

2015

# George Bass School Annual School Report



## Introduction

This Annual School Report for 2015 is provided to the community of George Bass School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Peter Skinner  
Principal



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## Message from the Principal

I invite you to read this annual school report and share the key achievements of our students, staff and school. This report focuses on the achievements made over the first year of our new planning cycle and our new strategic directions for our school.

Our students have continued to learn and grow as a result of the high expectations that we have of their achievement and the high expectations that our staff have of their own profession. We were able to benefit from the growth of our school throughout the year, establishing two additional classes and in doing so growing our community. .

We were able to continue to grow our connections with the community. We have increased involvement of our parent body and wider community and local schools. We were greatly supported by the Variety Club and Revesby Workers Club's of NSW throughout the year through the provision of additional resources to support student learning. More information about these programs and levels of support are provided later in the annual school report.

I am particularly proud of what George Bass School was able to achieve in its second year. Programs that were begun the year prior began to blossom and have significant results for our students. I am also extremely grateful for the sense of pride that our whole school community has developed in our school and its' achievements.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Peter Skinner



## School background

### School vision statement

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

### School context

George Bass School was opened at the beginning of 2014 and it is a School for Specific Purposes which caters for students from Kindergarten to Year 12 with moderate to severe intellectual disabilities and complex needs. George Bass School provides innovative, quality learning programs that cater for student individual needs and celebrates their achievements. This is assisted through innovative technology, highly dedicated staff and quality teaching practices across the whole school. We offer remarkable learning opportunities through programs which include community access, hydrotherapy, individual communication programs and integration. We maintain strong links with families and external agencies which include Physiotherapists, Occupational Therapists and Speech Therapists to ensure a collaborative sharing of information and strategies in relation to student needs. George Bass School is committed to supporting students through partnerships within their diverse community which links closely to the school motto which is 'Support, Community, Independence'.



## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

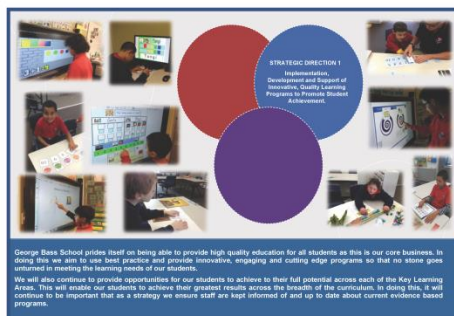
George Bass School has made many achievements in 2015 and consolidated achievements from 2014. This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Time was allocated during professional learning meetings for staff to explore the school plan and the elements on the School Excellence Framework that the plan addressed. Executive staff examined further the progress being made across the school, based on the expectations identified in the Framework.

Based on our self assessment and the data gathered from the self assessment survey George Bass School one of the key areas that has been identified to develop is in the area of data use. Schools that excel in this area have indicated that student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students in all areas of the school and its practice.

## Strategic Direction 1

Implementation, Development and Support of Innovative, Quality Learning Programs to Promote Student Achievement.



### Purpose

- To provide high quality education for all students.
- To provide innovative, engaging and cutting edge programs.
- To provide opportunities for our students to achieve their full potential across all Key Learning Areas.
- To ensure that staff are kept informed of and up to date about current evidence based programs.

### Overall summary of progress

Strategic Direction 1 focuses on implementation, development and support of innovative, quality learning programs to promote student achievement. The focus is on Accelerated Literacy, Numeracy and Technology. Staff expertise across the school within each of these areas was drawn upon to run Teacher Professional Learning (TPL) sessions for each of these initiatives. As a result of these sessions and the inclusion of collaborative planning and mentoring programs across the school, a number of innovative and cutting edge programs were established, as well as new resources developed, leading to more active and involved learners in the areas of Numeracy, Literacy and Technology.

The Literacy and Numeracy Frameworks have been used as effective assessment, tracking and evaluation tools for Numeracy and Accelerated Literacy Programs in 2015 and are an invaluable evidence collection tool. The focus for 2016 will be to support staff to more effectively use these tools to better support and guide the planning and programming process.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Accelerated Literacy evidenced in class programs.	Accelerated Literacy is evidenced in all class programs. It has been set as a whole school expectation and support has been provided to all staff with the development and implementation of quality lessons and resources. The school wide implementation of quality lessons is evidenced through peer and supervisor observation, peer mentoring, collaborative planning within stage groupings and sharing of successes during information sessions within TPL sessions each Term	Existing teacher resources used as well as \$700 to purchase resources needed to support planning and TPL sessions.
Student progression through personalised Literacy Framework indicators and goals through Accelerated Literacy programs.	A literacy profile has been developed, which is linked to the Literacy Framework. This profile is an addition to student Personalised Learning outcomes and indicators within Literacy and will allow for student progress within Accelerated Literacy to be tracked effectively. In 2015 it has been used as an effective evaluation tool to track progress. In 2016 it will be embedded in programming and form an important part of the planning process.	\$1500 to purchase new Accelerated Literacy texts.

## School vision statement

Numeracy Framework evidenced in class programs.	A numeracy profile has been developed, which is linked to the Numeracy Framework. This profile is an addition to student Personalised Learning outcomes and indicators in Numeracy and will allow for student progress within Numeracy to be tracked effectively. In 2015 it has been used as an effective evaluation tool to track progress. In 2016 it will be embedded in programming and form an important part of the planning process.	\$1000 to purchase resources to make new numeracy kit resources.
Student progression through personalised Numeracy Framework indicators and goals.	Student Numeracy assessment booklets have been developed for every student within the school. Numeracy tubs of resources have also been made to assist staff to implement lessons across each of the strands of Numeracy and which will make the implementation of lessons and the assessment process more effective and consistent across the school. The Numeracy Framework assessment booklets have ensured that all student progress can be effectively tracked and monitored and there is clear evidence to demonstrate the levels at which students are achieving.	Existing teacher resources used.
Use of innovative technology evidenced in class programs.	Technology and the use of innovative programs are embedded within teaching programs and are incorporated across Key Learning Areas as evidenced within teacher classroom program.	\$1000 to purchase new assistive technology.
Teacher evaluation of student engagement and success when engaged in lessons using innovative technology.	Staff are still working towards developing an effective tool to measure the success that innovative technology has had on engaging students within classroom lessons. Observational data has shown that it has had a great impact on student learning. Staff are working towards gaining some further evidence to support this data.	Existing teacher resources used.

## Next steps

### Accelerated Literacy

The milestones for the Accelerated Literacy component of Strategic direction 1 have been achieved successfully in 2015 and the development of new goals are well underway to move into 2016. Future directions for Accelerated Literacy at George Bass School are to work towards building on the resources to support the effective delivery of the program and to extend on what is already available. A large focus will be placed upon linking the Literacy framework to the planning and programming stages within Literacy across the school and move away from it being used only as an assessment and evaluation tool. As this is a Key Initiative within the school and one that needs to be sustained long term, it is important to ensure that new staff coming into the school have the opportunity to learn about the program. They will be given the necessary training and information to equip them with the skills to develop and implement high quality Accelerated Literacy lessons in a variety of ways. Another future direction for this initiative will be to develop informative video modules that staff can complete at their own pace. This will link in with the training program that occurs each term. A peer mentoring program will also be developed to allow for the expertise of staff already in the school to share their knowledge and expertise with others and to support them in the delivery of their own lessons.





### Numeracy

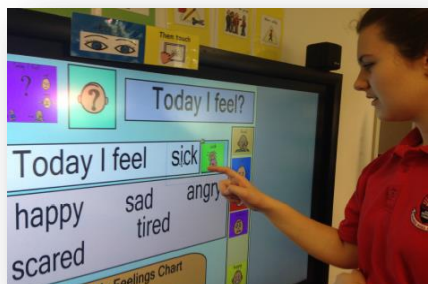
The milestones for the Numeracy component of Strategic Direction 1 were achieved successfully in 2015 and the development of new goals are well underway to move successfully into 2016. Future directions for Numeracy at George Bass School are to work towards building upon the numeracy resources that are available in numeracy kits and to ensure that all new students are provided with Numeracy Framework tracking booklets. As with Accelerated Literacy, a large focus will be placed upon linking the Numeracy Framework to the planning and programming stages within Numeracy across the school and move away from it being used only as an assessment and evaluation tool. The development of shared numeracy resources on the computer will be a focus in 2016 to ensure that resources continue to build within the school and which can be easily accessed by all staff to support numeracy lessons. As this is also a Key Initiative within the school and one that needs to be sustained long term, it is important to ensure that new staff coming into the school have the opportunity to learn about the implementation of Numeracy lessons across the school. They will be given the necessary training around how to assess students using the Numeracy Framework and how to use it as a tool to assist in programming. Staff will also be surveyed in Term 1 to assist in the identification of necessary training areas and professional learning sessions will be structured around the findings from the survey.



### Technology

The milestones for the Technology component of Strategic Direction 1 were not all completely achieved due to some technology issues that were not able to be rectified in 2015 and therefore incomplete milestones will move into 2016. Future directions for Technology at George Bass School are to work towards building technology into Teacher Professional Learning sessions and to support teachers to incorporate technology across Key Learning Area's to support student engagement and learning. In 2016 a focus will also be to build upon the education Apps that are on the class iPads so that they can more effectively be linked into classroom programs and better support classroom activities. The use of switches will be a priority to support students who need switches to better access the curriculum.

Teacher Professional Learning sessions will be built around the use of switches to assist staff to more successfully cater for students needs across all Key Learning Area's and to support them to be more active learners. The school library has a computer lab made up of 6 computers. A focus for 2016 will be to run some TPL sessions around incorporating the computers into more effective and highly engaging library lessons.



## Strategic Direction 2

Developing Systems and Practices that Cater for Individual Student Learning Needs, Celebrate Achievement and Promote Wellbeing.



### Purpose

- To acknowledge and assess student individual needs to provide appropriate programs that meet those needs.
- To provide a positive learning and working environment for staff, students, families and the community.
- To create and maintain a positive school culture, sustain achievement and encourage ongoing high performance.

### Overall summary of progress

Strategic Direction 2 focuses on developing systems and practices that cater for individual student learning needs, celebrate achievement and promote wellbeing. The focus is on Positive Behaviour for Learning (PBL), communication and personal development, health and physical education. All milestones for 2015 were achieved with future goals already being set for 2016 by the end of the year.

The school-wide focus on student wellbeing has included the continued implementation of Positive Behaviour for Learning as a consistent approach to behavioural expectations across learning environments. Professional learning for staff has included a focus on social and emotional development of students. Whole school lessons have been developed to introduce PBL to all students consistently, and to allow for program sustainability.

The focus on communication as a whole school priority continued into 2015 with the aim to provide 100% of students with the opportunity to have a communication system that caters for their level of need. A committee of staff who were trained in the Picture Exchange Communication System (PECS) supported staff in the implementation of relevant and effective communication systems for students using a peer coaching approach and mentoring. Professional learning occurred on an ongoing basis throughout the year to support staff needs and also resulted in the development of personalised communication goals for all students within their Personalised Learning Plans.

The focus on continuing to make George Bass School a 'Live Life Well' school was a whole school priority in 2015. As a result, the cooking program was successfully linked to healthy eating and fundamental movement skills were made the focus of our whole school sporting program.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Positive Behaviour for Learning program evidenced in behaviour support plans.	All students who require any level of behaviour support have an individualised behaviour support program which caters to their individual behavior support needs. Each plan has PBL language embedded within it to ensure that it is used to support students across the school consistently. Staff have received training to reinforce the need to use PBL language each semester and to ensure program sustainability and consistency throughout the school.	Existing teacher resources used.

## Strategic Direction 2

Consistent school-wide Positive Behaviour for Learning lesson implementation evidenced in class programs.	A team of staff led the development of school wide PBL lessons using SMART Notebook software. These lessons cover all of the values and expectations and are consistently implemented in each classroom across the school as part of daily student programs. Staff have had opportunities to share with each other how they have effectively incorporated the lessons into their programs.	\$3000 to cover casual staffing costs throughout the year to allow PBL committee to work together to develop resources.
Individualised communication plans and goals are evidenced in class programs and Personalised Learning Plans.	In Semester 2, a communication goal was added to student PLPs. The progress that students made was clearly evidenced in the Semester 2 reports where staff reported against the communication goal for each of their students.	Existing teacher resources used.
Student progression through individualised communication goals is evidenced by the effective implementation of communication assessments.	A communication assessment was developed as part of student literacy profiles. It includes the PECS phases as well as student progress in the area of communication within the Literacy Framework. This is evidenced in student individualised PLPs and also within classroom programs.	\$2000 to cover casual staffing cost throughout the year to allow for the communication committee to work together to develop resources.
Live Life Well@School, Crunch and Sip and George Bass Olympics sessions are evidenced in class programs.	All students participate in a daily 'Crunch and Sip' session and a weekly George Bass Olympics. This works in with our whole school healthy living initiative and is evidenced in class programs and Personalised Learning Programs. Visuals and instructions have been developed for staff to use to support students and the consistent implementation of both programs across the school.	Existing teacher resources used.
Student progression through fundamental movement skills indicated in the George Bass Olympics assessment tool.	George Bass Olympics is based on the fundamental movement skills and supports students to work their way toward successfully achieving each of these skills. A fundamental movement skills checklist has been developed to assess the progress that students make and it forms a part of class physical education programs.	\$1230 to purchase new sporting equipment to teach fundamental movement skills.

## Next steps

### Positive Behaviour for Learning (PBL)

The milestones for the Positive Behaviour for Learning component of strategic direction 2 are close to completion with some of the planning of further resources being moved into the plan for 2016. Extension lessons to supplement the introductory whole school lessons are well underway with those for the first PBL value already completed and presented to staff. Future directions for PBL are to complete the lessons for the remaind two values. The team of staff responsible for developing these invaluable school resources will be presenting the resources at the Special Edecation, Principals and Leaders Association Conference in 2016. The complete module of lessons will be presented to Geoge Bass School staff in Term 4.



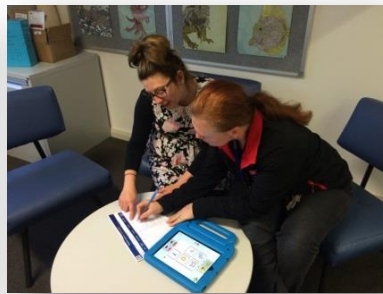


### Picture Exchange Communication System (PECS)/ Communication

The milestones for the PECS/communication component of Strategic Direction 2 were successfully completed by the end of 2015 and discussions around future directions for 2016 were well underway.

Future directions for 2016 will be to ensure the sustainability of communication programs across the whole school by offering ongoing training opportunities to new staff and refresher courses for current staff.

Parent workshops will again be offered to support parents with the communication process at home with their children and to outline the PECS process. A big part of the future planning for communication will be in the establishment of new resources which will allow staff to incorporate more communication opportunities for their students across all key learning areas. Training will continue to occur in order to support staff with multimodal systems of communication which best support the individual needs of students in their classes.



### Personal Development, Health and Physical Education

The milestones for the Personal Development, Health and Physical Education (PDHPE) component of Strategic Direction 2 were achieved successfully in 2015 and the development of new goals are well underway to move successfully into 2016. Future directions for PDHPE at George Bass School are to sustain and further enhance the programs which were offered in 2015. Training opportunities will be provided to new staff around fundamental movement skills and the important part that they play in student gross motor development.

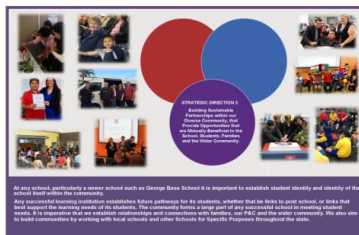
Gala days will continue to occur and the addition of a whole school sports day will be offered in Term 1 which will include a number of outside sporting agencies coming to the school to run activities with students. This will include an NRL clinic, wheelchair sports and modified bikes session.

A new set of PECS cooking lessons and resources will be developed to ensure that the school continues to promote a healthy lifestyle for students.



## Strategic Direction 3

Building Sustainable Partnerships within our Diverse Community that Provide Opportunities that are Mutually Beneficial to the School, Students, Families and the Wider Community.



## Purpose

- To establish student identity and identity within the community.
- To establish future pathways for our students.
- To establish relationships and connections with families, Parents and Citizens and the wider community.
- To build communities of schools with both local schools and other Schools for Specific Purposes.

## Overall summary of progress

Strategic Direction 3 focuses on building sustainable partnerships within our diverse community that provide opportunities that are mutually beneficial to the school, students, families and the wider community.

The focus is on Stepping Stones Triple P, integration, transition and community partnerships. All milestones for 2015 were achieved with future goals already being considered for 2016 by the end of the year.

The Stepping Stones Triple P program was successfully run with a group of interested parents in 2015. Parents were involved in a series of workshops focusing on a variety of positive parenting skills specifically designed to support children who have a disability. The program benefited parents and their children significantly and the link between home and school was significantly strengthened as a result of the relationships developed and the consistency between settings.

Following on from 2014 a group of students participated in a weekly integration program with a local mainstream school. Eight students from this mainstream setting were buddied with students from George Bass School for the duration of the year. Close friendships were formed and students from both schools expressed their excitement as they looked forward to seeing their friends each week. Sessions were highly structured and catered to the individualised needs of each student. This program was conducted at both schools and was facilitated by teachers, but led by student leaders.

Links with the community was successful in 2015 with all milestones being achieved. Stepping Stones Triple P was offered to a group of parents and this assisted them to not only gain important parenting skills, but it also supported them to develop a network among themselves. Parents are always involved in annual school events and a survey given to staff at the end of 2015 gave some important data and insight into positive future directions with community partnerships. A group of George Bass School staff also presented at the Special Education Principals and Leaders Association Conference to make further links with other schools and specialised settings. This assisted in the strengthening of external links and also in developing networks for staff. There was, and will continue to be, strong involvement with the wider community who are always invited to whole school events and who form part of the positive community culture that has been established at George Bass School.

## Progress towards achieving improvement measures

### Resources (annual)

Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Professional development sessions to be made available to an increased number of schools of students with complex needs.	Professional development sessions on the Picture Exchange Communication System (PECS) were offered to support class staff from other settings to share the expertise that exists at George Bass School. External staff attended and gave very positive feedback on the information received and the networking opportunity provided to them. This is something that will become a priority in the future.	Existing teacher resources used.

Positive parent feedback from the Triple P Stepping Stones Program.	The program began with a comprehensive assessment of the challenges faced by the parents in the group and was then followed by a series of ten workshops. Throughout these sessions parents learnt to identify changes in their child's behaviour that they would like to see, how to set their own goals and how to implement a variety of strategies to deal with problem behaviours and promote positive behaviour. There was also a strong focus on teaching children new skills and the practical application of strategies which allowed the program to meet the individual needs of each parent and child.	Existing teacher resources used.
Positive parent improvement and certification following the Triple P Stepping Stones Program.	All parents who attended the sessions provided feedback to say that they found the program invaluable in gaining support to deal with some of the difficult behaviours displayed by their children. The final assessment provided data to show the improvement that each of the participants made with their level of confidence in managing problems, teaching new skills and promoting positive behaviour.	Existing teacher resources used.

## Next steps

### Triple P

The milestones for the Stepping Stones Triple P component of Strategic Direction 3 were achieved successfully in 2015 with the presentation of the Triple P Stepping Stones Program being delivered successfully to another group of parents. Parents have already come forward showing interest in attending the sessions in 2016. The program will be offered in Term 2 2016.



### Integration and Transition

The future direction of this program will include the involvement of a number of new students within the program and opportunities for reverse integration to allow more students to have this opportunity who may not otherwise have been able to. High School work skills programs will be explored to accommodate for the successful transition of Year 12 students leaving at the end of 2016.



### Community Partnerships

Community involvement is very positive at George Bass School. Future directions in this area will be to continue to run the already established school programs which involve the community and to look at starting some new ones. Some P&C representatives have started to look into having a fete in 2016 alongside two other specialised settings. This event will help to raise the profile of George Bass School within the community and it will be a great way to strengthen the links with other special schools.

Senior classes will explore the idea of starting a community café which will run on one afternoon each week. The café will be run by students and will be open for parents and community members to attend. This initiative is already at planning stage and will be started in Term 1 2016.





## Key initiatives and other school focus areas

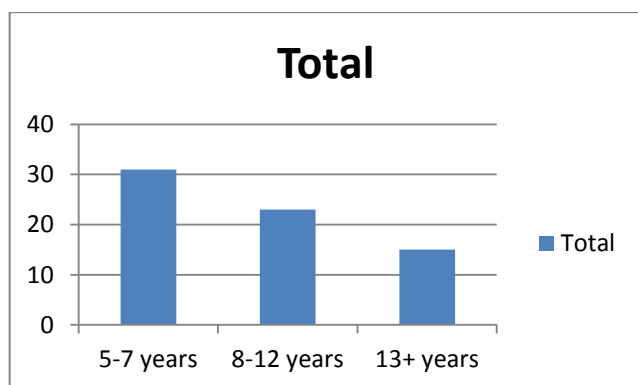
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	Aboriginal background funding was used to provide more intense School Learning Support Officer assistance for specific programs throughout the year.	\$248 x 2
<b>English language proficiency funding</b>	<p>English language proficiency funding in 2015 was allocated to language and writing acquisition through resourcing our Picture Exchange Communication System (PECS) program. This enabled teachers to support the implementation of the program for students at its early stages, as well as the provision of mentoring support.</p> <p>Resourcing was also allocated to the purchase of equipment for other communication systems to support the acquisition of language. These new resources were supported through teacher professional learning sessions and individual mentoring sessions.</p>	\$44856 (staffing component \$40200)
<b>Targeted student support for refugees and new arrivals</b>	Targeted new arrival funding has supported additional School Learning Support Officer time in classrooms to supplement and provide more intense learning experiences for students and to enhance student engagement. New arrivals and refugee students were also supported through the implementation of targeted teacher based communication support. Additional trained teacher time was put into classes to provide PECS support using other communication devices.	\$33 620
<b>Socio-economic funding</b>	Socio-economic funding was used throughout 2015 to support the introduction of new technology aimed at enhancing student engagement. Funding was also used to purchase resources that support the schoolwide implementation of Accelerated Literacy. Accelerated Literacy is a research based strategy targeted at improving the reading skills of students who have difficulties engaging with reading.	\$5514
<b>Support for beginning teachers</b>	Beginning teacher support was allocated to beginning teachers for orientation to the school and professional practice. This included structured and mentoring support to use schoolwide systems for teaching, assessing, programming and reporting on student achievement. Beginning teacher support funding was also spent on allowing our beginning teachers to attend external professional development sessions and programs including the SEPLA Special Education Conference, Picture Exchange Communication System (PECS) level 1 training and Picture Exchange Communication System implementor training.	\$12060.15

### Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

George Bass School began 2015 with 11 classes. 7 of these classes were of primary aged students and 4 of high school aged students. In Semester 2 of 2015 George Bass School accommodated the addition of a 12<sup>th</sup> class which met the needs of an additional cohort of primary aged students. Throughout 2015 we have had 71 students enrolled and supported with Personalised Learning Plans.



### Student attendance profile

Student attendance for the most part at George Bass School is very positive. Occasionally there are some exceptions to this in that a number of our students have complex health conditions which require that they have extended absences.

### Post-school destinations

Our school did not have any students who would reach post school destinations in the following year. A number of students will begin this journey in 2016.

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	9
Student Support RFF	1.092
Teacher Librarian	0.4
Teacher of ESL	0.4
School Counsellor	0.25

Position	Number
District Guidance Officer	1.0
School Administrative & Support	1.972
School Learning Support Officer	12
Total	30.114

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100 %
Postgraduate degree	83%

### Professional learning and teacher accreditation

Schools are allocated funds for teacher professional learning. The school allocated additional funds to facilitate relevant professional learning of the whole staff, including School Learning Support Officers and administration staff. In 2015, professional learning included mandatory compliance training. Also included in this training was specialised training to support students who required specific emergency responses to medical conditions.

All teachers and a nominated number of School Learning Support Officers attended the Special Education Principals' and Leaders' Association Conference. This training allowed our professionals to share in expert and cutting edge practice that was occurring in special education around the state.

Consistent practices in student behaviour support and communication were strengthened through teacher workshops and training. Sharing best practice for differentiating the curriculum in literacy and numeracy was a focus of team and whole school professional learning.

Additional professional learning activities throughout the year included: the new school planning and evaluation process; workshops to support the development of the School Plan; and teacher performance and development plans, in line with Department of Education expectations.

Two teachers completed their accreditation requirements at maintenance level while another teacher completed their accreditation at proficient level.

## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	163,853.62
Global funds	251,048.47
Tied funds	272,521.24
School & community sources	33,208.36
Interest	5,442.75
Trust receipts	0.00
Canteen	
Total income	564,797.82
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	27,456.01
Excursions	0.00
Extracurricular dissections	9,844.71
Library	2,545.02
Training & development	16,097.44
Tied funds	228,044.30
Casual relief teachers	69,628.54
Administration & office	48,295.79
School-operated canteen	0.00
Utilities	64,538.92
Maintenance	65,720.40
Trust accounts	1,145.00
Capital programs	0.00
Total expenditure	533,316.13
<b>Balance carried forward</b>	195,335.31

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale

represents increasing levels of skills and understandings demonstrated in these assessments. George Bass School in collaboration with parents, the community and teachers made the decision to give our students the opportunity to have the experience of attending to the NAPLAN tests in these year groups. Student achievements in each of the areas indicated clearly that each of our students would benefit from individualised learning programs and individualised assessment tools based on their specific learning outcomes. These were provided through Personalised Learning Plan meetings with parents and stakeholders, through assessment data collected in the classroom and through detailed reports written for each student based on this data.

### Higher School Certificate (HSC)

In 2015 George Bass School had no students in their final year of schooling and thus no HSC results to report upon. As a school we look forward to our first cohort of students entering year 12 in 2016.

## Policy requirements

### Aboriginal education

Throughout 2015, George Bass School has had a consistent approach to the delivery of Aboriginal education programs. A number of our staff were trained in the delivery of the 8 Aboriginal Ways of Learning approach to supporting Aboriginal students in their studies. This approach not only supports Aboriginal students, but imbeds aspects of Aboriginal culture and respects Aboriginal heritage throughout the learning programs of all students.

Aboriginality and the important role this plays in modern Australia is recognised each day through the naming of our school's classes and through Aboriginal representation at our multicultural events and through the Acknowledgement of Country at each George Bass School event.

### Multicultural Education and Anti-racism

Our school is one that embraces and celebrates its multicultural community. Harmony day is one of many school celebrations that demonstrates how we are able to celebrate all that makes up our diverse school culture. Building links between our community through the P&C and through programs such as our Stepping Stones Triple P Program has allowed us to provide meaningful opportunities for our community to impact upon school learning.

Our Connected Outcomes Groups (COGs) units have also been able to support multicultural



education and learning. Our COGs units completed in 2015 including 'Me', 'Our Places' and 'Being Australian' have provided a means through which we can build upon the different cultures that make up our school.

The ability to be able to have Personalised Learning Plan (PLP) meetings with each of our parents allows us to individualise learning so that we can build cultural knowledge and familiar aspects into learning for our students. This is particularly important when teaching students with limited communication skills.

George Bass School has two Anti-Racism Contact Officers that are available to support concerns of our staff, students or community. If any members of our community require support in this regard, I would encourage them to contact the school.

### **Other school programs**

#### **Colours Café**

Senior students have participated in a café program this year. This program provides an opportunity for staff across the school to visit Colours Café during their lunch break and to be served by the senior students who have also prepared the food as part of their senior work skills program.

This program involves the construction of a weekly menu as well as preparing, delivering, collecting and collating orders. Students assist with the preparation of a shopping list and prepare meals with the least amount of assistance as possible. Each week students are working toward achieving individual goals. This program provides opportunities for teaching and learning life skills across all key learning areas. Students are meaningfully engaged in activities that encourage independence and provides opportunities for them to develop the skills they will need as adults.



#### **Accelerated Literacy**

Accelerated Literacy is a school wide program at George Bass School. This program provides students with the opportunity to work with quality,

age appropriate texts alongside scaffolded activities to support student engagement and achievement.

Staff at George Bass School have engaged in a variety of training sessions focused on the Accelerated Literacy teaching sequence with a focus on increasing the level of student achievement across all aspects of the English curriculum. A revised planning proforma was developed to support teacher programming and to ensure accommodations and adjustments were being made for each student to achieve to their full potential. There was a particular focus on upskilling teachers within the areas of phonics, phonemic awareness, vocabulary and sight words. Whole school scope and sequences for these areas were also developed. The program was supported by the development of whole school resource kits which are made by a volunteer every Tuesday. Teachers have communicated their appreciation for such collegial sharing as it assists with the preparation of their highly engaging lessons.

Students working within the Every Student Literacy Framework are assessed using the George Bass Literacy profile assessment which is used to track and record student achievement throughout the year. This clearly communicates each student's level of achievement to their class teacher for the following year.

A number of new quality texts were purchased as class sets to enable each student within the class to have access to the book and participate literacy experiences on a daily basis. Ongoing training, resource development and peer mentoring programs are the future direction of Accelerated Literacy at George Bass School to ensure the program continues to grow, develop and remain sustainable.



#### **Positive Behaviour for Learning**

During 2015, Positive Behaviour for Learning (PBL) continued to be an important focus at George Bass School as a whole school initiative. Professional

learning opportunities continued to develop the initiatives set up in 2014. The PBL Committee concentrated on building staff skills, modelling the consistent use of language when addressing student performance and a bank of teaching and learning resources.

Initially, an introductory interactive PBL program was developed to support student's understanding of the values and expectation visuals. Staff were familiarised with the program and confidently implemented it into their class program daily. The program includes labeling, match to sample, tracing and writing activities. These activities have been modified to support the varying abilities and needs of our student population.

The consistent use of common language to describe positive behaviour supports student understanding of values and expectations at George Bass School. A preliminary professional learning session revisited the values and expectations and provided opportunities for staff to role play the expected language. After engaging in this session, the staff felt more confident to explicitly teach and address behaviour in a positive manner. This consistency across the school supports students throughout their educational journey at George Bass School, as they will hear staff speak using familiar language from year to year.

Throughout 2015, the committee was able to fund additional staffing for 3 PBL committee members to collaboratively design and develop teaching and learning resources specific to each value and expectation. This project continues in 2016. Each interactive program will follow the same format and engage students in familiar activities.



### **Sports Gala Days**

The annual George Bass Interschool Soccer Carnival was held on the 15th of October, 2015 at George Bass School. Broderick Gillawarna School, Mainsbridge School, Holroyd School, Caroline Chisholm and George Bass School participated in

junior and senior grade soccer competitions. There was also involvement, and a high level of support, from Sydney Football Club Womens League and the Bankstown District Football Association. Without their generous support and donations of volunteers and prizes for the participating students the day could not be so successful. The carnival was a huge success giving lots of opportunity for our students to meet and make friends with students from other schools within our region. It will now be an annual event having been so successful now for two years in a row.



### **Technology**

George Bass School is committed to integrating innovative and emerging technologies that support teaching and learning into all areas of the curriculum. Funding was allocated to ensure all the new classrooms are equipped with an interactive display screen (Commbox), a notebook and an iPad to support the delivery of interactive and engaging lessons. A Commbox was also installed in the kitchen to assist teachers and students with preparatory lessons in cooking and café.

The Technology Initiative that was developed through the Every School, Every Student (ESES) funding was implemented at George Bass School in 2015. Professional development sessions were conducted for all teachers and School Learning Support Officers (SLSOs) on how to effectively use gaming consoles such as the Xbox 360, Kinect and Playstation 3 to increase engagement and assess students in all key learning areas. Through the implementation of this program, students have



demonstrated improved engagement, skills and knowledge across the curriculum.

The iPad Band initiative continued to be a successful program throughout 2015. Students are able to explore a variety of musical concepts and instruments during Creative and Practical Arts musical experiences. Selected students from across the school were given the opportunity to showcase their musical skills using iPad applications and following teacher's cue cards at a Principal's Network Meeting and Presentation Day. This was a proud moment for many of our staff and students.

As a result of integrating a range of technologies throughout the school, students have demonstrated high levels of engagement and understanding, as well as the opportunity to access all key learning areas.



## Gymnastics

At George Bass School, 2015 saw the implementation of a Gymnastics and Dance program. The primary goal of the program was to upskill the staff and build confidence to engage students in gymnastics and dance activities. Through drawing on the skills and talents of current staff, mentoring sessions were provided for all staff to show how gymnastics and dance can be modified to engage students with special needs and to develop their gymnastics and dance skills.

Equipment was purchased to support the gymnastics program which included mats, safety pads and a mini trampoline. Equipment for dance was purchased for role-playing sessions and support the students' ability to express through. Students thoroughly enjoyed the programs and they will be further developed and continued in 2016.



## Schools Spectacular

In 2015, George Bass School successfully auditioned to be part of the D'Arts Ensemble and performed at the Schools Spectacular in November. Five students were chosen to represent the school at Qantas Credit Union Area in Sydney and independently participated in the weekly practise days throughout Terms 3 and 4 at Busby West Public School. Two teachers and Student Learning Support Officers (SLSO) were involved in aspects of the organisation of this event. Leading up to the performances, teachers met with the families involved to communicate roles and responsibilities of all parties involved. Students travelled to the venue by school bus and parents had the option of picking up their child either from the venue or back at George Bass School. All families communicated their appreciation for providing such a positive, worthwhile experience for their child as they observed an increase in confidence and independence and were happy to support the program for years to come.

Fundraising efforts assisted the funding of this program and provided transport, costumes and teacher support for students involved. Students enjoyed meeting peers from a community of schools and communicated their excitement through increased performance participation and through their positive attitudes during consecutive rehearsal days and performance nights.

