

2022 Annual Report

St George School



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Introduction

The Annual Report for 2022 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 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

St George School

Marshall St

Kogarah, 2217

<https://stgeorge-s.schools.nsw.gov.au>

stgeorge-s.school@det.nsw.edu.au

9588 2400

Message from the principal

The year, 2022, was one of extremes. In the words of Dickens, "It was the best of times, it was the worst of times." The year commenced with a high level of anxiety and caution as Australia entered the third year of the pandemic. There was widespread distribution of rapid antigen tests and staff were expected to test daily to ensure the safety of students and staff on site. Double vaccination in schools was mandatory; restrictions on visitors, therapists and families were in place; adherence to COVID positive procedures was expected. As the year progressed, the restrictions and regulations eased and schools were able to return to pre-pandemic activities and programs. It was also the first year in three years that we did not experience a lockdown.

At the beginning of the year, St George School welcomed 6 new students into the pre-school/kindergarten class. 2022 was a rich and rewarding year for our newest students. We also said farewell to 4 students who graduated with the Higher School Certificate Life Skills outcomes and transitioned into NDIS-funded adult programs.

This report details the Strategic Improvement Plan initiatives and projects undertaken at St George School in 2022. Some of the highlights include:

- A strong commitment to embedding Aboriginal perspectives and practices throughout the school. This took the form of physical changes in the school, class program focus areas, staff professional learning and attendance by some staff at the local Aboriginal Education Consultative Group (AECG) meetings.
- A strong commitment to rigorous assessment of student literacy and numeracy skills. St George School participated in the Department's trial of the Assessment of Complex learners. The assessment tool that was trialled provided a breakdown of early literacy and numeracy skills to enable a more rigorous and accurate assessment of each student's ability in communication, literacy and numeracy.
- A commitment to maintain the COVID ILSP program which commenced in 2021. This program supported teachers in providing 1:1 support for students. St George School supplemented the funds required to operate this program as a weekly program throughout the year.

Expansion of the use of technology for teaching and learning remained ongoing. The school increased the use of hardware and software to support student learning. New eye gaze bundles were purchased and there was continued focus on professional learning to support use of new technology and to maintain currency of knowledge. Teaching and non teaching staff recognised the importance of technology for student access to learning and the curriculum.

As in previous years, St George school was strongly supported by parents and the community. The St George School P&C Association continued as a contractor for 7 bus runs with the Assisted School Travel Program. While this commitment generated a lot of work, it also generated income which supported the school in meeting some of the goals outlined in the school's strategic improvement plan.

St George School continued to receive outstanding support from the community including the Morris Children's Fund, the Kogarah Lions Club, Kogarah RSL, Ausgrid Employees' Children's appeal, Ramsgate RSL Bowling Club, the Wickens family and the Younger Set.

One of the challenges of 2022 was a shortage of teachers. Although classes were covered, teacher relief remained a challenge throughout the year. The other challenge was the high number of leave due to regulations around the management of COVID-19 in special schools. While the regulations addressed safety issues for staff and students, it also generated an increased number of staff absences.

The year 2022 was significant for me personally. After a lot of deliberation and with an enormous amount of mixed feelings, I made the decision to take leave with a view to retirement in 2024. It was difficult to say good-bye at the end of 2022. St George School has been like home and the students and staff like family. I was granted a privilege when I was given the opportunity to lead St George School. Every day was special. I feel confident that the staff and leaders at the school will continue to forge ahead with creative and new ideas and, as always, with students being at the centre of all work undertaken.

Diana Murphy

Message from the school community

The role of the St George School P&C Association is integral to the operation of the school. Barry Watkins was re-elected as President, Karen Baker as Treasurer and Annette Fuller as Secretary. The St George School P&C Association is a contractor for the Assisted School Travel Program (ASTP) and operates seven school runs. Management of the runs is undertaken by the school office staff and Karen Baker, treasurer. The funds received from ASTP provides a contribution to the operation of the school including the employment of additional staff, technology and other school resources. The P&C also receives part of the funds from ASTP income.

In 2022, the P&C held their inaugural parent/staff dinner. This was a wonderful opportunity for parents and staff to relax, socialise and hear some of the history of St George School. In 2022, the P&C held a successful BBQ fundraiser on polling day for the federal election.

Through the generous commitment of our members, students received an embroidered personalised swim bag at the end of the year.

In 2022, Barry Watkins, President, was the parent representative on the merit selection panels for a teacher position, a school learning support officer position and the Assistant Principal Curriculum and Instruction (APC&I) position.

The cost for membership in 2022 was \$2.00 plus 20c GST.

School vision

St George School provides a safe, supportive and inclusive learning environment where all students are valued and respected and learning is personalised. St George School works in partnership with families to celebrate ability and to empower students to become learners who are confident, emotionally and socially secure and able to communicate and participate effectively in the community.

School context

St George School caters for students with severe and moderate physical disability from pre-school to Year 12. Students attend from Sydney's southern suburbs, St George area, the Eastern Suburbs and Inner West. St George School takes pride in delivering quality educational programs for our students. The school's motto 'Learning for Life' highlights the importance of personalising student learning to maximise opportunities for independence and an enhanced quality of life. The majority of students have an additional disability to the physical disability including moderate/severe intellectual, autism, visual impairment and hearing impairment. St George School shares a site with Moorefield Girls High School and James Cook Boys Technology High School. The physical environment of the school aims to support the comprehensive delivery of educational programs in a safe, age appropriate and attractive setting. The school is built on a level accessible area. In addition to the playground areas and classrooms, the school has a number of specialist areas which include the library, pool, sensory theatre, immersive classroom, hall, liberty swing, wheelchair accessible carousel, and a sensory garden. The playgrounds, classrooms and specialist rooms address the wide range of needs of students at St George School.

The situational analysis involved consultation with parents and school staff and self assessment against the School Excellence Framework. The collation of information from the situational analysis provided directions in a number of key areas: improving student assessment, collecting data to demonstrate growth and attainment, and curriculum development. School staff indicated the importance of achieving outcomes within the broader context of the whole child with specific reference to emotional wellbeing, enhanced opportunities for student feedback and strong parent and community partnerships. With the absence of external data and the challenge of measuring relatively small growth consistent with a severe intellectual disability, teachers continue to seek authentic assessment to support measurement of growth in student outcomes. Teachers identified the need for development of consistent and regular assessment, the importance of collecting data to inform practice and standardised templates for personalised learning and for adjusted units of work. Over the next school strategic planning cycle the school will assess external assessment metrics for literacy and numeracy, adjust existing assessment tools as well as develop internal assessment tools appropriate to the students at the 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 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	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student demonstrates progress in the development of an effective communication tool, enabling confidence in their ability to learn foundational skills in numeracy and literacy.

To put students at the centre of decision-making and promote and develop student voice across the school enhancing opportunities for a satisfying and self determined educational experience.

To ensure that the school provides a challenging, collaborative, and holistic program that enables growth in each student's educational, physical and personal development.

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.

- Data informed practice
- Instructional leadership

Resources allocated to this strategic direction

SSP quality teaching support: \$40,000.00

Literacy and numeracy: \$6,500.00

Site specific - Staffing Methodology review: \$49,000.00

SSP supplementary funding: \$10,000.00

Summary of progress

In 2022, the four components of a personalised learning plan (PLP) were reviewed: assessed needs of the student, the provision of adjustments to support student needs, monitoring and review of impact of adjustments/support and collaboration with parents, support staff and other professionals.

At the commencement of 2022, the PLPs from 2021 were analysed and demonstrated that teachers assessed needs, provided adjustments of students based on need, collaborated with parents and professionals on identifying goals. Only 25% or less of teachers documented monitoring and review.

The instructional leader (IL), support focused on supporting teachers to monitor and review in order to address this deficit. This was achieved by providing mentor support and models of ongoing monitoring. The IL's own PLPs were used as models. The concept of rolling PLPs was introduced to assist with the flow of goals and goals achieved over several years. The rolling PLP concept was accepted by teachers within a Stage format.

100% of teachers developed personalised learning and support plans with goals focused on communication, literacy, numeracy and other measures such as independence and physical development.

100% of teachers used PLAN2 and the Assessment of Complex Learners pre-cursor indicators for assessment of literacy and numeracy.

Classroom observations and collaborative program planning showed that programs were adjusted and there was evidence of data informing practice for student engagement and participation.

80% of students demonstrated growth and attainment from data collected in 2021 on measures identified in each student's PLP in consultation with parents, allied health professionals, and other key stakeholders.

There was some evidence that teachers updated PLP goals on a regular basis (mid term and end of term).

The impact of support of instructional leaders was demonstrated by consistency in documentation, increase in the number of PLPs with documented monitoring and review.

Teaching programs show evidence of data informing classroom practice with ongoing adjustments to support student learning.

There was some evidence that PLP goals were updated every 5 weeks (mid term and end of term).

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 achieve the expected improvement outcome in their physical development and other measures, as outlined in their PLPs.	90% of teachers documented monitoring and review in the PLPs. All students made progress except where there were extenuating circumstances such as hospitalisation and disrupted schooling due to ongoing and complex health care needs. The attendance of two students was significantly disrupted as a result of concerns regarding COVID-19.
60% of teachers use data to inform teaching practice, and to direct strategies and resources to achieve student goals within personalised learning plans.	All teachers adjusted teaching and learning in order to address the learning needs of students and their learning priorities as outlined in their PLPs. Student feedback and class staff observation provided data to inform teacher practice.

Strategic Direction 2: Engagement and Access

Purpose

To implement processes in whole school practices that result in measurable improvements in learning and engagement.

To deliver learning that is curriculum based, current and accessible.

To create a physical environment that personalises, stimulates, extends and challenges

To promote a culture of inclusion that values diversity and facilitates increased access to the community for young people with disability.

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.

- Attendance
- School culture and facilities
- Current, accessible and quality learning and teaching
- Technology

Resources allocated to this strategic direction

SSP quality teaching support: \$14,152.00

Site specific - Staffing Methodology review: \$227,500.00

SSP supplementary funding: \$136,500.00

6300 School and Community: \$15,000.00

Literacy and numeracy: \$1,968.00

QTSS release: \$36,720.00

Summary of progress

Attendance

In 2022, SENTRAL, a centralised attendance system, was implemented by all teachers across the school. SENTRAL replaced EBS4 attendance monitoring. School Bytes as an alternative centralised system is being investigated in 2023.

In 2022, a teacher was engaged in the second semester to support four students not attending as a result of ongoing and complex health care needs. One student enrolled in home schooling and the teacher supported this transition by identifying life skill outcomes appropriate to the student.

For the other three students, the teacher identified learning priorities, developed PLPs and supported parents in the implementation of a learning program. The focus for the weekly support was on communication.

Parents embraced the support.

School culture and facilities

1. Enhancement of playground areas

New signage with the new school logo was installed across the school including the Acknowledgement to Country which was developed and displayed in the school's sensory garden.

Staff provided input relating to student needs in the playground such as a safe outdoor area where students can engage in various learning activities during classroom break times.

In response to input, equipment was purchased to enhance student wellbeing. New equipment included the installation of in-ground trampoline for wheelchairs and the purchase of a roller rocker for students in wheelchairs.

Staff observed many students engaged in activities daily using the new playground equipment. Students enjoyed and requested the equipment on a regular basis. Teachers also used the equipment for student self-regulation to assist students to return to the classrooms ready to learn.

There was an investigation into a new sound system throughout the school. The new sound system would use music in lieu of the bell to mark recess and lunch times. This change would be more suitable for students and consistent with feedback from staff. The installation commenced with cabling for the sound system and this work was completed in the January 2023 school holidays. On completion, all areas of the school will be able to hear period changes as well as any announcements.

To support the three classes in the demountable buildings, an outdoor learning space adjacent to the demountable classrooms was developed. Plans for a sensory space for the students accessing the demountable classrooms was also developed.

2. Embedding Aboriginal perspectives across the school

In 2022, there was a strong focus on embedding Aboriginal perspectives across the school. Staff participated in professional learning to begin to make connection with Aboriginal and Torres Strait Islander culture. Staff embraced opportunities to embed Aboriginal perspectives into the daily school culture. Exposure to Aboriginal and Torres Strait Islander culture was reflected in teaching and learning programs.

The school's Acknowledgment to Country received approval from the local Aboriginal Education Consultative group (AECG). Two staff members commenced attending the AECG meetings held once per term. They attended both the Botany Bay AECG and the Sutherland Shire AECG meetings as clarification for the appropriate AECG for schools in the St George area is yet to be determined.

3. Modified Tell Them From Me (TTFM) Survey

The focus in 2022 was the development of professional learning resources to enable the delivery of a modified TTFM survey for students with complex learning needs who are also non verbal.

This involved using the expertise of two teachers who were involved in the trial of a modified TTFM survey coordinated by the Disability Strategy.

The processes included teacher release time to work collaboratively on the development of the professional learning workshop. The professional learning was undertaken on school development day, Monday 30 January 2023. The professional learning included tasks set for completion in the first term of 2023.

In 2023, the focus of the instructional leader who is one of the expert teachers is to support teachers with the implementation of the modified TTFM survey and the development of resources to support the implementation.

In 2023, it is anticipated that the modified TTFM survey will be implemented across the school.

Current, accessible and quality teaching and learning

1. Curriculum reform will see new syllabuses being rolled out over 4 years commencing with English and Mathematics in 2023 for Early Stage 1 (ES1) and Stage 1.

Teachers acknowledged the need to undertake professional learning in preparation for the rolling changes.

Primary teachers selected outcomes from the new English and Mathematics syllabuses to trial in 2022.

Curriculum implementation plan was developed for English and Mathematics ES1 and Stage 1. The plan included review of scope and sequence and components of units of work including use of examples on the department's curriculum site.

Executives participated in professional learning on the implementation of the new curriculum.

All teachers participated in English and Mathematics microlearning modules in preparation for the commencement of the new English and Mathematics syllabuses in 2023.

2. Collaborative planning for implementation of the curriculum

The secondary teachers assigned unit of work topics according to the 3 year rolling scope and sequence. Life skills outcomes were selected from the secondary Key Learning Areas (KLAs). Teachers worked both individually and collaboratively on developing the written programs, development of accompanying Prowise and Powerpoint teaching resources, Boardmaker PCS and other resources.

A strong collegial approach within the secondary team supported the fair distribution of workload when programming. This ensured that all topics were covered as far as possible on the scope and sequence for each term/semester.

2022 marked the start of the new cycle on the scope and sequence in secondary. Modifications were made to current programs and resources to reflect changes in terminology/language/technology, teaching practice, current events as well as the developments in the topics.

Program planning included a strong focus on adjustments and differentiation as well as evaluation.

Due to the detailed nature of each program and the multisensory qualities of the accompanying resources, it was necessary to select topics to develop.

There was a strong focus on collaboration in evaluating units of work.

At the end of the year, there was an improved focus on collaborative evaluation of units of work.

3. Teachers as leaders

Teachers supported school learning support officers to develop and implement professional goals in their performance and development plans (PDPs) linked to the needs of students in their class.

Where possible, teachers provided opportunities for professional learning for non-teaching staff linked to class programs and student learning priorities.

Teachers collaborated with school learning support officers to review class management and student learning. This occurred once or twice per term.

The majority of school learning support officers were enthusiastic in selecting their goals and were keen to participate in the learning required when the opportunity arose in and out of the classroom.

Teachers reviewed school learning support officers' PDPs at mid year and at the end of the year. Where required, goals/strategies were modified to reflect progress towards goals.

Written notes from class meetings provided evidence of review of individual students and class procedures.

Although the mentor support was beneficial for all the students, it was an additional task and responsibility for the teachers. Lack of time in class to devote to specific professional learning in class for school learning support officers created challenges in meeting some of their goals.

Staff absences, related to the requirements for management of COVID-19 in SSPs, also created difficulties in providing consistent opportunities for professional learning for school learning support officers.

Technology

Technology has significantly enhanced student access to learning. To support student access to emerging technologies, including in Augmentative and Assistive Communication (AAC) systems and to support access to effective communication tools, the following activities were implemented in 2022:

- Purchase of additional eye gaze equipment including the purchase of the iPad as the tablet
- An allocation of 0.8 school learning and support officer to support use of technology across the school especially use of eye gaze equipment
- Teacher participation in professional learning on the use of Prowise as a replacement for Smart Notebook for the development of interactive resources/ lessons
- An upgrade of hardware to ensure all classes have fast, efficient computers
- In term 4, commencement of an optional weekly technology professional learning. The professional learning focus was on the use of CANVA in education and use of Google drive
- Distribution of a mini iPad to all classes.

As a result of use of technology in 2022:

- Students, who had the potential to benefit from using eye gaze technology for communication purposes were provided with the opportunity to trial and use an eye gaze device on a semi regular basis.
- The school increased the number (5) eye gaze devices that were shared between classes and allocated a technology support person
- Training in new or adaptive technologies occurred
- Weekly technology professional learning sessions commenced in term 4
- There was overall embrace of technology for learning by teaching and non teaching staff
- There was continuation of the use of complementary AAC systems (i.e., switches, iPad apps, PODDs).

Future directions for use of technology:

- Accessible eye gaze equipment for each class to support students for whom the trial of eye gaze technology

proved successful

- When it becomes apparent that a student should consider the use of eye gaze on a more permanent basis, teachers collaborate with speech therapists and/or other therapists to support observation and recommendations as well as training for staff for set up and use
- Further training for teachers on the development of eye gaze resources appropriate to the students and the programs being implemented in the classroom
- Greater confidence and skill of the class staff in minimising the time for setting up the eye gaze device, selection of software or application and programming of the device consistent with class program.

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
<p>Employment of teacher, as an outreach teacher, to support teaching and learning for students who are unable to attend school due to complex and ongoing health and medical needs.</p> <p>100% of students have opportunities to access teaching and learning on and off site.</p>	<p>100% of students have access to teaching and learning on and off site. Students whose complex health needs impact on attendance were supported via the telepresence robots (2) and the employment of a teacher, 0.2, commencing semester 2, 2022.</p>
<p>Two 'expert teachers' collaboratively develop professional learning and resources to support implementation of modified student TTFM survey across the school in 2023.</p> <p>100% of staff committed to implementing a modified student TTFM survey to gain student feedback and respond to feedback.</p>	<p>Resources to support the implementation of a modified Tell Them from Me (TTFM) survey were developed by two expert teachers. These teachers developed a professional learning package for presentation on school development day in January 2023.</p> <p>100% of teachers and school learning support officers are committed to implementing a modified TTFM survey. Instructional leader to support class staff in the implementation process in 2023.</p>
<p>100% of teachers participate in professional learning on curriculum changes in preparation for implementation of the new K-2 syllabuses for remaining KLAs in 2023 and new years 3-10 English and Mathematics syllabuses.</p> <p>Teachers introduced to the High Performance and Gifted Education (HPGE) policy and the four domains. Executive identified to participate in professional learning in 2022 and support implementation of HPGE policy in the school in 2023..</p>	<p>100% of teachers participated in professional learning linked to the new syllabuses. Primary teachers trialed the selection of outcomes from the new English and Mathematics syllabuses Early Stage 1 and Stage 1 in 2022. The Assistant Principal Curriculum and Instruction (0.2) was selected and appointed for commencement in the role from 2023.</p> <p>Class staff were made aware of the new High Performance and Gifted Education policy. Two members of the executive including the principal participated in extensive professional learning. St George School joined a network of special schools to facilitate the implementation of the policy.</p>
<p>100% of teachers and 50% of SLSOs have expertise in matching technology to student needs.</p> <p>100% of teachers and 50% of SLSOs feel confident in the use of a range of communication devices.</p> <p>100% of teachers regularly attend professional learning in the use of technology to support teaching and learning.</p>	<p>100% of teachers and school learning support officers value the use of technology to support access to learning. With constant evolution of technology in teaching and learning, teachers and a number of school learning support officers value ongoing professional learning in the use of technology.</p> <p>100% of teachers and school learning support officers feel confident in the use of core augmentative and alternative communication (AAC) devices such as switches and visuals.</p> <p>100% of teachers acknowledge the importance of matching technology to the needs of students and engage in opportunities to extend use of technology for communication and access to learning.</p>

Strategic Direction 3: Strengthening learning partnerships

Purpose

To enhance collaborative practices, through engaging in meaningful consultation and communication, forming strong learning partnerships with parents, other schools, community groups, service providers and allied health, to provide holistic support for student growth and success.

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.

- Community access
- Multidisciplinary approach
- Parents

Resources allocated to this strategic direction

SSP quality teaching support: \$5,000.00

SSP supplementary funding: \$27,377.00

SSP Quality Teaching Support: \$2,000.00

Summary of progress

Community access

Community access was significantly impacted by COVID-19. In 2022, there was a gradual return to pre-pandemic community access and to incursions.

Sports programs included the inter-school sports competition of bowling and boccia initiated by Schools Sports Unit for SSPs and support classes as well as Sailability in second term and Skillz4Me sports program in second semester.

There were excursions to the zoo, to the Sydney Aquarium, the Sydney Opera House, the Australian Museum and to the Archie Brothers entertainment centre.

The creative arts program was enhanced by the visiting African dancer who provided an engaging and interactive dance routine with staff and students. Musica Viva was delivered online with an interactive component. Students engaged in learning in preparation for the performance.

The literacy program was enhanced by the Book Club with dramatization, music and opportunities to purchase books.

Supporting Aboriginal perspectives, culture and practices was enhanced by whole school participation in the smoking ceremony and in NAIDOC Week with the story of the emu presented by a visiting indigenous story teller.

Within the school, students across the grades had the opportunity to meet weekly to participate in Minecraft games organised by one of the teachers.

Multidisciplinary approach

There was strong collaborative relationships between staff and therapists providing an integrated program for students and positive feedback from parents and teachers. Therapy support worked best when goals were aligned to priorities identified in the students' PLPs.

The departmental guidelines supported the processes in place at school with an Assistant Principal released to coordinate school/therapy communication. Class therapy timetables were developed with minimal impact on teaching time and with a maximum of 3 therapists at school per student.

Some parents sought therapy support for their child outside of school within school hours. Parents were contacted and reminded of mandatory attendance at school for 6 - 17 years and requested that external therapy occur outside of school hours or in school holidays. Parent awareness and advice reduced the amount of non-attendance but it remains an ongoing issue for some students.

Parents

Parents perception of their own child's learning changed for the positive. A more collaborative bridging system was created where parents took on advice and used the same methods at home. For example PCS visuals for behavioural issues were used at school and initially not at home were adopted by parents for home use. Teachers enhanced home school collaboration through regular communication and use of photos and videos. When parents saw the impact of their child's success through videos, it motivated and encouraged them to do the same at home.

Attendance rate has increased due to a more collaborative experience and the teacher checking in when a student is away.

Teacher/parent/caregiver communication is a daily event in many forms such as calls, texts, See saw, emails, communication books. Parents/caregivers, teachers and therapists often collaborated to discuss new goals and abilities for students.

Parents and teachers often communicated after hours. See Saw was an effective communication system for families that signed up for it and downloaded the app. The communication book provided daily information to and from school and home.

School/home partnership was positive with acknowledgement by families that the school provided a well-rounded learning experience which met the individual needs of their child.

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
<p>5% increase from baseline data on the number of learning experiences external to the school and student participation rates.</p> <p>5% increase from baseline data on the number of learning experiences delivered in the school by external providers and student participation rates.</p> <p>5% increase from baseline data established for senior students participating in community access transition programs: sites, frequency, student participation rates.</p> <p>5% increase from baseline data on number of community groups supporting community access program.</p>	<p>There was a significant increase in learning experiences from external and internal programs in 2022. This was due to the easing of restrictions around COVID-19 which provided opportunities for students to participate in learning programs at community based sites.</p>
<p>Survey data from families and allied health indicate increase in collaborative practices across the school with strengthened learning outcomes and physical development.</p>	<p>Survey data from families and therapists demonstrated regular and ongoing collaborative input into student physical wellbeing and communication. The role of the National Disability Insurance Scheme (NDIS) and family access to funds to support therapy intervention has contributed significantly to this increase. Additionally the availability of therapists has increased since the introduction of NDIS.</p>
<p>5% increase from baseline data on parent participation rates in personalised learning and support plan meetings, school events, parent/teacher meetings, case conferences, review meetings, information sessions, focus group meetings, post school site visits.</p>	<p>There has been strong parent input into key events in the school calendar. All parents participated in their child's PLP either on site or via the phone or a zoom meeting. Parent-teacher meetings were also well attended. Daily communication remained high throughout the year.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$912.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St George 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"> • The needs based funding was used to support students with complex health care needs whose medical and complex needs prevented attendance at school. • An outreach teacher was employed in second semester to work one day per week to support 4 students who had been long term non attenders especially since COVID 19. • The outreach teacher worked with families to develop early literacy skills. <p>The allocation of this funding has resulted in the following impact: Students who were disengaged from school were re-engaged in an educational program that was individualized for each student. Parents were appreciative and were provided with strategies to support their child in communication strategies. There was a positive impact on families who have been isolated from support and education support.</p> <p>After evaluation, the next steps to support our students will be: It is intended that this support continue in 2023. Parents will provide feedback on the benefits of the program.</p>
<p>Aboriginal background</p> <p>\$763.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St George School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • Community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Students were supported in participation in the 2022 Schools Spectacular.</p> <p>After evaluation, the next steps to support our students will be: Continued opportunities for inclusion support including participation in the 2023 Schools Spectacular.</p>
<p>Professional learning</p> <p>\$22,824.00</p>	<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 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</p>

<p>Professional learning</p> <p>\$22,824.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • weekly teacher PL afternoons • whole school attendance at SEPLA conference SDD term 3, 2022 • teacher mentor support - appointment of instructional leader • Executive support for teachers working towards accreditation • Teacher release for participation in assessment for complex learners trial <p>The allocation of this funding has resulted in the following impact: Professional learning is core to enabling staff to improve their practice.</p> <p>School development days were used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities. With research supporting teacher quality being the single largest indicator for student success, St George School expended in excess of the funds received for professional learning. Quality Teaching Successful Students (QTSS) funds supported the professional learning priorities of the school plan. The school also utilised school funds to provide for ongoing professional learning of the entire staff including school learning support officers and office staff.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on strategic use of professional learning funds to address the needs of the school linked to the strategic Improvement plan.</p>
<p>Literacy and numeracy</p> <p>\$16,166.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St George School from Kindergarten to Year 6.</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"> • Data informed practice • Current, accessible and quality learning and teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment • Targeted professional learning to improve literacy and numeracy • Purchasing of literacy resources such as quality picture books for guided and shared instruction • Teacher release to engage in trial of Assessment for Complex Learners <p>The allocation of this funding has resulted in the following impact: Teachers identified the benefits of the use of the literacy and numeracy precursors to the progressions as a suitable tool for assessment of student literacy and numeracy. This was enabled by teacher participation in the assessment of complex learners trial conducted by the Centre for Education Statistics and Evaluation (CESE) research project.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on development of minimum early literacy and numeracy skills for all students across the school. Allocation of Assistant Principal Curriculum and Instruction to support enhancement of literacy and numeracy skills as well as professional learning for staff.</p>
<p>QTSS release</p> <p>\$36,720.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St George 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"> • Technology

<p>QTSS release</p> <p>\$36,720.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teaching staff to implement quality teaching initiatives • 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: Students benefiting from the use of eye gaze technology have been identified and supported in the attainment of eye gaze technology skills and use of these skills for learning.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on weekly technology support in all classes across the school for student attainment of skills and class professional learning.</p>
<p>COVID ILSP</p> <p>\$42.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver 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"> • Targeted communication, literacy and numeracy support for students • Delivery of COVID ILSP - working with teaching staff to identify and support students in communication, literacy and numeracy. DP or class teacher to provide intensive support • The use of an additional school learning support officer in the classroom enabled the teacher to provide 1:1 support to the students in the class. The focus was on literacy and numeracy as well as the use of technology to support acquisition of literacy skills. <p>The allocation of this funding has resulted in the following impact: The COVID ILSP funds provided students with intensive 1:1 support in communication and early literacy skills. It also provided teachers with the opportunity to identify and support students in engaging eye gaze technology, a relatively new technology for teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: To continue the COVID ILSP program with funds supplemented by the school. Communication and early literacy skills are fundamental for an enhanced quality of life in addition to foundation for further learning.</p>
<p>Per capita</p> <p>\$40,570.25</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at St George 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"> • Additional executive release was provided for the three executives as well as the establishment of one of the assistant principal positions to a deputy principal position • One of the assistant principals was allocated an 0.1 instructional leader role with specific supervisory responsibilities for teachers working towards accreditation • The acting deputy principal focused on supporting the school's commitment to embedding Aboriginal perspectives across the school. The A/DP also supported the software and hardware requirements of the immersive classroom as well as creating the set design and resources for the sensory theatre themes .

<p>Per capita</p> <p>\$40,570.25</p>	<p>The allocation of this funding has resulted in the following impact: Additional executive release was provided for the three executives as well as the establishment of one of the assistant principal positions to a deputy principal position; teachers working towards accreditation were supported by executives and the instructional leader; one of the assistant principals was allocated an 0.1 instructional leader role with specific supervisory responsibilities for teachers working towards accreditation.</p> <p>The acting deputy principal enhanced and implemented three priorities in the school: Commitment to embedding Aboriginal perspectives across the school; coordination of the software and hardware requirements of the immersive classroom to support teacher use on a regular basis; development of sensory theatre resources for immersive literature experiences in accordance with the themes identified by the teachers.</p> <p>After evaluation, the next steps to support our students will be: Further initiatives in embedding Aboriginal perspectives across the school. Continued support of the use of the immersive classroom and the sensory theatre as an enhanced learning environment for students. Continued support for new teachers and teachers working towards accreditation.</p>
<p>SSP quality teaching support</p> <p>\$59,152.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at St George 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"> • Data informed practice • Attendance • School culture and facilities • Community access • Current, accessible and quality learning and teaching <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. / release time for staff to supervise excursions • Employment of additional staff to support the creation of high-quality teaching and learning programs • Engagement of Instructional Leader to support student growth and attainment outcomes • Additional staffing to support the implementation of individual students' healthcare and PLPs. <p>The allocation of this funding has resulted in the following impact: The SSP Quality teaching support provided the opportunity to implement multiple initiatives in the school to address the priorities of Strategic Direction 2: Students participated in programs with other students external to St George School; support for a small number of students at home with complex and ongoing medical needs; support for quality teaching through the appointment of instructional leaders, 0.3; development of a professional learning package to support the implementation of a modified TTFM survey for students in 2023; professional learning and planning for the implementation of the HPGE policy.</p> <p>After evaluation, the next steps to support our students will be: The initiatives provided positive impact for staff and students and continuation of initiatives in 2023 is planned with the additional: Implementation of the modified TTFM student survey across the school; implementation of the HPGE policy across the school.</p>
<p>SSP supplementary funding</p> <p>\$173,877.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at St George School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

SSP supplementary funding \$173,877.00	<ul style="list-style-type: none"> • Instructional leadership • School culture and facilities • Community access • Multidisciplinary approach <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • Release time to engage staff in professional learning • Release time for staff to support teacher mentoring • Additional staffing to improve curriculum implementation • Engagement of instructional leader to support student growth and attainment outcomes • Additional staffing to support the implementation of individual students' healthcare and PLPs. <p>The allocation of this funding has resulted in the following impact: Enhanced opportunities for teacher professional learning through mentor support, IL observation and feedback, PDP support including support for non teaching staff, release time for participation in assessment of complex learners trial, time for development of resources for personalised learning.</p> <p>After evaluation, the next steps to support our students will be: To continue teacher and SLSO support to enhance learning opportunities for students and for student access to curriculum that is current, personalised and appropriate.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	30	31	35	37
Girls	29	27	27	27

In 2022, attendance was relatively consistent with attendance data from previous years. Absences were related to health issues, COVID anxiety and adherence to COVID regulations.

Four students with chronic and complex medical needs were able to access learning at school from home through the support of two telepresence robots and, from second semester, from an outreach teacher 0.2 who met with students and parents weekly. One student commenced home schooling from term 4, 2022.

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.

Post school destinations

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

Year 12 students attaining HSC or equivalent vocational education qualification

Four students graduated from St George School in 2022. The students achieved life skills outcomes in all their key learning areas for the Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.28
Teacher Librarian	0.4
School Administration and Support Staff	14.82

*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.

Professional learning is core to enabling staff to improve their practice to enhance student learning outcomes.

Each year, schools are allocated funds for professional learning. With research supporting teacher quality being the single largest indicator for student success, St George School expended in excess of the funds received for professional learning. At St George School there are more school learning support officers than teachers. School development days are particularly important to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2022, within the school, the professional learning included weekly teacher meetings, 6 school development days, fortnightly full staff meetings, PDP support meetings for non teaching staff, teacher mentor support from executives and the instructional leader, individual staff initiatives related to PDP goals such as participation in the High Potential and Gifted Education (HPGE) policy, network with other SSPs, use of eye gaze technology hardware and software. In term 4, an optional weekly technology meeting was introduced with a focus on use of CANVA and use of Google Drive.

An additional school development day was provided at the end of the year to support teachers with professional learning related to the curriculum reform and the introduction of the new English and Mathematics syllabuses for Early Stage 1 and Stage 1.

All staff participated in compliance training which included mandatory annual child protection update 2022, CPR training, anaphylaxis face-to face training and annual training in the Department's Code of Conduct.

Two teachers were supported in their progress towards accreditation of teaching at proficient level in accordance with the NSW Education and Standards Authority (NESA). Accredited teachers were supported in maintenance of accreditation through an understanding of the requirements. A number of teachers completed their maintenance cycle and commenced a new cycle.

The weekly professional learning sessions for teachers included the following topics:

- Review of the components of PLPs and introduction to the concept of rolling PLPs
- Presentation on the new English and Mathematics syllabuses, Early Stage 1 and Stage 1 including access points for students with special needs
- Participation in the Assessment of Complex Learners (AfCL) trial conducted by CESE including professional learning on the pre-cursors to the Literacy and Numeracy progressions, Passport for Learning and use of AfCL tool in Assessment of Literacy and Numeracy (ALAN)
- Technology including the resources developed for the immersive classroom, use of mini ipads for class administration, class photos, cloud storage, use of Prowise as an alternative software to Smart Notebook
- Minecraft in Education
- Review of reporting to parents
- Introduction to concept of visible learning for student self monitoring of goals identified in their PLPs
- Introduction to inclusive, engaging and respectful school policy and restrictive practices framework
- Annual reflection of initiatives in the school development plan.

School Learning Support Officers attended health care procedures certification and recertification courses, where required. The certification course requires recertification after two years.e

In 2022, performance and development plans (PDPs) for non-teaching staff were supported by teachers and executives. Professional learning was linked to class and/or school goals and linked to the priorities of the school improvement plan. Teachers provided supervision of the school learning support officers on their class.

The PDP goals of the teachers were directly linked to the Australian Professional Standards for Teachers and the school improvement plan.

All teachers and school learning support officers attended the state wide special education (SEPLA) conference which was held on the term 3 school development day at the ICC Conference Centre in Darling Harbour.

The Principal and SAM participated in professional learning on the budget tool and on the software program for finance and human resource management..

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	879,555
Revenue	4,347,486
Appropriation	3,819,411
Sale of Goods and Services	9,180
Grants and contributions	506,053
Investment income	12,843
Expenses	-4,620,105
Employee related	-4,195,275
Operating expenses	-424,830
Surplus / deficit for the year	-272,619
Closing Balance	606,936

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

In 2022, St George School managed the operations of seven bus runs for which the school's P&C is the Assisted School Travel Program contractor. The operations of the buses provided additional funds for the school to assist in employment of additional staff for specific programs and projects and for the purchase of school resources.

In 2022, the school continued to receive funds from local charities and local business groups. The donations supported the purchase of additional eye gaze bundles, covered transport costs for class programs external to the school and supported the purchase of resources, purchase of team uniforms for the inter-school boccia and bowling competitions, purchase of playground equipment and costs associated with graduation including the Year 12 formal.

There was a significant over spend of the casual relief budget. This was a consequence of meeting the requirements of isolation and other staff absences related to COVID-19 such as close contacts. In order to have staff to cover absences there was an increase in the number of SLSO temporary engagements to ensure that student health and wellbeing needs were addressed when staff were absent and to ensure that the school remained operational throughout the year.

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	9,875
Equity - Aboriginal	763
Equity - Socio-economic	9,112
Equity - Language	0
Equity - Disability	0
Base Total	3,227,931
Base - Per Capita	40,570
Base - Location	0
Base - Other	3,187,361
Other Total	494,996
Grand Total	3,732,802

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

Parent/carer satisfaction

In 2022, a formal survey was not forwarded to parents. Parent feedback from previous years indicated that the parent survey of the Tell Them for Me Survey has limited applicability to the parents of students with severe and complex learning needs.

With 6 to 8 students per class, there was heightened communication between home and school. Teachers liaised with the parents of students in their class on a regular basis via the communication book, text messages, emails and use of the class blog, SeeSaw.

The daily communication book completed by staff at the end of each day provided families with details of the learning activities of the day as well as feedback on personal care, meals, administration of medication and health care procedures. Parents reported appreciation of the detailed information provided to them. The daily communication book is an integral part of communication at school supporting accountability and transparency on a daily basis for students who are non verbal.

Teachers provided parents with a glimpse of daily activities at school through the use of SeeSaw. Parents reported their appreciation of the use of SeeSaw which often enabled them to see their child at school in real time.

Throughout the year parents were kept informed of school events, general information and celebrations via the fortnightly newsletter. All feedback provided to the school was considered to inform the operation of the school.

The P&C meetings held every term provided opportunities for parent feedback on governance issues and activities of the school. Consistently, feedback indicated that parents were positive about the support to student learning and wellbeing.

Parents and the community were involved in many community activities during the year. In Term 1, parents supported the school's fund-raising mufti day to raise funds for schools devastated by floods on the north coast of NSW. There was support for Pirate Day which raised funds for child brain cancer, Super Hero Day which raised funds for Bear Cottage and a special dress up day for Halloween to raise funds for mitochondrial disease research.

Education Week was special in 2022 as site visit restrictions were eased during the year and it was the first time since 2019 that families were able to attend Education Week on site. There was an overwhelming response from parents, grandparents, relatives and friends who took the time to share the day with their child. The viewing of the immersive classroom, sensory theatre, class displays and participation in the weekly music program provided an enjoyable day for visitors. The weather was kind which enabled an outside picnic type morning tea and BBQ lunch.

Parents were also invited to attend the school's celebration of Book Week which included a parade of character costumes and a book fair. Parents provided their child with lots of creative attires ranging from superheros to Dr Seuss characters, Spot the Dog, Pokemon, a few Where's Wally, the Queen of Hearts and the Mad Hatter from Alice in Wonderland and, of course, Harry Potter and Disney characters such as Peter Pan, Mary Poppins, Buzz Lightning, Woody and Elsa. The parade was entertaining. The book stall was popular with the classes, families and staff.

Parents and family members attended the Year 12 formal and later the Year 12 leavers' assembly.

Parents who visited the school in term 4 for the end of year concert expressed appreciation for the work undertaken at the school throughout the year.

Staff satisfaction

Staff are recognised, valued and integral to the positive operation of the school. Team meetings, held fortnightly and led by the assistant principals, committee meetings, fortnightly full staff meetings provided opportunities for the staff to have input into the direction and operation of the school. Staff feedback is critical in addressing educational, wellbeing and safety issues in the school.

The weekly staff bulletin and term calendar kept staff informed of events and operational issues. Overall staff are positive and committed to the school's vision. The school learning support officers have input into the learning support through mid term and end of term class staff reflection. Support for non teaching staff in the development and implementation of their PDPs contributed to cohesive and focused direction for student learning and wellbeing.

Feedback from teachers and school learning support officers is valued in working towards positive learning outcomes for the students. Visitors and members of the community regularly provide positive comments about the commitment and dedication of the staff and the positivity within the school environment.

Student satisfaction

Feedback from students is recognised as an aspiring need in the school. In 2021, two experts teachers supported the development of a modified Tell Them from Me Survey to enable students with moderate/severe disabilities to provide feedback on the various aspects of their school day and class programs. In 2022, the two teachers developed a professional learning resource to enable implementation of the modified TTFM survey in 2023.

In 2022, students satisfaction was gauged through formative assessment strategies, parent feedback and student use of communication aids. Overall, the feedback is positive and students enjoy coming to school, engaging in learning experiences, socialising with their peers and engaging with staff.



An enlightening first excursion for kindergarten!



Recognition of Sorry Day



Learning together in kindergarten

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

In line with the Department's Reconciliation Action Plan, St George School recognises and respects the ongoing contributions made by Aboriginal peoples as the Traditional Custodians of our Country. We acknowledge the importance of collaboration and partnership. We are committed to working with and for Aboriginal and Torres Strait Islander students, staff and communities. St George School is committed to achieving outcomes in accordance with the Department's Aboriginal Education policy. The policy aims to provide for all students an increased knowledge and understanding of Aboriginal Australia through the inclusion of Aboriginal histories, cultures and languages in educational programs and acknowledgement that Aboriginal education is core business for all staff.

In 2022, St George School continued its commitment to embed Aboriginal perspectives and practices across the school. The school year opened with a smoking ceremony performed by a visiting Aboriginal person. In NAIDOC Week, a visiting Aboriginal story teller provided a whole school presentation of the story of the emu egg.

The importance of the meaning of Sorry Day was delivered to students with a whole school assembly. The Sorry Day assembly was supported by the deputy principal and a teacher who created a broken heart to symbolise loss and grief. During the assembly, a representative from each class, in turn, poured sand into the heart until the heart became whole.

Students and staff listened to an excerpt from the formal apology delivered by Kevin Rudd in parliament on 13 February 2008 and one staff member presented her own family story.

In the lead up to the Sorry Day assembly and in preparation for Reconciliation Week with the theme 'Be Brave, Make Change', students created in class a hands artwork.

After the Sorry Day assembly, students placed their hand around the flagpole. Collectively, the hands symbolised solidarity and working together with everyone having a part to play.

In 2022, St George School also commenced the development of the school Reconciliation Action Plan (RAP). The deputy principal delivered a professional learning session on the development of the RAP and provided opportunities for staff to contribute. The development of the RAP will continue in 2023.

All meetings and whole school assemblies and performances commenced with the school's own Acknowledgement to Country which was developed in 2021.

In 2022, the deputy principal and a teacher attended each term, the local AECG meeting for Botany Bay and for the Sutherland Shire.

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.

Anti-Racism - School statement

St George School is committed to building a diverse and inclusive learning environment that benefits all students including from language backgrounds other than English. St George School has a diversity of nationalities in its student and staff population.

In 2022, St George School celebrated Harmony Day on 21 March to demonstrate respect for cultural diversity, inclusiveness and the sense of belonging. The ongoing theme is 'everyone belongs'. A special Harmony Day assembly was held to celebrate the diversity of staff and students in the school population.

The theme of celebrations in term 4, across the Key Learning Areas (KLAs), provided the opportunity for appreciation of the many cultural and special events across nationalities.

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

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

On 2 May 2022, St George School acknowledged *Eid Mubarak* which translates to happy holidays. Eid al-Fitr is celebrated by Muslims worldwide because it marks the end of the month long dawn-to-sunset fasting of Ramadan. Students contributed to the celebration by baking a biscuit to take home.

Special religious education (SRE) is provided to families whose preference was indicated at enrolment. Currently the Anglican Diocese of Sydney is the only provider in the school but other providers would be welcomed and families would be offered the choice consistent with the department's policy.

Personalising learning is provided to students with disabilities. The process of personalising learning also provides the opportunity to respect the learning priorities of families of varying cultural, linguistic and religious beliefs and to deliver learning and programs consistent with their beliefs.

Other School Programs (optional)

The teaching programs at St George School are consistent with the Disability Standards for Education 2005 which gives students with disability the right to education and training opportunities on the same basis as students without a disability. Adjustments are made to the teaching programs to address the needs of individual students. In a school with diverse needs and varying levels of impact of disability on learning, student performance is gauged on an individual basis. Students follow a personalised learning program where individual learning priorities are identified collaboratively with families during the year and are reported on in the mid year and end of year reports and at the mid-year parent teacher meetings.

Planning for personalised learning also enables the opportunity to establish/review the students' health care plan, physical management issues and/or therapy recommendations. Review of established plans occurs annually or as required. 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 outcomes and Years 11-12 Life Skills outcomes. There is ongoing evaluation of planning, implementation and assessment at teacher meetings and a culture of sharing knowledge and resources.

Students in Years 7-10 undertake a pattern of study to meet the requirements set down by NESA. Teachers select life skills outcomes from 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. In 2022 there were four students who completed the requirements for the Higher School Certificate.

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.

The Arts

Visual 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. Visual arts is a 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, Anzac Day and Remembrance Day 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 a visiting musician from Rhythm Village and is delivered weekly to all classes throughout the year. The students use a variety of instruments to engage in music and to support their participation of music. 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 enjoyed by all students who actively participate and demonstrate a love of learning. The weekly music program is generously funded by the Morris Children's Fund.

In Term 3, students across the school participated in an online interactive Musica Viva jazz performance with four musicians. The students loved the great rhythm and beat of the music. It was fast paced and interactive entertainment. The players were very responsive to the students and the online chat enabled direct linking and acknowledgement of student participation.

At the end of Term 3 there was whole school participation in an energetic drumming and dance performed by Lucky Lartey. The incursion supported student engagement in the theme of Africa in the sensory theatre. Lucky was entertaining and talented. The students loved the rhythm and the pace of the session.

Drama

Drama programs are addressed in class programs and often integrated into literacy programs. The stimulating environment and props of the sensory theatre provide opportunities to immerse students into the world of literature and experience the content of the story through sound, visuals, touch and smell. In Term 1, the focus was on Aboriginal stories, Under the Sea in Term 2, Africa in Term 3 and celebrations with a focus on Halloween in Term 4.

Drama programs culminated at the end of year concert with whole school participation in performances for parents and community members. With the theme of *Great Southern Land*, the classes provided a range of entertainment and performances. The primary classes danced to the beat of the songs, *Little vegemites down under*, *Tabba Nabba*, *I am Australian* and *Marryunna*. The secondary classes combined to provide a medley of songs and dance moves to tell the story *A Bush Christmas*. The outcomes for students in performance are working together as a team, intensive communication opportunities, opportunities for individual performances, purposeful artworks for set design, set construction and costume. The most rewarding is the positive affirming response from the audience as experienced at the end of year concert.

Four students participated in the department's Schools Spectacular. The theme was *Creating the Magic*. The students attended a series of rehearsals locally then at Qudos Arena in Olympic Park. The students looked spectacular in their glittery costumes. The four performances were held at Qudos Arena in late November.

Technology

Technology was used extensively in all classrooms to support access to teaching and learning, facilitate communication across the day and enhance engagement in learning programs. Technology such as the interactive whiteboard, interactive monitors, touch screen monitors, iPads, eye gaze technology and speech generating devices enabled many students to increase their communication across the day and be used by staff across different settings and situations.

The use of the iPad to create books, take photos and video enables teachers to capture the daily life of the class at school and immediately feed to parents via SeeSaw.

In 2022, there was an increase in the number of student owned communication devices coming to school funded by NDIS. This enabled regular, consistent and intensive practice of eye gaze for individual students. The COVID ILSP program was a valuable resource which enabled the release of teachers to work with individual students to enhance communication through the use of their communication device. Additional school owned eye gaze devices were purchased by the school. A process for daily borrowing of eye gaze equipment by class teachers was established.

All classes used voice output devices such as switches for greetings, ipads for cause and effect, wireless switch and switches to activate the power link for operating small appliances and electrical equipment. The use of the Big Mac switches continued to facilitate each student's full participation in a range of class activities whether it was to tell part of a story, give a message to someone or to just say hello to their classmates. The interactive monitor was widely used for group time teaching and learning activities for the classes. The students explored a variety of interactive sites, YouTube and other relevant sites for both learning and leisure.

For both small group and individual work, the class iPads were utilised for a range of learning and leisure opportunities. The students engaged in a variety of cause and effect apps, used specific communication apps and created movies and slideshows using the camera and video on the iPads.

Teachers and SLSOs acknowledge the importance of technology for student access to learning and many teachers and SLSOs identified confidence and expertise in the use of eye gaze technology as a goal in their performance and development plans.

Sport

The PDHPE Key Learning Area is an important program for all students. Outcomes in this KLA are achieved through a variety of programs which address the varying levels of need. Sports programs support the development of gross and fine motor skills and students are encouraged to play sports as independently as possible.

School facilities to address the delivery of sport programs include the indoor heated pool, playground, library, specialised equipment such as modified bikes, trampoline and the accessible roundabout. In term 4, St George School purchased an in-ground trampoline for students in wheelchairs and a rock-a-roller for students in wheelchairs.

In second term students attended Sailability at Kogarah Bay. Students from all classes enjoyed the experience and fun of sailing with 1:1 support from volunteers and workers. It was an enriching, inclusive leisure and sporting activity that would otherwise be difficult to access without experienced volunteer sailors.

In 2022, selected students participated in two inter-school sporting competition coordinated by the School Sport Unit: boccia knockout and ten pin bowling.

St George School was successful in having staff from Skillz4Me to deliver a gross motor and sports program to students at lunchtime on site from term 2. In Terms 3 and 4, on Mondays, students from St George School participated in the Skillz4Me program operating in Caringbah. All classes participated in turn for 3-4 consecutive weeks.

In Term 4, swim classes resumed. Swim classes had been paused during COVID in order to minimise the risk of cross infection in the moist humid environment of the pool and the additional risk of close proximity of contact for an extended period of time between staff and students. Students, staff and families were pleased about the decision to resume swimming.

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 the school.

Assembly

Assembly is a whole school event and in 2022 was held fortnightly. Assemblies commence with Acknowledgement to Country followed by the National Anthem. The two school captains use voice output devices to deliver the Acknowledgement to Country. Assembly addresses skills in listening, speaking and socialisation. Assembly becomes an opportune time for the whole school to celebrate achievement through assembly awards. Principal and sports awards occur at each assembly.

In addition to the fortnightly award assemblies, special assemblies to honour specific events took place throughout the year: Harmony Day, Anzac Day, Remembrance Day, Sorry Day, Year 6 to 7 graduation and Year 12 leavers.

In 2022, in the Anzac Day assembly, students acknowledged the 80th anniversary of the bombing of Darwin during World War II. All primary classes presented a fact about the bombing to share during the service. The secondary students re-created the bombing scene with the support of the creative talent of Annette Fuller. Lauretta Claus, relieving Director Educational Leadership, attended the service.

Our final assembly for 2022 was the Years 6 to 7 graduation and the Year 12 leavers. Six students graduated from primary schooling and five students graduated from school. It was a special event for the students and their families which acknowledged the significant milestones of schooling.



Schools Spectacular 2022 - Creating the magic for students at St George School