

# Broderick Gillawarna School

## Annual Report



2018



5529

## Introduction

The Annual Report for **2018** 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.

### School contact details

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## School background

### School vision statement

Broderick Gillawarna School respects the individual needs of all students and is committed to working collaboratively with staff, parents and the wider community to enhance the learning experience. The school prioritises the development of independent living skills to provide students with the necessary tools to become active and engaged members of the community.

Parents and Caregivers are supported by staff to develop learning priorities for each student to enhance both their communication and social skill development and provide opportunities for continued growth once the school experience is complete.

Broderick Gillawarna School actively promotes student independence and programs are developed to allow for maximum participation across the school to support engagement and improvement in learning outcomes. The learning is connected to post school option programs to empower students to become respected and valued members of the community.

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 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, travel training and community sporting programs. We believe in supporting students to achieve their full potential and to ensure all students have the capacity to lead successful, rewarding lives.

## 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.

Broderick Gillawarna School's self assessment process within the LEARNING DOMAIN demonstrated performance at *Sustaining and Growing* for Learning Culture, Wellbeing and Curriculum, *Working towards Delivering* for Student Performance Measures and *Delivering* for Assessment and Reporting. The students are provided with purposeful learning opportunities that connect to student achievement through the use of authentic data collection, measuring student development. The students actively engage in their learning, accessing the full curriculum regardless of ability.

The school-wide practices;

- employment of individualised communication systems that enhance and support student learning (Picture Exchange Communication Systems: PECS).
- a school-wide implementation of work schedule systems that can be differentiated across all curriculum areas (Treatment and Education of Autistic and related Communications Handicapped Children: TEACCH).
- implementation of a sustained and consistent system for collecting student assessment data.

- whole-school implementation of consistent expectations of behaviour in-line with Positive Behaviour for Learning (PBL) standards.

The school-wide products, students;

- accessed individualised communication models to remain engaged and on task in all learning environments.
- increased their independence in all learning environments to encourage appropriate on task behaviours.
- received meaningful and targeted teaching and learning experiences based on assessment data.
- received explicit instruction and expectations of safe behaviour to promote positive learning environments.

For the TEACHING DOMAIN, assessment of performance was identified as *Delivering* for Effective Classroom Practice, Data Skills and Use and Professional Standards. Learning and Development was identified as *Sustaining and Growing*.

- the school implemented detailed Professional Development Plan Schedules that provide clear expectations and standards to be met by all staff.
- whole school implementation of data collection techniques to record, assess and prepare future teaching directions.
- compliance measures were introduced, aligned to current programming schedules and maintained through mentoring and support from school leadership
- implementation of work schedule teaching strategies that enhance, develop and further student learning outcomes and independence (TEACCH).

As a result;

- staff are more engaged in their own career focused development, aware of school-wide objectives and displaying higher professional standards
- authentic and accurate data collated and presented for use by the school community in future pedagogical planning.
- programming and reporting procedures that met the required NESA and NSW Curriculum guidelines used by all teaching staff of Broderick Gillawarna School.
- students were more engaged in personal work tasks.

In the LEADING DOMAIN, the school assessed at *Sustaining and Growing* for School Planning, Implementation and Reporting, School Resources and Management Practices and Processes. Educational Leadership was identified as *Delivering*.

The Leadership of Broderick Gillawarna School is committed to;

- development of their staff's skills, research based professional learning and the promotion of effective teaching strategies.
- focus on best practice demonstrated within both the teaching and learning environments of the classroom, playground and local community.
- providing staff and the school community with the required professional learning to support school wide programs.
- enhance the skills of all staff and provide consistent communication in the implementation of school wide approaches.
- encourage and guide teacher, parent and caregiver communication for accurate and effective support of student behaviour and interventions.
- facilitate workshops to enhance parent knowledge and skills required to support student communication and behaviour.
- develop and implement opportunities for parents and caregivers to participate in volunteer and community based cooking programs and excursions to enhance the school community through socialisation and peer support.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## Strategic Direction 1

### Student Focused Learning and Engagement

#### Purpose

To provide purposeful learning opportunities that connect to student achievement through the use of authentic data collection measuring student development. Staff and parents contribute to establishing learning outcomes in numeracy, literacy and life skills that prepare students as lifelong learners.

#### Overall summary of progress

Students engage in quality personalised learning activities based on an engaging, inclusive curriculum with stimulating learning opportunities. To inspire confident and creative learners who generalise learning across settings and develop increased independence of skills for life.

Student learning and engagement across the school is underpinned by high expectations, consistent high standards, design and delivery of quality programs, and informed by authentic data analysis.

- In Mathematics, we focused on updating our 'healthy canteen program' (money program) by embedding communication strategies such as Prologuo2Go and the Picture Exchange and Communication System (PECS). The Mathematics team also developed a range of hands on learning activities and resources (using programs such as 'Pictello' and 'Choose it Maker' for teachers to embed into their teaching and learning programs. The effectiveness of these programs were evaluated through numerous data collection processes.
- The TEACCH program continued to create independent learners and new staff undertook professional learning and mentoring around creating schedules and work systems. A library of resources were developed to facilitate the running of TEACCH in classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student has access to an individualised mode of communication to support learning.	\$2,000 teacher release \$580 one day full release teacher	Google Form data to be used to create a baseline for (Probability, statistics and measurement) for each student. (Baseline Data)Parent response as per survey term 1, 2019 and feedback.
Increased level of achievement of students in Literacy skills and outcomes	\$380 to purchase Tell Me program	All teachers trained in Tell Me program a Augmentative, Alternative Communication program.  Tell Me embedded in Literacy based classroom practice.
Increased level of achievement of students in numeracy skills and outcomes.	\$1800 supported four teacher release days	In 2018, The Mathematics team presented the roadmap for the direction the team would take in 2018. They provided new 'Healthy Canteen' resources, social stories (using Pictello application) and visuals. Google forms were created based on 'Whole Number' and 'Addition and Subtraction' Stands. All teachers completed both for every student. The team also developed a range of interactive resources on 'Choose it maker' based on these strands. They started implementing the Base 10 program in two high school classrooms.
Increased awareness of whole school positive behaviour for learning values.	\$1000 for signage	Creation of Positive Behaviour for Learning signage posted across the school.
A greater proportion of students accessing life skills and community outreach experiences in meaningful learning contexts.	\$4000 on council community transport	All four senior classes accessed weekly work experience and community access opportunities.

## Next Steps

In 2019, Mathematics will focus on embedding the 'Clark Road Money Program' into teaching and learning programs. Teachers' will undertake professional learning in this program. The mathematics team will continue to develop teacher resources with a focus on 'Time' and 'Money' and collect assessment data on the other remaining Mathematics strands. TEACCH will continue as new 2019 staff undertook professional learning and mentoring around the topics of creating schedules and work systems.

In 2019, English will;

- ensure all new students have an appropriate mode of communication with a big focus continuing to be on PECS, linked to the English outcomes,
- introduce eye gaze technology to support students with severe physical disabilities,
- mentor newly trained in PECS teaching and SLSO staff as they implement strategies and resources into the classroom.
- develop PECS based resources to ensure English programs such as Jolly Phonics and the Tell Me Reading program more accessible to our students.
- offer parents the opportunity to attend Communication Workshops to ensure communication strategies are generalised at school, home and in the community.
- Teachers will also work in collaboration with Externally Funded Service Providers to support individual student needs.

The Positive Behaviour for Learning team will continue to drive the relaunch of PBL across the whole school. We will;

- create new resources to support the teaching of the school rules and expectations for different areas of the school,
- continue PBL professional development for staff members,
- PBL workshops will support parent and carer understanding of PBL,
- collaborate with our local PBL mentor to ensure its successful implementation.



## Strategic Direction 2

### Data Driven Teaching

#### Purpose

To provide staff with prospects to engage in professional development and analysis of their own teaching practice. Through collaborative practice with School Leadership staff are encouraged to enhance their professional practice, developing personal goals that are aligned to the School Plan and supported with authentic student assessments that measure accurately student learning.

#### Overall summary of progress

In 2018, the Mathematics team collected a range of data, by staff completing google forms (survey) on 'Whole Number' and 'Addition and Subtraction' strands for every student in the school. This data will be used as a baseline to build upon with the other strands in 2019. TEACCH checklists, anecdotal notes, videos and photos were undertaken to evaluate the effectiveness of the program in creating independent learners in the classroom.

All teachers and School Learning Support Officers (SLSOs) developed a Professional Development Plan (PDP) with individual goals towards personal professional development. These goals were discussed and signed off by supervisors. The professional development throughout the year was monitored and teachers/SLSOs upskilled to support these goals. Teachers undertook Educator Impact 360 Degree survey to further support professional development of staff and leaders.

In 2018, a team of teachers and executive undertook National Educational Standards Authority (NESA) professional learning with Peter Lee, in order to develop Broderick Gillawarna School's whole-school paperwork to meet NESA compliance standards for K–6. After completing this professional learning, a NESA team was formed to further develop a range of whole-school scope and sequences for each Key Learning Area, a compliant timetable with allocations for K–6 and Life Skills and ABODE forms for a range of program templates.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff complete their Professional Development Plan and make suggested changes according to feedback from their supervisors.</p> <p>Every student has had formative assessment conducted on their academic achievement used to form future teaching directions.</p> <p>All teachers are compliant with NESA requirements and mandatory programming standards.</p> <p>Every student has some form of work schedule and communication model to support, enhance and maintain their learning within the classroom.</p>	<p>\$1350 supported three Assistant Principal release days to attend Peter Lee – NESA Compliance training.</p>	<p>Peer consultation and collaborative planning resulted in Scope and Sequences created for all Key Learning Areas.</p> <p>Using the National Educational Standards Authority (NESA) for time allocations, teachers programmed Teaching and Learning programs in accordance with Department of Education (DoE) policies in addition to those identified by NESA.</p>

## Next Steps

In 2019, The Mathematics team will continue to collect data on the remaining strands by creating google forms (surveys) for teachers to fill out.

## Strategic Direction 3

### Positive Partners in Learning

#### Purpose

To enhance parent, caregiver and community participation to connect as 'Partners in Learning'. The school vision is shared across community members to enhance engagement and connect all stakeholders to the school and its' purpose. The school community actively participates to support and drive school wide expectations of achievement and celebration.

#### Overall summary of progress

In 2018, parents attended activities including Harmony Day and International Women's Day celebrations, relaxation, zumba and yoga sessions, with a focus on the overall wellbeing of families and students. Information sessions led by external service providers were also planned and implemented, such as a post-school options, Open Day bus trip, Auslan workshops, PECS training for the home environment, advocacy group and NDIS representative talks. Peer support relationships were established between the families of students through the school providing socialisation opportunities. Positive relationships were also developed between staff in the Strategic Direction 3 Team and parents, which led to increased engagement of families in the learning of students at the school, and greater consistency of strategies used to support students across environments. Events such as National Science Week, Naidoc Week and the school athletics carnival were also conducted, and well attended by families, highlighting the achievements and successful engagements of students at school. A focus group of family members who regularly attended school events was formed, with the aim of gaining specific targeted feedback to inform further milestones for Strategic Direction 3.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of parents will engage in some form of discussion regarding their child's education	\$9280 supported 16 teacher release days for Personalised Learning Planning meeting teacher release to connect with parents on individual student outcomes and goals.	98% of Broderick Gillawarna families attended Personalised Learning Plan meetings with Classroom Teachers  100% of parents attended Individual Transition Plan meetings to set post school option goals and placement preferences.
50% of parents will engage with a focus group or survey to support improved school and community communication	This goal was not actioned due to change in parent groups and leadership	This goal will be focused on and addressed in 2019



## Next Steps

Parent survey data to be collated and examined for required focus areas to formulate 2019 milestones.

Targeted therapist input for particular students to be suggested by teachers, especially where there is a lack of external supports identified during PLP meetings. All therapists entering the school to have well defined and agreed goals, and to go through the correct procedures to access the school. From PLP minutes, NDIS status of families to be analysed. Targeted sessions with NDIS representatives and external service providers to be implemented in Term 2, to support student needs as identified.

School community involvement in the upcoming anniversary fete – volunteers and support to be sought by Strategic Direction 3 Team and other staff, organisation of event to commence. Publicity strategies to be formalised, including social media, community newspaper, posters and signage in the local area. Student internal work experience project to also be commenced, making items to sell as a fundraiser.

Workshops in areas of need as defined by the collation of data to be organised. For example, NDIS representatives and external service providers and therapists, to cover topics such as communication and self-regulation for students.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Quality Teaching, Successful Students (QTSS)</b>	Nil	As per data above to ensure consistency in behaviour support and resourcing for 2019.
<b>Picture Exchange Communication</b>	<p>Development/update of PECS folders</p> <p>Playground PECS folders</p> <p>PECS training for staff</p>	<ul style="list-style-type: none"> <li>• Implementation of whole school cooking program where we created PECS visuals for the recipe and food items and this was available for all classes to borrow during their cooking lessons.</li> <li>• Created and provided communication lanyards for gross motor and playground use.</li> <li>• All teaching staff were trained in PECS level 1 and School Learning Support Officers (SLSOs) had fortnightly training sessions.</li> <li>• Assessment of students PECS ability where all students were graded on a PECS phase as well as teachers completing communication profiles for each student so that the knowledge was shared with the next teacher.</li> <li>• Linked goals to English outcomes</li> <li>• Parent workshops</li> <li>• All staff video assessment of practice</li> </ul>
<b>TEACCH</b>	A range of TEACCH work task boxes and laminated activities were developed for teachers instructional use.	<ul style="list-style-type: none"> <li>• TEACCH activities in an accessible storeroom using a borrowing system. Linked to mathematics/English outcomes.</li> <li>• Professional Learning for new teachers and SLSOs.</li> <li>• Observations and data collection (photos, videos and checklists).</li> </ul>
<b>Positive Behaviour for Learning</b>	<p>New mascot posters</p> <p>New mascot banners</p>	<ul style="list-style-type: none"> <li>• New school mascots were designed to represent our school rules of Be Safe, Be Friendly and Be a learner.</li> <li>• Whole staff collaboration of positive behaviour expectations and language to be used across the school to implement a consistent approach.</li> <li>• Posters and banners designed to be displayed around the school to inform staff, students and visitors of the school rules and expectations.</li> <li>• Positive Learning Behaviour (PBL) team held professional development sessions for teachers and SLSOs to develop staff understanding and the successful implementation across the school.</li> <li>• Collaboration with Local Department of Education PBL mentor to assess baseline data and create a positive Tiered Fidelity Inventory Action Plan to guide our future development.</li> <li>• Developed lanyards and playground PECS folders to support students visual understanding of the school rules.</li> <li>• Parent survey</li> <li>• Term 4, we held a successful superhero themed PBL community launch which involved parents and the community. It included a whole school special assembly, demonstration of PBL language during classroom activities and a parent workshop.</li> </ul>

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	67	63	71	80
Girls	35	32	27	24

All students at Broderick Gillawarna School are placed through local panels and these placements are reviewed annually to ensure appropriate placement at the school. Enrolments must be assessed by the placement panel as eligible and appropriate for enrolment in Broderick Gillawarna specialised setting to be offered a place.

### Management of non-attendance

Broderick Gillawarna School follows Department of Education policy and procedures to manage non attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.81
Teacher Librarian	0.6
School Administration and Support Staff	19.78

\*Full Time Equivalent

In 2018, Broderick Gillawarna School did not have any staff who identified as Aboriginal or Torres Strait Islander.

#### 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	25

## Professional learning and teacher accreditation

Professional Learning at Broderick Gillawarna School in 2018 developed the capabilities of teachers to provide engaging, authentic learning programs for students based on current best practice.

Weekly teacher professional learning afternoons were attended by all teachers and included training in PECS, Numeracy Framework, TEACCH, Management of Actual and Potential Aggression (MAPA), PBL, school planning processes, the Performance and Development Plan Framework, School Excellence Framework, NESA Curriculum updates and staff wellbeing.

School Development Days were attended by all staff, including School Learning Support Officers and covered the following training:

Mandatory Professional Learning – Code of Conduct, CPR and Anaphylaxis training, E–Emergency Care, and Child Protection update.

Teacher accreditation at Broderick Gillawarna School included three beginning teachers work toward and one teacher complete their accreditation at proficient.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	418,767
<b>Revenue</b>	4,462,058
Appropriation	4,392,061
Sale of Goods and Services	33
Grants and Contributions	65,725
Gain and Loss	0
Other Revenue	0
Investment Income	4,239
<b>Expenses</b>	-4,293,072
Recurrent Expenses	-4,253,072
Employee Related	-3,889,317
Operating Expenses	-363,754
Capital Expenses	-40,000
Employee Related	0
Operating Expenses	-40,000
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	168,986
<b>Balance Carried Forward</b>	587,753

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.



	2018 <b>Actual</b> (\$)
<b>Base Total</b>	835,159
Base Per Capita	41,396
Base Location	0
Other Base	793,762
<b>Equity Total</b>	109,151
Equity Aboriginal	672
Equity Socio economic	72,526
Equity Language	35,954
Equity Disability	0
<b>Targeted Total</b>	3,141,828
<b>Other Total</b>	39,771
<b>Grand Total</b>	4,125,908

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

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.

## Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction is available.

## Policy requirements

### Aboriginal education

Broderick Gillawarna connected with Royal Botanical Garden and the local and extended Indigenous community. This connection was to a project to show our appreciation and respect to the original custodians of the land on which our school now stands. The school designed and planted a sensory garden area with a unique flavour. Specifically, we have curated a sensory garden comprised of native plants by the Durag People. Broderick Gillawarna have been fortunate to have the support of Carol Brown (Aboriginal Education and Engagement Advisor) to share local knowledge with the school and ensure that the school undertook the sensory garden project with respect to the original custodians of this land. Carol also worked alongside the school in food technology programs with a focus on Indigenous cooking.



### Multicultural and anti-racism education

In 2018 Broderick Gillawarna School continued to expand opportunities for students and staff from all cultural backgrounds to connect and succeed in the learning and working environment. This has built upon the school's inclusivity and racism-free school community. This included hosting a harmony day event where students and the community celebrated the day. Throughout 2018 Broderick Gillawarna School supported multicultural and anti-racism education in our school by embedding cultural diversity into teaching and learning programs, which included exploring and understanding celebrations and festivals of various student cultural groups.

## Other school programs

### Schools Spectacular

In 2018, Broderick Gillawarna 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 Broderick Gillawarna School successfully auditioned for the D'Arts Ensemble via video application. One of our senior students displayed leadership qualities enabling her to participate as a 'dance captain' and supported a student who uses a wheelchair as their mobility to perform alongside their peers.

Weekly rehearsals were held for the first time at the Robyn Webster Sport Centre in Tempe during October and November. The students and staff travelled to the Qudos Bank Arena for the performances over three nights.

The theme for the 2018 Schools Spectacular was 'The Greatest' and it was telecast to a nation-wide audience via the Channel 7 network. The D'Arts Ensemble which involved around twenty-three Schools for Specific Purposes and support units danced to 'Dancing' by Kylie Minogue and students continue to comment on their enjoyment and memories of the experience.

### Shining Stars

In 2018, Broderick Gillawarna School participated in the inaugural Shining Stars program, a student performance showcase and visual arts exhibition. Five senior Broderick Gillawarna students joined an ensemble of students from across local support units and schools for specific purpose. They participated in 5 structured workshops at Busby West public school, rehearsing a dance performance choreographed by Frances De-Bourbon. The Ensemble performed this dance item to '*I'm a Believer*' by Smash Mouth, at the Ultimo Public Schools Dance Festival in June. They were selected to compete at the State Festival during October.

During October the inaugural Shining Stars event took place at Campbelltown Arts Centre. Four dance ensembles, 2 drama ensembles, a music ensemble and a visual arts display highlighting the talents of students with disabilities in dance, drama, music and visual arts. This was a unique and exciting opportunity to celebrate the achievements of our students in the arts and for our ensembles come together to perform and exhibit their work in an event for students with disabilities.

### Sport

At Broderick Gillawarna School, students participated a whole school initiative to encourage physical activity and healthy lifestyle choices in 2018. New skills were

developed and the students' abilities were highlighted through various programs. These included;

Sporting Schools programs,

Swimming and physical movement programs, weekly block walks

Zumba and yoga programs delivered by professional instructors

Whole school Athletics carnival, strongly supported by student friends and families.

Each class participated in the Premier's Sporting Challenge, where each class received either a bronze or silver certificate level of participation.

Staff are committed to delivering programs that are differentiated to support our students varying physical needs and through these programs, students are encourage to develop and maintain a healthy level of physical movement each day.

Broderick Gillawarna School also participated in a number of external sporting events,

Metropolitan Swimming carnival,

Metropolitan Athletics carnival,

Intersport school days and

George Bass annual Soccer Gala day.

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