



Education &
Communities

George Bass School Annual School Report 2014



5767

School context statement

George Bass School was opened at the beginning of 2014. We are a purpose built school, with specialised facilities designed to support our students and provide a range of learning experiences in a safe environment.

We offer high quality educational programs for students with special needs from their early years through to the end of high school. The school provides quality curriculum access with accommodations and adjustments for all students on an individualised basis. Students attend this school following placement and recommendations from a regional panel. All students have a primary intellectual disability, students may have secondary and multiple disabilities.

Teachers in our school implement the K-6 curriculum and the K-12 life skills curriculum from the New South Wales Board of Studies syllabus documents and courses. All students work towards the Record of School Achievement (ROSA) or Higher School Certificate (HSC). Students at all stages of learning work towards a Personalised Learning Plan (PLP) that is negotiated with parents and carers.

Classes in our school are organised by the students' age and by each students' individual learning needs. Each class at George Bass School is staffed with a teacher and a School Learning Support Officer (SLSO) to support our students' learning and health care requirements.



Student information

Student enrolment profile

George Bass School had an enrolment of 10 classes in 2014. The students attending George Bass School are aged between 5 and 18 years of age. They reside in the Holroyd, Bankstown, Auburn, Liverpool and Fairfield local government areas.

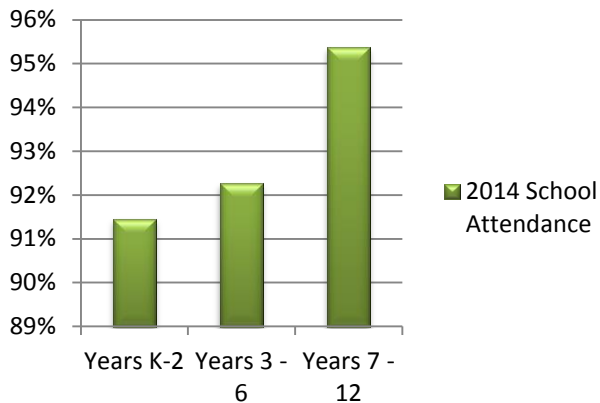
92% of students come from language backgrounds other than English. All students have an intellectual disability. Approximately 80% have an intellectual disability in the severe range and 20% have an intellectual disability in the moderate range.



Student attendance profile

George Bass School prides itself on strong and positive parent/staff relationships to encourage school attendance. Regular reminders about the importance of daily attendance are posted in the school newsletter. Attendance at school is monitored by classroom teachers, supervisors and the principal to ensure that parents are aware of the NSW Department of Education and Communities guidelines. Assistance is provided to those experiencing difficulties with their child's regular attendance.

2014 School Attendance



Workforce information

George Bass School has a staff culture that is inclusive of all staff members as they are the key stakeholders in the provision of an excellent education for our students. George Bass School is made up of school executive, teachers, School Learning Support Officers (SLSOs) and other School Administrative and Support Staff (SASS).

Given the nature of our 'new' school our staff bring diverse experiences in special education to our setting. The majority of our staff are at the beginning of their careers at their particular level of employment or position.

The passion and high level of professionalism of these educators is supported by an experienced and hardworking executive team.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7
Release from Face to Face Teacher	0.84
Teacher Librarian	0.4
Primary District Guidance Officer	1
School Learning and Support Officers	10
School Administrative & Support Staff	1.972
Total	25.212

The Australian Education Regulation (2014) requires schools to report on the Aboriginal composition of their workforce. No staff members currently have identified themselves as being of Indigenous background.



Teacher qualifications

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

Qualifications	% of staff
Teachers	
Degree or Diploma	15%
Postgraduate	85%
NSW Institute of Teacher Accreditation	62%
School Learning Support Officers	
Diploma	0%
Cert. II Disabilities	0%
Cert. III Teacher's Aide Special	10%



Professional learning and teacher accreditation

Professional learning at George Bass School throughout 2014 was focused on fostering consistent approaches for the development and implementation of educational programs that cater for the learning needs of our students. Our professional learning expectations were extremely high in 2014. These were important in allowing our teachers to provide the quality of programs that each of our students deserve. Our teachers and support staff to their credit were able to meet each of these expectations throughout the year with enthusiasm and professionalism.

Key focuses of professional learning in 2014 have included:

- Non-Violent Crisis Intervention (NCI)
- Picture Exchange Communication System (PECS)
- Peer Coaching
- Positive Behaviour for Learning (PBL)
- Accelerated Literacy (AL)
- Literacy and Numeracy learning for students with high support needs.

Throughout the year a number of our teachers were continuing to develop and maintain their accreditation with the New South Wales Institute of Teachers. One of our classroom teachers was able to successfully complete their maintenance in 2014.

Beginning Teachers

George Bass School has supported three beginning teachers who were permanently appointed in 2014. The additional resources that were provided by the Department of Education and Communities to support these beginning teachers were initially committed to providing programming and planning support and time throughout Semester 1 for these teachers. This was done through the provision of additional release time and mentoring support.

In Semester 2 these resources were allocated to providing support to our teachers to gain and refine their skills in the Picture Exchange Communication System (PECS) which became a school wide initiative. This program was introduced to support our student's communication skills across all school

and community environments. Mentors were allocated to each of these teachers to individually cater for their level of development.

Resources were also allocated to each of our casual and temporary teachers in the beginnings of their teaching career. This helped to ensure that they were not only inducted into their profession, but also into the areas key to our school planning priorities throughout the year.

Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	0.00
Global funds	547,649.94
Tied funds	117,796.91
School & community sources	17,330.61
Interest	5,840.95
Trust receipts	2,249.18
Canteen	0.00
Total income	690,867.59
Expenditure	
Teaching & learning	
Key learning areas	133,032.30
Excursions	630.45
Extracurricular dissections	28,669.41
Library	52,036.88
Training & development	4,175.12
Tied funds	44,831.99
Casual relief teachers	48,690.34
Administration & office	60,571.20
School-operated canteen	0.00
Utilities	52,924.75
Maintenance	99,252.35
Trust accounts	2,199.18
Capital programs	0.00
Total expenditure	527,013.97
Balance carried forward	163,853.62

A full copy of the school's 2014 financial statement is tabled at the Annual General Meetings (AGM) of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

Picture Exchange Communication System (PECS)

PECS was introduced as a whole school communication program in 2014 to cater for individuals of all ages who demonstrated a variety of communicative, cognitive and physical difficulties and who did not have a mode of communication.

It was identified in 2014 that upon enrolment that over 95% of non-verbal students did not have a functional mode of communication that they were using to effectively communicate.

This data prompted the establishment of a PECS committee of four PECS trained staff within the school.

The committee worked across the school to increase teacher training in the use of PECS through teacher professional development opportunities and teacher mentoring within classrooms.

By the end of 2014 over forty students were successfully using PECS in the classroom as their communication system.

The PECS program at George Bass School has been very successful in giving all students without a method of communication the means to communicate and the support that they need to continue to develop their communication skills across teaching and learning environments.



Achievements in Arts, sport and other school programs

Schools Spectacular

In 2014, George Bass School participated in the Schools Spectacular. Hundreds of students from across New South Wales auditioned to participate in

the annual performance that involved a team comprising of a producer, director, choreographers, stage staff and hundreds of public school teachers who volunteered their time supporting their students' involvement.

Five students from George Bass School successfully auditioned for the D'Arts Ensemble via video application. Preparations for schools began as early as March and involved weekly rehearsals at Busby West Public School during October and November. The students and staff travelled to the QANTAS Credit Union Arena for the performances over three nights.

A Schools Spectacular committee was formed at the beginning of 2014 and consisted of six school staff members. Fundraising efforts to support with the purchase of costumes and to release staff from school duties to attend the rehearsals involved two Saturday cupcake stalls at Bunnings Warehouse Villawood, staffroom soft drink sales and a school sport BBQ sausage sizzle.

The theme for the 2014 Schools Spectacular was 'This is Australia' and it was telecast to a nation-wide audience via the Channel 9 network. The D'Arts Ensemble which involved around twenty-three Schools for Specific Purposes and support units danced to 'Happy' by Pharrell Williams and students continue to comment on their enjoyment and memories of the experience.



Sporting achievements

George Bass Olympics

At George Bass School, we implemented a whole school initiative to encourage physical activity and healthy lifestyle choices in 2014.

The George Bass Olympics program has been running since Term 1 2014 on a weekly basis and has proved to be successful in achieving the desired outcomes in Physical Development, Health and Physical Education, as well as being popular with students and staff alike.

The session is made up of nine rotational activities which incorporate the twelve fundamental movement skills. For less mobile students, adjustments have been made to the activities to ensure that all students can participate equally. Each weekly session runs for forty-five minutes and it is a whole school initiative. The program continues to develop and activities are continuously being improved. New activities have been added to ensure that all students continue to work towards achieving their individualised goals across a variety of different activity stations.



Soccer Gala Day

The inaugural George Bass inter school soccer gala day was held on the 29th of October 2014. It was an enormously successful event with Mainsbridge, Broderick Gillawarna, Holroyd and Mary Brooksbank Schools participating.

The day involved soccer matches and other soccer related activities which included penalty shootouts and target kicking in junior and senior divisions. There was also a competition for teachers so that the students could have fun watching their teachers

compete against each other.

We were also extremely lucky to have representatives from Sydney Football Club soccer teams attend and support the day by being voluntary referees. They also supplied the school with soccer goals and small balls as prizes for all competitors. The generosity of the Bankstown District Amateur Football Association (BDAFA) was also greatly appreciated as they supplied us with soccer ball prizes for all of the students from the winning teams as well as volunteers who helped make the day the success that it was.

Students enjoyed a BBQ lunch following the activities and then they participated in an awards ceremony. Winners were announced in the junior and senior divisions and all competitors received participation certificates and ball prizes.

It was a great opportunity for all students to meet and socialise with students from other schools, participate as a team, and celebrate the achievements of each other.

We were very lucky to have won both divisions and look forward to future soccer gala days.



Significant programs and initiatives

Aboriginal education

At George Bass we have embedded Aboriginal education throughout our learning experiences across all Key Learning Areas (KLAs). Our units of work all contain appropriate Aboriginal content. Each week at assembly one of our Aboriginal students acknowledges the first people of the land on which our school is built. At George Bass School,

all high school students participate in an Aboriginal language program. Our classes are named after national animals using the local Darug language. We celebrated NAIDOC week with additional artwork lessons and a performance by Ryka Ali who demonstrated artworks, dance and songs. All students were able to participate at a level suited to their individual abilities.



Multicultural education and anti-racism

In 2014, a variety of multicultural and anti-racism activities and initiatives were implemented at George Bass School. Community harmony activities such as Harmony Day, a multicultural feast and a community BBQ were all a huge success and these helped to foster connections with our supportive and diverse community. These activities supplemented class programs at George Bass School that are committed to fostering inclusive classroom and school practices.



All teaching programs throughout the school promote intercultural understanding and skills by ensuring that multicultural perspectives and links are always included where relevant. Students across the school participated in a stage appropriate Connected Outcomes Group (COGS) unit with an underlying theme of multiculturalism where students learnt about their own and others' cultural backgrounds. This unit of work culminated in a huge multicultural feast which was overwhelmingly supported by our diverse community who cooked cuisine from their own cultural background and attended the event.



As part of our NAIDOC Day celebrations, Ryka Ali from P.I.E Productions performed for the whole school. This performance involved both Aboriginal and Torres Strait Islander songs and dances with a focus on playing the didgeridoo and dances representing unique Australian animals such as the kangaroo and emu.

The use of interpreters and the establishment of our orientation social story in Vietnamese, Arabic and Chinese have enhanced our ability to effectively communicate with parents and community members from culturally and linguistically diverse backgrounds.

Sarah Anderson was elected as the Anti-Racism Contact Officer (ARCO) for George Bass School.

Personalised learning and support

Personalised Learning Plans

All students at George Bass School have Personalised Learning Plans (PLPs) which cater for their individual needs across all Key Learning Areas (KLAs). PLPs are developed by teachers in collaboration with parents or carers at the beginning of each semester.

The PLP goals are written as Specific, Measureable, Achievable, Results focused and Time bound (SMART). These goals allow students to work toward achieving their outcomes more effectively by breaking them into smaller achievable steps. This gives students the opportunity to maintain a higher level of achievement.

Prior to the commencement of the school year the executive team collaboratively developed the Personalised Learning Plan proforma. The proforma includes goals, outcomes and indicators for each Key Learning Area, which are taken from the NSW K-6 and Life Skills syllabuses 7-12.

All staff were trained during professional learning sessions in the effective use of the PLP proforma. They were also given mentoring opportunities in Semester 1 and Semester 2 so that they could be supported by their supervisors to most effectively develop and implement the plan for each of their students.

Mid-year and end of year reports are linked to the PLP. This allows for all student goals to be reported against at the end of each semester and for student progress to be communicated to families.

Learning and Support Team

The Learning and Support Team (LST) meets one morning a week to discuss the needs of identified students who have been referred to the team by their classroom teachers. The LST can assist with the identification of additional learning and support needs that students may have and ensure they are being met.

These meetings are attended by the classroom teacher and SLSO of the identified student, as well as the school counsellor, principal and executive staff.

The team works collaboratively to develop and implement strategies to support the needs of the student and staff working with them. Strategies that may benefit the student at home are communicated to parents and caregivers to ensure consistency between environments.

Other significant initiatives

Accelerated Literacy

The Accelerated Literacy program was adapted to meet the individual needs of students with disabilities and implemented at George Bass School in 2014 to ensure our students are engaged with age appropriate and meaningful texts. Funding was allocated to support the initiation and implementation of the Accelerated Literacy program in 2014 throughout the school. This funding was used to purchase class sets of a variety of fiction and non-fiction texts. We have eight copies of these texts that have been established as an Accelerated Literacy kit accessible to all teachers through the library.



The implementation of the Accelerated Literacy program at George Bass School has resulted in improved student engagement and literacy skills. Student assessment results have demonstrated improvement in areas such as book knowledge and concepts about print, reading skills and comprehension. Students and staff have demonstrated enthusiasm for the program and it is now being implemented by teachers with confidence.

Literacy and Numeracy Frameworks

The Literacy and Numeracy Frameworks which were made available online through ESES funding are used throughout George Bass School. These frameworks

assist teachers to effectively plan, program, teach and assess English and Mathematics for students who have moderate to severe intellectual, and multiple disabilities who are working toward outcomes in the New South Wales syllabuses. Teachers were trained in the effective use of the Literacy and Numeracy Frameworks to provide the scaffolding that students with special needs require to fully access and participate in literacy and numeracy learning. Programs based upon these frameworks were then developed and implemented for those students working toward outcomes in the NSW English and Mathematics syllabus documents.

Student achievement is tracked via the assessment tools linked to the Literacy and Numeracy Frameworks. The Numeracy Framework Assessment Kit and assessment record were used by teachers to assess student strengths and needs. This information was incorporated into the handover process for 2015. The Literacy Framework was incorporated into Accelerated Literacy programs at George Bass School and assessment of student achievement occurred as part of these programs. In Term 4, the literacy team developed a literacy profile based upon the Literacy Framework which enabled teachers to document student progress. This literacy profile was also incorporated into the handover process for 2015. Both the literacy profile and Numeracy Framework assessment record will track student literacy and numeracy achievement over the course of their schooling at George Bass School.

Positive Behaviour for Learning (PBL)

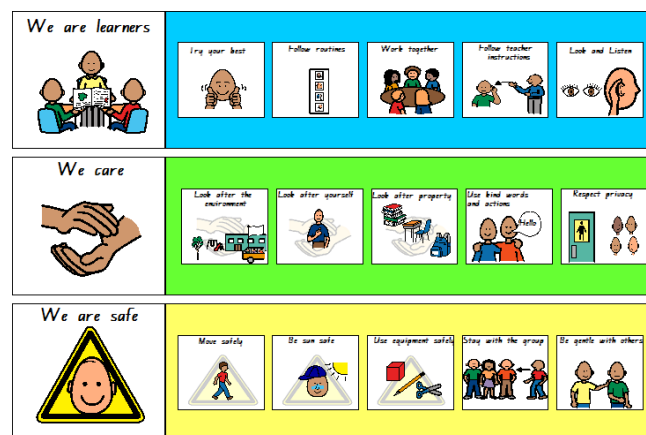
In 2014, Positive Behaviour for Learning (PBL) was introduced into George Bass School as a whole school initiative.

PBL encourages positive behaviour from students to improve their self-concept and motivation to learn whilst at the same time addressing problem behaviours and reducing their effect on student outcomes.

A PBL committee was formed which consisted of the principal, executive committee leader and staff from across the whole school. The committee started the process with an initial meeting with a PBL trainer from the regional to determine a clear direction for the program at George Bass School.

Once the guidelines were set, the PBL committee worked in collaboration with all school staff as well as community members to establish values and expectations for the school. They took into consideration all of the learning environments that our students would encounter both in and out of the school.

After careful consideration, the school decided upon three school values, which were 'We are learners', 'We care' and 'We are safe'. Each of these values have five expectations to accompany them.



Once the values and expectations were set, the committee developed visuals to accompany them so that they could be displayed in classrooms and throughout the school.

Throughout the year, staff were given more professional learning opportunities, led by the PBL committee, where a consistent language for PBL was developed.

In Term 4 signs were made with the PBL visuals to display across the school. These signs were installed prior to the PBL launch day which occurred during the end of year presentation assembly.

To support the event, stickers, wrist bands, cupcakes, balloons and certificates were made in the three colours that were chosen to represent each value. The launch was very successful and formalised the values and expectations within the school whilst introducing them officially to the wider community.

Technology

In 2014, technology has been integrated in to our programs at George Bass School to provide innovative teaching and learning that caters for individual student needs.

By providing training and mentoring for our staff we have ensured that they develop their skills and confidence in integrating technology into lessons. Staff have demonstrated enthusiasm in using technology and it is now being implemented with confidence.



Funding was allocated to support the initiation and implementation of a range of technology in 2014 throughout the school. This funding was used to purchase an iPad for every classroom and teacher. Each classroom is equipped with a laptop and an interactive plasma screen (CommBox) which allow us to provide engaging lessons for our students.

The use of assistive technology at George Bass School has resulted in improved student engagement and accessibility to all Key Learning Areas.

iPad band and drumming group

George Bass School is committed to using innovative and emerging technologies to support student learning and engagement across the curriculum. In line with this commitment, an iPad Band was established in 2014. Staff participated in a training and development session about how to setup the iPad band and how instructional methods can be differentiated to meet a range of individual needs and strengths to teach musical concepts. The iPad band is used by students throughout the school on a regular basis. Students use a variety of carefully selected iPad applications to freely explore sound on the iPads. They are able express their creativity by recording their own musical compositions. Students are also involved in structured musical experiences using the iPad applications to learn about musical concepts. High levels of engagement and understanding have been demonstrated by students

in Creative and Practical Arts musical experiences as a result of the iPad Band initiative.

The George Bass School Drumming Group was formed as part of the Creative and Practical Arts program available to students. The Drumming Group was led by talented staff members Abhilash Mohan and Matthew McMartin. Students visited the school hall once a week during terms 3 and 4 to participate in a drumming circle and were taught drumming techniques, how to maintain a beat and a range of other musical concepts. In addition to this, students also had the opportunity to experiment with a range of other musical technologies and instruments at times during these sessions. The drumming group performed for their peers, parents, friends and community members at our 2014 Presentation Day.



Picture Exchange Communication System (PECS)

In 2014, George Bass School introduced PECS into the school as a whole school augmentative / alternative communication intervention for students who need support with communication. PECS is a system for individuals of all ages demonstrating a variety of communicative, cognitive and physical difficulties and it was seen as a priority for students at George Bass School.

Three staff members were formally trained in the implementation of PECS. This was in addition to the five staff members already trained. The priority in 2014 was to have staff trained and familiar with the

system of PECS, as well as for the development of PECS folders and resources.

Ongoing professional learning opportunities were provided for staff and parents throughout 2014 to ensure that students had access to PECS both at school and at home. A PECS committee was also formed in Term 3 to provide in-class support to teachers and assist with the initial implementation of the program school-wide.

Staff nominated themselves to receive extra support in order to become more confident and competent PECS supporters. This provided staff with the support that they needed to make PECS successful for the students in their classrooms.

A visit to Holroyd School was made to have a look at their well-established PECS resource library and to exchange ideas with the PECS committee there. Using the information gained during that visit, a PECS resource library was started at George Bass School. This resource library will grow and assist staff with resources and ideas to use when implementing PECS within their classrooms.

Staff are also sharing their PECS ideas via discussions, photos and videos on a weekly basis during team meetings as sharing of knowledge and expertise through collaborative discussion is the key to building the capacity of others. This collaboration plays an important part in the successful and ongoing implementation of PECS at George Bass School.



Work education

Colours Café

In 2014, George Bass School senior students started an exciting new work skills and food technology project called Colours Café. Named and run by the students, the café served healthy lunches to staff

each Wednesday. Students were able to participate in activities such as menu and shopping list writing, food preparation and serving. They gained confidence and social skills while learning about food safety and cooking in a safe and supported environment.



Trivia night and art auction

In Term 3, we held our very first whole school fundraiser to raise money for school library resources and exercise equipment.

The fundraiser was a trivia night with an auction of class artworks.

All classes produced a wonderful artwork on canvas to be auctioned on the night. The theme of the artworks was 'George Bass School'. The amazing creativity of staff and students was depicted in the artworks. The finished products looked absolutely amazing.

During the organisation of the event a fundraising committee was formed. This committee consisted of staff and parents who worked effortlessly to get donations of prizes from local and non-local businesses to support the event. The school was very lucky to have received donated signed sporting merchandise from a range of sporting clubs which was auctioned off on the night to raise more funds.

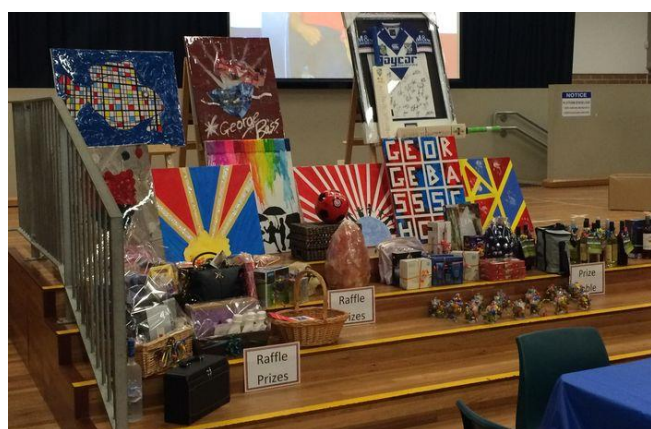
The generosity of staff, parents and the wider community continued with donations of food,

drinks, coffee and desserts which were also sold on the evening to support this fundraiser.

The attendance by school members and wider community was amazing. In addition to the 200 entry tickets sold for the event, there were over 20 volunteers on the evening who assisted with cooking the BBQ, selling drinks and cakes, setting up the event and cleaning up afterwards.

Over \$7,500 was raised on the night. This money was used to purchase a large number of resources for the school library as well as to purchase and install some exercise equipment in the playground.

After the success of our fundraiser we look forward to organising another one in 2015.



Stepping Stones Triple P

This year, the Triple P Stepping Stones Program was offered to parents of students in years K-6. The program has been developed specifically for parents of children with a developmental disability. It teaches strategies to deal with the kinds of childhood behaviour problems and issues that can make family life stressful. The program not only aims to give parents the skills to effectively encourage positive behaviours from their children, but also aims to teach parents strategies to looking after themselves in a supportive environment. The program attracted overwhelming interest from our

parent population and those parents who took part provided very positive feedback about the course. A particularly positive outcome of the program was the development of connections and friendships between the parents which led to the establishment of a parent support group.



Orchard and garden

Orchard

This year, a number of staff decided to make effective use of some unused land at the back of our school.

The plan was to begin a school orchard as part of an environmental education project and for future use as a work skills program for high school students. The project was a very big one, as the amount of work needed to get the orchard underway could not be completed without some heavy machinery.

With the involvement of extremely generous volunteers who not only volunteered their equipment, but also their time, the land was cleared and prepared for the planting of some fruit trees.

The generosity continued with the donation of sixteen fruit trees and gardening supplies from Bunnings at Villawood. Bunnings also donated a day of volunteer services by three of their staff members who assisted with the planting of the trees.

In July, we had a 'plant-a-fruit-tree' day to celebrate the Planet Ark National Tree day. Students from across the school were involved in planting a fruit tree in the new orchard with the assistance of staff and volunteers. Students also took part in completing an artwork on canvas of a citrus tree to mark the occasion.

The day was a huge success and the trees have been

thriving since they were planted. Some of the trees are now producing fruit.

Students have been enjoying the opportunity to visit the orchard and to observe the changes that have taken place since the area was cleared and prepared for planting. This project will continue into 2015 as there are plans for more seating and fruit trees.



Garden

This year we have started our own little kitchen garden which is located outside the school kitchen classroom. There are five garden beds in the area. They are being used by classes to plant a variety of different plants, both edible and decorative.

Each class has been allocated a time during the week to support the maintenance of the garden by watering, weeding and harvesting any produce that has grown. It has been wonderful to see students explore the garden with their senses and taste different herbs and vegetables that have been growing. These have included mint, coriander, parsley, cherry tomatoes, snow peas and green beans. The garden has also been linked to units of work within classrooms and has assisted students to learn about plant life cycles. This program will continue in 2015 and will be linked closely to the senior café work program so that some of the food prepared in the café can be taken directly from the kitchen garden.



Integration program

During 2014, seven students from George Bass School participated in an integration program targeting the development of social skills and communication. Travelling by bus each Wednesday during Term 2, 3 and 4, students met with their Year 5 buddy class at Bankstown Public School and participated within a variety of scaffolded activities. Students from the buddy class were responsible for creating socially stimulating activities and setting up of those activities. Students from George Bass and Bankstown Public school looked forward to this weekly meeting. The program resulted in improved social and leadership skills for students.

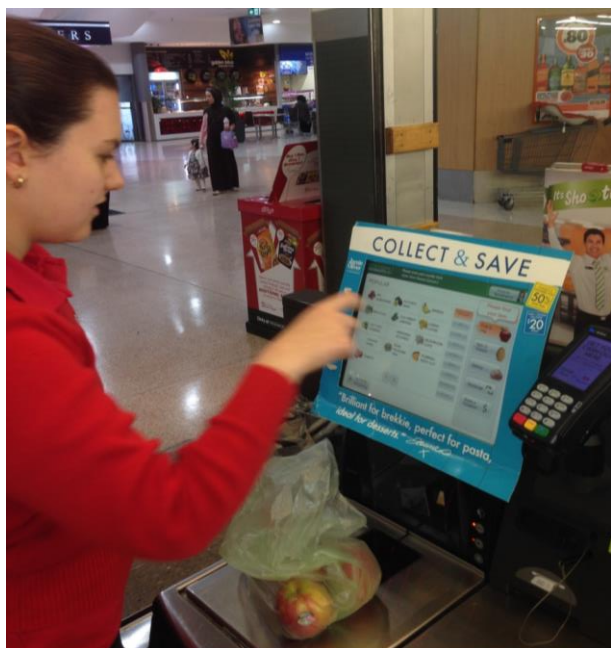
This program was planned to complement the Personal Development Health and Physical Education (PDHPE) subject content of fair play and cooperation. They were encouraged to show awareness and consideration of others by cooperating in small groups. Students from Bankstown modelled appropriate play skills, peer interaction and communication with peers in a variety of play situations. Students were able to practise essential skills when working to develop and maintain positive relationships. They learnt about listening, sharing and showing concern for others.

Our future direction for this program is to generalise this model to develop additional curriculum areas through a buddy reading program or weekly numeracy skills development. Using peer modelling and mentoring, we aim to promote positive learning behaviours.



Community Access for Senior Students

During 2014, Bidjawong class participated in the school's first community access program. Every week, students travelled to the local supermarket to buy food for the school's cooking program Colours Café. Students found these trips highly motivating and enjoyed interacting socially with local business owners and the public. Students gained independence and confidence and learnt important skills such as writing shopping lists, using technology and handling money.



School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- gathering and analysing student performance data from student reports to highlight the impact of programs on student learning.
- evaluating and analysing teaching programs through consistent supervision processes. The evaluation of these programs indicate the success of the targets in George Bass School planning.

- collecting regular data using school wide systems implemented for student learning such as the Numeracy and Literacy frameworks and communication systems data.

Data could only be collected using each of these methods over 2014 due to this being the school's inaugural year.

School planning 2012-2014:

School priority 1

Positive Behaviour for Learning (PBL)

Outcomes from 2012–2014

Improved student engagement through reduced challenging behaviour.

Evidence of achievement of outcomes in 2014:

- A Positive Behaviour Learning system has been developed in collaboration with all staff and the community.
- Three school values have been developed and are clearly displayed in each classroom and across the school.
- Matrices have been developed for each school area in consultation with all school staff. These are available via the school server.
- Visuals to accompany school values and expectations have been developed and promoted visually and electronically.
- All staff are familiar with values/expectations and communication strategies.
- Strong parent attendance at a Positive Behaviour for Learning launch. Strong feedback on understanding from the community.

Strategies to achieve these outcomes in 2014:

- Develop a school Positive Behaviour for Learning system across the school with support of regional personnel.
- Develop the school values in consultation with staff during a professional development session and get input from parents at Parents & Citizens meeting.
- Develop a matrix for each of the school values that identify what the expectations are across all school environments.

- Design and make visuals to accompany the school values to be used in classrooms. These are to be promoted via signage in the school and on the schools website and newsletter.
- Present the school values and expectations to the staff and school community during a Teacher /SLSO Professional Learning session.
- Host a school Positive Behaviour for Learning launch day and include families and the community.
- Develop a scope and sequence for the implementation of social skills lessons.



School priority 2

Literacy

Outcomes from 2012–2014

Improved student communication skills leading to literacy achievement.

Evidence of achievement of outcomes in 2014:

- PECS folders and resource kits were established by staff and parent helpers. These are available to all teachers via the library. Teachers are accessing these to support student communication programs with increased frequency.
- Teachers and SLSOs have a good understanding of how PECS programs are taught. Staff have been observed implementing PECS in the classroom and documentation has been sighted in class programs.
- Internal mentoring and observation of PECS in use has occurred and feedback/support given to staff.
- Teachers and students are using consistent Key Word Signs (KWS) to support communication across the school.
- Weekly KWS reviews and teaching at assembly has taken place and this has led to an observed increased use of consistent KWS across the school.
- Communication switches are available for use with communication programs.
- iPad communication technology is available in all classrooms and used by students.
- Student literacy achievement data has been collected on the newly established literacy profile and included in the handover folder/process to plan for future student communication and literacy goals.
- Teachers who attended the PECS training have provided feedback to executive and other staff in mentoring opportunities and in teacher professional learning sessions.

Strategies to achieve these outcomes in 2014:

- Parent volunteers and staff were asked to create Picture Exchange Communication System (PECS) folders and motivator kits for use across the school to support student communication programs.
- An afternoon professional development session for teachers and SLSOs was held in Week 1 of Term 2 about PECS.
- A PECS committee was established to develop and implement an internal PECS mentoring and observation program to assess and support teacher/SLSO use of PECS for student communication programs.
- Establish the consistent use of Key Word Signing (KWS) by staff and students to support communication across the school by providing a weekly opportunity at communication meetings to review three KWS for staff to use with students. Incorporate teaching these three KWS to students into part of our weekly assembly.

- Wireless switches were purchased for use in classrooms by students to support individual communication programs.
- The 'Autismate' communication application was purchased and installed on all student iPads and in-school training was provided to all teachers.
- A literacy profile was developed and trialled by the literacy committee to track communication progress on the Literacy Framework learning continuum.
- 'PECS Basic Training' course was attended by three staff members.



School priority 3

Numeracy

Outcomes from 2012–2014

Increased levels of numeracy performance for all students.

Evidence of achievement of outcomes in 2014:

- 'Numeracy Framework Assessment Kits' are available in classrooms and utilised by staff to assess numeracy programs.
- Numeracy committee members have been trained to use kits and then the Numeracy committee members will train all teachers to use them.

- Data collection tool is available from server and a hard copy is included in each kit.
- Students from each class have been assessed by their classroom teacher using the 'Numeracy Framework Assessment Kit'.
- The Numeracy Framework has been used to write personalised learning goals for those students working at this level.
- The Numeracy Framework and/or Numeracy Continuum is evidenced in class programs e.g. linked into Connected Outcome Groups (COGS) units.

Strategies to achieve these outcomes in 2014:

- Develop 'Numeracy Framework Assessment Kits' for each class to support assessment which will guide the development of individualised Numeracy programs for all students.
- Provide training around the use of the Numeracy Framework Assessment Kits for teachers to ensure that all students working at this level can be assessed using this tool.
- Upload electronic data collection tool for the Numeracy Framework to the school server and print off a hard copy for each Numeracy Framework Assessment Kit.
- Teachers to be allocated a full day to assess the students in their class using the Numeracy Framework Assessment Kit.
- Teachers to attend an 'Introduction to the Every Student Website' presentation and trial the practical application of the online Numeracy Framework to write Personalised Learning Plan (PLP) goals using the George Bass School PLP template.
- Collaboratively plan COGS units with an emphasis on integrating the Numeracy Framework and/or Numeracy Continuum into programs and activities.



School priority 4

School Improvement/Leadership Development

Outcomes from 2012–2014

Aspiring leaders are better able to support and enhance quality learning for all students

Evidence of achievement of outcomes in 2014:

- Each teacher was allocated a role in the school roles and responsibilities document and their progress was tracked by their supervisor. This is also evidenced in the preparation of the annual school report.
- EARS meetings occurred on a termly basis with a record to progress towards goals. Feedback is kept by the executive and principal.
- Teachers and supervisors met and discussed professional learning goals and relevant professional development opportunities. Their progress was tracked through supervision processes.
- Teachers were each allocated professional development tasks at executive meetings based on their role and the school's needs. This was recorded and feedback sought in each professional learning session.

Strategies to achieve these outcomes in 2014:

- Each teacher will take a leadership role in a school committee or development task.
- The 'Growth Coaching' model will be implemented throughout the Executive Assessment Review Schedule Process.
- Executive support will include discussing professional learning goals for all teachers and encouraging them to attend relevant professional development opportunities to work towards teacher needs and school priorities. This will also form a part of the beginning teacher support program.
- Teachers will be expected as part of their role to attend professional development and then lead professional development to their colleagues in curriculum development or pedagogy related to school targets.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent/caregiver Satisfaction

Feedback was sought from parents via an end of year survey. Parents were asked to provide feedback on the school and also on the school reporting and programming systems.

Feedback from all parents was extremely positive and they were very happy with the level of support that their students were receiving at George Bass School and also the level of information that they received via the end of year reports.



Teacher Satisfaction

Significant efforts on behalf of our entire school community were made throughout 2014 to create an inclusive environment with highly engaged educators in all areas of school planning and management.

Each teacher, executive team member and School Learning Support Officer was able to meet individually with their supervisor and then again with the Principal in 2014. These meetings, as well as engagement in programs and initiatives throughout the year, highlight a highly satisfied and engaged body of educators.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The schools strategic directions over the next three years are captured in three strategic directions. The three strategic directions that follow will provide direction to any projects and school improvement programs that will take place over the next three years.

- **Strategic direction one:** Innovative, quality learning programs to promote student achievement.
- **Strategic direction two:** Catering for individual student learning needs, celebrate achievement and promote wellbeing.
- **Strategic direction three:** Sustainable partnerships within our diverse community that provide opportunities that are mutually beneficial to the school, students, families and the wider community.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Toula Finka – Assistant Principal

Tara Dang – Assistant Principal

Kristy Kirkham r/Assistant Principal

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>