

George Bass School 2019 Annual Report



5767

Introduction

The Annual Report for 2019 is provided to the community of George Bass 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

George Bass School
106 Johnston Road
BASS HILL, 2197
www.georgebass-s.schools.nsw.edu.au
georgebass-s.school@det.nsw.edu.au
9728 4450

Message from the principal

The Annual Report for 2019 is provided to the community of George Bass 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.

This has been the second year of work towards the three key strategic directions of Differentiation, Assessment and Community. All staff have worked collaboratively to strengthen and consolidate a positive learning environment ensuring provision of a quality and meaningful education for all students. All teams have expanded consistent practice based on the great foundations built in the first year of the school plan and are looking at ways to embed this practice in to all aspects of school improvement.

Notable achievements at a school level include the grand opening of the Immersive Room after months of fundraising, planning and negotiations. This space has since been used to motivate and inspire, calm and relax and add novelty and excitement to curriculum based learning. The school worked with NDIS therapy services including occupational and speech therapists, behaviour specialists and psychologists to support student-focused learning programs in the classroom. Select students proudly represented the school in the performing arts production of Schools Spectacular with over 3000 other students from all over NSW. George Bass School welcomed Lance the Educational Support Dog who provides support to students in a number of ways, including offering emotional support and helping to improve concentration and communication skills. A number of high school students were involved in external work education programs in the local community and participated in an overnight camp on Lake Narrabeen.

Students continued to demonstrate progress against their personal learning goals throughout 2019 and actively participated in all areas of school life. This success has been facilitated by a highly skilled and dedicated staff who work collaboratively with families and the community to make George Bass School a positive and engaging learning environment.

Message from the students

Please see image below.

What are the best things about George Bass School? (Aljaye found this question difficult because he likes everything.)



If I could change something it would be...



I liked being a school captain because...



I like speaking at assembly.

Next year at school I want to...



U10V1A

School background

School vision statement

At George Bass School we provide innovative, quality learning programs that cater for each student's individual needs and celebrate their achievements. We are committed to supporting students through partnerships with our diverse community.

School context

George Bass School is a dynamic school catering for the learning needs of just over 100 students with a moderate to severe intellectual disability in Kindergarten to Year 12. The school has a diverse and highly engaged community with 92% of students coming from a family with a language background other than English.

George Bass School provides innovative and differentiated learning programs through the implementation of quality teaching practices by highly dedicated staff. Individual programs and resources for 21st Century learners include community access, Positive Behaviour for Learning, and assistive and immersive technologies.

All staff members have high expectations of students and are committed to their success as valued members of the wider community which is made possible by maintaining strong links with families and key stakeholders, including external service providers. This collaboration enables students to learn essential communication and independence skills in a safe, caring and positive environment.

George Bass School's close-knit community proudly supports students to accept challenges, build relationships and celebrate their success.



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	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards 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

Strategic Direction 1

Differentiation

Purpose

The purpose of Strategic Direction 1 is to support staff to develop and implement high quality, consistent teaching programs which focus on high expectations of student performance and enriched learning experiences which show a high level of differentiation across all Key Learning Areas for all students throughout the school.

Improvement Measures

Established high quality literacy programs across the school which demonstrate differentiation

Established high quality numeracy programs across the school which demonstrate differentiation

Demonstrated differentiated lesson implementation is of high quality

Progress towards achieving improvement measures

Process 1: Consistent programming proformas which are based on ongoing evaluation and reflection are implemented by all educators school-wide

Evaluation	Funds Expended (Resources)
Team trialed use of program proforma in Term 3 and 4 and reviewed at end of Term 4. Some changes are required to make it more 'user friendly'. To be revisited in Term 1 2020.	Two teacher days for Term 4

Process 2: High quality programs are evident school-wide based on whole staff understanding of specific and measurable criteria

Evaluation	Funds Expended (Resources)
This is still a work in progress, the PL will be delivered Mid Term 1 2020 to end of Term 1.	2 teacher days

Process 3: A whole school understanding of the individual educational needs of all students is reflected through the delivery of curriculum-based content in a differentiated manner.

Evaluation	Funds Expended (Resources)
Professional development was delivered during PL for teachers in Term 3 on different ways teachers could differentiate within their programs and in their classrooms. Because of this PL, teachers have engaged further with the school's instructional leader to work on programs to develop their own understanding of differentiation in the classroom based. Instructional leader now working with over 90% of teaching staff to support them to differentiate learning for all students.	1 Teacher Day



Strategic Direction 2

Assessment

Purpose

The purpose of Strategic Direction 2 is to develop school wide consistent systems for assessing students in literacy and numeracy, to support consistent teacher judgement by developing an assessment criteria and to use this trackable data to plan for future teaching and learning programs.

Improvement Measures

Educator judgement of student performance and learning is more consistent across the school.

Student assessment is used to measure the effectiveness of numeracy programs.

Student assessment is used to measure the effectiveness of literacy programs.

Progress towards achieving improvement measures

Process 1: All educators will regularly assess student performance in literacy and numeracy to support differentiation, program development and reporting

Evaluation	Funds Expended (Resources)
The milestone is behind schedule due to further research required for the assessment tool. Teachers continue to assess using current tools in literacy and numeracy.	

Process 2: A successful digital assessment tool is used to track student performance in literacy and numeracy demonstrating clear progression from one year to the next

Evaluation	Funds Expended (Resources)
The team created a paper version (prototype) of an assessment tool as a draft. It was trialled for 2 students in 6 classes and reviewed. Refinements were made based on the review. External developer was difficult to source and will continue in to the next year of the plan.	

Process 3: .All educators have a sound understanding of the use of the rubrics to consistently assess student performance in literacy and numeracy

Evaluation	Funds Expended (Resources)
A huge turnover of staff including senior leadership has caused a big delay in proceedings. However, the team had a much clearer understanding of what is needed and the features that are required to make the tool user friendly.	2 teacher days to review and refine tool.



Strategic Direction 3

Community

Purpose

The purpose of Strategic Direction 3 is to provide enhanced opportunities for community participation, collaboration and engagement in student learning through developing online communication systems and building a bank of community resources that support generalisation of student learning.

Improvement Measures

A wider range of opportunities exist for students to access community based programs.

An increased number of families are actively involved in student learning programs.

Families report an increased awareness of student progress, school programs and learning.

Progress towards achieving improvement measures

Process 1: Staff access the community resource to enhance student learning based on authentic community experiences and the curriculum.

Evaluation	Funds Expended (Resources)
Staff have been asked to share all past and current community access proposals and planning with the strategic direction 3 team. These have been collated and organised for future use. The team are working on extending the resource bank to also include possible incursion/excursion proposals. The idea is to lighten the workload for staff when they are planning to engage their students in community access programs. The aim is to have a resource bank that only requires minor adjustments to be made according to specific students, dates, prices etc.	3 hours teacher time.

Process 2: Families and communities are utilising online communication systems to have an increased awareness of school programs

Evaluation	Funds Expended (Resources)
Classroom app was evaluated and staff agreed that the whole school app using Skoolbag will continue to be the main focus and to utilise Skoolbag as a the main communication tool for parents. Newsletters will also be the responsibility of teachers in 2020 and possibly look into teachers sharing class photos using Skoolbag.	1.5 hours teacher time.

Process 3: Families and communities regularly involved in supporting school programs by following clear guidelines in accordance with a school engagement policy

Evaluation	Funds Expended (Resources)
Team is working towards the development of guidelines to support parent and community member participation	



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,257	Employment of local Aboriginal people during NAIDOC and Education Weeks to increase staff and student knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander peoples.
English language proficiency	\$27427	Additional SLSO was provided to support all students' individual learning programs including students with English as an additional language or dialect. Learning outcomes for students with EAL/D were improved by providing this additional staff which is reflected in reports.
Quality Teaching, Successful Students (QTSS)	.385 teacher allocation	QTSS funding was used to release teachers to work with the Instructional Leader to promote collaborative practices in the school including mentoring and coaching. The IL provided feedback to individual teachers on differentiated teaching approaches, assessment, and curriculum adjustments.
Socio-economic background	\$20000	An additional School Learning Support Officer (SLSO) provided a range of student assistance such as behaviour support and wellbeing needs. Additional SLSO has allowed greater access and student engagement in a range of programs across the school.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$0.00)	2019 saw George Bass supporting one first year beginning teacher. Funds were utilised for professional learning including an in depth internal induction and external courses such as PECS and MAPA. This supported the teacher to develop a greater understanding of the students and how they learn.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	71	73	77	81
Girls	26	29	28	26

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

2019 celebrated the graduation of 4 Year 12 students, all of whom went on to access day programs within the community.

Year 12 students undertaking vocational or trade training

Year 12 students accessed vocational experience within the local community where appropriate. This included links with Afford and DSA. 1 student successfully attended individual work experience at a recycling centre.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.89
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	21.11

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	545,290
Revenue	5,272,947
Appropriation	5,147,998
Sale of Goods and Services	8,200
Grants and contributions	114,053
Investment income	2,697
Expenses	-5,285,440
Employee related	-4,954,484
Operating expenses	-330,956
Surplus / deficit for the year	-12,493

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.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	3,383,325
Equity Total	165,873
Equity - Aboriginal	5,056
Equity - Socio-economic	115,195
Equity - Language	45,622
Equity - Disability	0
Base Total	869,634
Base - Per Capita	53,371
Base - Location	0
Base - Other	816,263
Other Total	333,340
Grand Total	4,752,172

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.

Parent/caregiver, student, teacher satisfaction

Each year a survey is compiled to assess the relationship between the school and the community and allow parents and care givers to provide input into the delivery of high quality programs within the school. During 2019, the survey of community stakeholders indicated that the relationships between school and home was a positive one, with parents feeling they are encouraged to become part of the school community and be actively involved in their child's education. Collaboration between staff and parents was seen as a strength, with parents feeling they had a clear lines of communication with staff. Teachers used formal and informal conversations to keep parents and carers well informed of their child's progress and general school organisation, as well as regular feedback via communication books. The use of social media platforms was streamlined in 2019, with the continued use of Facebook and school website as well as the introduction of Skoolbag. Parents were supportive of the delivery of programs which where individualised and met each student's learning needs.

Students were involved in a range of programs which promote social interactions in the classroom and playground as well as participation in whole school activities. Strong relationships between staff and students are the basis of supporting students to have a positive engagement with their learning and the school environment. Student participation and satisfaction at school can be observed through student engagement in learning on a daily basis, as evidenced through reports, photos and work samples. Students engaged in a range of whole school activities including George Bass Olympics, Movie Night, Colour Run, Athletics and Swimming carnivals, and the annual concert.

Staff satisfaction is evident in informal and formal feedback opportunities. Collegial support systems are seen as a strength and open and authentic communication is also evident and appreciated by all staff.





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.

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.

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.