

2022 Annual Report

St George Hospital School



ST GEORGE
HOSPITAL SCHOOL

5513

Introduction

The Annual Report for 2022 is provided to the community of St George Hospital 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 Strategic Improvement 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

It has been a privilege to lead St George Hospital School in 2022 and work with the many students, families, census schools and community members. In 2022, St George Hospital School continued to build and further establish the outreach transition class, providing learning support to students disengaged from school due to mental health. It was a significant year with new initiatives moving the hospital school forward. An assistant principal was appointed for one day a week to case manage the outreach transition program, providing greater support to students and the school.

In 2022, the partnership with Arncliffe West Infants School which shares the site with the outreach program was strengthened. This provided greater sharing of resources and opportunities to network with staff in a mainstream primary school.

Ana-Lucia Mowle

School vision

St George Hospital School positions student learning and wellbeing needs as the focal point for the delivery of continuity of teaching and learning in an inclusive and supportive learning environment.

School context

St George Hospital School is a public education School for Specific Purposes (SSP). The school currently operates from two locations occupying a classroom within the paediatric ward of St George Hospital in Kogarah NSW, and an outreach class within the grounds of Arncliffe West Infants School. The school provides educational support to students from K-12 who are hospitalised, as well as students who are identified as outpatients requiring extended educational support for re-engagement and transition.

The school has a strong sense of working with the community, forming significant partnerships with health, families and census schools. These partnerships are imperative and form the basis for continuity of student learning, achievement and success.

St George Hospital School offers a caring and supportive learning environment in the delivery of quality teaching and learning experiences for students during hospitalisation and periods of transition to their census school or alternative educational environment. Students work towards personalised learning goals and the achievement of curriculum outcomes. School staff work collaboratively with census schools showing dedication and commitment to continuous learning for all students.

The situational analysis involved consultation with parents, hospital and school staff and self-assessment against the School Excellence Framework. The situational analysis provided directions as follows: clear processes for transition, enhanced hospital school staff capacity in the development of personalised learning plans and transition plans, enhanced capacity for census schools in supporting students with ongoing health and wellbeing needs, maintaining student engagement in educational programs. School staff made reference to the importance of emotional wellbeing, enhanced opportunities for student feedback and strong parent and community partnerships. Staff also indicated the importance of teaching and learning programs that focus on literacy and numeracy targets for students with short term hospital attendance.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Every student learns every day in every context and setting. The continuity of learning supports the broad range of periods of hospitalisation from one day to extended periods of stay. School practices ensure that there is a personalised learning plan for all students that is relevant, engaging and developed in partnership with census schools and health personnel.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality learning environment
- Curriculum delivery
- Assessment planning and reporting

Resources allocated to this strategic direction

Summary of progress

Quality Learning Environment

In 2022 there was consolidation of the newly established outreach class on the Arncliffe West Infants School site. The outreach class is specific for students with a mental health diagnosis who are at risk of disengagement from education and are supported in their transition from hospital school to census school or alternative educational setting. The site is now known as the St George Hospital School South Campus.

Teachers of students in the outreach class develop transition plans collaboratively with parents, census schools and medical professionals. Approximately 80% of students in the outreach program reengaged in an education setting in either an SSP or another school. Two primary aged students transitioned successfully back to their census school.

Future directions in the development of a quality learning environment will involve further professional learning in the development and implementation of personalised learning plans (PLP) including transition plans. This will involve consultation and collaboration with staff on the development of a proforma for the hospital site and a proforma for the transition plan. To enhance the implementation of personalised learning, processes will be established to enable regular review and monitoring of each student's progress.

Curriculum Delivery

Staff participated in the professional learning provided by the Department of Education in preparation for the implementation of the new syllabuses from 2023.

Teachers undertake assessment in literacy and numeracy and map results against the literacy and numeracy descriptors in the Literacy and Numeracy Progressions. This enables teachers to identify student needs in literacy and numeracy prior to delivery of lessons and to ensure student access to the literacy and numeracy components of the lesson. Teachers developed a daily report on the curriculum areas that have been addressed along with student progress.

Assessment planning and Reporting

In 2022 a reporting template was developed for both sites and for both parents and census schools.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
70% of hospital staff are confident in developing personalised learning plans.	Staff have engaged in professional learning and have a comprehensive knowledge of the components of a personalised learning plan. There are varying levels of experience in developing and implementing personalised

70% of hospital staff are confident in developing personalised learning plans.	learning.
100% of teachers undertake professional learning in the new English and Mathematics syllabus in early stage 1 and stage 1.	All teachers have completed online professional learning on the new English and Mathematics syllabuses for Early Stage 1 and Stage 1.
Hospital staff work collaboratively to plan and implement the new English and Mathematics syllabuses in Early Stage 1 and Stage 1. Teachers work collaboratively on developing reports for families and/or census school.	At the end of 2022 implementation of the English and Mathematics syllabuses was not mandatory and hence staff have not implemented the new syllabus. All teachers work collaboratively to develop reports for families.
>60% of students attend everyday	More than 60% of students attend everyday.

Strategic Direction 2: Successful transitions through continuity of learning

Purpose

Students transitioning from the hospital school to their census school or alternative educational setting feel confident and empowered by the targeted support provided at the hospital school through a comprehensive transition plan that is focused on learning and student wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Continuity of learning through effective practices
- Attendance

Resources allocated to this strategic direction

Summary of progress

Continuity of learning through effective practices

Continuity of learning through effective practices was achieved in 2022, for the outreach class on site at Arncliffe West Infants School. To support students in the outreach class, an additional School Learning Support Officer and Learning Support Teacher were employed. In 2022, promotion of the outreach class with schools in the St George area, resulted in an increase in the number of students being referred. The Learning Support Teacher (Transition) worked closely with students and the census school to develop and implement a personalised transition plan. The transition teacher and the census school reviewed and modified the plan as required on a regular basis.

Attendance

Students in the outreach class attended on a regular basis.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
60% of students transitioning from the hospital school to their census school or alternative educational setting will feel confident in their ability to re-engage in learning through a systematic and personalised transition plan.	All students attending the outreach program have a transition plan developed by teachers in collaboration with students, parents, census schools, and health professionals. All students attending the outreach class transition program successfully returned to either their census school or an alternative educational setting except for one student who left schooling altogether. 100% of students attending the hospital class successfully returned to their census school.
50% increased student attendance from base line data gathered from 2021 for longer term students.	In 2021 attendance was unable to be gauged accurately due to the COVID-19 lock down for one and a half terms. Students attended regularly in 2022. However, gathering data from a small sample poses difficulties in terms of reliable conclusions.

Strategic Direction 3: Collaborative and effective partnerships

Purpose

A shared vision of student success is dependent on regular, collaborative, effective and informative communication with health, census school or alternative educational setting.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Transition processes embedded in local schools
- Capacity building
- Collaboration with health professionals

Resources allocated to this strategic direction

Summary of progress

Transition processes embedded in local schools.

Promotion of the outreach class occurred in 2022. This resulted in regular referrals from schools. Census schools of students attending the outreach class were supported in the collaborative development and implementation of the transition plan by the hospital school's Learning Support Teacher (Transition). Daily student feedback provided valuable information for timely follow up by the Learning Support Teacher (Transition). In 2023 it is planned that daily student feedback will be extended to transition days at census schools.

Capacity Building

To support the continued progress of students on their return to their census school, the transition teacher held case meetings and provided schools with an exit report and strategies for continued support in their census school environment. It is anticipated that in 2023, documentation on best practice to support students with mental health or mental illness will be provided to the census schools.

Collaboration with health professionals

Case management meetings were established by the Learning Support Teacher (Transition) with health personnel and census schools to ensure that all staff working with the students had a thorough understanding of student needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
10% increase from base-line data established on the number of students transitioning to census schools or alternative settings. Baseline data for tracking established.	Baseline data for 2022 from census schools was received initially. Amalgamated data from census schools and the hospital school is yet to be established.
Hospital school staff and WHIN present modules to school staff.	Modules are yet to be developed. Initial consultation with the wellbeing and health in-reach nurse (WHIN) has occurred, further collaboration to be had.
School staff will provide feedback to health professionals on the wellbeing of students in the school environment.	Teachers provide weekly updates to census schools and health on student progress. Health professionals liaise with school principal on updated information for students.

Health professionals provide updated information and management strategies.

Funding sources	Impact achieved this year
Socio-economic background \$2,545.50	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St George Hospital School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: Successful operation of an art therapy program.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the art therapy program in 2023.</p>
Professional learning \$5,591.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St George Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • regular professional learning sessions <p>The allocation of this funding has resulted in the following impact: Staff capacity building.</p> <p>After evaluation, the next steps to support our students will be: Continuation of professional learning in 2023 with specific focus on differentiating the curriculum.</p>
QTSS release \$5,171.45	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St George Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: Transition processes were successfully implemented.</p> <p>After evaluation, the next steps to support our students will be: Maintenance of a transition teacher at the outreach site.</p>
COVID ILSP	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$8,619.00</p>	<p>intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy. • providing intensive small group tuition for identified students. • releasing staff to participate in professional learning. <p>The allocation of this funding has resulted in the following impact: All students attending the hospital school site were assessed on their Literacy and Numeracy mapped against the Progressions. The results of the assessments were provided to the census schools.</p> <p>After evaluation, the next steps to support our students will be: Literacy and numeracy focus will continue into 2023 with staff consultation regarding enhancement of the program at both sites.</p>
<p>Per capita \$7,490.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at St George Hospital School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • appointment of 0.2 executive support. <p>The allocation of this funding has resulted in the following impact: Executive support at the outreach site supported school management and provided continuity of programs.</p> <p>After evaluation, the next steps to support our students will be: In 2023 continuation of executive support will be considered within the constraints of the school budget.</p>
<p>SSP quality teaching support \$6,739.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at St George Hospital School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in professional learning. • employment of additional staff to support the creation of high-quality teaching and learning programs. • implementation of individualised learning to support the additional learning needs of students. <p>The allocation of this funding has resulted in the following impact: The newly established outreach transition program operated successfully in 2022</p> <p>After evaluation, the next steps to support our students will be: Continuation of this program in 2023.</p>

<p>SSP supplementary funding</p> <p>\$27,241.22</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at St George Hospital School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs • additional staffing to improve curriculum implementation • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. <p>The allocation of this funding has resulted in the following impact: Successful operation of school programs on both sites.</p> <p>After evaluation, the next steps to support our students will be: Continuation of staffing allocations in 2023.</p>
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Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.21
Teacher Librarian	0.08
School Administration and Support Staff	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	651,228
Revenue	691,390
Appropriation	627,391
Sale of Goods and Services	62,640
Grants and contributions	-6
Investment income	1,365
Expenses	-786,543
Employee related	-724,483
Operating expenses	-62,059
Surplus / deficit for the year	-95,152
Closing Balance	556,076

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	2,546
Equity - Aboriginal	0
Equity - Socio-economic	2,546
Equity - Language	0
Equity - Disability	0
Base Total	553,334
Base - Per Capita	7,050
Base - Location	0
Base - Other	546,284
Other Total	44,747
Grand Total	600,626

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 2022 St George Hospital School continued to track regular feedback from students, parents/carers, hospital staff, allied health and local census schools. Feedback from students, parents and key stakeholders is valued and was provided through verbal communication and written correspondence. Feedback received from all stakeholders reflected the valuable work undertaken at the hospital school in providing guided learning support to students who were hospitalised and in transition back to their census schools. All feedback received was positive and indicated the value of the hospital school's programs and support.

Feedback from parents/carers indicated that the hospital school provided a level of continuity of learning support to students whilst they were hospitalised and in transition back to their census schools.

Hospital staff and allied health continue to value the daily support of the hospital school in managing patients whilst on the ward and in transition.

Feedback from census schools reflect the value and collaborative support given to students in their continuity of learning and whilst transitioning back to school.

Student feedback from participation in the outreach transition program was positive. Student feedback indicated that they felt supported and valued during the program and appreciated the one-to-one support to maintain their continuity of learning.

Teacher satisfaction was evident through their dedication and commitment to school improvement. Staff maintain a positive and committed attitude to the school's vision. Staff collaboration and feedback was critical in addressing educational, wellbeing and safety issues within the school. Staff were provided with opportunities to have an input into the direction and operation of the school via staff meetings, committee meetings, team meetings and daily briefing meetings. Communication via a weekly bulletin and term calendar kept staff informed of events and operational issues.

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.

Aboriginal Education - School statement

St George Hospital School has a strong commitment to embedding Aboriginal perspectives and practices throughout the school. In 2022, hospital school staff supported the implementation of acknowledgment to country in each ward in St George Hospital. School staff embedded aboriginal perspectives and practices in daily lesson planning and delivery. All staff attended professional learning on the Aboriginal Education Policy.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

St George Hospital School is committed to building a diverse and inclusive learning environment that benefits all students including students from language backgrounds other than English. The student population reflects a diversity of nationalities. Diversity is embraced and teaching and learning is inclusive. St George Hospital School celebrated various annual celebrations to demonstrate respect for cultural diversity and inclusiveness. St George Hospital School celebrated annual events such as Harmony Day and International Women's Day, with the hospital community.

Other School Programs (optional)

Art Therapy

In 2022, St George Hospital School engaged an external provider to deliver art therapy to students in the outreach program. This program formed part of the student's wellbeing strategies. Students valued learning and creating various self-expressive art works.

Student feedback has been very positive with students looking forward to and reporting that art therapy provides them with motivational and successful experiences.

Music Therapy

Music therapy continued at St George hospital school in 2022. The program has been extremely successful providing students who are hospitalised and in an environment which often causes high anxiety, the opportunity to engage in fun, supportive learning activities through music. The program has been well received by students, families, and hospital staff who appreciate the support offered.

The hospital school also provided music therapy to students participating in the outreach transition program. Music therapy provides this cohort of students with resilience building skills as well as structured wellbeing activities through music.

This year, the hospital school has also provided music therapy to students with additional needs attending the Arncliffe West Infants School. This program has provided students who have an autism diagnosis with sensory building as well as communication skills through a structured music program.