

Broderick Gillawarna School

2019 Annual Report



5529

Introduction

The Annual Report for 2019 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

Broderick Gillawarna School
36-48 Victoria St
Revesby, 2212
www.broderick-s.schools.nsw.edu.au
broderick-s.school@det.nsw.edu.au
9773 1255

Message from the principal

2019 saw many changes including a change to the leadership team at Broderick Gillawarna School (BGS) , including myself starting in term 2, 2019. Firstly I would like to thank the students, staff and families. The students should be celebrated for their determination, sense of fun and for the ease with which they welcomed and accepted their new Principal. All BGS students had outstanding achievements and successes in 2019 and were honoured for their positive attitude and reaching their goals. BGS community, staff and families I pay respect to for just making things happen and thus making BGS an accomplished school.

BGS had big plans in 2019 and it took determination and hard work and a shared vision for our plans to come to fruition.

I started my BGS journey in May 2019 and it has been nothing short of amazing. It has been exceptionally busy and very fast with lots of learning. However, with the immense support of the BGS team and the inspiration of our students made my work as the new Principal so much easier.

BGS believes in making a difference, it is our motto. We believe in and thrive to achieve equity and excellence for the whole student and that every students' strengths are optimised so they can attain and surpass their individual goals for success at school and outside of school. Their accomplishments are due to their own ability to adapt and persevere but these accomplishments are also driven by careful planning, knowing each student with support from their families as partners in their education.

Acting, planning and believing were core to one of our most celebrated successes this year which was the implementation of eye gaze technology. Eye gaze technology has had a significant positive impact on the students learning who use it. This technology was in its infancy in New South Wales. The school designed professional development and all the resources our students needed to engage in the curriculum using this technology. Students who need physical assistance to attend to their learning were now making choices and the eye gaze technology provided these students with the means to initiate activities, answer questions and the autonomy to attend to activities. Our students were spending more time on-task and had increased authentic engagement with quality teaching and learning.

Across 2019, BGS continued to be supported by our P&C who kindly donated their time and support for Father's Day and Mother's Day stalls. All our parents who received great gifts this year, should know it was due to the organisation and hard work of our P&C. This great group of parents have also organised and funded the annual fun day. Our P&C volunteer their time and support the school financially in order to ensure our students wellbeing and that the school can be at its best.

The Citizen's Committee was also a wonderful support this year and funded the new self-regulation area along with Revesby Workers Club. This sensory area gave our students a calming space to self-regulate and return to base line which is the optimal zone for learning. The Citizen's Committee also supported our Shining Stars and performers in School Spectacular and we successfully accepted the invitation to further showcase our Shining Star students at the 2019 annual Gary Walden Dinner. Without their generosity, these programs could not run, and it would be such a shame as our students definitely own the stage!

BGS started a Parent Café in February this year. This occurred each term for the duration of the year. The parents will be continuing with the café as an opportunity to network and be a parent voice supporting the school to move forward, a big thank you to Jo Freeman (Parent) for chairing this café.

BGS friendships were fostered and continue to grow with other local schools. In reciprocal school visits our students had opportunities to be a part of larger peer groups. Revesby PS attended for science lessons and our students attended their sport days, Sir Joseph Banks High School became part of our school when we held football and cricket clinics this year and the Shore Boys returned over many weeks across the terms and buddied with classes for a variety of lessons and a great support. The Shore Boys, in December, attended the school for a week long art project where they continued painting the path of blue feet in our front playground. The path of blue feet has acted as a teaching tool to have students build upon the skills of following instruction and staying with the group. BGS also increased our great connections with work experience sites who support our students and help consolidate their skills in another context and learn new ones.

BGS had 12 school leavers in 2019 and celebrated their graduation with recognition at the annual Presentation Day and their Year 12 Formal which was supported generously by Revesby Workers Club.

2019, a year of change with two Teachers, one Assistant Principal and one SASS member being successful through merit selection and transfer to new positions. A new Assistant Principal and School Administration Officer were appointed to the school.

As a school we have been working extremely hard on our systematic practices, to create seamless successful life plans for our students. We refined our Learning and Support Team to support complex case needs, Individual Transition planning and NDIS support. Stronger system changes in health care, personalised learning and behaviour management has proven to be instrumental to the smooth operation of the school.

2019 was a great year! We refurbished our pool and now have new ventilation, we upgraded our gardens and play spaces and purchased a new bus. It is my privilege to lead and manage such a strong school and I look forward to leading the school and growing stronger as a connected BGS community in 2020!

JoAnne Gardiner

(Principal)

Message from the school community

As a school Broderick Gillawarna has the students at the forefront of all efforts and changes. As a community we witnessed many rewarding experiences and events including celebrating days like Education Week, Shining Stars, the Athletics Carnival and Year 12 Formal to name a few.

The final Presentation Day was a truly amazing day showcasing the students and recognising their achievements. This outdoor ceremony was such a successful and joyous occasion to conclude the year. The entertainment and colour brought a smile to all those in attendance.

We have worked hard as a school to encourage and include all families to attend our parent café. This is a casual gathering on the third Tuesday of each term aimed at giving ideas to the school based on our knowledge of our children. Putting forward suggestions that we would like to see at the school. These gatherings luckily coincide with the Zen Café opening where we get to have a coffee and bit of yummy cake cooked by the senior students. This is a chance to not only be part of the school but an opportunity to meet other parents who share a similar experience. I encourage everyone to come along.

The recent improvements to the school including beautifying the front entrance, murals in the demountable area, together with the new equipment have helped create a warm and appealing feel to our school.

It was exciting to see all the new trampolines scattered throughout the school and I am sure the junior school will have a ball in the new sensory room.

As a member of the Citizen Committee and the Chair of the Parent Café I would like to congratulate Ms Gardiner and the entire staff for their devotion and support in 2019. The school has made so many changes in such a short time – it's very exciting to be part of.

Jo Freeman

(parent)

Message from the students

Broderick Gillawarna is the best school, in 2019 we got to experience lots of fun and exciting learning activities. The best part was the excursions we went on! We learnt heaps on the Georges River Environment Centre and saw different animals and how Aboriginals lived off the environment. Our teachers are amazing and take such good care of us, they help us with everything we need and are always happy to do anything with us. We have so much fun on community access, learning how to catch trains, buy food, groceries and do fun things like go to the movies, bowling and the park. We also learnt how to play heaps of fun sports like football, soccer and cricket plus we got to play them with other schools which was so much fun!

Tanner (Year 12 Student)

Broderick Gillawarna School makes learning fun! We get to learn by going out on community access and using the skills we learn in class. We do lots of fun Maths and English which helps up when we make purchases. I love when we learn how to cook by watching YouTube then writing our shopping list and buying what we need on community access, we get to use all the skills we learn! The staff are so nice and always talk to us and look after us when we need it. Everyone at BGS is so nice, I love coming here.

Shaymat (Year 9 Student)



School background

School vision statement

Our vision is:

To optimise the strengths of every student to attain and surpass their individual goals. At our core, is a focus on an inclusive learning environment, achieving equity and excellence for students, both at and for life outside of school.

Mission 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Students: Communication Systems,

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 positive behaviours that prepare students as confident and creative learners.

Improvement Measures

Every student has access to an individualised mode of communication to support learning.

Increased level of achievement of students in literacy skills and outcomes

Increased level of achievement of students in numeracy skills and outcomes.

Increased awareness of whole school positive behaviour for learning values.

A greater proportion of students accessing community programs.

Overall summary of progress

Communication Systems (PECS):

The Communication Systems team has over the course of 2019 rolled out a number of effective practices to assist with student's communication and access to their education. The focus initially had been to assess each individual students' Picture Exchange Communication System (PECS) Phase and to make an individualised plan on how to move forward through the pre-determined phases. In 2019, the Communication Systems team extended their scope by assessing students on a variety of other Augmentative and Alternative Communication Systems (AAC's) including ProloQuo2Go, AUSLAN, LAMP and eye-gaze devices. The team have made great gains by surveying classroom staff to identify and track communication needs and students access to the curriculum using these identified AAC's, in preparation for end of year handovers.

Numeracy (TEACCH):

The Numeracy Team (with a focus on Treatment and Education of Autistic and related Communication for Children known as TEACCH) has advanced in 2019 in the areas of assessment collection, whole school resource development and professional development for new staff. TEACCH data continues to reflect an increase in on-task behaviours, foster independent learning and support the effective transition of senior students into work experience programs. The Clarke Road Money Program was re-established into our school's senior Healthy Canteen program and more resources developed to support the running of this program.

Positive Behaviour for Learning (PBL):

The Positive Behaviour for Learning (PBL) team began the year with a PBL refresher during whole school professional learning to ensure all staff were using the system effectively to manage behaviour. The team surveyed staff with Google forms to gain a consensus on where the school was sitting in implementing PBL in universal areas. As a result, permanent outdoor signage was installed in universal areas outlining the rules and expectations with our mascots, visuals and scripts to be used to teach and increase positive behaviour across the school. The result was increased familiarity and adherence from staff, students and visitors. Kindergarten orientation included a 'starting school' social story which included the school rules and expectations which meant new students and families were already familiar with the mascots and language when beginning school. Recognition of outstanding PBL achievement was marked by specific awards at weekly assemblies and at Presentation Day, the expectations song was adopted across the school and in classrooms. Families were given feedback on student progress in following the expectations through semester reports. We established a PBL page in our bi-termly school newsletter focusing on specific rules and expectations and recognising students who had demonstrated them to increase PBL engagement from families. The Time-out/Self-Regulation Policy was reviewed and shared with staff at the start of the year, and student wellbeing updates continued in staff meetings so all staff were made aware of concerns and how they may be addressed with PBL.

Progress towards achieving improvement measures

Process 1: Literacy: Develop and implement a whole school approach to the delivery of literacy programs specific

Progress towards achieving improvement measures

Process 1: to the needs of each student. This program is supported and validated using consistent and accurate data collection methods.

Evaluation	Funds Expended (Resources)
By the close of 2019, all staff members were trained in Picture Exchange Communication System (PECS) and number of key staff were trained in systematic processes such as PLAN2 and Best Start. All teachers completed a variety of literacy assessments at the close of 2019 including the Personalised Learning and Support Signposting Tool (PLASST) profile, literacy framework assessment and progressions data (where appropriate). In addition, thorough handovers of student communication profiles, abilities and strategies took place in order to prepare for 2020 class transitions.	\$4,865 (7 x staff members engaged in 2 day training) \$760 (2 x staff members engaged in 3rd day training on speech generated devices)

Process 2: Numeracy: Develop and implement a whole school approach to the delivery of numeracy programs specific to the needs of each student. This program is supported and validated using consistent and accurate data collection methods.

Evaluation	Funds Expended (Resources)
Google Form on resources needed with 2019 budget. Order Whole school resources for Mathematics team/TEACCH. Future direction for 2020.	Google form – Mathematics resources needed to be purchased. Budget/money (\$9000) 2020 Budget development.

Process 3: Student Wellbeing: Establish a whole school program that is accessible to all students. Students are actively engaged in a variety of positive learning environments.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) outdoor signage was displayed across the school making it visible and explicit to students, staff and visitors. The team started making teaching resources to support staff in the classroom beginning with the 'Be Safe – Hats On' school rule to ensure sun safety in the hotter weather. A PBL section was added to the school newsletter to increase community awareness and acknowledge students. Special PBL achievement awards and trophies were given to students at the BGS annual Presentation Day, recognising achievements in PBL and further promoting BGS as a PBL school.	PBL signage (\$6,265)

Next Steps

Communication Systems (PECS):

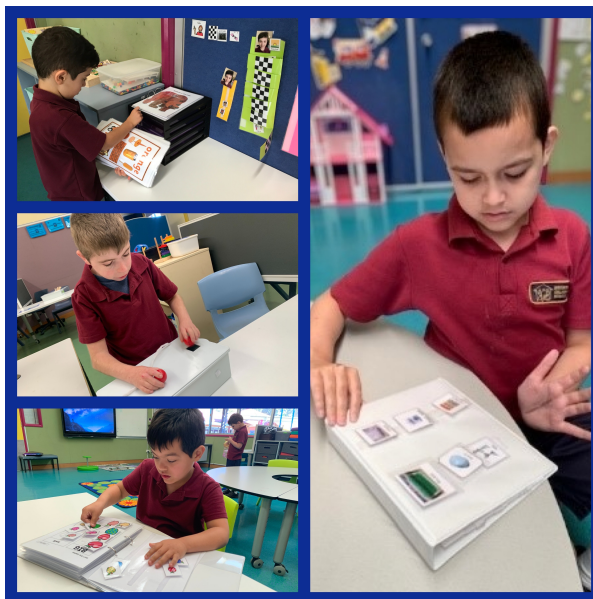
In 2020, the team aims to create and introduce individual student communication profiles which will give vital information for student access to Literacy and all Key Learning Areas (KLAs). The school also developed a New South Wales Education Standards Authority (NESA) endorsed AUSLAN course that will be taught for students in Years 7–10 in 2020 which will provide students with additional access and opportunities to expand their communication acquisition. The school has a trained AUSLAN signer employed to oversee AUSLAN resources, delivery and student support, as well as head the BGS Signing Choir.

Numeracy (TEACCH):

In 2020, the Numeracy team (with a focus on Treatment and Education of Autistic and related Communication for Children known as TEACCH) will introduce a number of whole school new resources into the TEACCH storeroom. These resources will be distributed to classrooms through a sign in and out system. Continued whole school TEACCH assessment and teacher support in the classroom will be provided for new staff. High school senior students life skill tasks will be developed that assist in the transition to work experience.

Positive Behaviour for Learning (PBL):

In 2020, the PBL team aims to increase the implementation of PBL across the school, this will include further Professional Learning for all staff and the creation of classroom lesson plans and resources for both K–6 and years 7–12 to support staff to successfully teach students the school rules and expectations. The team will collaborate with their PBL mentors who will support them to complete a 2020 Tiered Fidelity Inventory to assess progress we have made since we completed it in 2018, and to further map out future direction at BGS. The PBL team will also review and update Broderick Gillawarna School's, School Discipline Local Implementation Document.



Strategic Direction 2

Teaching: NESA & DoE Requirements

Purpose

To provide staff with prospects to engage in professional development and analysis of their own teaching practice. Through collaborative practice, staff will develop Australian Standard compliant documentation to implement quality teaching and learning. Authentic student assessment tools will be researched, trialled and evaluated to accurately measure student learning and wellbeing to improve student engagement.

Improvement Measures

All staff complete their Professional Development Plan incorporating strategic directions and teaching standards.

Every student has had formative assessment conducted on their academic achievement used to form future teaching directions.

All teaching and learning programs are compliant with DoE and NESA requirements.

Every student has a work schedule and communication system to support, enhance and maintain their learning within the classroom.

Progress towards achieving improvement measures

Process 1: Professional Development: Develop, implement and refine a comprehensive research based professional development focus that provides staff to assess their own practice, enact change in learning environments and support their colleagues.

Evaluation	Funds Expended (Resources)
While the Educator Impact 360 degree survey was originally nominated to support in identifying areas of need in staff development, the refinement of the schools values and vision identified this simpler, less costly authentically personalised avenue of Professional Learning identification.	Microsoft Forms Survey – \$0

Process 2: Student Assessment: Implementation and maintenance of school wide culture of assessment using accurate and authentic data collection. This supports the enhancement of student outcomes.

Evaluation	Funds Expended (Resources)
Having identified the need for a consistent approach to assessment BGS applied for and were accepted in the Assessment for Complex Learners (AfCL) trial being conducted by the Department of Education, Strategic Analysis Unit.	• Assessment team members \$900 x 2 teacher release days

Process 3: Collaborative practice: All staff have the opportunity to lead, contribute and support teaching and learning. This will focus on streamlining compliance and assessment within school wide programs and documentation to increase student engagement and learning outcomes.

Evaluation	Funds Expended (Resources)
<p>The focus here was on meeting the New South Wales Education Standards Authority (NESA), requirements of:</p> <p><i>Under the Education Act, such matters may include, but are not limited to, the following:</i></p> <ul style="list-style-type: none">• the standard of teaching of courses of study provided at the school;• student engagement in learning at the school;• any matters identified in a risk assessment conducted by NESA in relation to the system and/or its schools <p>The implementation of the collaboratively developed 2018 compliant learning</p>	\$2,000 for assessment resources.

Progress towards achieving improvement measures

Scope and Sequences, Units of Works and Timetables provided BGS with a decisive next step of progressive to individualised teacher programming in 2020. This decision was supported by professional learning in *Leading Curriculum Monitoring for continuous school improvement* conducted by School Planning & Performance within the Leadership and High Performance unit of the Department of Education.

Next Steps

Professional Development

The attached graphic is the result of the professional learning survey that has since contributed in supporting the scheduling of professional learning. The Principal, Deputy's and School Counsellor will subsequently lead professional learning on trauma informed practise underpinned by formal training in the Berry Street Model. This training is based on classroom strategies informed by Berry Street's approaches to trauma-informed learning and the science of wellbeing. Student-centred strategies will provide teachers with a practical toolkit to work with our most vulnerable students.

The Berry Street Education Model covers classroom and whole-school strategies to promote an understanding of the FIVE DOMAINS of the Model. What is covered within each of these domains is included below.

Body: *Building school-wide rhythms and body-regulation through a focus on physical and emotional regulation of the stress response and de-escalation in school and classroom contexts.*

- from a developmentally neurosequential perspective, designing and delivering curriculum that promotes academic performance, wellbeing and future pathways
- acknowledging trauma's impact on the body, on the stress response, and on learning; specifically, helping students to self-regulate to a heart rate of around 80 beats per minute
- offering opportunities throughout the day for students to elect individualised time to both co-regulate and self-regulate emotions, reactivity and impulses
- using rhythmic, predictable, and consistent timetables for lessons, weeks and the school year
- providing opportunities for mindful practice.

Relationship: *Increasing relational capacities in staff and students through attachment and attunement principles with specific relationship strategies for difficult to engage young people.*

- staff/student connections built on attachment principles of unconditional positive regard and positive emotion
- foundations of safety, tolerance and respect
- teaching social and emotional intelligence
- friendship and teamwork
- strategies to build lasting, strong relationships by increasing positivity within relationships.

Stamina: *Creating a strong culture of independence for academic tasks by nurturing resilience and emotional intelligence.*

- strategies to build emotional intelligence, personal resilience, frustration tolerance and self-regulation
- growing the stamina for attention and strategies for managing distraction
- structures to support group affiliation
- encouraging growth mindsets for academic learning and accomplishment
- developing passion for learning and the persistence to follow through.

Engagement: *Employing engagement strategies that build willingness in struggling students.*

- understanding the pathways to complete engagement through flow activities
- active engagement, including flexible timetabling, hands on activities and multiple learning modalities
- broadening, building and savouring positive emotions
- building motivation through healthy play and fun
- sparking curiosity and interest through real world application, vocational pathways, problem solving and investigation.

Character: *Harnessing a values and a character strengths approach to enable successful student self-knowledge which leads to empowered future pathways.*

- helping students articulate their own values
- finding personal meaning in those values and extending that meaning to include others

- understanding self and others in the context of culture and community
- identifying personal strengths and practicing those strengths
- exploring strengths through stories, narratives, metaphors and heroes/paragons of particular strengths
- cultivating attunement through tolerance and respect for others' character strengths
- understanding and employing character strengths for future pathways.

Student Assessment

The Assessment for Complex Learners conducted by Strategic Analysis Unit, the nominated BGS next step in assessment:

aims to identify ways to track progress for students with intellectual disability, including students with autism, medium-to-high support needs and other related disabilities.

- *The trial will pilot and evaluate an innovative new formative assessment approach for special education, the Passport for learning. It will also include a number of other trial assessment tools to support schools with tracking their progress.*
- *The trial seeks to drive improved practice by providing educators with clear guidelines to assess, support and differentiate learning for our most complex students.*

Collaborative Practice

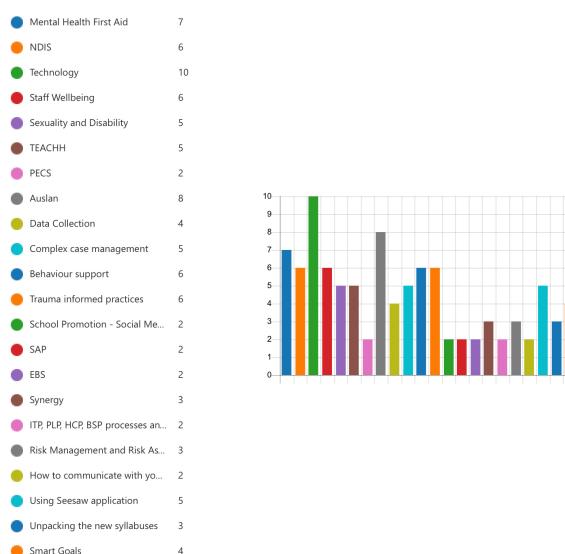
The collaborative programming opportunity has progressed to individualised class program in Term 3, 2020 to allow for New South Wales Education Standards Authority (NESA) recommendations that programs:

- *reflect the needs, interests and abilities of students*
- *are based on syllabus outcomes and include a variety of teaching, learning and embedded assessment activities, strategies and resources to address the learning needs of all students*
- *are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback*
- *include adjustments for students with disability*
- *reflect school and sector priorities, values and initiatives*
- *are a record of how syllabus requirements are met.*

The practice of collaborative programming identified the need for teachers to have access to a mobile device for ease and mobility in practice. BGS welcomed the invitation to participate in the *Devices for Teachers* pilot conducted by the Technology for Learning (T4L) unit of DoE. The purpose of the pilot married seamlessly with BGS' direction in:

- *confirming if the allocation of a device to teachers has a positive impact on learning outcomes of students*
- *streamlining administration and planning processes*
- *the effective use of technology during teaching and learning opportunities.*

The device pilot in providing teachers with their own Surface Pro has opened the opportunity for the continuation of the collaborative practice by using the MicroSoft Staff OneNote application, along with SharePoint and Microsoft Teams to enhance the collaborative practice.



Strategic Direction 3

Community: Engagement & Systems

Purpose

To build clear, concise and functional systems of processes and practices for cohesive and strong school operations. Enhance community participation by fostering a culture of 'Partners in Learning'. The school vision is shared across the community to enhance engagement and connect all stakeholders. The school community actively participates to support and drive school wide shared expectations of achievement and celebration.

Improvement Measures

100% of parents will engage in forming negotiated goals regarding their child's education

25% of parents will engage with a focus group and 80% survey to support improved school and community communication

All school documentation and communication will be streamlined to increase and enhance engagement with the community.

Overall summary of progress

Community Engagement:

In 2019, the Community Engagement team worked to increase the communication between school, staff and families based on feedback gathered from parental surveys, parent-based meetings and a school self-assessment. The focus for this team was to promote positive partnerships in whole school collaboration and strengthen family and community engagement in student learning outcomes. New technologies including Seesaw, Facebook and Skoolbag were introduced in order to increase communication opportunities and open the classroom to families. The school newsletter was updated to increase accessibility and provide the school's wider community with more information regarding school both day to day and special event information. The Community Engagement team also worked to increase communication between staff members through the update of school meeting agenda and minuting documentation. In addition, daily staff news including staffing, rosters and day to day changes began to be shared daily through online applications such as Google Slides and Microsoft Teams.

Systems

In 2019, the System team worked to review and update school guidelines, procedures and documentation. To support parent voice and staff voice, the school focus for this project team was to build clear, concise and functional systems of processes and practices for cohesive and strong school operations. Processes and practices were reviewed, new systems implemented, and communicated which had the primary aim of increasing consistency in school documentation, communication and reporting to staff, families and other stakeholders for optimal management and organisation across the school and wider school community. These processes and templates included; professional learning timetables, student transition package, behaviour support plans, engagement of external providers, including a full external provider induction package, student healthcare, learning support team, off-site activities package, personalised learning plans, teaching and learning programs, reports and risk assessments. The Systems team also worked to increase staff confidence and compliance through the development of flowcharts to support the clear understanding of the process, practices and documentation, how to and expectation of use. The systems project team led professional learning and regularly communicated in staff meetings of changes and the implementation of new documentation and whole systems of practice. A school based Broderick Gillawarna School (BGS) Masters document library was established and all documentation has been accessible to staff through Microsoft Office 365, OneDrive. The shared library, BGS Masters ensures staff always have accessibility to the most recent and up-to-date versions of documentation, flowcharts and guidelines and procedures.

Progress towards achieving improvement measures

Process 1: Connection: Develop and enhance consistent and regular communication with the wider community.

Support: provide relevant workshop opportunities that promote a positive school culture of support and

Progress towards achieving improvement measures

Process 1: community engagement.

Evaluation	Funds Expended (Resources)
Target Parent Survey	
P & C Fun Day	
Presentation Day	
Graduation (Year 12 Formal and Yr 6 Disco and Assembly)	
Schools Spectacular	
Tell Them From Me survey	

Next Steps

Community Engagement:

In 2020, the Community Engagement Team aims to continue to increase active communication and opportunities for parents and staff to give their feedback and opinions on the school goals and vision. The team aims to not only increase the staff and community connection and voice in using annual surveys such as Tell Them From Me and People Matters in order to provide these forums but also to increase participation at school events. The team also aims to increase the School's online presence by increasing the information (photos, dates of events etc) available on the school website in an attempt to reach out to the wider community and create increased opportunities for our students.

Systems

In 2020, the Systems team aims to review all new practices and documentation to gain effective feedback of their use and how staff and families are understanding the new documents and systems of practice. The systems will update and clarify where needed and support change from the voice of those who use the systems of practice. The systems team will be seeking feedback from parents and staff regarding the documentations, guidelines and procedures. The team aims to develop consistent systems relating to the EAL/D reporting, remote learning, student school reports, teaching and learning programs and how we can support students in line with their National Disability Insurance Scheme (NDIS) plans.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Additional School Learning Support Officer (SLSO)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$44 999.00) 	<p>The additional School Learning Support Officer worked 1:1 with students and this resulted in EALD students decrease in physically acting out behaviours, increase in on task behaviours and students being placed in age/stage classes and not classes based on behavioural needs in the following school year planning. These students were also able to integrate back into the main student population on the playground.</p>
Quality Teaching, Successful Students (QTSS)	<p>Casual Staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$28 707.00) 	<p>Assistant Principals were released to work 1:1 with the teachers (released) who they supervise in professional learning sessions. These included substantive, new, casual and temporary teachers to ensure new systemic practices were understood and implemented. All teachers now use the following packages, guidelines and procedures rolled out in 2019: Health Care Plan Management; Transition Post School; Personalised Learning Plan; Reporting and Assessment Documentation and Expectations; External Providers; Behaviour Support Plans; Learning and Support Team Referral Systems. The school saw a dramatic increase in clear and concise operation and uniformity and collective understanding was developed.</p>
Support for beginning teachers	<p>Causal staff</p> <p>Professional Learning Courses (PECs, MAPA, TEACCH, Jolly Phonics, PDHPE syllabus, Science syllabus and ITPs)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$36 063.00) 	<p>Each beginner teacher became versed in more specialised teaching and skills and knowledge in areas necessary for special education. Beginner teachers reported that they were more comfortable with significant behaviours and were able to implement Management of Actual and Potential Aggression (MAPA) learning into Behaviour Support Plans (BSP). They were able to assess using a framework for Alternative and Augmentative Communication and use Picture Exchange Communication Systems (PECS) across the school day to support individual students to access their education. Each beginner teacher was able to remain ahead of their teaching and learning cycle with additional release time to support their workload and Department of Education (DoE) requirements.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	63	71	80	79
Girls	32	27	24	22

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Year 12 students at BGS followed an Individual Transition planning process in 2019. Class teachers and supervisors initially met with families and the Support Teacher Transition (STT) to formulate an agreed Individual Transition Plan (ITP) for each school leaver. All stakeholders worked together to compose goals and priorities for the future of students beyond school. BGS liaised with various local post school option providers including Australian Disability Enterprises and Community Participation Centres to provide opportunities for families to visit and discuss the needs of their child. ITP's were reviewed throughout the year, and amended to suit the ongoing development and requirements of the student. The ITP informed National Disability Insurance Scheme (NDIS) goals, planning and funding, and resulted in a more efficient process for the student's transition from school.

NDIS support sessions were held on-site at BGS by Local Area Coordinators and appointments provided to support families in developing effective NDIS plans. A parent information session was conducted to familiarise families with the BGS transition to post school options procedures. Additional resources including the BGS Student Transition Portfolio and Chat Book were introduced and implemented, allowing providers to thoroughly understand the needs of the individual student and plan for the future of the student effectively in collaboration with families and the school. Students attended transition visits to their prospective placements and some of these placements included work experience as an optional activity for those it was applicable for. Post school programs which included work experience options led to ongoing support for school leavers to continue to consolidate employment skills as commenced through school-based work experience. Individuals worked on future focused personal goals in the domains of social and community participation, health and wellbeing and personal care and management according to their specific needs. At the end of 2019, students gained placements in the following community participation programs; Firstcare in Campbelltown, Afford in Lurnea and Condell Park and CASS in Hurstville.

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students completed their Life Skills High School Certificate equivalent.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.8
Teacher Librarian	0.6
School Administration and Support Staff	19.78

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	587,753
Revenue	4,741,410
Appropriation	4,637,715
Grants and contributions	98,605
Investment income	5,089
Expenses	-4,620,347
Employee related	-4,001,946
Operating expenses	-618,402
Surplus / deficit for the year	121,062

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	3,205,246
Equity Total	136,081
Equity - Aboriginal	2,250
Equity - Socio-economic	88,832
Equity - Language	44,999
Equity - Disability	0
Base Total	855,839
Base - Per Capita	50,231
Base - Location	0
Base - Other	805,608
Other Total	158,571
Grand Total	4,355,737

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.

BGS upgraded their grounds and classrooms in 2019. The following equipment, upgrades and resources were purchased;

Three new flag poles; new student furniture for every classroom; new mural and sensory regulation playground; three new trampolines; new mathematics resources; upgraded the hydrotherapy pool with new ventilation; new school signage and entry landscaping; block-out roller blinds to classes; PVC drop awnings to the balcony which hosts the students Zen Zone Café; seating upgrade to the front playground; new school bus; shade sails in the early intervention playground and a new PA system.



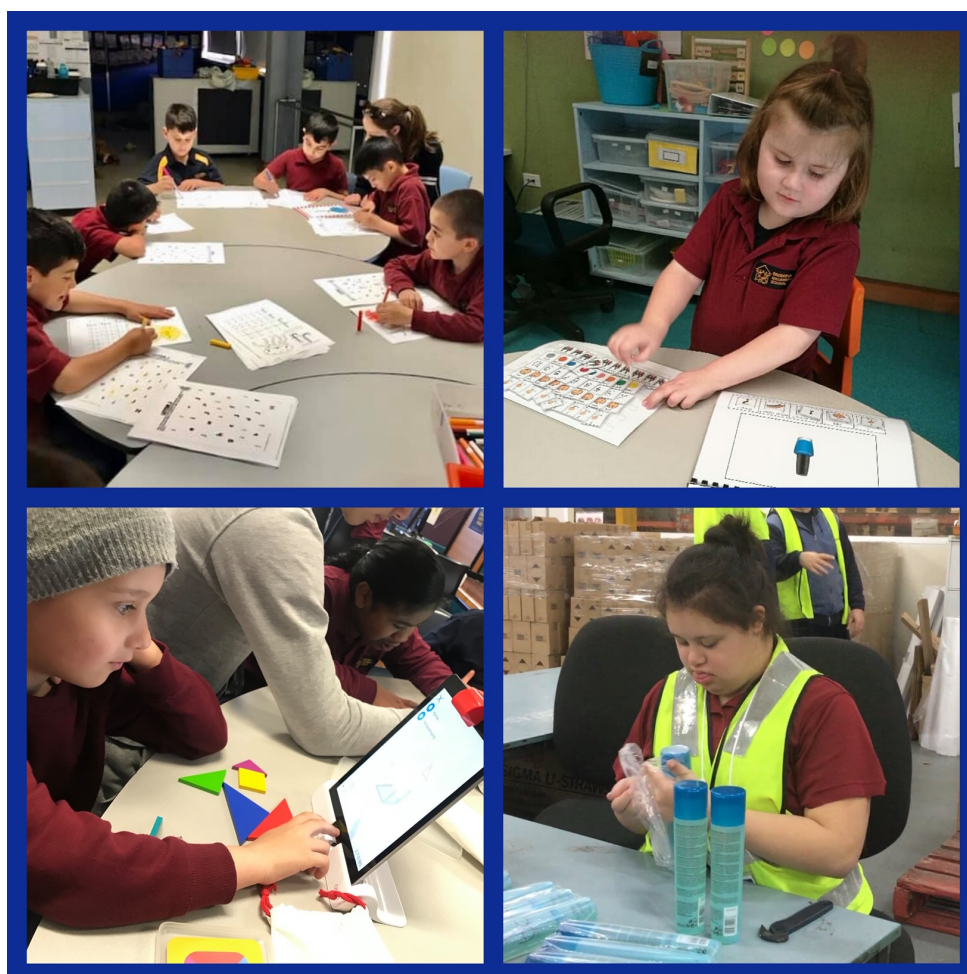
Parent/caregiver, student, teacher satisfaction

In 2019 BGS participated in three separate surveys:

1. People Matter 2019 – NSW Public Sector Employee Survey: this survey provided an opportunity for employees to have a say about their workplace and to help make the workplace a better place to work. The survey asked employees about experiences with their own work and working with their team, managers and the organisation. Amongst the 'highest scoring agreement questions' 100% of staff responded that they were 'comfortable notifying my manager if I become aware of a risk at work'. 94% of staff responded that their manager 'encourages and values employee input'. Pleasingly, 89% of staff responded that 'my manager encourages people in my workgroup to keep improving the work they do'.

2. Tell Them from Me, Teacher survey – Department of Education survey: this online survey helped BGS identify teacher and SLSO perceptions of the 'eight drivers of student learning' as understood in research related to 'leadership', 'parent involvement', 'inclusive school' and 'technology', the school mean was above the NSW norm. In the area of 'collaboration', responses were similar to the NSW norm. In the areas of 'learning culture' BGS responses were marginally below the NSW norm. It is to be noted that increasing learning culture through literacy and numeracy is a focus area of the current School Plan. Analysis of this survey data confirms identified focus areas of our 2018–2020 School Plan.

3. Tell Them from Me, Partners in Learning Parent survey – Department of Education survey: this online survey helped BGS to capture parent and carers views about different factors that are known to impact on student wellbeing and engagement. These include: communication between parents/ carers and staff, activities and practices at home, and parent/ carer views on the school's support of learning and behaviour. Participation in the surveys was communicated to parents and carers in a variety of ways. Unfortunately BGS had a small response rate with only 9 surveys completed. In 2020 the BGS Community project team will be developing a number of documents in a variety of languages to allow for an increased response rate from our parents/ carers. Survey responses from the 2019 survey showed that the school mean in the areas of 'inclusive school', 'parents feel welcome', and 'parents are informed' were above the NSW norm. In the areas of 'safety at school' and 'school supports positive behaviour' the response was similar to the NSW norm. In the area 'parent support learning at home' BGS responses were below the NSW norm. Analysis of survey data will further inform achievement of 2018–2020 School Plan projects.











Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

