



St Gabriel's
SCHOOL

2022

Annual Report



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St Gabriel's
SCHOOL

St. Gabriel's School Annual Report 2022

Introductory Statement

St. Gabriel's School Vision Statement

Our vision is to enrich the hearts and minds of young people with special needs for active participation in their community.

St. Gabriel's School Mission Statement

Through quality Catholic Education in the Edmund Rice tradition, we transform the whole person through authentic relationships and innovative, educational experiences.

St Gabriel's School Values

The values held by the St Gabriel's School community are based in Gospel values where Jesus Christ is the cornerstone of a full Christian life. It is through innovative learning and teaching that we aim to nurture these values. They are founded in the Charter for Catholic Schools in the Edmund Rice tradition of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.

Faith	We strive to liberate our community to be faithful to the Catholic tradition while respecting the fundamental religious diversity of all people.
Joy	We strive to enhance our students' and families' wellbeing through fostering a deep sense of belonging, happiness and celebration in their journey to experience life in its fullness.
Relationships	Our community is committed to developing strong relationships with one another. We aim to promote respect for the dignity of each person within the context of participation, integrity and the promotion of wellbeing.
Community	We serve our families and the broader community by reaching out to others and nurturing respectful relationships, honouring independence while contributing to the unfolding of our students' inspiring stories.

Acknowledgement of Traditional Custodians

Today we are on Dharug Country. We respectfully acknowledge any Aboriginal and Torres Strait Islander peoples on this land today and recognise their connections to Country and community. We acknowledge the ancestors and Elders past, present and emerging who will lead us into tomorrow. In the same way that Aboriginal and Torres Strait Islander people were diverse nations with their own cultures, languages and lives, we acknowledge the uniqueness of each student here at St Gabriel's. Like First Nations people, we embrace our differences while supporting one another and, like a connection to Country, we keep returning to Jesus as the common ground which unites us all"

St Gabriel's School is committed to the process of reconciliation and to fostering and maintaining active partnerships with Aboriginal communities, in recognising Aboriginal people as the custodians of this land and ensuring that respect for Aboriginal cultures is promoted in all School activities.



School Profile

St Gabriel's School is an independent primary and secondary, co-educational, Catholic special school registered and accredited (Years K-11) by the NSW Education Standards Authority (NESA). The School is not incorporated but derives its civil and canonical status from being owned and operated by the Trustees of Edmund Rice Education Australia (EREA).

Archbishop Michael Kelly founded St Gabriel's. He knew of the Cabra Deaf Boys School in Ireland and the good work being done there by the Irish Christian Brothers in caring and educating deaf boys of Ireland and wanted the same for the deaf boys of Australia.

On a visit to Dublin in 1920, he requested the Superior General, Brother P J Hennesey, to open one such deaf school in Sydney and obtained from him the promise that Brothers would be sent from Cabra to the school in Sydney.

On his return to Sydney, he had the Christian Brothers make a commitment to find a suitable property in Sydney "to establish a school for the Catholic deaf boys of Australia." After many weeks searching, a property was selected at Castle Hill. It consisted of "a fine old residence, a cottage nearer the road and 35 acres of good land".

Five months after the land was secured, as promised, two Christian Brothers who had taught for some years at Cabra set sail from London and arrived in Sydney on June 10, 1922. On July 10 the first sod was turned in the erection of the School at St Gabriel's.

St Gabriel's was founded on September 10, 1922 when the foundation stone for the first block of buildings was blessed by Archbishop Kelly and the School was formally opened on May 6, 1923.

Perhaps one of the most significant changes in St Gabriel's history occurred in 1973 when it changed from a residential day school for deaf boys only to a co-educational day school with the first girls attending.

Over the years the School's enrolment has changed, broadening to include students who have sensory impairments other than hearing, as well as students with other special needs including intellectual disabilities in the mild to moderate range and autism. The philosophy is focused on meeting the individual needs of each student, helping them to develop skills that enable them to take their rightful place in society. At the end of 2022 St Gabriel's School had an enrolment of 150 students.

In 2022 there were 61.3 full time equivalent (FTE) members of staff – 25.3 FTE members of the teaching staff and 22.7 FTE members of the support staff. The Principal and the School Executive are responsible for the operational management of the School.

About this Report

St Gabriel's School is registered by the NSW Education Standards Authority (NESA) and managed by Edmund Rice Education Australia (EREA) the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the School community with fair, reliable and objective information about the School performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the School community during the year.

Accordingly, the Report demonstrates accountability to regulatory bodies, the School community and EREA. This Report complements and is supplementary to the fortnightly Newsletter and other regular communications. The Report will be available on the School website by 30th June 2022 following its submission to the NSW Education Standards Authority (NESA) and EREA.

Further information about the School or this Report may be obtained by contacting the School on 02 9634 2367 or by visiting the website at www.stgabriels.nsw.edu.au.



Principal's Message - Mr Michael Farrell



St. Gabriel's is a Catholic school in the Edmund Rice tradition. It is one of two schools that form Edmund Rice Special Education Services (ERSES). The school embraces the four guiding Touchstones of Edmund Rice Education Australia (EREA). The Touchstones are Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity. These Touchstones provide a practical expression of our identity and critically inform our planning and decision-making. The Touchstones perpetuate the educational legacy of Blessed Edmund Rice, inform the character and culture of EREA schools and challenge staff, students, and families to be intentional and faithful to advancing Liberated learning.

In January 2022 I was blessed and grateful to join the remarkable learning community that is Edmund Rice Special Education Services (ERSES). It was apparent that our two schools were robust and creative learning environments with an appetite for change to ensure continued excellence in special education. Our school communities have a breadth of learning expertise and dedication that is informed by our school values of community, relationships, growth and Joy. Our schools continue a strong tradition of collaboration with parents in our commitment to educating and developing each child's abilities and furthering their interests, so they can confidently contribute now and in their post-school life.

Edmund Rice Education Australia released its anticipated Learning Statement in 2022. The learning statement actions the touchstone of Liberating Education by Implementing Liberating Practice to Co-create a Better World.

“Explicitly co-creating the learning conditions, dispositions and relationships to enable deep listening, confidence, agency and freedom.”

The EREA Learning Statement respects and honours the unique stories and celebrates the diversity of individuals and learning communities with EREA. The EREA Learning Statement has been a pivotal strategic action for our organisation, giving life and language to our vision for learning.

The Council of Trustees of Edmund Rice Education Australia (EREA) has undertaken changes to our Governance Structure this year. Pope Francis has wisely reminded us on many occasions that we are encountering a 'Change of Era'. This is indeed true for Edmund Rice Education Australia as they adopt a new incorporated governance structure – to be called EREA Ltd - which heralds a transformation of the organisation for a new era. ERSES schools have partnered with our Flexible Learning schools under a new EREA Subsidiary called EREA Learning Flexible Schools Ltd. Our affiliation with Flexible Schools will see positive

change and promote growth.

During the year we were able to occupy some of the new learning spaces that we have been eagerly anticipating. The building delays have tested our patience and ingenuity with our frequent adjusting to changes in our working/learning environments. The use of the new spaces has highlighted the benefits of a purpose-built design for our way of teaching and learning. The complete renewal of our learning environments will be realised in mid-2023.

I would like to sincerely thank our staff who, in a time of change and transition, showed professionalism, commitment, and determination, in ensuring the education and safety of our students were not compromised and students and our families, remained informed and connected to our community. Equally, I would like to extend our appreciation to our parent community, trusting that the frequent changes to our learning environment did not diminish safety or interrupt routines and education delivery.

We have learned over the past few years that disruption and change is growth. Individually and collectively, we develop perspectives and learn to embrace new opportunities. As we transition to a new governance structure and contemporary learning environments, we learn how to manage our response to ambiguity. Around school each day we observe our students and staff showing their resilience, engagement and patience despite the change occurring literally around them.

Grounded in our commitment to excellence in special education, justice and solidarity, it is our actions, our words and our attitudes that are the foundation of our thriving. We pray that God grants us the courage and compassion of Blessed Edmund Rice as we seek to live lives of love and service.

Blessings and kind regards,

Michael Farrell

PRINCIPAL

EREA Executive Director Report – Ray Paxton

As I look back at our year as an EREA community in 2022, there has clearly been a sense of excitement, renewal and dynamic activity. The resilience and agility each of our school communities has demonstrated through the peak of the COVID-19 pandemic has brought us to a new sense of who we are as Catholic Schools in the Edmund Rice tradition. Across our country, our schools have strengthened local, regional and international connections in spite of the most extreme obstacles placed before us.

As our connection through Zoom, Teams and breakout rooms brought new experiences and opportunities in 2021, 2022 has challenged us to determine the best ways of balancing technology and relationships as foundational to each of our learning journeys. In that context, I pay tribute to our principals, staff, parents and school communities for their openness, integrity and innovative intentions during this period. I have had the privileged opportunity to visit many school communities during 2022. From Bindoon WA to Yeppoon Qld, from Alice Springs in the Territory to Hobart Tasmania, as well as schools in Victoria, NSW and South Australia - our young people continue to thrive and meet the challenges presented to them.

In September 2022, EREA launched its Learning Statement: Implementing Liberating Practice. Framed by our EREA Touchstones, this statement challenges all of us to “co-create the learning conditions, dispositions and relationships which enable deep listening, confidence, agency and freedom”. This new language has been collaboratively developed by learners and leaders from all our schools and signals a new era of confidence for Catholic Schools in the Edmund Rice Tradition.

Most significantly, EREA Stretch Reconciliation Plan was launched in May 2022. Many of our schools have progressed their development of School (Narragunnwali) RAPs, further connecting to elders and communities as we work together for truth-telling and healing. Edmund Rice Education Australia unconditionally extends our support for the 2017 Uluru Statement from the Heart and urge all across Australia to do so as a critical step towards Reconciliation. We believe that our future as a nation must be based on justice and liberation and that our First Nations peoples are entitled to the democratic right to have a voice in decisions that affect them.

Thank you for your leadership of and contribution to living the EREA Charter and Touchstones. Our schools continue to seek new and inspirational ways to “live Jesus in our hearts” through word, action, vision and meaning-making.

Ray Paxton

National Executive Director (Interim)
Edmund Rice Education Australia

Message from the Chair of the Board - Mr David Roffe



Faith, Joy, Relationships and Community

While 2023 has continued to be a very challenging year for all, our students and staff have continued to 'live' the School values of Faith, Joy, Relationships and Community. St Gabriel's continues to be a special place that inspires many people to be involved and contribute generously.

This year we have been excited to see our state-of-the-art education buildings emerge from master plan to reality.

Together with our dedicated teaching staff, the buildings will support our innovation learning pedagogy and enhance our student's quality of learning and life experiences.

The Advisory Board is a group of volunteers who lend their expertise to support Michael Farrell and the Executive team to provide the best environment to enrich the hearts and minds of our students. As Advisory Board Chair I would like to thank all the Advisory Board members for their generosity and support.

On behalf of the ERSES Advisory Board, congratulations to Michael and all the staff at St Edmund's for their extraordinary efforts in 2023. We wish our community a safe and wonderful end to the year.

David Roffe

Advisory Board Chair



Student Data

Student number at Census date was 150. Student data is collected daily. For the Department of Education, Employment & Workplace Relations Student Attendance Data Collection periods the attendance figures for each year level averaged:

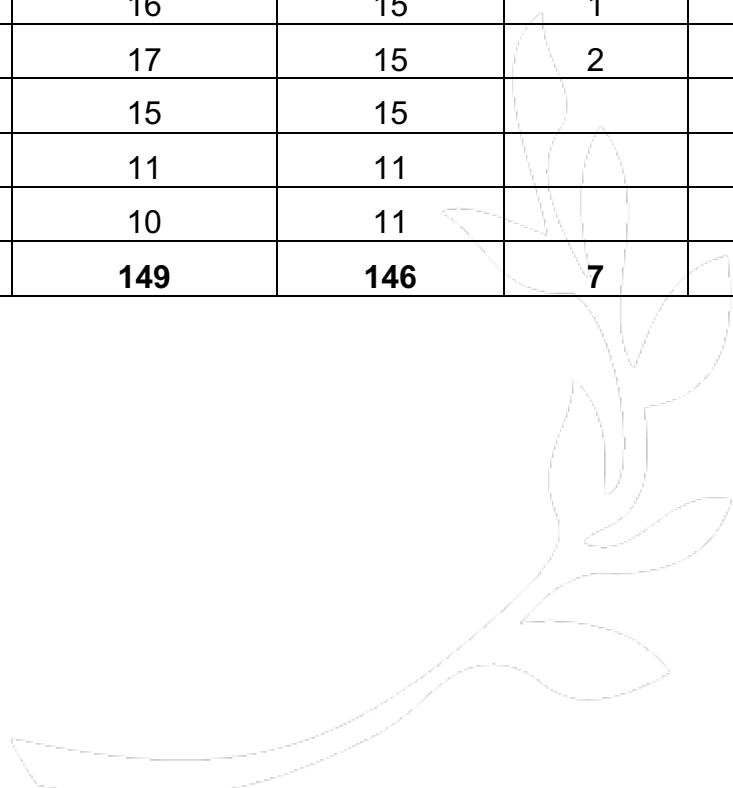
Kindergarten	15
Year 1	14
Year 2	17
Year 3	9
Year 4	11
Year 5	16
Year 6	15
Year 7	17
Year 8	15
Year 9	11
Year 10	10
Total	150

St Gabriel's School has a clear policy for dealing with and managing student absences. Parents are notified by the School for unexplained absences and these are followed up by Classroom teachers on the student's return.

YEAR	% ATTENDANCE
Kindergarten	87
Year 1	85
Year 2	86
Year 3	85
Year 4	88
Year 5	91
Year 6	91
Year 7	89
Year 8	91
Year 9	96
Year 10	91
TOTAL	89

Overall retention rate for students = 97.9%. Student number at Census date was 150

YEAR	YEAR START	YEAR END	LEAVERS	NEW ENROLMENTS
Kindergarten	14	14	1	1
Year 1	15	14	1	
Year 2	16	15	1	
Year 3	10	9	1	
Year 4	11	11		
Year 5	14	16		2
Year 6	16	15	1	
Year 7	17	15	2	
Year 8	15	15		
Year 9	11	11		
Year 10	10	11		1
TOTAL	149	146	7	4



Teaching Staff

New staff members are provided with a minimum 12-month induction to assist their transition to the School staff community during their first year. Fourteen new staff members were inducted into the school during 2022.

Workforce Composition

	Number	Full time equivalent
Teachers	27	25.3
Speech & OT Pathologist & Nurse	5	3.3
Learning Support Staff	27	22.7
Administration	10	7.5
Maintenance	3	2.5
Total	72	61.3

In 2022, the number of Aboriginal and/or Torres Strait Islander staff members was 1.

Teacher Qualifications

Qualifications	Number
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR)	7
Teachers having a bachelor degree from a higher education institution within Australia or as recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	20

Teacher Professional Learning, Accreditation and Qualifications

Accreditation Level	Number
Conditional	2
Provisional	2
Proficient Teacher	23
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0



Teaching and Learning

Student Outcomes in Standardised National Literacy and Numeracy Testing

Students resumed NAPLAN assessments in 2022, after a break from Covid.

For NAPLAN results, please refer to My School website www.myschool.edu.au

Teacher Professional Learning, Accreditation and Qualifications

St Gabriel's teaching staff are committed professionals who undertake high-quality professional learning experiences to support continuous growth as educators with a specific focus on the following domains:

Learning: Achieve excellence and leadership in teaching and learning;

Wellbeing: Embed wellbeing as a cornerstone to enable students to flourish;

Mission and Identity: To support growth and development in Catholic faith;

Community: Harness St Gabriel's strength of community and sense of belonging;

Leadership: Continue to develop St Gabriel's identity as a leading school of choice and a school of excellence.

Teaching staff participated in designated professional learning days and additional professional learning afternoons in person and online throughout 2022, incorporating guest speakers, workshops and training in compliance-related areas, department and wellbeing meetings and planning time.

St Gabriel's staff presented at local and state conferences.

Professional Learning

St Gabriel's provides a wide range of opportunities for staff to develop their skills and understanding.

Description of the Professional Learning Activity	No. of Teaching Staff
2022 Child Protection Policy	65
2022 Child Safeguarding	65
2022 Communication, Technology & Electronic Devices Policy	32
2022 EREA Code of Conduct Policy	65
2022 Privacy, Dignity & Confidentiality Procedure	32
2022 Social Media Usage Policy	32
2022 EREA HR Policies and Procedures	32
2022 EREA Bullying Prevention	32
2022 EREA Whistleblower Policy and Procedures	32
2022 EREA WHS	65
2022 Internal Grievances	32
Child Safeguarding Update	58
CPR	58
AAC in Practice	42
AAC Strategies and Class Implementation	38
Accommodations:Instructional and Testing Supports for Students with Disabilities	1
Addressing Disruptive and Noncompliant Behaviors(Part 1):Understanding the Acting-Out Cycle	3
Addressing Disruptive and Noncompliant Behaviors(Part 2):Behavioral Interventions	2
Austism Spectrum Disorder(Part 1):An Overview for Educators	2
Austism Spectrum Disorder(Part 2):Evidence-Based Practices	2
Austism Spectrum:Universal Supports- Self-paced Learning Experience	13
Australian Perspectives:First Nations, Gender, Migration Progam	1
Autism Spectrum Disorder:-Intensive Supports -Self-paced Learning Experience	1
Autism Spectrum Disorder:-Targeted supports -Self-paced Learning Experience	1
Braille Numeracy in the Classroom	37

Description of the Professional Learning Activity	No. of Teaching Staff
Chemical Safety in Schools Basic Induction-Self-paced Learning Experience	1
Class Meetings and Preparation	1
Classroom Engagement Strategies	42
Communication	1
CVI-OM	36
Early Literacy	42
Early Literacy Project: Module 3-Explicit Instruction and Beginning Phonics	42
Early Literacy Project:Module 5-Explicit Instruction and Fluency	42
Early Literacy Project:Module 1-Early Literacy and Screening	42
Early Literacy Project: Module 2 Explicit Instruction and Phonological/Phonemic Awareness	42
Early Literacy Project: Module 4-Explicit Instruction and Advanced Phonics	42
Early Literacy Project: Module 7-Explicit Instruction and Comprehension	42
Early Literacy Project :Module 6 Explicit Instruction and Vocabulary	42
Early Literacy Project: Module 8-Developing Effective Literacy Sessions	42
Effective use of Breakout Spaces	39
Emergency Evacuation	38
Evidence-based interventions to support LSO's in their group and one-to-one instruction	39
Interplay Masterclass 1/2 day workshop with Interplay Therapy	1
Introduction to Autism	4
Introduction to the Positive Behaviour Support Template	1
Introduction to Visual Supports	4
KeStrategies to Support Childred with Autism Spectrum in the Classroom for Success	1
Koori Korner	42

Description of the Professional Learning Activity	No. of Teaching Staff
Load Reduction Theory	14
Load Reduction Theory in Action	16
Making Your Numerical Data Work	4
Managing Challenging Behaviour to Create Calm Classrooms Course	1
Memory and Learning	16
Memory and Learning in Action	13
Orientation & Mobility	40
Questioning	19
Questioning Types	28
Responding to Problematic Sexualised Behaviour	41
School Wide Positive Behaviour Support	35
Sensory Processing	38
PBS Framework	41
Stage 6 Curriculum - what does it look like?	40
Success Criteria	34
Supporting Transitions in the Secondary Years and Beyond Wenibar	1
Surface and Deep Learning	17
Surface and Deep Learning in Action	16
Teacher & Teacher's Assistants	16
Understanding Autism Spectrum Disorder	16
Understanding Sensory Processing	2
VET Retail Network Day	1
Working with LSO's to improve student outcomes	33

School Student enrolments – Range of Disabilities

Disability	Total
Cognitive - Substantial	3
Cognitive - Extensive	142
Physical - Substantial	
Physical - Extensive	
Sensory - Substantial	
Sensory - Extensive	5
Social-Emotional - Substantive	
Social-Emotional - Extensive	
Total	150

Ages	Boys	Girls	Total
5	3	4	7
6	10	7	17
7	9	6	15
8	8	3	11
9	8	3	11
10	10	2	12
11	7	9	16
12	13	4	17
13	10	6	16
14	6	4	10
15	3	8	11
16	6	1	7
TOTAL	93	57	150

At Census date, the total Student number was 150. In 2022, the number of Aboriginal and/or Torres Strait Islander students was 5.

School Policies

All Policies are available from St Gabriel's School and may be accessed by contacting the School.

St Gabriel's School policies are reviewed constantly (live) via 'Complispace' an online Compliance and Assurance management system. Implementation of policies and procedures is part of a process involving information sessions, staff training, staff discussion and signing off on major policies and procedures.

Enrolment Policy

Refer to Attachment 1 for the full text of the School's Enrolment Policy including all prerequisites for continuing enrolment which is attached.

A summary of School Policies relating to:

Anti-Bullying Policy

At St Gabriel's School (the School), we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to create a culture of caring which will not tolerate bullying. This policy builds on the School's Pastoral Care policy to provide clear and agreed procedures and strategies for combatting bullying in the School, responding to bullying behaviours and protecting and supporting all parties involved.

Behaviour Management Policy (Discipline)

Positive behaviour systems of support are evidence-based strategies for building an inclusive and collaborative school culture that optimizes teaching and learning opportunities and the overall success of the student. It is supported by the School Wide Positive Behaviour Plan that is designed to promote and maintain a safe, caring and positive learning environment for all students and staff.

In the Catholic school environment students are therefore, guided and encouraged to develop a sense of responsibility, self-control and self-discipline and regulate their conduct in accordance with Christian principles. Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.

The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

Complaints and Disputes Policy

(Students and Staff)

- To encourage students and staff to present any grievances/complaints either formally (in writing) or informally and, if necessary, to assist them in articulating such grievances/complaints.
- To provide a mechanism which enables students, staff and advocates to express their dissatisfaction or disagreement with practice, policies or procedures of the School and seek a resolution.
- To ensure that grievances/complaints are responded to in a manner that respects confidentiality and allays any fears of retribution.
- To provide full information to students, staff and advocates on issues where a grievance/complaint has been made or lodged.
- To use the grievance mechanism as a means of improving outcomes for students and staff.

(Community Members)

- To provide a mechanism which enables community members to express their dissatisfaction or disagreement with practice, policies or procedures of the School and seek a resolution.
- To ensure that grievances are responded to in a manner that respects confidentiality and allays any fears of retribution.
- To provide full information to the community on issues where a grievance may have arisen through lack of information or a misunderstanding.

Student Attendance – Non-Attendance Policy

The Principal must provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

The Principal must advise parents promptly when their children are absent without explanation.

The Principal is responsible for ensuring that accurate records of student attendance are maintained in an approved format. The register of enrolment must be retained for a minimum of five (5) years before archiving. The register of daily attendances must be retained for a period of seven (7) years after the last entry was made.

The Principal must ensure that all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented.

The Principal must ensure that School personnel are provided with information on attendance requirements and their obligation to monitor and promote regular attendance at School.

Catholic Identity

Formation and reflection days for students in the secondary school are being developed to begin in 2023. Year 7 will focus on the story of Blessed Edmund Rice and the theme of belonging to an EREA community. Year 8 will explore the challenge to 'Love Others'. Year 9 will visit Mary MacKillop Place and St Mary's Cathedral as they explore 'Being Catholic in Australia'. Year 10 (2022) will explore 'God's Creation & the environment'.

Maintaining and developing community relationships with the local parish, other school communities and Edmund Rice Education Australia allows for enriching and valued connections. These relationships again were limited in scope however they were reimagined via online connections.

Our school Sacramental Program was paused in 2021 as Parish programs were directed by the Diocese due to COVID-19. They resumed in 2022 and a number of children across the grades took part in reconciliation, confirmation and communion.

In 2022, we celebrated our centenary of foundation, with a Mass at St Patrick's Cathedral in Parramatta by Bishop Vincent Long O.F.M Conv, followed by an Afternoon Tea. At Mass we were joined by over 300 people, including past and current students, Principals, staff, as well as representatives from other local schools, Edmund Rice Education and Christian Brothers.



Actions undertaken by the School to promote Respect and Responsibility

The wellbeing and pastoral care at St Gabriel's School aims to enhance the wellbeing of students and staff within our School community. Student wellbeing, student learning and student safety are reinforced by the practices and resources that connect them to promote learning, a safe and inclusive environment and positive and caring relationships.

Some Wellbeing programs in 2022 included:

- Role out of School Wide Positive Behaviour Approach ensuring the school had in place consistent and proactive strategies and measures to manage student behaviour in keeping with the Child Safeguarding Framework.
- Refinement of Tiers 1, 2 and 3 positive behaviour support documents and these were added to the Personalised Planning documentation for each student. These documents highlight each students individual strategies to ensure positive engagement across the school day.
- Further education and development of the Zones of Regulation to assist students to develop and initiate their own strategies to remain actively involved in their learning.
- Adoption and implementation of the Child Safe Guarding Framework with commitment to ensure that every student at the school is free from harm, that school is a safe place and a mandatory reporter, continues to be committed to Child Protection requirements.
- Development and implementation of a Student Leadership team, to ensure that all students have a voice and share in whole school-based decision making.
- Regular parent contact via phone and online during COVID-19 restrictions, when students were learning off campus. These interactions were made to support the students and families during prolonged periods of off campus learning.
- Weekly meetings of Executives to ensure that all the well-being and pastoral care needs of students were met during off campus learning
- Parent support counselling and coaching and sibling programs were offered.

Priority areas for improvement as selected by the School for achievement in 2022 and what was achieved

St Gabriel's planning is informed by EREA Strategic Directions 20-24. The School's strategic plan has run its course and is being renewed in 2023 for implementation in 2024.

Area	Priorities	Achievements
Wellbeing / Professional Learning	Creation of a Wellbeing and Learning Framework Influenced by the new Strategic Plan and EREA Objectives such as the Learning Statement	Planning for the Wellbeing Framework was undertaken, and with the departure of the Head of Wellbeing, the project was postponed.
Professional Learning	Professional learning for admin staff to promote additional capabilities.	Admin staff have participated in more training offered by the school.
Strategic Planning	Review work done on the strategic plan prior to 2022. Update and change as needed and publish with consideration collected feedback from stakeholders, EREA Strategic Directions 20-24, the current vision/mission.	The review of prior SP feedback and planning took place. School Executive used the feedback to inform new strategic goals and review and adjustments to Vision, Mission and Values.
Strategic Planning	Creating a suitable Executive Team at St Gabriel's that reflects the size and complexity of the school.	During 2022, the executive team was strategically expanded to provide needed experience and expertise.
Strategic Planning	The two schools will have leadership autonomy with the appointment of a full executive team resulting in St Gabriel's having its own Principal.	The Executive Team and the Advisory Council contributed to a Business and Organisational plan presented to EREA Flexi Schools that advocated for a full time Principal.
Strategic / Admin	Implement a new School Management System (SMS) that is fully integrated to improve communication, create efficiencies, reduce duplication and human error	A new SMS has been postponed and the short-term expansion of the current SMS (Sentral) has been implemented
Strategic / Finance	Implement a new, school proven, Finance System that is fully integrated to improve communication, reduce duplication and human error	A new financial system has been postponed until advice from EREA Flexi Schools on a preferred software is provided.
Marketing & Communication	Update the school's websites	St Gabriel's website has been fully upgraded and expanded
Facilities & Resources	Occupy and take full advantage of new learning environments when they are finished in 2022 and made available to occupy	The school was able to access stage one of the new building, including classrooms, in January.
Facilities & Resources	Resource and equip new learning spaces with appropriate furniture and IT	Stage one of the building has been completely fitted out with existing and new furniture and IT.

Parent, Student and Teacher Wellbeing

St Gabriel's is committed to the health and wellbeing of our students, staff and families.

In 2022, we returned to some face-to-face community events, but due to ongoing building works and Covid this was still limited.

The focus of 2022 was to plan, develop, revise and apply for grants to implement a wellbeing strategy for all stakeholders post-Covid, taking into account the challenges that has created. Community stakeholders were consulted throughout this process. We look forward to implementing some of these strategies and programs in 2023.

Teacher Satisfaction

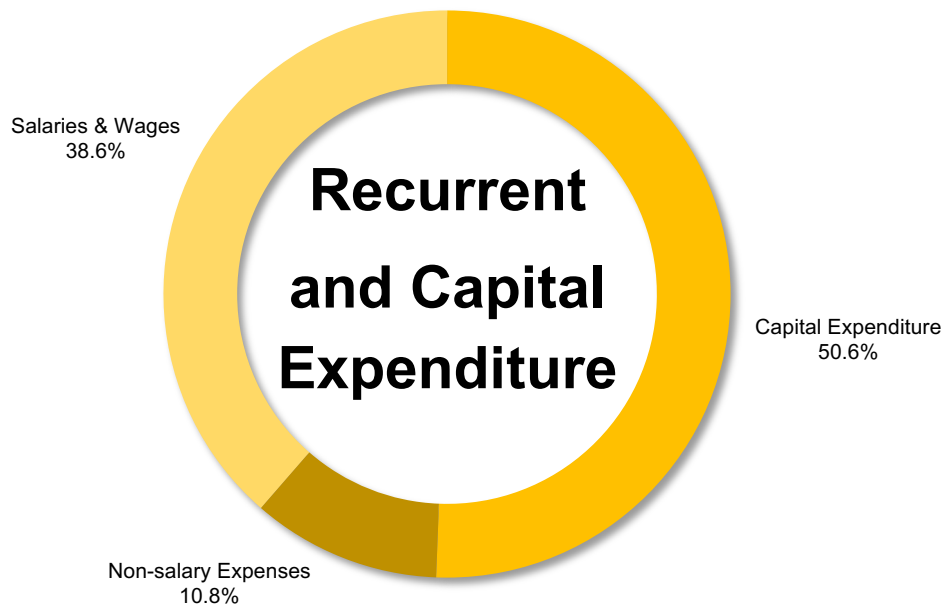
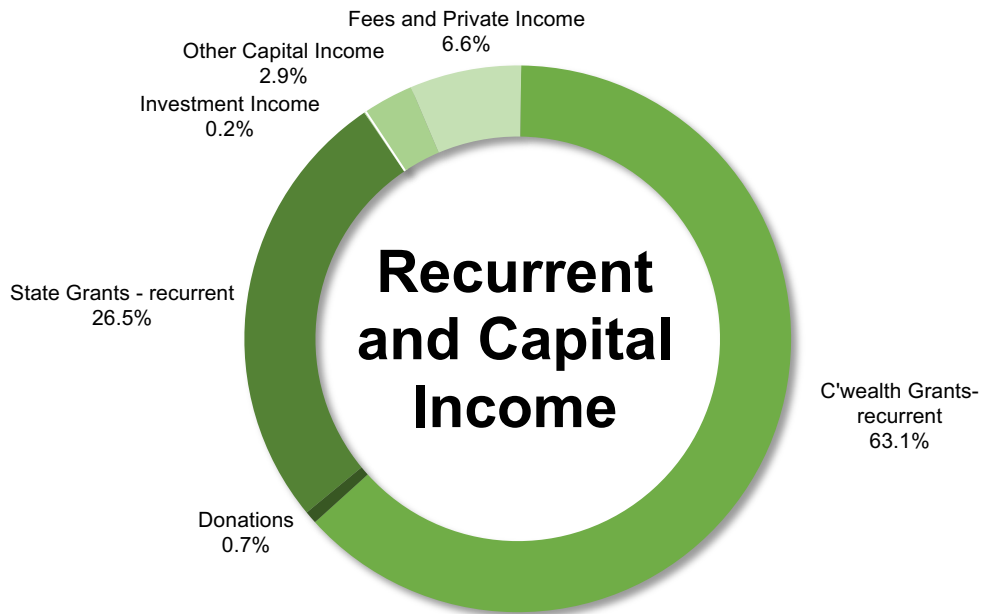
Staff satisfaction in 2022 was measured in a number of ways. Exit interviews with the Principal are offered to all teaching and support and operational staff who leave the school. This is an opportunity for these staff to share what they enjoyed about working at St Gabriel's and also if they had any suggestions for improvements.

Informal feedback is provided during staff meetings which are held weekly. Teachers new to the school meet with the Deputy Principal after they commence at St Gabriel's. They are asked for feedback on their experience of the school and induction after the first four weeks and again six months into their employment. This gives valuable insight into strengths, weaknesses and possible areas for improvement.

Staff wellbeing was monitored closely through off campus learning due to many staff not accessing the campus often, this was done via phone call and online meetings with the Principal or the Deputy Principal. Attempts were made to connect the staff socially via Teams meetings.

Summary Financial Information

2022 School Year – Statement of Comprehensive Income & Expenditure



Total Income

Ninety per cent of the School's income came from the Commonwealth and State Government. Tuition together with support from the wider community makes up the remainder of the School's income. As a Special School, St Gabriel's is highly reliant on the wider community for supporting the purchase and upgrade of resources and facilities. Fee waiver declined 1% from prior year to 10% of tuition income.

Despite the restrictions due to COVID-19, some fundraising events occurred in the second half of 2022, together with donations and grants bringing in 0.7% of income.

Recurrent Expenditure

The major recurrent expenditure was salaries and associated employment costs as the teacher/student ratio was 1:5.4. Enterprise Agreement increases were 2.29% in 2022.

Capital Expenditure

In 2021 St Gabriel's entered into a 60-year license plus 20-year option with the Trustees of the Roman Catholic Church for the Diocese of Parramatta for the occupation of the land on which the school is situated. Cost of the Occupation License is \$1 per month. A major building project on the high school commenced at the end of 2020 which comprises Blocks B1 and B2 (Main School Buildings), Block A1 (connects to current primary school) and Block C (the Hall). The school has secured a State Block Grant to support the building of the new high school. When completed, St Gabriel's will accommodate 184 students K-12. At the end of 2021 Blocks B1 and B2 were completed and occupation certificate obtained prior to the start of school year in 2022. Due to delays in building, caused by weather and supplies, Block A1 and A2, as well as C, were still under construction at the end of 2022. An occupation certificate is expected mid 2023 for both buildings.





Policy 05.04.00-G Enrolment

Philosophy and Rationale

St Gabriel's School (The School) is a school in the Edmund Rice tradition administered by the Christian Brothers through Edmund Rice Education Australia (EREA) – a National Governance Body for all Christian Brothers Schools across Australia. In NSW, St Edmund's is administered by the Edmund Rice Special Education Services (ERSES) Advisory Council.

While other faith traditions are respected, Catholic beliefs and teachings underpin all facets of school life, directions and management.

The School supports the provision of a full range of educational placements for students with disabilities. Within the continuum of Catholic Education, the School offers students with disabilities the opportunity to gain an education within a specialist setting which adheres to the principles of best mainstream and special educational practice.

The School acknowledges, advocates and supports the principle of inclusion for those with disabilities at both a school and community level in keeping with the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

Current, evidence based research of best practice in relation to special education and individual student needs influence the development of school curriculum and programs.

The School affirms and actively promotes the view that the education of the whole student is paramount, and is best achieved through a partnership between the School and the family.

Policy

The School is a special school for primary and secondary aged students, with disabilities including a mild or moderate intellectual disability for whom mainstream education is problematic. The School offers a segregated program aligned with a traditional mainstream structure and NSW Education Standards Authority (NESA) Curriculum at a life skills level through to the HSC. Programs are implemented through the Personalised Planning (PP) process. Access to community and work underpin all programs. Enrolment priority is given to those assessed by a qualified professional as having an intellectual disability and sensory impairment.

Criteria for Enrolment

Students will be eligible for the School if they meet the following criteria:

- Baptised Catholic children of regularly worshipping Catholic families with strong demonstrable links to the local parish or parishes
- Siblings of children already attending the School whose families have demonstrated ongoing support for the ethos and values of the Catholic Church
- Children of regularly worshipping Orthodox families who have strong demonstrable links to their faith community and who are prepared to support the ethos and values of the Catholic Church
- Children of regularly worshipping families from other Christian denominations who have strong demonstrable links to their faith community and who are prepared to support the ethos and values of the Catholic Church
- Children of Orthodox families who are prepared to support the ethos and values of the Catholic Church
- Children of families from other Christian denominations who are prepared to support the ethos and values of the Catholic Church
- Children of families from other faith traditions or non-religious backgrounds who are prepared to support the ethos and values of the Catholic Church
- Student has been recently assessed by a qualified professional as having a mild to moderate intellectual disability through an individual assessment consistent with eligibility criteria under current government funding guidelines
- Student presents no serious threat of risk or harm to other students or staff
- Student exhibits no behaviours that significantly interfere with, or compromise teaching and learning practices in the classroom or social integration in the playground

For primary school applicants

- The student has/will have attended pre-school or an early intervention unit

For secondary school applicants

- The student has/will have completed a primary education and seeking placement for years 7-12 (stages 4, 5 and 6), as applicable, in a secondary school setting
- Student is able to toilet him/herself without individual assistance on a regular basis, and
- Student has sufficient communication skills to communicate with other students and staff in the classroom or playground

Immunisation

It is a NSW Department of Health requirement to provide an Immunisation Certificate when enrolling into a secondary school, where a record of each child's immunisation status will be recorded. Copies of approved Immunisation Certificates will be retained for a minimum of three (3) years after the child has ceased to attend the School.

Disclosure

Planning and provision for the educational and wellbeing needs of the student is dependent on full and frank disclosure both at the point of enrolment and throughout the course of a student's education.

No responsibility can be taken by the School for the meeting students' needs when all information is not supplied by parents.

When applying for, and throughout the course of enrolment, parents/caregivers are required to disclose all relevant information related to their child's disability and additional needs. Failure to disclose at the point of enrolment, or during the course of enrolment, may result in revocation of the offer of enrolment.

Parents/caregivers are required to disclose and regularly update all relevant information related to their child's disability and additional needs.

Termination of Enrolment

The Principal may recommend termination of enrolment by giving one week's written notice to a parent/advocate.

Date of Next Review	November 2024
Approval Authority	School Principal
Related Policies, Procedures, Guidelines	Disability Discrimination Act 1992 Disability Standards for Education 2005 Education Act 1990 (NSW) 05.04.01-G – Enrolment Procedure 05.04.04a-G – Application for Enrolment 05.04.04b-G – Enrolment – student observation check list 05.04.04c-NSW – NSW Immunisation Schedule 05.04.04d-NSW – Immunisation History Statement 05.04.04e-NSW – Immunisation Exemption Form 05.04.04f-G – Immunisation Letter to Parents 05.18.02-G – Standard Collection Notice Statement