking the Seven Sisters exhibition. The artwork was exhibited at TAFE NSW Eora College in Chippendale from December 2018 to January 2019.

In 2018 as in previous years, celebration, events and meetings acknowledged the Gadigal people as the traditional owners of land on which the school stands.

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 2018, St George School celebrated Harmony Day to demonstrate respect for cultural diversity, inclusiveness and the sense of belonging. The ongoing theme is 'everyone belongs'. On Harmony Day staff and students wore orange and in class students learnt to say 'hello' in the languages of the students and staff of

the class. A special assembly was held to celebrate the diversity in the school.

Other school programs

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 identified 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 PDHPE K-10 syllabus for the Australian curriculum was introduced in 2018 with intended implementation from 2020.

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 is embedded in learning experiences across all Key Learning Areas. Communication strategies such as the use of assistive technology tools, key word signing, gestures, tactile resources 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 2018, three 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

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 artwork, consistent with the objectives of the Creative Arts syllabus.

The creative arts is always a very colourful and a 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 to painting a character from a book they are reading in class or creating an artwork based on their body.

The secondary classes created sculptures and exhibited the artworks in the school foyer following an opening of the exhibition.

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 interactions.

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 2018, students attended a performance by performers 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 xxx In Term 2, students looked at the world of Antarctica. An incursion provided by the Australian Maritime Museum assisted students to experience the life of an explorer in Antarctica. With appropriate attire and props, students walked through the explorers' world. Pre-incursion activities assisted the success of the incursion. In term 4, Halloween and Christmas stories provided opportunities for immersive experience in cultural literature. .

Six students participated in the department's Schools Spectacular performances. The theme this year *The Greatest Performance*. The students attended a series of rehearsals in fourth term at Wolli Creek and at the Qudos Arena. The students looked spectacular in their glittery costumes. The four performances were held at

Qudos Arena in Homebush in late November.

One of the Middle classes participated in the *Shining Stars* dance performance at the Seymour Centre. Five students joined with students from other schools to present their dance. The dance was well received by the audience and families.

Drama programs culminated at the end of year concert with whole school participation in the performance for parents and community members. With the theme of *The Theatre Comes to Town* the classes provided a range of entertainment and performances. The primary classes performed to a song from *Joseph and the Technicolour Dreamcoat* and to *Smiley Shark*. The Middle classes presented *The Lion King* and *School of Rock*. The secondary classes presented xxxx and xxxx, The finale of the concert was a dance to Frank Sinatra's *New York, New York* Participants in the audience joined the staff to dance, csne twirl and kick their way through the song.

The outcomes for students in performance are working together as a team, intensive communication opportunities, opportunities for individual performances, 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.

Technology

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, eye gaze technology 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 and immediately feed to parents via SeeSaw. 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. In 2018, all classes received an additional ipad with more current technology. Proloquo2go app continued as an effective communication tool

Regular and consistent practice of eye gaze for individual students occurred in 2018. Eye gaze technology moved into the classroom with modelling and support from two staff members.

The primary and middle classes used voice output devices such as switches for greetings, ipads for cause and effect, wireless switch and switch to activate the power link for operating small appliances and electrical equipment.

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 touchscreen 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 were popular as well as story-based apps.

Sport

The PDHPE Key Learning Area is an important program for all students at St George School. Outcomes in this area are 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.

Sports programs support the development of gross and fine motor skills and students are encouraged to play these sports as independently as possible.

In 2018, Primary 1 and Primary 2 students combined classes to engage in a sport program. In first semester, the sports program focused on individual motor goals whilst being engaged in positive social leisure activities. This included performing specific movements related to various action songs such as "Row your boat" and "If you're happy and you know it" and "Everybody do this." In Semester 2 the sports program focused on exploring different adapted sports included within the Invictus games. The sports included sitting volleyball, wheelchair basketball, wheelchair rugby, wheelchair tennis and track and field. All students focused on motor skills such as passing a ball to a peer or through a goal whilst exploring these sports

In Primary 3 and 4, students participated in a range of sports from the Commonwealth games such as target shooting, bowling, and volleyball. They used their hands and feet to push, grasp, throw, and kick.

To coincide with the 2018 FIFA World Cup, soccer was included. Each week students were involved in various activities relating to soccer. Including kicking, passing, shooting, throwing and catching. To conclude each sports session students were involved their own St George World Cup. Each week two countries were selected to play a game of soccer. In Term 3 students participated in modified sports inspired by the Invictus

students participated in dance, using the dance moves from the D&Aarts Ensemble, Schools Spectacular performance and the school Christmas Concert performance.

The Middle classes played a range of different sports. In term 1 they played sports from the Commonwealth Games such as volleyball and shooting and in term 2 the focus was on soccer. Students practised skills such as passing and dribbling and played games to celebrate the World Cup. A number of students attended the Invictus Games. The focus in terms 3 and 4 was the modified games of the Invictus Games.

The secondary team developed their sports program with classes attending bowling every three weeks. The focus in terms 1 and 2 was on the games of the Commonwealth Games and on soccer with the FIFA World Cup. In term 1, students were selected for the NSW Schools Boccia Knockout competition. In terms 3 & 4 the secondary team's focus was on the modified sports of the Invictus Games. The two secondary classes attended the wheelchair basketball at the Games.

All students participated in weekly swimming program in the hydrotherapy pool. Parents, volunteers and an additional member of staff support this program. 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 2018. 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 2018 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 2018, we said farewell to three 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 2018, 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 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 lessons were linked to the sensory theatre themes. 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 to read at home or to enjoy back in the classroom. Students enjoyed listening to stories and having the opportunity to borrow books.

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, 'performances at the Opera House. Some classes also attended the playground at Carrs Park, an indoor Fun House Adventure Play Centre where students were encouraged to explore the play equipment or relax in the ball pit. Primary 1 and 2 visited Taronga Zoo and together with other primary classes visited the Royal National Park for a Teddy Bear Picnic where they listened to stories, shared teddy's experiences and went on a bush walk through the amazing Australian bushlands.

There were also a number of incursions. A competitor of the Invictis Games 2018 shared her story and answered a number of questions. Other incursions included Perform Education on STEM activities, the NSW Art Gallery, the Australian Maritime Museum and the Royal National Park.

A large part of the senior students' program is regular participation in community-based activities to support

preparation for post-school life. Students participated in a weekly community-based mathematics and communication program at their local shopping centre. 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. Each excursion was clearly selected and planned to enhance the students learning and experiences related to key learning areas. These have included: Sydney Opera House, NRL Headquarters (Maths/PDHPE), school captain representation at the Hyde Park Anzac day commemoration (History). Other special excursions enjoyed throughout the year included Danebank Dance, visits to the Rockdale Library.

Volunteers

Volunteer programs provide opportunities for students at St George School to develop social and communication skills, to share learning with non-disabled peers. In 2018, 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 included enhanced opportunities for communication. The outcome for the visiting students is an awareness of disabilities and opportunities to broaden communication and citizenship skills.

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 2018, tertiary students attended from St George TAFE, Sydney University, Australian Catholic University, the 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. St George School also hosted Year 11 students from local schools undertaking VET courses in Business Studies.