

Broderick Gillawarna School

Annual Report



2016



5529

Introduction

The Annual Report for **2016** is provided to the community of **Broderick Gillawarna 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.

Mrs Karen McDonell

Principal

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Message from the Principal

2016 was a very productive year for our students and focused on student health and community based activities. Students, along with parents engaged in our 'Community Kitchens' as well as our 'Live, Life, Well' program to support healthy, active lifestyles both at school and at home. Our students also engaged in a number of integration opportunities to support both the development of communication and social skills to enhance student learning outcomes. In 2016, 'Sporting Schools' became the carrier for our sports activities each week and will continue into 2017 as a replacement for the Active After Schools Program. Our students also, again, engaged in the Schools Spectacular in 2016 as well as 'Shining Stars' with amazing performances by all who participated.

Professional development continued to be a focus for staff in 2016 with teachers engaging in teacher directed learning projects aligned to our school plans' strategic directions and the teaching standards. All projects were developed to support student learning with an emphasis on diversity of program delivery and alignment to life skills outcomes to meet the needs of our senior student cohort. Teaching staff also began their Professional Development Plan journey in 2016, supporting individual career goals that address teachers current and future professional learning.

A number of parent workshops were run in 2016 to support and inform parents and caregivers of the significant changes occurring with the introduction of the NDIS. Parents and Caregivers were involved in information sessions regarding pertinent details aligned to the NDIS journey and how to begin this very important first step. Parents were also provided with additional workshops to enhance their child's communication needs, including PECS workshops and the transition to work information sessions for our parents of students in years 11 and 12.

Parent surveys taken at the end of 2016 will provide much needed information to form the basis of our parent caregiver workshop content for 2017. We look forward to the coming year.

School background

School vision statement

Broderick Gillawarna School is committed to work collaboratively with staff, parents and the wider community in positive partnerships to provide high quality, authentic and engaging learning for all students.

Our vision is to connect communities to enhance the development of students' living and social skills through innovative practice and to empower students to become interdependent and successful life-long learners and valued members of society.

Broderick Gillawarna School respects and reflects all cultural backgrounds and the individual needs of all students. The school supports and inspires students to develop a love of learning, to become responsible, considerate and creative citizens and to reach their full potential.

School context

Broderick Gillawarna School is located in the high multicultural area of Revesby in South West Sydney. The student population draws from a wide area with the majority of students travelling to and from school by special transport provided by the government. The school provides quality education for students from Kindergarten to Year 12 with moderate to severe intellectual disabilities, including Autism, physical disabilities, mental health, visual or hearing impairments.

The school actively celebrates the progress and achievements of all students and has high expectation in learning, student engagement in a meaningful and relevant curriculum. Each student has personalised learning plans which are developed collaboratively with parents, staff and support professionals to enable them to be successful learners.

Within the innovative, engaging and supportive learning environments, students participate in a broad range of learning experiences, both within the school grounds and externally such as work experience. We believe in supporting students to achieve their full potential and to ensure all students have the capacity to lead successful, rewarding lives as 21st century citizens.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

Teaching Element: The introduction of the TEACCH program to support students with Autism accessing the curriculum began in 2016. The program is designed to provide structured visual support to students to engage in a variety of functional based activities to enhance independence and on task behaviour. All staff attended professional training to allow for the introduction of the TEACCH program across the school with an emphasis on supporting those students with challenging behaviours to engage more fully in the curriculum and enhance their learning opportunities. TEACCH also allows for a greater emphasis on student self regulation of behaviour when in the classroom through the use of visual supports rather than verbal.

The ongoing Integrated programming between teachers continues to promote staff collaboration and support. Teachers utilise their individual skills to develop whole team programming with the aim of reducing repetition of student learning outcomes and units of work. Teachers work independently and in teams to promote collegiality and the development of teaching strategies and behaviour management techniques that support the achievement of student learning outcomes.

Learning Elements: The continuation of the collection of SMART goal data to enhance student learning has seen improvement in accurate collection of data to enhance assessment of students. Priority is given to parents in the choice of SMART (Specific, Measurable, Achievable, Relevant and Timely) goals with teacher input into those goals that may be more achievable to allow for student success. Teachers and parents collaborate on a communication goal and Numeracy and Literacy goals continue to remain a priority for all students. These SMART goals are decided on twice a year during the parent teacher meetings which are held in Term 1 and Term 3.

Staff continue to have access to significant professional development with an emphasis on working with students with challenging behaviours. The school recently reviewed its' Positive Behaviour for Learning (PBL) ready for training in early 2017. There continues to be a focus on school rules and the teaching of the school rule concepts to students by staff to support appropriate behaviour across the school and local community settings.

Leading Elements: Teachers engaged in Teacher Directed Learning (TDL) in 2016 to support a change to the way the school delivers professional development to staff. TDL saw teachers engage collaboratively with each other in the development of a number of projects directly linked to the schools strategic directions and teaching standards. These projects were outcome driven with student learning and engagement a priority.

Throughout 2016, teachers were given the opportunity to engage in Professional Learning which focussed on leadership, allowing aspiring leaders to develop skills and knowledge around leadership roles in schools.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning and Engagement

Purpose

Every student is engaged in meaningful, functional and future focused learning experiences and achieves their full potential and independence as successful individuals.

Overall summary of progress

The ongoing focus on Positive Behaviour for Learning has seen the promotion of increased positive well-being of students to improve learning outcomes. Clearly defined behavioural expectations continues to create a positive teaching and learning environment. Ongoing data collection to support behaviour management has seen greater emphasis on student on-task behaviour and this has been enhanced through the use of PECS and the TEACCH program.

SMART Goals in collaboration with families and carers are a focus and evidence through data collection demonstrates accurate assessment of increased achievement in these learning goals.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|--|
| Development of PLP assessment and measurement scale (Goal Attainment Scale GAS) to demonstrate progress and improvement in SMART PLP's. | Evidence across the school of SMART/GAS goal PLPs with data showing progression individualised communication modes for all students to meet their need; and strategies embedded to teach positive behaviours for learning, K-12. | \$1,000 |
| All teachers engage with 90% of parents in determining relevant and appropriate personalised goals for all students' educational plans. | Parents were engaged in processes that assist in the development of a shared vision and goals to promote active participation and stronger links within the wider community | Teacher Release \$1,500 |
| PBL and LST teams actively and effectively promote positive wellbeing to improve student outcomes. | The ongoing training and professional learning of staff in PBL allowed the continuation of a whole school approach to student wellbeing with clearly defined behavioural expectations that creates a positive teaching and learning environment | Teacher Release \$1,600 Resources \$800 |
| Introduction of TEACCH method to all staff to support students with Autism in engaging appropriately with the curriculum. | The TEACCH program enabled teachers and leaders to engage and support staff in strategic professional learning to equip staff with tools necessary for developing high quality teaching practices to address students with Autism. | \$20,000 |

Next Steps

In 2017 our priorities will be focussed on whole staff training in TEACCH to support students with Autism to access the curriculum. This program supports increased independence for students with Autism in all areas of the curriculum through the use of visuals. The program is designed to allow for maximum class participation of students by following a visual or written timetable each day interspersed with preferred activities. The program also supports increased independence for students with an intellectual disability and Autism whilst promoting the development of classroom management skills. All staff to be trained by the end of 2017, including all support staff. Regular follow up visits by the TEACCH trainer to be scheduled throughout the year to promote consistency of teaching across the school and to build a culture of 'TEACCH'.

The school will have a renewed focus on 'Positive Behaviour for Learning' and maintain a team of PBL trained staff to support new implementation of school rules through 'morning circle' programs, Principal awards and promotion through the school newsletter and Skool bag. A defined focus on new students to the school and parents to engage in the Positive Behaviour for Learning journey. Redefined focus on 'How to teach' the school rule concepts to include common language across the school.. Positive Behaviour for Learning and the Learning and Support team together, will continue to promote positive wellbeing to improve student learning outcomes.

The continuation of 'SMART' goals determined through consultation with parents and caregivers to support student learning and outcomes. These goals will continue to be data driven and will focus on Communication, Literacy and Numeracy.



Strategic Direction 2

Systems Leadership

Purpose

To provide focussed professional learning and development that creates a culture of ongoing, relevant and evidence-informed learning and practices at an individual and collective level.

To build a culture of organisational improvement through a collaborative, accountable and transparent approach that reflects local and systemic practices.

Overall summary of progress

Continued focus on teachers as leaders researching and reflecting on their practice to impact and enhance student learning outcomes. Development of staff understanding and use of assessment for learning, assessment as learning and assessment of learning in determining teaching directions. Developing leaders through sharing of best practice and identified PDP goals.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| Monitor and review all teachers PDP consistently to ensure they are reflective of individual needs and strategic direction within the Community of Schools. | Teachers as leaders researching and reflecting on their practice to impact and enhance student learning outcomes. Developing staff understanding and use of assessment for learning, assessment as learning and assessment of learning in determining teaching directions. Developing leaders through sharing of best practice and identified PDP goals. | Supervisor and Teacher Release \$4096 |
| 100% of staff actively engage in professional workshops. | Teachers are actively engaged in planning their own professional development to improve their performance through Teacher Directed Learning workshops and staff presentations | Equity \$3150 \$2900 |
| 100% of staff engage appropriately in peer observations for professional growth through the PDP process. | Teachers actively share learning with collaborative practice and teacher directed learning. Evidence of professional learning opportunities reflecting PDPs both within the school and across the Community of Schools. Teachers are using effective assessment and teaching strategies. Evidence of sharing and networking on programming, assessing and reporting and peer observational feedback. | Training and Development \$3400 |

Next Steps

Continued monitoring of Teachers of their Professional Development Plans in 2017 to support teachers in ensuring that they are reflective of individual teacher needs and the strategic direction within the community of schools. Teachers to meet each term with supervisors to ensure active engagement in the PDP process and goals are being met within the evidence presented. All teaching staff to engage appropriately in peer observations for professional growth through the PDP process.

Teacher Directed Learning to be maintained in 2017 to promote leadership amongst teaching staff and to engage in their own professional development to improve performance. Teacher Directed Learning to reflect the schools strategic directions, Wellbeing Framework, School Excellence Framework and personal development plans. Teachers will be supported to develop appropriate timelines for their Teacher Directed Learning projects.

Ongoing collaboration of teaching staff supported by collegial classroom observations and feedback sessions. Beginning teachers to engage in regular classroom visits to promote their professional development within the beginning teacher funding support.



Strategic Direction 3

Community

Purpose

To challenge, engage and cater to the learning needs of all students, staff and community.

The community in a shared vision and strategic priorities to enhance school identity and purpose.

Overall summary of progress

Regular home/school two-way collaboration via a variety of mediums to support student learning. Embedding the Triple P Parenting program, NDIS consultation, transition and communication workshops. Revised communication folders developed to be trialled by new Kindergarten and current Year 1 parents of students in 2017. Pursued feedback and evaluative comments on how to improve, clarify and simplify communication for families. 'Community Kitchens' workshops presented weekly to support family nutrition and extend socialisation opportunities. 'Zen Zone' café each Wednesday, to include families and visitors as an extension of the senior hospitality program. Introduced Skoolbag for school/ home communication.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|--|
| <ul style="list-style-type: none">100% of students meaningfully connected with student wellbeing programs | Increased students' independence in self regulation, wellbeing and communication through future focused quality education programs. Generalise independence skills across all environments: home, school and in the community | Resources \$345 |
| <ul style="list-style-type: none">15% of parents/carers attending information workshops | Effective engagement with members of the local community, parents and families and increased attendance in information workshops to further develop their capacity in supporting their child | Speech Pathologist and ESL Teacher Release \$1050 |
| <ul style="list-style-type: none">20% of parents engaging in 'Community Kitchens' workshops through 'Live, life, well' | Increased parent and community involvement in the community kitchens program and attendance in the live life well workshops | Staff Training \$700 Ingredients \$490 |

Next Steps

The Community Kitchens program, introduced in 2016, reinforced school and community partnerships. In 2017 an emphasis on healthy eating and the teaching of fundamental cooking skills will be a focus for parents and teachers. Parents and caregivers engage in cooking sessions at school in a social atmosphere to promote socialisation of families and networking for those parents of students with special needs. Families help prepare and cook a number of healthy meals, considering cultural backgrounds, budgets and fussy eaters. Families then eat the prepared food together in a social atmosphere.

Parent workshops developed in 2016 will continue in 2017 with a focus on communication and the NDIS. Parents and Caregivers were surveyed at the end of 2016 to decide the workshop topics, days and times for 2017. Parents and Caregivers feedback highlighted a need for further workshops on communication, (including PECS), Family Planning presentations to support Child protection and Sex Education, 'Live Life Well' and NDIS/ student transition presentations provided through the department. All workshops include a morning tea to encourage socialisation of parents with each other and to build a parent network of support.

Introduction of a revised communication book for students to encourage ongoing two way communication between home and school. Parents to engage in evaluative feedback regarding the communication folder in late 2016 for introduction in

term 1, 2017.

Introduction of 'Skool Bag' in 2017 to all families to promote home school communication. All school notifications to be uploaded through the 'Skool Bag' application as well as through the school website. Parents will be advised through an update on their phone that there is information available regarding the school calendar, school excursions, fundraising and any other pertinent information that would normally go through the school newsletter or sent home in a paper version.

Inclusive celebrations this year will include 'Harmony Day', ANZAC day, 'Science Week' and Education Week to promote community awareness within the school, along with special assemblies to highlight student involvement in these important events.

Senior hospitality programs as organised last year to continue to promote parent socialisation within the school setting. Parents to be invited to attend the Zen Zone Café as part of parent workshop presentations. Students to prepare and serve food, tea and coffee as part of the student hospitality program.



| Key Initiatives | Impact achieved this year | Resources (annual) |
|--|---|--|
| Support for beginning teachers | <p>Release from face to face to support professional development, supervisor meetings and networking</p> <p>Mentoring of teachers including supervisor /collegial observation</p> <p>Collaboration with community of schools including professional development</p> <p>Teacher Directed Learning workshops and off site professional development.</p> | <p>Beginning Teacher Support</p> <p>\$5,000</p> |
| PECS | Continuation of PECS in all classrooms and the introduction of PODDS to junior students to support communication. A focus on new students to the school by providing PECS folders to be used throughout the school day to assist with visual communication of wants and needs. Parent workshops also a highlight to support PECS use in the home and local community. | <p>Every Student Every School (ESES)</p> <p>\$3,500</p> |
| TEACCH | Training for teachers of nominated students identified as requiring the TEACCH program. TEACCH implemented in classrooms following intensive 2 day training to support students with Intellectual disability and Autism to access the curriculum and to improve student learning outcomes. | <p>Every Student Every School (ESES)</p> <p>\$4,000</p> |
| Speech Pathologist | The school hired a Speech Pathologist from ADHC to support teachers and students in communication. Teachers had access to face to face training as well as in class support to review and update student communication technology including PECS, PODDS, switches, communication folders and Proloquo2go. Parent workshops were also developed to support home/ school communication. | <p>Every Student Every School (ESES)</p> <p>\$20,000</p> |
| Linking Schools and Communities | Introduction of 'Community Kitchens' project to support parents in preparing ingredients and cooking healthy food in a social environment. Parents are assisted by chefs to cook culturally relevant food with natural ingredients to encourage healthy eating in students and their families. The kitchen environment supports the building of skills and allows for social interactions between families during the cooking and dining experiences. The sessions are free to participants and are conducted over 7 weeks of each term. Parents are surveyed regularly to ensure needs continue to be met with regard to menu items. | <p>Literacy and Numeracy</p> <p>\$2,500</p> |

Student information

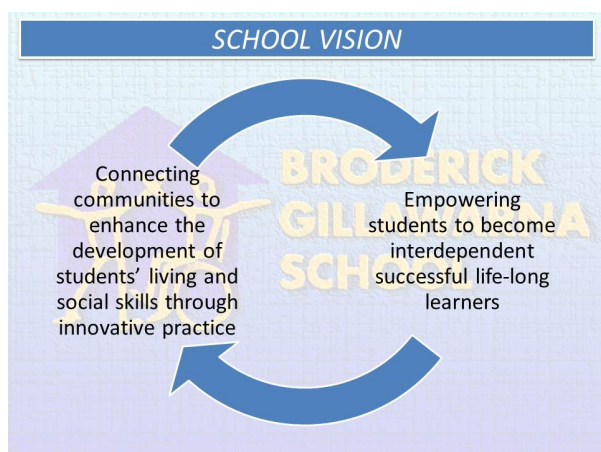
Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 69 | 67 | 67 | 63 |
| Girls | 40 | 37 | 35 | 32 |

The enrolment trend from 2013 – 2016 has remained consistent. As apparent from the enrolment table, male students continue to dominate enrolments

Management of non-attendance

Non attendance is initially addressed with the parent by the classroom teacher. Support is offered with regard to lateness to school. Habitual non attendance and lateness is referred to the Principal. Meetings are arranged with families to address this issue and support offered through the school counsellor and Home School Liaison Officer (HSLO). If no significant change occurs, the principal will generate appropriate correspondence and engage the HSLO



Structure of classes

The structure of classes are predominantly determined by the age of the students at Broderick Gillawarna School. There are however modifications made to ensure that the organisation of classes meets the learning needs of individual students.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | | | |
| Employment | | | |
| TAFE entry | | | |
| University Entry | | | |
| Other | | | 100 |
| Unknown | | | |

All Year 12 students complete the HSC in life skills and transition to community participation programs.

Year 12 attaining HSC or equivalent

All Year 12 students attain a Higher School Certificate in Life Skills.



Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 11.43 |
| Teacher Librarian | 0.6 |
| School Administration & Support Staff | 19.28 |
| Other Positions | 0.1 |

*Full Time Equivalent

The school does not currently employ any staff members that are of Aboriginal descent

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 20 |

Professional learning and teacher accreditation

During 2016 the school employed 3 permanent New Scheme Teachers who are working towards their accreditation. In addition to this the school also supported 2 temporary teachers in working towards achieving accreditation along with 3 permanent teachers in maintaining.

TEACCH (a specialised program to support students with Autism) was introduced this year with a number of teachers participating in a full day of training and Professional Learning presented by Brooke Briody. This was then followed up by an abridged version for the whole school staff.

Teacher Directed Learning was introduced to encourage teachers to engage in their own professional learning in working towards achieving their Personal Development Goals and whole school priorities

A number of sessions of Professional Learning were also presented to teachers and support staff on the Picture Exchange System to consolidate previous training in 2015.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

need to pay school contributions this area of incomes minimal

- school expenditure is primarily allocated to teacher professional development, student support, casual relief and school resources.
- any retained income is targeted primarily for project development for the following year. This could include purchase of technology, exercise equipment or school transport
- significant expenditure would only be targeted when necessary at replacement technology such as existing interactive whiteboards, projectors and l pads

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 216 072.33 |
| Global funds | 0.00 |
| Tied funds | 225 362.75 |
| School & community sources | 66 801.53 |
| Interest | 4 101.17 |
| Trust receipts | 3 090.00 |
| Canteen | 0.00 |
| Total income | 823 170.07 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 0.00 |
| Excursions | 8 126.10 |
| Extracurricular dissections | 22 810.70 |
| Library | 728.75 |
| Training & development | 801.16 |
| Tied funds | 150 076.56 |
| Short term relief | 93 959.50 |
| Administration & office | 30 384.81 |
| School-operated canteen | 0.00 |
| Utilities | 60 371.08 |
| Maintenance | 17 120.07 |
| Trust accounts | 3 090.00 |
| Capital programs | 21 305.90 |
| Total expenditure | 408 774.63 |
| Balance carried forward | 414 395.44 |

The information provided in the financial summary includes reporting from 1 December, 2015 to 30 November, 2016

- voluntary school contributions continue to remain outstanding for the majority of our parents. Whilst every effort is made through newsletters, skoolbag and the school website to promote the

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 466 983.33 |
| (2a) Appropriation | 451 897.14 |
| (2b) Sale of Goods and Services | 96.36 |
| (2c) Grants and Contributions | 14 665.37 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 324.46 |
| Expenses | -180 601.56 |
| Recurrent Expenses | -180 601.56 |
| (3a) Employee Related | -132 068.14 |
| (3b) Operating Expenses | -48 533.42 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 286 381.77 |
| Balance Carried Forward | 286 381.77 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

- the school executive and the School Administration Manager meet each month to discuss the school budget, current budget status and projected spending for the next term
- staff absences are generally consistent across the school year often dependent on student illness which is significantly higher in a school for specific purposes. Therefore our school casual relief expenditure impacts significantly on our overall budget
- the school regularly manages contingency funds for planned capital expenditure for the following year including technology purchases, exercise equipment and kitchen upgrade.

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 659 095.31 |
| Base Per Capita | 10 703.73 |
| Base Location | 0.00 |
| Other Base | 648 391.58 |
| Equity Total | 104 541.77 |
| Equity Aboriginal | 0.00 |
| Equity Socio economic | 65 079.77 |
| Equity Language | 39 462.01 |
| Equity Disability | 0.00 |
| Targeted Total | 3 031 645.91 |
| Other Total | 10 723.00 |
| Grand Total | 3 806 005.98 |

A full copy of the school's 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.

School performance

HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

All students exiting the school in Year 12 receive A Higher School Certificate in Life Skills

Parent/caregiver, student, teacher satisfaction

Parents and Caregivers were surveyed at the end of 2016 to determine level of satisfaction in the following areas: Communication; Leading partnerships; Community Collaboration; Decision Making; and participation. Survey results indicated that families were happy with the level of communication between the school and home and were excited at the introduction of the Skoolbag application to access important information, dates and newsletters. Parents feel supported by the school and are satisfied with the level of collaboration between themselves, school staff and administration. Post 2016 results will see changes to the content of parent workshops to align with the needs and preferences of our families.

Teachers are surveyed annually regarding class preferences, student placement and professional development. Consideration is given to non-teaching staff when allocating classes for 2017. Survey results also showed an enthusiastic response to the



Policy requirements

Aboriginal education

Broderick Gillawarna School continued to focus on Aboriginal Education for our students in 2016 with emphasis on students engaging in our Indigenous modified games. All students access the sports program as the modifications allow for engagement of students regardless of their disability. This is particularly apparent during NAIDOC week, where student learning outcomes are focused on the uniqueness which is the indigenous culture.

Students also access cooking programs that relate directly to traditional indigenous foods, assisting to prepare ingredients and cook food using indigenous recipes. Students utilise the school library to engage in story time, with teachers reading books with Aboriginal themes to students and supporting comprehension using visual supports and puppetry.

The school regularly seeks out Indigenous performers to come to the school and perform for our students, engaging them in a variety of dance movements, using a myriad of musical instruments. Students also engaged in preparing Indigenous artwork, using traditional paint colours and textures to produce pieces of art that are now displayed around the school.



Multicultural and anti-racism education

In 2016, Broderick Gillawarna School once again celebrated Harmony Day. Families and the local community were invited to join in with the school festivities to celebrate this important occasion.

All attendees were encouraged to wear orange or to come dressed in traditional costume to highlight the differing cultures within our school population. Families, guests and students joined in with our indigenous games and other sporting activities to promote our multicultural school. There was the addition of a food tasting with foods donated and created by our families and local community members. There was also an 'Aussie' barbeque to finish off the day.

Other school programs

PECs and PODD Communication

New kindergarten students were given the opportunity to develop communication skills using the Picture Exchange Communication System (PECs) from their first day of school. Every student was provided with their own PECs folder and were given multiple opportunities throughout the day to exchange visuals to make requests.

With the support of the schools Speech Pathologist, selected students were also introduced to Pragmatic Organisation Dynamic Display Communication Books (PODD) books and chat boards. This greatly increases students non verbal conversational communication.

Community Kitchens

In 2016, the school saw the introduction of 'community kitchens' to support greater community spirit, inviting parents and caregivers to enjoy a cooking experience with other families. The program runs for 7 weeks each term and promotes healthy cooking and eating whilst promoting social opportunities for parents and the wider community. The program is free to families and assists to support parents in preparing economical, tasty food

for students with special needs as well as fussy eaters. The program will continue in 2017, with a focus on healthy breakfast options from around the world.

Mural Painting in Revesby

Students were invited by Bankstown Council and Telstra in 2016, to assist with the painting of a mural on the wall of the Telstra building on the corner of River Road and Beaconsfield Street, Revesby. This mural was designed by internationally acclaimed artist 'Phibbs' and students from Broderick Gillawarna, Revesby Public School and St Lukes' worked together to create the amazing mural that now proudly sits on the Telstra building for all to enjoy.

Dancesport

On the 6th of September, 5 students represented Broderick Gillawarna School in the 2016 Dancesport Challenge at Sydney Olympic Park Sport Centre. After many long weeks of practice and hard work our students competed in five dance routines including The Tango and Cha-Cha, with one couple successfully competing in the finals. Participating students engaged enthusiastically with the opportunity to learn dance routines, travel on the train and build friendships with students from another school. All students showed development of confidence and skill throughout the program and were very proud of their achievements at this wonderful event.

Achievement in the Arts

Selected students represented the school in The NSW Schools Spectacular D'Arts Ensemble and The Shining Stars Dance Group. Rehearsals were held at Padstow Park Public School and Busby West Public School. Students learnt the intensive dance routines and formed friendships with students from schools around NSW.

The students in The Shining Stars performed at the 2016 SEPLA Conference in Parramatta and The Seymour Centre, Sydney. The Schools Spectacular theme for 2016 was 'Dream Big'. Students in the D'Arts Ensemble performed to a live audience over three days and nights at the Qudos Bank Arena in Homebush. This year marked the 33rd year of the annual school talent event and with more students taking part this year, the Department of Education arranged the world record attempt to mark the occasion. The cast of students erupted into cheers and applause as Guinness World Records adjudicator, Solvej Malouf, verified the record of largest amateur variety act with more than 5000 students involved, had been broken.