

# 2020 Annual Report

## St George School



5527

# Introduction

The Annual Report for 2020 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

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## Message from the principal

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2020 was an exceptional year, with COVID-19 bringing unprecedented changes to the way schools operate, and like all schools in NSW, St George School showed incredible flexibility in meeting the challenges of learning from home, and in maintaining physical distancing and enhanced hygiene measures. In spite of these extraordinary circumstances, staff at St George School remained focused on achieving the improvement measures set out in the school plan 2018-2020, and using what was learnt from this process to inform future planning over the next school planning cycle.

The final three weeks of first term was marked by COVID-19 lock-down and student learning from home. The staff at St George showed great flexibility during this period, managing lesson preparation to be completed by students in their homes, and through managing rotational rosters to reduce the number of staff at the school at any one time. School learning support officers supported the development of resources and our drivers delivered learning packages to students at home. At the beginning of term 2, Diana Murphy commenced a secondment at state office and David Lomas commenced in the relieving position, guided by Annette Fuller, assistant principal and the other executives at the school, and by a handover from Diana Murphy.

During 2021, the school continued to grow, with notable additions to the learning environment. The construction of the immersive classroom was completed in first term. Other developments of the physical environment included the installation of a wheelchair accessible carousel, a new staff kitchen with cooking facilities for the primary classes, a new and upgraded sound system in the COLA, a large storage shed to store physical management equipment, ceiling hoists in the demountable toilet areas and ongoing purchase of technology to assist with access to learning.

St George School continued to receive outstanding support from the community including St George Children with Disabilities Fund, NSW Police, the Kogarah Lions Club, Kogarah RSL, Ausgrid Employees' Children's appeal, Ramsgate RSL Bowling Club, the Wickens family and the Younger Set. Additionally, regular volunteers continued to support the operation of programs at school including hydrotherapy, bike riding, class programs and excursions.

David Lomas (R) and Diana Murphy, Principals

## Message from the school community

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The St George School P&C Association continued to play a very important role in the school. I would like to thank Barry Watkins, President, Ron Watson, 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 the contractor for seven bus runs managed by the school. Through the operation of seven runs, the P&C receives income from the Assisted School Travel Program (ASTP). The funds received from ASTP provides a significant contribution to the operation of the school including the employment of additional staff, technology and other school resources. Members of the P&C coordinate fundraising activities such as the Mothers Day stall and the Fathers Day stall. Through the generous commitment of our members, students receive a gift from the P&C at the end of the year and other goods that have been



identified by families.

## School vision

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 of specialist areas which include the library, pool, immersive classroom, 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Although challenges were experienced by every school during the COVID-19 pandemic and growth in a number of areas was impacted, there was growth in other areas. The development of support materials for learning at home broadened the operation of the school. There was a significant growth in use of technology and use of technology to connect, work collaboratively and meet virtually. For students at St George School, the restrictions posed by COVID impacted on student learning in the community, participation in mainstream events such as the Schools Spectacular and Shining Stars and parent participation at school events.

In fourth term the school participated in a thorough and honest assessment of school performance in preparation for the new planning cycle for 2021. Collection of data and analysis of data solidified plans for future directions in school improvement., particularly in the area of data collection, student feedback, student learning and effective partnerships..



## 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 and in externally coordinated programs such as Schools Spectacular, Shining Stars, Operation Art, Koori Art Expressions, Boccia competition, Koori Art Expressions

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

Percentage of teaching and non teaching staff use eye gaze to support student learning

Percentage of students with an effective communication tool

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
- Excursions and community access

Evaluation	Funds Expended (Resources)
Although COVID-19 restrictions in 2020 impacted on student participation in learning outside the school and in externally coordinated programs, the school managed to provide a number of incursions, and once restrictions were eased, on excursions that were accessible and current at the time. This included taking students to the immersive Van Gogh exhibition, and on a trip to the beach for the day.	\$6727 socio-economic funds directed towards covering the costs of excursions and incursions for targeted students to participate at no cost.

#### Process 2: Data Use

- SMART goals in personalised learning plans (PLPs) set for learning, with data collected, and reviewed regularly

Evaluation	Funds Expended (Resources)
The development of authentic measures to gauge student learning progress remains ongoing and is in the 2021 - 2024 school plan. The majority of teachers participated in the Assessment of Complex Learners trial conducted by CESE. The proposed depth of the trial was also impacted by COVID. CESE reported the following outcome: <ul style="list-style-type: none"><li>• A Passport for learning (the Passport) was redeveloped to be an online training program and digital assessment tool.</li><li>• A new engagement tracker was trialled for students with disability to</li></ul>	<ul style="list-style-type: none"><li>• School participated in Complex Learners Trial. through CESE. Teacher time was allocated in submitting details and complying with requirements of the CESE trial - \$9000 teacher relief deposited into sundry tax</li></ul>

## Progress towards achieving improvement measures

support staff to identify student levels of engagement, stress and alertness.

- Qualitative research was conducted on the use and implementation of Students with Additional Needs (SWANs) program in NSW public schools. The Passport and the engagement tracker will be suitable for students at St George School and will be adopted by the school. A trial of the SWANs has been included in the new planning cycle.

### Process 3: Communication strategies

- Use of ICT and current technology as a communication tool
- Professional learning in use of eye gaze technology
- Professional learning in use of communication software and apps

Evaluation	Funds Expended (Resources)
<p>The impact of COVID-19 and learning from home provided many benefits and inspired new ways of doing things. One particular benefit was the ability to conduct in-services and increased professional learning for school learning support officers (SLSOs). One teacher, supporting students in the use of eye gaze to access learning and to communicate, provided professional learning for school learning support officers who had identified awareness and use of eye gaze technology as a need to support their students and had included the goal in the performance and development plan.</p> <p>In first term all teachers were provided with their own laptop as part of the Devices for Teachers Pilot. Teachers chose the Macbooks and participated in a Macbook workshop with staff from Apple. The devices provided teachers with the necessary technology to support students in virtual learning. The devices also supported teachers in their day-to-day teaching administrative tasks and in creating engaging digital learning opportunities for students. With their own devices and with learning from home at the end of first term, staff embraced video conferencing, and Microsoft Teams as a technology tool, facilitating improved communication and collaboration. Staff engaged in the use of google classroom as well as other technology tools to assist teaching and learning, such as Makey Makey. In 2020 the immersive classroom was completed. Staff participated in professional learning around this innovative technology and incorporated the use of the immersive classroom into their programs.</p>	<ul style="list-style-type: none"><li>• Approximately \$30,000 from Resource Allocation Model was spent funds on new technology to assist communication and literacy and numeracy skills, such as Eye Gaze devices and proximity switches. The Literacy and Numeracy funding allocation of \$3814 was also used.</li><li>• The immersive classroom was funded by monies raised by the school and by donations from organisations.</li></ul>

## Next Steps

In the next school planning cycle the assessment of students, and the collection of data to indicate student growth will remain a keen area for development. Progress has been made in the sector, with initiatives such as the Complex Learners Trial, and improvements to the numeracy and literacy progressions (version 3) aimed at capturing pre-foundational skills. Initial trial of PLAN2 to identify literacy and numeracy descriptors against the national literacy and numeracy progressions will be expanded with the support of an instructional leader. Version 3 of the progressions is planned to be imported into PLAN 2 by the end of 2021.

The easing of COVID restrictions in 2021 will bring a return to regular student access to the community. In 2021, there will continue to be a focus on maintaining currency with emerging technologies including eye gaze technology and use of a broad range of digital resources.

## 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

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 formative assessment for student feedback

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

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

100% staff meet goals identified in their PDPs

100% teachers working towards accreditation or maintaining accreditation

### 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 2020 teaching and non-teaching staff identified professional goals in their PDPs.</p> <p>Professional learning was targeted to class and school priorities.</p> <p>Teachers were supported in the PDP process by their team leaders and instructional leaders. Teachers supported non teaching staff in meeting the learning goals in their PDPs. Regular meetings were scheduled for teachers to support teacher SLSO.</p> <p>All staff participated in training on</p> <ul style="list-style-type: none"><li>• the use of STEM equipment. The session was interactive and practical.</li><li>• acquired brain injury (ABI) including awareness of the behaviours of students with ABI.</li><li>• use of the immersive classroom</li></ul> <p>In 2020 teachers attended professional learning sessions on</p> <ul style="list-style-type: none"><li>• using STEM equipment in the classroom</li><li>• using the Macbook for teaching and learning and using other technology such as using Google drive, Makey Makey and Microsoft teams</li><li>• the role of the instructional leader</li><li>• review of report template</li></ul>	<ul style="list-style-type: none"><li>• Beginning teacher allocation, \$14,481 , was used to release two teachers working towards accreditation.</li></ul>



## Progress towards achieving improvement measures

- review of program template

In 2020, an assistant principal was allocated to support two teachers to gain accreditation. One teacher gained accreditation in 2020 and another teacher will complete the process in early 2021.

The leadership team at St George School engaged in considerable professional learning in 2020, with the executive team participating in workshops on SPARO, the eFPT budget tool. They also worked collaboratively to complete the Leadership and Management Credential.

As a result of COVID restrictions, the national SEPLA conference was postponed to 2021. Networking opportunities and professional support proceeded on line. All staff were introduced to Learning on Demand, a resource developed by the Department to support learning at home.

### Process 2: Assessment

- Formative assessment used for student feedback
- Students to provide feedback on their learning
- Students to be assessed on the literacy and numeracy progressions
- Mapping of achievement in literacy and numeracy

Evaluation	Funds Expended (Resources)
<p>In 2020, staff indicated the need to formalise the use of formative assessment practices that have been embedded in the school over a number of years in order to collect qualitative and quantitative data.</p> <p>In 2020, one teacher at St George School participated in the trial of modified Tell Them From Me project, which aimed to:</p> <ul style="list-style-type: none"> <li>• provide students with a moderate and severe intellectual disability the same opportunity as their peers to provide feedback on their school experiences</li> <li>• trial a new accessible survey and methods that have previously not been evaluated or tested on a larger scale</li> <li>• provide teachers and school leaders with trialled and evaluated tools, methods and training to effectively measure student voice student with moderate and severe intellectual disability.</li> <li>•</li> </ul> <p>The trial will support students at St George School to participate in the 2021 TTFM student survey.</p>	<p>St George School received funds to enable participation in the project. The funds were used for teacher release to complete training and engage in the project. Part funding from professional learning allocation to the school for additional teacher release time.</p>

### 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>Executive release from face to face teaching and the establishment of 0.4 instructional leader enabled support to teachers and opportunities to collaboratively plan, program and assess student learning.</p> <p>Leaders networked with other schools to investigate literacy and numeracy assessment tools.</p> <p>Teachers reported positively on the direct support provided by the executives and the instructional leader. The instructional leader supported teachers with varying levels of expertise. In one class support was provided to assist the teacher in meeting the broad range of complex needs in the classroom. In another class, support was provided to enhance an effective and cohesive class staff focused on student learning and access. Supported was also provided to new staff in engaging in specific technology such as the use of</p>	<ul style="list-style-type: none"> <li>• Funds from the Quality Teacher Support was used to release assistant principals and to allocate a 0.4 instructional leader position..</li> </ul>

## Progress towards achieving improvement measures

eye gaze as a communication tool.

Teachers joined the Disability, Learning and Support state wide staffroom. The staffroom was established in 2020 during the learning from home period to support teachers of students with disabilities to network and share resources. The staffroom has been maintained after the initial need during COVID lockdown.

### Process 4: Curriculum implementation

- Scope and Sequence in KLAs consolidated
- Implementation of the new Creative Arts, PDHPE and Technology (Mandatory) Stage 4 syllabuses and Stage 6 syllabuses.

Evaluation	Funds Expended (Resources)
<p>Teachers connected with curriculum advisors via the statewide staffrooms to enhance knowledge of the syllabus documents, adjustments and differentiation.</p> <p>Teachers worked collaboratively to develop a template for a unit of work.. The use of the template supported consistency of programming across the school.</p> <p>Several staff collaborated on developing units of work in Science and Technology with support from the Department's Science and Technology Curriculum Advisor.</p> <p>The primary and secondary teams conducted curriculum days for the development and review of scope of sequence for the semester. Teachers assumes responsibility for the development of units of work in specific KLAs which were then shared across the team. The curriculum days were successful as they were undertaken in a culture of mutual respect and support..</p>	

## Next Steps

Instructional leadership will be expanded in 2021 and will support teachers and school learning support officers in gathering data to enable an authentic assessment of student progress and to analyse data to enable teacher practice that is informed by the data. Data collection will include the mapping of students against the literacy and numeracy progressions using the department's PLAN2 software.

A non teaching executive position will support the coordination of mentoring and professional learning across the school.

The curriculum reform that is currently being undertaken by NESA in response to the curriculum review will have implications in teacher awareness of the curriculum. In 2021, teachers will participate in the consultation of the draft syllabuses for English and Mathematics for Early Stage 1 and Stage 1 to ensure that curriculum access for students with high support and complex needs are considered in the new syllabuses developed by NESA.

The CESE trial for student participation in the adjusted Tell Them from Me survey will be expanded across the school with the support of the instructional leader and resources currently being developed by the department.

### 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>Leadership was distributed across the school. All teachers supported the SLSO on their class in developing a performance and development plan focused on supporting the learning and wellbeing needs of the students in their class.</p> <p>The executives at St George School engaged in a range of activities and initiatives to support student and staff learning. One executive coordinated the delivery of NDIS funded external providers delivering therapy and behaviour support in the school ensuring the integration of therapy/behaviour services with students' educational programs. Another executive supported early career teachers in gaining accreditation. Primary and secondary team leaders coordinated the collaborative development of shared units of work. Teachers implemented the developed units of work and shared their successes in teacher professional learning meetings. There was an allocation of 0.4 teacher position to progress targeted students in the use of eye gaze technology and to provide coaching support to class staff to use eye gaze technology in the classroom. An instructional leadership position was established to support teachers across the school. Staff feedback regarding support from the instructional leader was positive.</p>	<p>Use of 0.4 AP funds from substantive AP leave without pay.</p>



## Progress towards achieving improvement measures

### Process 2: Collaborative community practices

- 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>As in previous years, parents/carers were recognised as partners in learning. As a result of COVID-19 and the subsequent period of learning from home, the importance and strength of the partnership was heightened. Teachers supporting parents in the delivery of programs at home occurred after teacher and school learning support officers prepared physical and digital resources, engaged with parents and responded to parent feedback. It was however a challenging task for parents to meet both the physical and educational needs of their child.</p> <p>In first term, parents made positive contributions to their child's learning through collaboration at personalised learning plan meetings, daily communication in the communication book and two way communication on the each class' SeeSaw social media platform.</p> <p>Parents received fortnightly newsletters which highlighted events and provided articles on class and school events. This communication was particularly important during the period of COVID restrictions.</p> <p>In 2020, 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 in learning, communication, physical management and wellbeing needs.</p> <p>NSW Health continued to support St George School through transition meetings, dysphagia speech assessments, virtual case conferences and detailed early childhood assessments.</p> <p>In 2020, the immersive classroom was completed with the support of a number of community organisations.</p> <p>In 2020, the Anglican Diocese of Sydney, an approved Special Religious Education (SRE) provider continued to deliver SRE lessons at the school for students whose families had provided permission to attend. A primary class and a secondary class was established for the weekly delivery of 30 minute SRE lessons. SRE classes were supported by school staff.</p> <p>In 2020, 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>COVID-19 presented some challenges. The opening of the immersive classroom was postponed. COVID restrictions impacted on the regularity of parents attending 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

Evaluation	Funds Expended (Resources)
Enhancements to the physical environment of the school continued in 2020.	\$35,595 spent from school and

## Progress towards achieving improvement measures

The construction of a large storage shed was completed which enabled the storage of physical management equipment and relocation of equipment stored in the garage. This then provided additional parking in the carpark.

In 2020 the school installed a wheelchair accessible carousel for students to use at break times. Efforts also went into sourcing a design for a sensory garden.

A new sound system was purchased for outdoor events and for music during break times.

Upgrades were also made in class and bathroom equipment to support work health and safety practices.

community funds on installation of carousel

\$9621,62 spent from school and community funds on new sound system in COLA

## Next Steps

In 2021, with the introduction of the Strategic Improvement Plan, strengthening effective learning partnerships is the theme of the third strategic direction. This will have significant impact on developing community partners for student learning, enhancing a multidisciplinary approach and working with families.

With the easing of COVID-19 restrictions, the school will build upon community partnerships over the school planning cycle 2021-2024. There will be a strong focus in 2021 on supporting student learning in the community and broadening learning environments and opportunities for social interactions.

In 2021 there will be support for teacher/therapy collaboration on the delivery of an integrated program and for school involvement in case conferences for students with complex and changing needs.

Upgrades to the physical environment will continue with a re-design of the sensory garden expected to be completed in 2021. Classroom technology upgrades will continue in 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$729 Aboriginal background loading	In 2020, funds were used to pay for excursions and activities particularly in term 1, and an incursion in term 3. Money was also allocated for an SLSO to work directly with an Aboriginal student to increase focus and engagement in class.
<b>Quality Teaching, Successful Students (QTSS)</b>	73248	In 2020 the Quality Teaching, Successful Students funding was to release the assistant principals from face to face teaching to work in an instructional leadership role to develop teacher capacity. The assistant principals led 'primary and secondary team meetings' on a fortnightly basis, and increased collaborative practice and curriculum planning across the school. They were able to effectively engage with the performance and development plans (PDPs) of the teachers in their team, and conduct collegial discussions around complex students. Extra executive release time also supported several beginning teachers to be mentored through accreditation as proficient.
<b>Socio-economic background</b>	\$6727	Socioeconomic funds in 2020 supported the participation of students in a variety of excursions and incursions, subsidised payment of uniforms, including specialised uniforms, such as swimming costumes to support student engagement in weekly hydrotherapy sessions. Employment of additional school learning support officers from equity loading supported students in class with their learning. Equity funds were also to transport students to and from respite services using school operated buses and employees from the school.
<b>Support for beginning teachers</b>	\$14,481	In 2020 extra release from class was provided to two beginning teachers who received early career funding. This allowed for mentoring and coaching, and for them to be able to visit other classes to observe peer practice. The two teachers were successfully supported in 2020 through the process of accreditation at proficient level. Beginning teachers were also released from class to visit other special settings throughout term 3 and 4, to observe a variety of different practices, and report back to the entire staff on what they observed.
<b>SSP Supplementary Funding</b>	\$273,642	<p>In term 1 2020, St George School received significant SSP Supplementary Funding. St George School has historically used funding flexibly to enhance staffing allocation to the school. The substantial increase in funding enabled the employment of additional school learning and support officers, to support each class with personal care, meal times, administration of health care procedures and physical management.</p> <p>The support also provided additional teaching and learning time as teachers were able to focus on teaching and learning. The funding</p>



<b>SSP Supplementary Funding</b>	\$273,642	<p>enabled the SLSO on each class to assist the teacher with teaching and learning, as all students at St. George require varying levels of direct support from an educator to engage in tasks. Furthermore, it was planned that SLSO meet twice per term with the teacher to discuss learning goals in personalised learning plans, and health care needs. However, time constraints made this task difficult to achieve.</p> <p>Surveys of staff conducted at the end of 2020 indicated that there was a 100% more teacher time in class focused on teaching and learning. The majority of teachers did not observe an increase in SLSO support with teaching and learning programs.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	31	28	30	31
Girls	25	27	29	27

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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

In 2020 the school accessed the Telepresence Robot Pilot through the Technology 4 Learning Team, in an effort to improve attendance, and engage students in learning who were too unwell to attend in person. Staff felt this was an excellent resource, and took part in the pilot survey, hoping to continue this strategy in 2021. Students were also facilitated to attend short periods of the day to reconnect to learning, for example to attend music lessons with Rhythm Village.

### Year 12 students attaining HSC or equivalent vocational education qualification

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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.21
Teacher Librarian	0.4
School Administration and Support Staff	13.82

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,096,124
<b>Revenue</b>	3,937,098
Appropriation	3,341,065
Sale of Goods and Services	2,407
Grants and contributions	589,134
Investment income	4,492
<b>Expenses</b>	-3,895,232
Employee related	-3,268,763
Operating expenses	-626,469
<b>Surplus / deficit for the year</b>	41,866
<b>Closing Balance</b>	1,137,989

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	7,455
Equity - Aboriginal	729
Equity - Socio-economic	6,727
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	2,839,530
Base - Per Capita	32,179
Base - Location	0
Base - Other	2,807,351
<b>Other Total</b>	397,279
<b>Grand Total</b>	3,244,264

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

In term 4, 2020 parents and teachers were surveyed on what the school does well, what could be improved, and on the core values and future directions for the school, to inform the school plan 2021-2024. Efforts also went in to gathering authentic data on how students feel about the school program, through the modified Tell Them From Me trial.

**Parent Survey Results:** Of those who responded, results indicated satisfaction with:

- Communication with home through SeeSaw, Facebook, newsletters, notes and communication books
- School environment which was described as welcoming, well-maintained
- Music and sport programs and the immersive classroom
- The reliability of transport to and from school
- External providers delivering therapy support at school

Areas for improvement included:

- Providing more consistency in their classrooms, keeping numbers small with like-minded students
- More notice for families and students regarding class changes

In terms of future vision, common themes included more access to the community for students, opportunities to grow in sensory and therapy sessions, more engagement with allied health professionals to work with teachers, and a continued focus on emerging technologies.

**Teacher Survey Results** indicated satisfaction with:

- Collaborative practices
- Staff knowledge and care for students
- Inclusion and wellbeing practices

Areas for improvement included:

- Continuing to build on a positive staff morale, through supporting one another
- Safe manual handling practices
- Induction processes
- Data collection
- Focus on functional skills and communication

Recommendations for the future included:

More SLSOs

Specific goals for communication and gross / fine motor skills, and more consistent use of sign language / PECS

Continued focus on well being and communication as well as the development of functional skills required for post school living

Increased focus on positive behaviour support

Continued technology professional learning and collaborative practices.









# Policy requirements

## Aboriginal Education Policy

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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 of Education's updated Aboriginal Education Policy 2020, and the Connected Communities Strategy, St George School prioritises the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students in order to achieve the Department's goal that Aboriginal and Torres Strait Islander students match or better the outcomes of the broader student population. In 2020 the school continued to guarantee that personalised learning pathways (PLPs) were prepared for Aboriginal students with detailed curriculum support and individualised or differentiated programs, as required. At St George School, Aboriginal Education is imbedded in cross-curriculum content across units of work.

Planning commenced in term 4 2020 for an integrated unit across all of the KLAs, in the theme of Aboriginal Education, to be delivered in term 1, 2021. This will include the setup of our sensory theatre in the theme of an Aboriginal campsite, with interactive sensory experiences in Aboriginal culture, as well as corresponding learning experiences. The planning of this program has involved reaching out to the local Aboriginal Education Consultative Group.

## Anti-Racism Policy

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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.

St George School is committed to celebrating diversity, and participated once again in 2020 in Harmony Day festivities, with a special assembly, and with a lunch celebrating the dishes of the diverse array of cultures within the school staff. The school joins all educational environments across the country in standing against racism in all its forms.

## Multicultural Education Policy

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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 perspectives are embedded within units of work, and we celebrate the diverse linguistic, religious and cultural backgrounds of our students. In 2020, in response to a large number of students at the school for which Arabic is the main language spoken at home, an SLSO who is also of Arabic heritage, brought in some children's books, which she read to students in their first language.

## Other School Programs (optional)

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### Teaching and Learning

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 plans, 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 new NSW PDHPE K-10 syllabus for example was implemented in 2020, with modified content and activities delivered, with the support of the Disability Inclusion Team at the NSW School Sports Unit.

Teachers at St George School 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 2020, two students undertook the Preliminary Course of the HSC and two students graduated having successfully completed the HSC Life Skills course.

## **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, 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.

## **Technology**

2020 saw the installation of the school's immersive classroom, a 360 degree experience that places students inside the learning environment. Projections are displayed on all four walls, and the floor, and students are able to interact with the projections by touching the walls, while stimulated by the sights and sounds. Teachers used the room to enliven the content within teaching programs, for example, creating landscapes and soundscapes as part of the reading of the text *The Lion, The Witch and the Wardrobe*. The immersive classroom was also generously funded through the St George Children with Disabilities Fund.

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.

A substantial amount of new technology was purchased in 2020, with additional eye gaze devices, and proximity switches purchased to be used in daily class routines, teaching, learning and leisure-based activities. A wide range of iPad apps were used, including Random, Big Bang Pictures/Patterns, Music Sparkle, finger paint, 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,. Sports programs support the development of gross and fine motor skills and students are encouraged to play these sports as independently as possible. In 2020 students were once again selected for the NSW Schools Boccia Knockout competition. A school team was selected and participated at our neighbouring school Moorefield Girls. All students participated in weekly swimming program in the hydrotherapy pool, with volunteers and an additional members of staff supporting 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. COVID-19 restrictions limited student access to the community in 2020, however a class was still able to organise an excursion to Cronulla Beach, which was a highlight during a challenging year.

## **Assembly**

Assembly is a whole school event and in 2020 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 2020, we celebrated the graduation of two students and 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 2020, 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.

## **Excursions**

As a result of the COVID-19 pandemic, access to the community was seriously impacted in 2020. All classes nonetheless participated in a number of incursions and excursions, including a visit from Perform Education for a science show, as part of Science Week, and a visit to both the Van Gogh and Monet Immersive Exhibitions.

## **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 2020, volunteers were restricted at times due to COVID-19 restrictions, however a number of regular volunteers returned as soon as they were permitted, to support the operation of programs across the school including the swim program, weekly excursions, sports program, in class programs and class excursions. The school is very fortunate to have a number of long-term volunteers who passionately give up their time for the school.

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 2020 tertiary students attended from St George TAFE and Macquarie University. Tertiary studies of participating students range from certificate courses through to undergraduate degrees and post graduate studies. The length of study varied from one week to a four week block.