

# St George School

## 2019 Annual Report



5527

## Introduction

The Annual Report for 2019 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.

### 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

In 2019, there was continued focus on addressing the priorities identified in the school plan 2018 – 2020. The school plan details school projects within three strategic directions on: student learning, staff learning and on leadership and whole school community collaboration. This report provides a detailed account of the school's progress in each of the strategic directions.

In addition to the initiatives identified in the school plan, St George School continued with existing programs and processes. In 2019 we continued with the flexible model of staffing of three classes of 8 students and two school learning support officers.

We witnessed continued growth in learning and continued expansion of use of technology which included an upgrade of interactive monitors in some classes replacing the interactive whiteboards, additional and extensive support in the use eye gaze technology and continued focus on teacher professional learning in the use of technology and alternative and augmentative communication systems.

Teaching staff continued to unpack and develop an understanding of the rationale and objectives of the new NSW Syllabuses for the national curriculum with a focus on PDHPE and the Science and Technology K–6. Teachers worked collaboratively to develop units of work.

We welcomed four new students to the school with two students transferring from other special schools. We also farewelled two Year 12 graduates at the end of the year.

It was also a year of loss. We were saddened by the passing of Fay Chiotis, our parent and former president of the P&C, a staff member's loss of her daughter and the loss of one of our students.

From the commencement of second term I returned to the role of project officer in the Learning and Teaching Directorate of the Department. Annette Fuller, Assistant Principal, took on the role of relieving principal for the remainder of 2019.

St George School continued to receive outstanding support from the community including St George Children with Disabilities Fund, NSW Police, Kogarah Lions, Kogarah RSL, Ausgrid Employees' Children's appeal, Ramsgate RSL Bowling Club, the Wickens family and the Younger Set. The impressive and inventive craftsmanship of the Hurstville Men's Shed provided outstanding support in developing classroom and playground resources.

Additionally, regular volunteers continued to support the operation of programs at school including hydrotherapy, bike riding, class programs and excursions.

### Message from the school community

I would like to acknowledge the support of the P&C who play a very important role in the school. Through their fundraising efforts we purchased goods for the school and a gift for all the students at the end of the year. This year our

school yearbook has been added to the P&C gift. I would like to thank Ron Watson, President, Barry Watkins, Vice-President and Karen Baker, Treasurer, for their continued commitment to the operation of the St George School P&C Association.

The St George School P&C Association is also the contractor for seven bus runs managed by the school. Through the support of the P&C, the school manages the operation of seven runs and receives income from the Assisted School Travel Program.

I would like to acknowledge the support of our former President Fay Chiotis who sadly passed away early in 2019. This year, some of our parents worked together to raise money to honour the memory of Fay. The funds raised by the parents supported the relocation of the liberty swing to the playground area and funded a plaque in the liberty swing area to honour Fay's contribution to the school.

## 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 and severe intellectual 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 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

In 2019, the self assessment was undertaken at the end of the year with all teachers who worked in small groups.

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.

The results of self assessment in 2019 indicated that in the Domain of Learning, the school's self assessment, based on evidence, was at Excelling in two of the six elements, three at Sustaining and Growing and one was not applicable to the context of St George School.

In the Domain of Teaching, self-assessment was at Sustaining and Growing in three of the four elements and Delivering in one element.

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 above results were similar to the 2018 self assessment with a positive move to excelling on one of the Learning elements.

## 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.

### Improvement Measures

Percentage of students participating in learning outside the school

Percentage of students participating in externally coordinated programs such as Schools Spectacular, Shining Stars, Operation Art, Koori Art Expressions, Boccia competition, Koori Art Expressions

Percentage of class staff using technology for learning in the classroom with confidence and on a daily basis

Percentage of students with an effective communication tool

Percentage of students using communication tool across

Percentage of students for whom the literacy and numeracy progressions are used to measure gains

Increase in percentage from 2018 to 2020

Increased number of staff competent to support the more complex and challenging students in the school

100% staff are aware of the support needs of the students across the school

### Progress towards achieving improvement measures

#### Process 1: Focus on ability

##### Participation in performances and activities outside the school:

- Shining Stars dance performance
- Schools Spectacular
- Koori Art Expressions
- Operation Art
- Boccia competition
- Visits to other schools

Evaluation	Funds Expended (Resources)
<p>In 2019, many opportunities were presented to showcase student ability. Student participation in events external to the school included the inter-school Boccia competition for students with disabilities.</p> <p>Students participated in Sailability in second term and were provided with the sporting opportunities that their non disabled peers engage in. Volunteers had significant sailing experience and provided a safe and inclusive experience for the students.</p> <p>The major external event was the participation in the 2019 Schools Spectacular where our students performed with thousands of other students across the state.</p> <p>Within the school, Education Week provided the opportunity to showcase student achievement in the new PD/H/PE syllabus with the primary classes' demonstration of dance moves choreographed by the students themselves</p>	<p>The resources used in 'Focus on Ability' included funding for participation in the Schools Spectacular. The funding covered the release of staff for the rehearsals and the performances, transportation costs and cost of costumes and props. The equity loading allocation to the school part funded this initiative..</p> <p>Some funds were used to support the celebration of Education Week.</p>

## Progress towards achieving improvement measures

with support and the secondary classes' demonstration of a selection senior sport.

In Education Week, the theme of 'Every Student, Every Voice', provided the opportunity to highlight each student's individual communication ability on the portrait wall in the foyer.

An unplanned addition to celebrating ability was the sharing of the benefits of video modelling where the attainment of skill was visible through this particular strategy. The sharing reflects the school staff's commitment to celebrating ability.

As in previous years, the fortnightly assembly was dedicated to celebrating student achievement. The fortnightly newsletter extended the celebration to the whole school community.

### Process 2: Data Use

- Personalised SMART goals set for learning
- Mapping of achievement
- Formative assessment used for student feedback
- Regular goal review and resetting

Evaluation	Funds Expended (Resources)
<p>The goals for all students are visible in each student's personalised learning plan (PLP), mid year and end of year reports and in the handover sheet prepared by teachers at the end of the year.</p> <p>There is evidence that teachers have a detailed knowledge of each student and select goals appropriate to their needs and in collaboration with families.</p> <p>Teachers use internal measures rather than external measure to gauge student progress. Teacher awareness of levels of prompting enables a personalised assessment of student progress. Standardised assessment is not used in the school. Some teachers outlined the indicators for achievement of the goals and this enabled the process of mapping progress.</p> <p>Regular scheduled meetings occurred throughout the year to facilitate teacher and school learning support officer communication on student progress towards PLP goals and engagement in class activities. These meetings enabled targeted discussion on student learning and future class directions.</p> <p>The use of ALAN as a tool to measure student data in literacy and numeracy was not used sufficiently used to gauge its benefit. Time to use the tool impacted on assessment of effectiveness of ALAN and teacher use of this assessment tool.</p> <p>The use of formative assessment by some teachers provided opportunities for the teacher to gauge the effectiveness of their practice and to provide students with a voice regarding lesson content and delivery.</p> <p>All teachers developed a summative assessment of student skills and attainment in the handover sheet prepared at the end of the year specifically for the teacher of the following year.</p>	<p>Teacher professional learning time.</p> <p>Funding for teacher release for PLP meetings with parents: \$5000.</p> <p>Funding for teacher release (3 days each in total in 2019) to enable accurate and comprehensive reporting to parents including progress towards goal and level of prompting..</p>

### Process 3: Communication, literacy and numeracy strategies

- Use of ICT and current technology as a communication tool
- Literacy and numeracy progressions used to measure student learning

Evaluation	Funds Expended (Resources)
As technology evolves the use of technology in the classroom continues to	Weekly professional learning sessions



## Progress towards achieving improvement measures

evolve. In 2019 all teachers enhanced their skills in using technology in the classroom. Teacher professional learning session aimed to support teacher develop skills and knowledge and share expertise. Teachers shared successes and challenges.

The school engaged the use of external experts to support teacher professional learning and to address technology issues.

All students demonstrated the use of technology to support communication. The communication tools included low and high technology. The *Every student Every voice* theme of Education Week provided a snapshot of the tools that students use for communication and choice-making.

All teachers used technology in the classroom with confidence and matched technology to the needs of the students. Opportunities for students to use eye gaze technology as a tool where required was enhanced by 1:1 teacher support.

Eye gaze technology was integrated into some classes. Some teachers enhanced their professional learning to support the use of eye gaze technology in their class.

The development of an immersive classroom as a tool for a multi sensory and integrated approach to learning identified as a future goal for the school. Two major charity groups supported the initial development and preparation of a room to be the immersive classroom.. In term 4, executives and a teacher attended a professional learning session on integrating the immersive classroom into teaching and learning.

after school did not incur costs for the school.

Teacher attendance at a two day AAC conference: \$1000.00 from early career funds.

Costs were incurred for the purchase of interactive monitors and Apple TVs: approximately \$30,000.00

Employment of external consultant for technology support and professional learning.

## Next Steps

### **Celebration of ability:**

St George School will continue to seek opportunities for participation in mainstream activities. With the reduction of opportunities in 2020 due to COVID-19, the success of the previous two years will not be able to be replicated.

Celebration of ability through the assembly awards will continue to showcase the skills of students.

### **Data Use**

Teachers will continue to use of SMART goals to support the attainment of goals that are relevant and accessible.

Teacher and SLSO mid term and end of term class staff review will continue with a focus on evidence of impact

Whole school participation in CESE's trial of assessment strategies for students with complex needs.

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

Assessment strategies of individual staff members will be shared.

### **Communication, literacy and numeracy strategies**

Continued use of technology to support communication and access to the curriculum

Further enhancement of communication strategies and resources through increased staff expertise in sharing resources and accessing resources available on other team platforms

Participation in the CESE research on complex learners trial



## 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.

### Improvement Measures

100% staff meet goals identified in their PDPs

100% teachers working towards accreditation or maintaining accreditation

Increased teacher competence in using data to evaluate performance of students and self

Increased executive confidence in enhancing the quality of the teaching in the school

Increased student feedback to teachers to inform practice

100% enhanced teacher knowledge of the new syllabuses K–10 and/Stage 6

100% teaching and non teaching staff use eye gaze to support student learning

100% teaching and non teaching staff use communication tools with students

### Progress towards achieving improvement measures

#### Process 1: Professional learning

- Professional learning targeted to class and school priorities
- Teaching and non teaching staff are supported by their team leader
- Teachers maintain accreditation through ownership of the professional learning
- Early career teachers supported in accreditation

Evaluation	Funds Expended (Resources)
<p>In 2019 teaching and non-teaching staff identified professional goals in their PDPs. Professional learning was targeted to class and school priorities.</p> <p>Teachers were supported in the PDP process by their team leaders. instructional leaders. Teachers supported non teaching staff in meeting the learning goals in their PDPs. Regular meetings were scheduled to support teacher/SLSO process.</p> <p>All staff participated training on positive behaviour and learning.</p> <p>In 2019 teachers attended professional learning sessions on the PD/H/PE syllabus and the new Science and Technology syllabus K–6. Teaching staff reviewed the scope and sequence for a number of KLAs. Some teachers worked collaboratively to develop units of work on Geography.</p> <p>Teaching staff participated in professional learning in the use of technology in the classroom: eye gaze, communication software and apps.</p>	<p>Teacher release time for attendance at professional learning sessions including full staff attendance at the SEPLA conference: \$5527.00</p> <p>Teacher release time for collaboration on review of scope and sequence and for the development of units of work on PD/H/PE, Geography and Science and Technology syllabuses: \$3000.00 (QTSS)</p> <p>Teacher release for attendance at the PDHPE syllabus workshop: \$1000.00.(QTSS)</p> <p>Support for early career teachers:;</p>

## Progress towards achieving improvement measures

Teachers selected professional learning on current research such as cognitive load theory.

Teaching staff were introduced to the use of ALAN to support the assessment of literacy and numeracy on the literacy and numeracy progressions. Teacher feedback indicated that time constraints prevented the consolidation of learning and the use of the ALAN software to establish literacy and numeracy data.

In 2019 two early career teachers were supported in their accreditation. Opportunities were provided for teacher/supervisor discussion and for identifying evidence and annotation of evidence. One teacher attended an early career conference and a two day workshop on alternative and augmentative communication.

In 2019 regular leadership days provided professional learning for executives. Professional learning focussed on attainment of the Department of Education principal credentialing modules.

All teaching and non teaching staff attended the SEPLA special education state wide conference on the school development day in third term. Two teachers presented a workshop at the conference.

\$13000.00

### Funding Sources:

- Support for beginning teachers (\$13000.00)
- Quality Teaching, Successful Students (QTSS) (\$10080.00)

## Process 2: ICT in the classroom

- Professional learning in use of eye gaze technology
- Professional learning in use of communication software and apps

Evaluation	Funds Expended (Resources)
<p>Student access to learning was enhanced in 2019. There was a continued focus on supporting teachers in the use of technology on the classroom.</p> <p>There was also a continued focus on the purchase of hardware and software to support student learning. Two additional interactive monitors were purchased for two classes in the secondary block. Five Apple TVs were purchased to enable the integration of ipads and the interactive monitors. An additional eye gaze bundle was purchased to support the use of eye gaze technology by identified students in classrooms.</p> <p>St George School maintained subscriptions to Baoardmaker online to facilitate the development of visuals for student learning and communication. Subscription to Help Kidz Learn provided resources for teachers of students with disabilities and also a resource for eye gaze technology. The school also purchased a subscription to Starfall for teacher resources. Some teachers used their class budget to purchase subscription to sites deemed suitable for their class.</p> <p>There was significant increase in support for students using eye gaze technology with the return of a teacher part-time. After undertaking professional learning in the use of eye gaze technology, the teacher provided one-to-one support to identified students. A timetable was established and regularity of support was implemented across the school. To support mobility of eye gaze hardware from classroom to classroom, a mobile stand and Surface pro was purchased. The teacher also provided professional learning to teachers. A loan system for teacher borrowing of the eye gaze bundle was developed.</p> <p>In 2019 teachers continued to use alternative and augmentative communication (AAC) devices in the classroom. The number of these devices was enhanced by the support of the Men's Shed Hurstville. They developed and donated additional switches and additional switch- adapted mice.</p>	<p>Funding was provided from the following sources:</p> <p>School budget.</p> <p>NSW Department of Education T4L Technology Directorate.</p> <p>Community support: St George Children with Disabilities Fund, EROS Foundation and local charities and businesses, NSW Police.</p> <p>NSW Department of Education Health and Safety Directorate</p>

## Progress towards achieving improvement measures

At the end of the year plans for further enhancement of ICT in the classroom was undertaken. St George School accepted participation in the Department's Devices for Teachers Pilot and teachers identified the personal use of a MacBook Air would support the teacher collaboration, teacher sharing of work and use in the classroom.

The purchase of interactive monitors to replace the remaining interactive whiteboards was also planned. There was initial meetings and planning for the development of an immersive classroom to provide a room that immersed students into a teaching and learning areas with multiple opportunities for learning.

The purchase of technology was made possible by the generous support of the community. In particular the St George Children with Disabilities Fund supported the purchase of the additional eye gaze bundle and part payment of the immersive classroom. The EROS Foundation held a dinner in September for the school to raise funds for the immersive classroom.

### Process 3: Teacher quality

- The quality of the teacher is enhanced through collaborative and evaluative practices
- Instructional leaders provide mentoring and coaching support
- Professional learning on literacy and numeracy progressions.
- Leaders engage in professional learning to enhance leadership skills

Evaluation	Funds Expended (Resources)
<p>Research has shown that the quality of the teacher makes a difference. In 2019, principal support funds, quality teaching successful students funds, executive and school and community funds were used to enhance the quality of the teachers and non-teaching staff at St George School.</p> <p>Principal support funds allowed for part-time teaching role of the executives throughout the year.</p> <p>Executives provided providing guidance, support and professional advice to the teachers and SLSOs in their team. Early career funding assisted the executives in supporting two early career teachers providing coaching and mentoring support.</p> <p>The executives 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.</p> <p>The expertise of the teaching staff was harnessed to ensure that teachers and SLSOs benefited from their knowledge and experience. Teachers shared classroom strategies such as video-modelling, knowledge of positive behaviour for learning. Teachers collaborated on developing new units of work. All staff attended the state wide special education conference providing opportunities for networking, professional growth and attendance at workshops.</p> <p>Teacher professional learning session were scheduled weekly to allow for focus on enhancement of knowledge to improve practice.</p> <p>All staff completed the professional development plans identifying goals for professional growth. The PDP process supported peer review and mentor support .</p> <p>In fourth term an expression of interest for the role of instructional leader for two days per week in 2020 was completed. The key role of the instructional leader is to support the quality of the teacher in the classroom.</p>	<p>Principal support funds for leadership days and additional executive release.</p> <p>QTSS for teacher professional learning.</p> <p>Early career funds for early career teachers (2) to support teacher release and opportunities for teacher/supervisor mentoring and support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>

### Process 4: Curriculum implementation

- Scope and Sequence in KLAs consolidated

## Progress towards achieving improvement measures

**Process 4:** • Implementation of the new Creative Arts, PDHPE and Technology (Mandatory) Stage 4 syllabuses and Stage 6 syllabuses.

Evaluation	Funds Expended (Resources)
<p>In 2019, there was a focus on developing an understanding of the new PD/H/PE syllabus and the Science and Technology K–6 syllabus. Teachers attended workshops to enhance their knowledge and to report back to the teachers at school.</p> <p>Teachers were released to develop units of work in the PDHPE and Science and Technology syllabuses and to share the units of work.</p> <p>A new Dance program was developed in 2019 based on the new PDHPE syllabus and was demonstrated for families during Education week.</p> <p>Teaching professional learning schedules each term included sessions on implementation of the curriculum.</p> <p>One teacher developed the Core Word Classroom as a teaching strategy and communication tool to support student learning and access to the curriculum. The Core Word Classroom linked into existing technologies and enhanced their use. The development of the Core Word Classroom provided the basis for learning across the curriculum. It was new to the school and further enhanced the opportunities in the school for effective student communication both receptively and expressively.</p> <p>During the year, representatives from both the primary and secondary teams were released to review the scope and sequences in the English, Mathematics, Science, History and Geography syllabuses.</p>	<p>QTSS funding was accessed for teacher release.</p>

## Next Steps

### Professional Learning

Professional growth is ongoing.

Use of teacher expertise and collaboration to support learning at home during COVID–19

Whole school learning of Microsoft teams to support whole staff input and consultation

Teacher self management of accreditation through use of NESA's ETAMs program

Teams working together to address identified needs and develop units of work

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.

### Teacher quality

Use of QTSS funds to support 0.4 instructional leadership position at assistant principal level

Teacher release for collaborative development of educational programs and units of work

Continued coaching and mentoring support

Teacher participation in trials: devices for teachers and assessment of student with complex learning needs.

### ICT in the classroom

Continued professional learning in the use of eye gaze technology

Continued implementation of intensive 1:1 eye gaze support

Continued upgrade of technology hardware in the school: purchase of interactive monitors for all classes and Apple TV

Purchase of a second Surface Pro and stand for eye gaze in the classroom.

Participation in the Department's devices for teachers pilot program

Borrowing of STEM share equipment for introduction of STEM activities in the classroom

Purchase of STEM equipment to support continuation of STEM learning.

### **Curriculum implementation**

Focus on literacy and numeracy as general capabilities

Focus on Aboriginal history and culture as cross curricula priority

### 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.

#### Improvement Measures

Increased number of students supported by external providers

Positive feedback from families on integrating therapy and physical management needs in student programs

Increased opportunities for teacher mentor collaboration

Increased number of leaders completing the credentialling modules

Increased number of teachers undertaking leadership professional learning (Leadership Pathways)

Increased number of SLSOs supporting the learning of students in their class

#### Progress towards achieving improvement measures

##### Process 1: Leadership strategy

- Instructional leaders support the quality of teaching
- Teachers as mentors and leaders of class staff
- SLSOs as owners of student learning and leading learning in the classroom
- Leadership pathways and principal credentialing supported

Evaluation	Funds Expended (Resources)
<p>In 2019, leadership was spread across the school. There is a distributed leadership model that recognises that all staff are responsible for the successful operation of the school. School learning support officers owned their own professional learning to enhance the opportunities for learning for the students in their class. Teachers supported school learning support officers in their PDPs providing coaching and mentoring support. Teachers provided opportunities for teacher growth through regular collaboration and sharing.</p> <p>Executives supported their teams providing guidance, consultation and mentoring support..</p> <p>All staff contributed to the positive image of the school through regular communication with families and through opportunities such as Education Week and the end of year concert.</p> <p>All staff contributed to the successful operation of educational programs and school initiatives.</p>	<p>Principal support funds was accessed for part-time release of executives from face-to-face teaching.</p>

##### Process 2: Collaborative practices

## Progress towards achieving improvement measures

- Process 2:**
- Systems in place to support external providers in school
  - Systematic and structured therapy support
  - Home school communication processes expanded
  - Health care support from NSW Health

Evaluation	Funds Expended (Resources)
<p>In 2019, as in previous years, parents/carers are recognised as partners in learning. Parents made positive contributions to their child's learning through collaboration at personalised learning plan meetings at the beginning of the year, daily communication in the communication book and two way communication on the each class' SeeSaw social media platform.</p> <p>In 2019 an electronic newsletter was introduced with the support of Schoolzine. Parent preference in receiving the newsletter electronically or in hard copy was provided.</p> <p>In 2019 there was a continuing preference for therapy services to be delivered at school. School staff worked with families and therapists to ensure that the needs of the whole child was addressed.. Collaborating with parents and therapists provided a holistic approach to supporting students addressing learning, communication, physical management and wellbeing needs.</p> <p>Processes established in 2018 continued. These processes ensured support for therapy intervention and minimal disruption to student learning.</p> <p>NSW Health continued to support St George School through transition meetings, dysphagia speech assessments, case conferences and detailed early childhood assessments.</p> <p>In 2019, an enhancement of the physical environment was achieved through collaboration with staff and parents. The liberty swing was relocated. Parents contributed to the cost of relocation through fundraising. Recognition of the contribution of Fay Chiotis, past president of the P&amp;C was requested by parents and undertaken with a plaque on the liberty swing. The relocation of the liberty swing enabled a more inclusive play area. In 2019 further enhancement to the playground was undertaken with the support of Department of Education. The concrete tiles on the playground were removed and replaced with concrete. This change addressed a long standing safety concern for a number of students using walkers in the playground.</p> <p>In 2019, the Anglican Diocese of Sydney, an approved Special Religious Education (SRE) provider commenced delivering SRE lessons at the school for students whose families had provided permission to attend. A primary class and a secondary class was established and classes were held weekly for 30 minutes each. SRE classes were supported by school staff.</p> <p>Plans were undertaken in 2019 for the construction of a large shed in the area previously occupied by the liberty swing. Plans were also undertaken for the construction of an immersive classroom to enhance access to learning for all students.</p> <p>In 2019 as in previous years the school was supported by members of the community and local charities . The St George Children with Disabilities Fund, the Lions Club Kogarah, Ramsgate RSL Bowling Club, NSW Police, Kogarah RSL and a small number of businesses supported the operation of the school.</p>	<p>Part-time release of an assistant principal to operationalise NDIS external provider support and SRE at the school.</p>

**Process 3: Quality Learning Environment**

- Learning areas support inclusive practices
- Learning areas are safe and accessible
- Learning areas support physical management strategies and student wellbeing



## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Enhancements to the physical environment of the school continued in 2019.. The most significant change was the removal of the tiles in the playground. Concreting the playground area provided a safer and more accessible surface area for students in walkers traversing the playground.</p> <p>The liberty swing was relocated from the area outside the quadrangle to inside. The relocation supported an inclusive play area for the students.</p> <p>In 2019., plans for the development of an immersive classroom commenced. The first stage of preparation of the room to enable clean and clear walls was completed in 2019..</p> <p>Plans for the construction of a storage shed commenced in 2019. The storage shed was intended for storage of physical management equipment and to relocate the equipment stored in the garage to enable additional parking in the carpark.</p> <p>The installation of flyscreens in all classrooms and in the administration block commenced in 2019.</p>	<p>Schools Infrastructure NSW provided the funds for the concreting of the playground.</p> <p>School funds covered the relocation of the liberty swing and deposits for the storage shed, immersive classroom, preparation of the room and the flyscreens.</p> <p>Local charities supported the funding of the immersive classroom.</p>

## Next Steps

### Leadership strategy

Instructional leadership position supports teacher quality through mentoring support, demonstration, collaboration and observation and feedback.

Continued focus on distributed instructional leadership to sustain a culture of ongoing improvement so that every staff member and every student makes measurable learning progress.

Teaching staff share their expertise across the school and with other schools

### Collaborative practices

Continued support for the delivery of NDIS funded therapy services in schools

Continued recognition of parents as partners in learning

Consultation with families through P<sup>A</sup>C meetings and focused discussion groups.

Collaborative development of new school plan.

### Quality Learning Environment

Immersive classroom is completed and provides a valuable learning area for all students

Storage shed is completed and supports storage of physical management equipment and enhances the appearance of the school grounds.

Garage in the carpark is used for staff and bus parking.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Cost of transport to and from Olympic Park.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$315.00)</li> </ul>	<p>The equity funds were targeted to support the participation of a student in the 2019 Schools Spectacular. Participation in the Schools Spectacular provided the opportunity to shine and celebrate the ability Aboriginal students with disabilities.</p> <p>In first term auditions were conducted and St George School was selected for participation in the Schools Spectacular. Students participated in rehearsals and in four performances at the end of November.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		<p>The Quality Teaching Successful Students funds were used throughout the school year supporting the professional learning of staff. The outcomes for students are enhanced where expertise, commitment and shared vision is aligned. The QTSS provided for targeted support to address the learning and wellbeing needs of the students across the school.</p>
<b>Socio-economic background</b>		<p>Equity of access to learning activities was achieved with the support of the socio-economic funding. The funds assisted the participation of all students in school events within and external to the school.</p>
<b>Support for beginning teachers</b>		<p>Two early career teachers were supported by their team leader through mentoring to support the delivery of quality teaching through effective classroom practice. Teachers working towards accreditation were supported to identify quality evidence to demonstrate each of the teacher standards. Two teachers completed the selection and annotation of evidence and classroom observation for accreditation by the end of the year.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	33	31	28	30
Girls	26	25	27	29

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. Two students with chronic and complex medical needs were able to access learning at school from home through the support of telepresence robots which were donated to the school by the Department of Education.

Students who are hospitalised attend the hospital school when able to do so. 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 2019 there were no concerns regarding unexplained absences. Student absences and reasons for absence are noted daily in the electronic marking of rolls.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Two students completed Year 12 and gained their Higher School Certificate with life skills outcomes. The students transitioned to NDIS funded day programs. One student selected placement at the St George Sutherland Community College and another student at Wesley Sylvania.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.05
Teacher Librarian	0.4
School Administration and Support Staff	12.52

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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. Quality Teaching Successful Students (QTSS) funds support the professional learning priorities of the school plan. 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 2019, performance and development plans (PDPs) for non-teaching staff were supported by teachers and executives. Professional learning was linked to class and/or school goals and linked to the priorities of the school plan. Teachers provided supervision of the school learning support officers on their class.

The PDP goals of the teachers were directly linked to the Australian Professional Standards for Teachers and the school plan. In 2019, within the school, the professional learning schedule included weekly teacher meetings, four school development days, two twilight meetings, fortnightly full staff meetings and fortnightly PDP support meetings for non teaching staff.

All staff participated in compliance training which included mandatory annual child protection update 2019, CPR training, anaphylaxis training face-to face training and 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.

All teachers and school learning support officers attended the state wide special education (SEPLA) conference which was held on the term 3 school development day at Rosehill Gardens conference centre. Two teachers presented a workshop at the conference.

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). Accredited teachers were supported in maintenance of accreditation through an understanding of the requirements. One teacher attended a two day early career conference.

Other external courses attended in 2019 included AAC conference, computer coordinator days, unpacking the new PD/H/PE syllabus workshop, technology conference, a series of workshops provided by Apple, primary executive network (PEN) conference for the executives staff. The Principal and SAM attended professional learning on the EFPT tool and on SAP finance and HR management.

Teaching staff who attended external courses provided training at school for colleagues during the scheduled teacher professional learning sessions. Many teachers used the professional learning knowledge to improve their practice in the classroom e.g. the core word classroom which was developed after attendance at the AAC conference. 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, school self assessment against version 2 of the School Excellence Framework, SEPLA conference feedback, literacy and numeracy progressions and the use of ALAN software, courses from the Department's Teachers Standards in Action site, video modelling, implementing an inclusive music program, new Science and Technology K-6 syllabus and planning for STEM.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	840,875
<b>Revenue</b>	3,559,937
Appropriation	2,940,589
Sale of Goods and Services	2,383
Grants and contributions	606,480
Investment income	10,485
<b>Expenses</b>	-3,304,689
Employee related	-2,810,118
Operating expenses	-494,570
<b>Surplus / deficit for the year</b>	255,248

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.

In 2019, 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, principal support, QTSS funds for professional learning and flexible funds for four students requiring a 1:1 support.

In 2019, the school managed the operations of seven bus runs for which the school's P&C is the Assisted School Travel Program 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 2019, the school continued to receive funds from local charities and local business groups. Health and Safety Directorate provided financial support for the return of a teacher to provided 1:1 intensive eye gaze support and training to students.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,914,335
<b>Equity Total</b>	4,927
Equity - Aboriginal	715
Equity - Socio-economic	4,212
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	590,128
Base - Per Capita	31,395
Base - Location	0
Base - Other	558,733
<b>Other Total</b>	108,610
<b>Grand Total</b>	2,617,999

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

The equity funds supported student participation in meeting costs associated with internal and external educational programs.



## Parent/caregiver, student, teacher satisfaction

In 2019, St George School did not use the formal survey of the Department as parent feedback indicated that a number of survey questions were not applicable to their child's education at St George School. It was intended that a school developed survey be developed but was not undertaken.

Throughout the year parents provided feedback to the school. All feedback was considered by the school to inform the operation of the school.

The P&C meetings held every term provided opportunities for parent feedback on governance issues and activities of the school.

Consistently feedback indicated that parents were positive about the support to student learning and wellbeing. This was provided multiple times during the year through the year. Parents provided feedback to directly to teachers through the daily communication book. Many parents attended Education Week activities at St George School. Parents who visited were impressed by the commitment of the staff and the engagement of the students in the sessions that they saw. At the end of year concert parents, relatives, friends and members of the community attended and expressed appreciation for the work undertaken at the school throughout the year.

The parents of Year 12 students expressed appreciation for the commitment and dedication of the staff throughout the year and in particular in supporting their child in the transition from school to post school settings. Feedback was provided publicly at the Year 12 formal and at the Leavers' Assembly.

*Following the School Spectacular it was rewarding to receive feedback from the Director of Early Learning and Primary Education who wrote :*

*I acknowledge the incredible talent on display at School Spectacular and what an incredible demonstration of all that is great about public education. &hellip;I know we have some proud parents whose children were part of the event. I am always incredibly proud and moved by the D'Arts crew and by the impressive display of inclusivity and diversity that is always on show at School Spectacular. Makes me incredibly proud to be part of public education in NSW.*

Although a formal survey of staff satisfaction was not undertaken, the staff are recognised, valued and integral to the positive operation of the school. 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. Staff feedback is critical in addressing educational, wellbeing and safety issues in 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 is valued 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In line with the Department's Reconciliation Action Plan, St George School recognises and respects the ongoing contributions made by Aboriginal peoples as the Traditional Custodians of our Country. We acknowledge the importance of collaboration and partnership. We are committed to working with and for Aboriginal and Torres Strait Islander students, staff and communities.

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.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The Department is committed to building a diverse and inclusive learning environment that benefits all students including from language backgrounds other than English. St George School is comprised of diverse nationalities. In 2019, 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 enjoyed a lunch with dishes from the diverse cultures within the school staff. A special Harmony Day assembly was held to celebrate the diversity in the school population.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

At St George School, multicultural education is embedded in curriculum content within units of work and through participation in specific initiatives. Our learning programs reflect respect for all cultures, equity of access and commitment to inclusivity.

## Other School Programs (optional)

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' health care 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, core word classroom, 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 2019, two students undertook the Preliminary Course of the HSC and two 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. 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 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.

## **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.

## **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 Space. In Term 2, students looked at the world of Africa. In term 4, Halloween and Christmas stories provided opportunities for immersive experience in cultural literature. Four students participated in the department's Schools Spectacular performances. The theme was *STARS*. 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.

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 Great Dance Off* the classes provided a range of entertainment and performances. The primary classes danced *Classics Meet Pop* and to *The Wiggles Come to Town*. The secondary classes provided a Bollywood dance and a 100 year time travel through dance. Parents were invited to join staff for the final dance, *Zorba's Dance*.

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 interactive whiteboard, interactive monitors, 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 through tablet technology to address 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, consistent and intensive practice of eye gaze for individual students occurred in 2019. Class teachers borrowed eye gaze equipment to support individual students in their class.

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, interactive monitors, 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 and interactive monitor were 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 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 term 1, students were selected for the NSW Schools Boccia Knockout competition. A school team was selected and participated at Georges River College Peakhurst Campus.

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 2019. 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 2019 was held fortnightly. Assemblies 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 2019, we said farewell to two graduates and we announced the new captains for 2020. 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 2019, 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 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. In 2019 primary classes also attended Rockdale Library for story time. The 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 were 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 enhanced opportunities to communicate and socialise within the local community. The primary classes participated in whole school outings such as Sailability and the Easter Show. Class excursions included Bayside Library–Rockdale, NSW Art Gallery and 'performances at the Opera House. Some 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.

Secondary 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 and visits to the school by students from SEDA College.

## **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 2019, 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. In term 4, students from the sports high school, SEDA College supported sport and gross motor activities for the students. 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 2019 tertiary students attended from St George TAFE, Sydney University, Macquarie University. 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.