

2020 Annual Report

Broderick Gillawarna School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was a year like no other, I don't think anyone would have thought or even imagined that our amazing country would experience such crisis one after the other. From the devastating bush fires, followed by floods and on the back of these a pandemic. From face to face learning to remote learning back to face to face learning, the resilience of our students and staff and community was second to none.

I could not have been prouder to be in Australia and the Principal of one of the best schools I've had the privilege of leading. The human spirit was alive and well, as Australia overcame so many tragedies and obstacles. Many of us have faced challenges before however, this one we joined across the nation and globe. Human spirit was what I got to experience everyday arriving at work.

I work beside the most outstanding leaders, educators and support staff that not only teach and support the running of the school but truly care and they care for the whole student and this extends to their families. Through a pandemic we did not stop, we kept moving forward!

This year was a lot about heart and we wholeheartedly met our milestones and student outcome success. Each class certainly achieved significant student growth, in what was essentially 40 weeks; just over 220 days. What we were able to do in those days was nothing short of miraculous!

Our successes were captured by the phrase 'Soaring to new heights'. To soar means more than just to fly. It means to rise swiftly, to feel the wind below you as you ride it higher, higher, higher. Flying is just moving through the air. Soaring though, suggest exhilaration, even joy and in 2020, Broderick Gillawarna School (BGS) soared!

As we drew to the end of 2020, as a principal, I had many WOW moments! I knew I had outstanding educators and I definitely know I have phenomenal students. Reading their achievements; like progressing through stages of communication to actively make a sentence and then exchange this or speak this, or to being able to use a brand new walking cane for the first time and navigate space with independence, moving through levels of reading and being able to know when to take a self-regulation break before having to be supported to take one.

Schools are busy, vibrant places and I know there is a catch phrase at BGS 'never a dull day'. While it is imperative that we support the development of basic literacy and numeracy, we must also focus on the area of developing our students' transferable skills that they can apply to all situations and this is where we also need to invest our energy. This education is where we thrived; curiosity, adaptability, empathy, social and emotional awareness. I have seen these embodied in our students. This was particularly noted in the eight newly enrolled Kindergarten students who started their thirteen year school journey with eagerness.

2020 was the end of our three year planning cycle and all our milestones were met. BGS was still able to hold events but unfortunately without our community on site. We engaged in and experienced some of our incursions digitally - digital connection rapidly become the new norm. Our students celebrated NAIDOC week with a Torrens Strait Islander dance and song group. Science Week took us under the water in the deep blue with hands on experiments and tactile experiences. Book Week, we celebrated the love of words and literacy and it was a favourite where we all looked like we literally jumped off the page and so much fun was had. Our students and staff moved and grooved to Music Count Us In and a very special musical experience with the Sydney Symphony Orchestra. All of these wonderful fun and learning events beautifully aligned and grew our student's confidence across the curriculum.

This year, the school was nominated to participate in an external validation process. BGS was provided an opportunity to discuss their judgements about their practice and the evidence that underpins them with a panel of peers. Through the embedding of effective self-assessment practices BGS was well positioned to identify and annotate their most significant pieces of evidence for submission to the validation panel. The panel of peers agreed with the schools self assessment judgements however raised the area of delivering in well-being to sustaining and growing. This was a very worthwhile process and will see the planning for the next four years.

Major school upgrades took place this year and the school finally made our gym equipment area in the front playground accessible by all by removing the bark and leveling the area with Softfall, making it inclusive and safe. The additional murals in the demountable area added vibrancy to this area and complimented the already existing waterfall mural in the Sensory Processing Area. An Australia theme was selected and the murals were a huge hit, making the area all the better for fun and play. Additional play equipment went in and a new basket swing replaced the non-operational flying fox. This has been so successful which inspired a submission to Revesby Workers for a grant to have an additional basket swing installed. Another kind donation from the Trilogy Foundation supported the purchase of a new POD swing for our top playground. The POD swings are a huge success and a source of fun. They are a safe space for self-regulation for our students. Revesby Workers through ClubGrants NSW generously donated 23 thousand dollars and this upgraded our sensory tent area.

I take this opportunity today to give thanks to all who have contributed to our school community. The BGS School Council, The P&C and The Citizen Committee and I take my hat off to our parents and carers. I also acknowledge the

Shore boys while COVID kept them from our weekly visits, they attended a few weeks back and continued to paint within the 'blue feet' project. This project supports our students to focus on staying with their class group, an important safety skill for when they go out in the community. Our community is built on respectful relationships that include all and promote the greater good and the best for our students - As our motto goes 'Working together to make a difference'

BGS celebrated in true style for both our Year 12 and Year 6 graduating students. We will farewell 8 graduating Year 12 students, who are all ready for their next adventure and 4 graduating Year 6 students, some are moving on and some will transition to year 7 at BGS.

Finally, I would like to mention the BGS team, a remarkable professional and dedicated group that ensure every student is known, valued and cared for. What exciting times ahead with a new four year school improvement planning cycle and all the learning and growth ahead of us!

JoAnne Gardiner

Principal

Message from the school community

I can truly say that our experience at Broderick Gillawarna over the last 11 years has been one of growth, consistency and many special memories. We have been so lucky to have had caring and dedicated teachers and staff, where the children are put first and their growth and potential is the priority. The many experiences and opportunities my son has had whilst attending the school has been amazing. He has participated in activities that we wouldn't have thought possible such as the Schools Spectacular, many dancing performances and sporting events. Broderick Gillawarna has taught my son and our family that inclusion is indeed possible and that the outlook for his future is extremely bright.

Tanja Angelkovski

Parent school community representative

Message from the students

Staff engaged with Alisha through body mapping where it allowed her to voice her opinions about her learning and school. She was able to effectively communicate through visuals and verbalise activities, places and objects she knew.

Alisha communicated the positives with staff:

"I like going to school. I like friends in my class. I like my teachers. I like swimming, I like fun learning, I like listening to music and I like the trampoline. Also, I love eating pasta and drawing with teachers. I want to make friends"



Alisha (student) Body Mapping with Nicki (SLSO) to inform the school of her opinion on how school is for her as a student



Six of the BGS 2020 Kindergarten Students. All working hard starting their 13 year education journey!

School vision

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 experiences. 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

On Tuesday 27th October, 2020, Broderick Gillawarna School (BGS) met with an external validation panel of peers, to discuss BGS' judgements regarding the school's practice and the evidence that underpins this. In preparation for this meeting a body of evidence has been prepared, reviewed and annotated. An Executive Summary synthesised the annotated information provided in the body of evidence.

The aim of the summary was to investigate if the Elements of School Excellence Framework (SEF) were embedded in BGS' school practices and School Plan and are being successfully delivered by examining the body of evidence. The below information provides an analysis and evaluates the school's practice at against each of the domains and elements of the SEF. BGS staff worked collaboratively to collect and analyse each piece of evidence against the SEF and the School Plan 2018-2020.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Broderick Gillawarna School's (BGS) on-balance judgement for the self-evaluation process indicated that in the School Excellence Framework domain of Learning is: Delivering. BGS set out, in line with the School Plan 2018-2020, 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.

BGS prides itself on having a positive learning culture which supports the high expectations of staff and parents. Parent engagement and partnerships are strengthened through rigorous internal processes, including the personalised learning and individual transition planning processes. These systems of practice strongly focus on student outcome success and clear improvement aims. Further to this, BGS collects and analyses information to enhance successful transitions and continuity of learning. Every student is known, valued and cared for at BGS through a planned approach to wellbeing. The development of various systems and processes, including Treatment and Education of Autistic and related Communication for Children (TEACCH), explicitly address the individual learning needs of all students. Individual learning needs are further supported through the Complex Case Management portfolio. Complex Case Management was developed and subsequently unpacks student's plans, outlining engagement and expectations across settings. This provides the opportunity for students to connect, succeed, thrive and learn. School Operational Systems support behaviour and healthcare needs that promote a holistic approach to student learning and wellbeing. This holistic approach includes the monitoring and improvement of curriculum provisions and teaching and learning programs, which focus in this evidence document. Highlighted in the curriculum provisions, was the design and implementation of a Kindergarten to Year 12 Scope and Sequence that complies with New South Wales Education Standards Authority (NESA) and the Department of Education (DoE) requirements and recommendations. Differentiation is at the forefront of teaching and learning programs and is built into class programs and personalised learning plan documentation. BGS provides a clear schedule for summative assessment and data collection ensuring all students' success is monitored and evaluated on a regular basis to inform future learning goals and outcomes. Teachers regularly and systematically monitor student learning gaps for future planning and delivery of programs that measure student growth against syllabus standards. Parents are regularly updated on their child's learning progress through Personalised Learning Plans (PLPs), Individual Transition Plans (ITPs) and semester reports.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Broderick Gillawarna School's (BGS) on-balance judgement for the self-evaluation process indicated that in the School Excellence Framework domain of Teaching is: Delivering. BGS set out, in line with the School Plan 2018-2020, to provide staff with prospects to engage in professional development and analysis of their teaching practice. Through collaborative practice, staff developed Australian Standard compliant documentation to implement quality teaching and learning. Authentic student assessment tools were researched, trialled and evaluated to accurately measure student learning and wellbeing to improve student engagement.

BGS collaboratively reflect upon and evaluate their teaching and classroom management practices, to ensure that the strategies implemented for teaching are both evidenced based and effective. Student assessment data is used school wide and regularly analysed and used in teaching. Systematic changes to assessment data and collection have resulted in the development of digital practices which have increased teacher knowledge of Department of Education (DoE) and New South Wales Education Standards Association (NESA) requirements. The core pedagogies are centred around differentiated instruction and the effective use of formative assessment, with a strong Literacy and Numeracy Focus. BGS facilitated professional learning in Treatment and Education of Autistic and related Communication for Children (TEACCH), Literacy and Numeracy Progressions and English as an Additional Language or Dialect (EAL/D) to build teacher understanding of effective strategies and improve whole school practice. Through collaborative practice, compliant syllabus documents were designed and implemented. BGS was able to identify staff in need of coaching and mentoring. Participating in, innovative, evidence-based practices such as the Assessment for Complex Learners (AfCL) trial and the innovative Technology 4 Learning (T4L) device pilot grew expertise.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Broderick Gillawarna School's (BGS) on-balance judgement for the self-evaluation process indicated that in the School Excellence Framework domain of Leading is: Excelling. BGS set out, in line with the School Plan 2018-2020, to build clear, concise and functional systems of processes and practices for cohesive and strong school operations. Community participation was enhanced by fostering a culture of 'Partners in Learning'. BGS' vision is shared across the community to support engagement and connect all stakeholders. The school community actively participates to support and drive school wide shared expectations of achievement and celebration.

The BGS leadership team fosters a consistent culture of high expectations and a shared sense of responsibility. The School Plan is embedded with a clear vision and direction which shaped a number of systematic and operational

changes. The development and review of the School Plan highlighted the need to strengthen a range of systems including behaviour support, healthcare, personalised learning, transitions and the management of the complexities surrounding BGS students. Resources, including facilities and technology, are allocated to ensure whole school improvement. The purchase of Positive Behaviour for Learning (PBL) signage and resources for example, has increased visibility and subsequent student and community engagement around school rules. Such engagement is solicited through various measures, including the Tell Them from Me Survey, which informs best practice to assess community satisfaction. The BGS Parent Café; is another forum which examines feedback and contributes to continuous improvement efforts. These forms of engagement, paired with staff collaboration on administrative effectiveness, drove responsive changes to administration systems and processes, resulting in improvements in service delivery. Timely communication across a variety of Department of Education (DoE) and social media platforms, including Skoolbag, Facebook and the school website, have significantly enhanced community assessment of the immediacy in keeping the community informed.

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

By the end of 2020, 100% of students had access to an individualised mode of communication to support learning. Staff implemented a variety of communication tools and systems into their classrooms, including; Picture Exchange Communication System, Proloquo2Go, Language Acquisition Motor Planning and eye gaze technology. This supported an increase in student engagement in their learning programs, therefore improving overall achievement in literacy and numeracy skills and outcomes across the school.

A cohesive Positive Behaviour for Learning (PBL) system was adopted by all staff and students across the school which supported a culture of high expectations and notable improvements in student behaviour, which saw an increase in students accessing community programs. Through consultation, the school involved the community as partners in this culture and made connections for students to learn appropriate behaviours at school and in the wider community.

Progress towards achieving improvement measures

Process 1: Literacy: Develop and implement a whole school approach to the delivery of literacy 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)
In 2020, 100% of literacy based programs, including Jolly Phonics and the Tell Me Program, were embedded into teaching and learning programs. The purchase of whole school resources based on student need supported these literacy programs. 100% of students have an individualised communication system in place. The update in programming, assessment and reporting documentation led to an increased level of student achievement in literacy skills and outcomes. 100% of staff were trained in the literacy progressions and students were assessed using these progressions. This assessment data will be used to inform teaching and learning programs and personalised learning programs in 2021.	Literacy programs and resources Professional Learning Funds Formative Assessment and Summative Assessment for Reporting Holistic Student folders that include school and the extended support teams reports.

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)
Increased level of achievement of students in numeracy skills and outcomes through Clarke Road Money Program updates in healthy Canteen Programs.	Teacher/Learning Support Officer release for TEACCH resources audit.

Progress towards achieving improvement measures

Mathematics whole school resources were purchased based on staff feedback from a Google form questionnaire. A Google Form questionnaire was completed for all students and results noted that 80% of students have a designated Treatment and Education of Autistic and Communication Children (TEACCH) schedule and work system. Staff to research TEACCH systems using assistive eye gaze technology in 2021. 100% of staff were trained in the numeracy progressions and students were assessed using these progressions. This assessment data will be used to inform teaching and learning programs and personalised learning programs in 2021.

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)
<p>A follow-up Tier Fidelity Inventory (TFI) with our Positive Behaviour for Learning (PBL) Mentor identified the need for refreshers and targeted training in PBL for new teachers. New PBL lanyards made for all staff to be handed out Term 1 2021. This will ensure all staff start the year with the correct visuals and a reminder of PBL. A refresher session covering the main features of PBL and how it is used at BGS is planned for early Term 1, 2021. Two staff completed Management of Actual and Potential Aggression (MAPA) Trainer Training, and then formulated a targeted program to be conducted on staff development day Term 1. This will lead to consistent and explicit positive behaviour management strategies and behaviour support plans in line with the Local Implementation Document and behaviour policies.</p> <p>Both, Zones of Regulation and Griffin Sensory Occupational Therapy courses commenced by staff during 2020 and have been engaged for further whole school training in 2021. Staff who trained in both courses were able to apply their learning to support the most vulnerable students with this knowledge and implement sensory regulation supports in those students daily learning programs.</p>	<p>Management of Actual and Potential Aggression (MAPA) Instructor Training x 2 staff members</p> <p>Teacher support days to support Tiered Fidelity Inventory (TFI) being conducted</p> <p>Learning Support Officer release time to construct visuals</p> <p>Zones of Regulation training undertaken by 2 x staff</p> <p>Griffin Occupational Therapy Sensory Training</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$14.00)

Next Steps

Literacy:

Broderick Gillawarna School (BGS) will continue in its participation in research evidence-based practices, including the Centre for Education Statistics and Evaluation (CESE) Assessment for Complex Learners as a formative assessment approach, trialling the Passport for Learning. The Passport for Learning is purported to "provide in-depth assessment of students development along the domains of cognitive, receptive, expressive and social and provide ways to differentiate learning for individual students needs. This includes advice on designing and teaching and learning activities and environments by supporting teachers to scaffold and adjust the NSW syllabus according to student need." Due to COVID, the Passport for Learning trial was suspended and will re-commence in 2021. The University of New South Wales trial of an accessible survey and method to enable students with high support needs to participate in the Tell Them From Me (TTFM) survey was commenced by a member of the teaching staff and implemented across the school. BGS will continue its investigation and analysis of tools to support the streamlining and ease of data collection, assessment and analysis to inform student and school directions. BGS will also re-introduce instructional rounds in the upcoming School Plan (2021-2024).

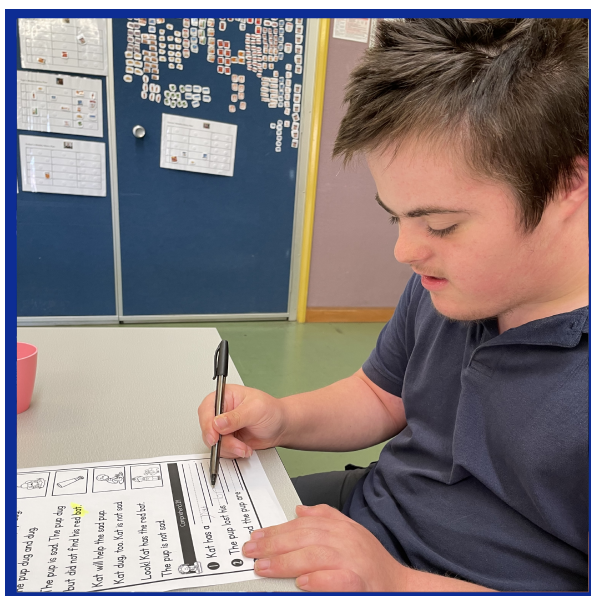
Numeracy:

Broderick Gillawarna School (BGS) will continue to utilise the Treatment and Education of Autistic and related Communication for Children (TEACCH) program across the school. The TEACCH program is individualised to ensure all students are known, valued and cared for, aligning with the State Strategic Direction. The resource bank will continue to be regularly accessed, developed and maintained to ensure the implementation is ongoing and fosters the success of the whole school TEACCH program. Professional learning funds will be allocated to the development of temporary and newly appointed staff through the induction program in the area of delivering the TEACCH program into their classroom practise. During the whole school administration meetings, TEACCH will be regularly referenced to ensure the up-to-date teaching and learning developments and resources are communicated to all staff, to continued growth for high standards of practise across the school. The Learning and Support Team will continue to refer to the TEACCH program as a

strategic tool to foster on task learning behaviours. BGS will survey parents and carers on their availability to attend TEACCH workshops with the aim of strengthening relationships with parents and carers as partners in their child's learning. This relationship and shared understanding will aim to support families with the implementation of their child's individual schedule and/or work system for independence and improved self-regulation outside of school.

Student Wellbeing:

Broderick Gillawarna School (BGS) staff will continue to build on the success of the Positive Behaviour for Learning (PBL) matrix and system implementation with students, staff and families. Additional resources will be produced and include school-wide lesson plans, interactive activities, and improved home-school engagement with PBL language and expectations for behaviour. BGS identified the need for a wellbeing suite to support student wellbeing. Initiatives such as; Trauma Sensitive Restorative Yoga and Smiling Minds will be implemented and evaluated to support student regulation across environments. Connecting with families will remain a priority to support them with ongoing education in the PBL program and Stepping Stones Triple P parent seminars and primary care sessions. This will include the running of parent workshops, regular updates in the school newsletter and consistent inclusion of PBL in school events such as the annual Presentation Day. BGS will develop a data collection system to measure the implementation and effectiveness of PBL across the school over time. Collaboration with the BGS PBL mentor will continue to complete an updated Tiered Fidelity Inventory (TFI) which will inform the school of focus areas to support the next school planning cycle. PBL will feature in the weekly whole staff administration meetings, by implementing a target expectation weekly. New staff will receive a take home resource pack which will include PBL language, rules and expectations, as well as attending a PBL introduction session. This will allow staff to become familiar with the positively stated rules and expectations and ensure consistency for students across the school.



A senior student completing a comprehension task as part of his literacy program.

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.

Overall summary of progress

By the end of 2020, 100% of staff incorporated strategic directions and teaching standards into their Professional Development Plans (PDPs). This allowed for a professional development timetable to reflect the needs and learning goals of all staff members.

To ensure consistent school wide practices, an assessment schedule was designed and implemented to provide a qualitative overview of student progression and support programming. This supported time poor teachers in a challenging, short-staffed environment and ensured for a whole school approach to assessment.

Teaching and learning program documentation was reviewed and updated to meet compliant standards in line with New South Wales Education Standards Authority (NESA) syllabus outcomes with appropriate adjustments. The programs also linked to Department of Education standards. Within these programs, all staff ensured that every student had 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)
100% of staff were supported by their relevant supervisors in their Professional Development Planning process. 100% of staff professional development plans were: aligned with the school's strategic directions and improvement measures; teaching standards and personalised to staff individual areas of need/interest.	Funding Sources: <ul style="list-style-type: none">Professional learning (\$0.00)

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)
100% of students were assessed as having authentic Personalised Learning Goals with assessment data.	Personalised Learning Plans
Following the creation of a school wide assessment plan/tool which was	Assessment Plan/Tool per student

Progress towards achieving improvement measures

developed for each student, 63% of staff implemented this tool effectively to inform future learning directions.

During the last phase of the planning cycle, teachers engaged in professional learning on the English as an additional language or dialect (EALD) progressions, as well as the Numeracy and Literacy Progressions to improve assessment and the subsequent curriculum delivery based on assessment results. In Semester two, teachers trialled a school developed assessment data collection tool, however it proved too labour intensive when teachers were surveyed on its efficacy. The school has subsequently entered into a trial with Impromation Software that 2 focus classes will engage with before considering it for a whole school rollout.

Teacher professional learning in assessing students in the progressions of: English as an Additional Language or Dialect (EALD) Training; Literacy and Numeracy Progressions and recording and analysing students results using the Assessing Literacy and Numeracy (ALAN) application

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)
Broderick Gillawarna School reviewed current whole school assessment and reporting systems which included the introduction of new documentation and digital platforms. In 2020, the device pilot survey was finalised and teacher feedback was used to drive further change and direction to the school documentation and processes surrounding programming and assessment.	School developed Assessment tool/plan excel workbook. Report documentation OneNote Staff Notebook in MicroSoft OneNote Technology for Learning (T4L) Device for Teachers Pilot and surveys

Next Steps

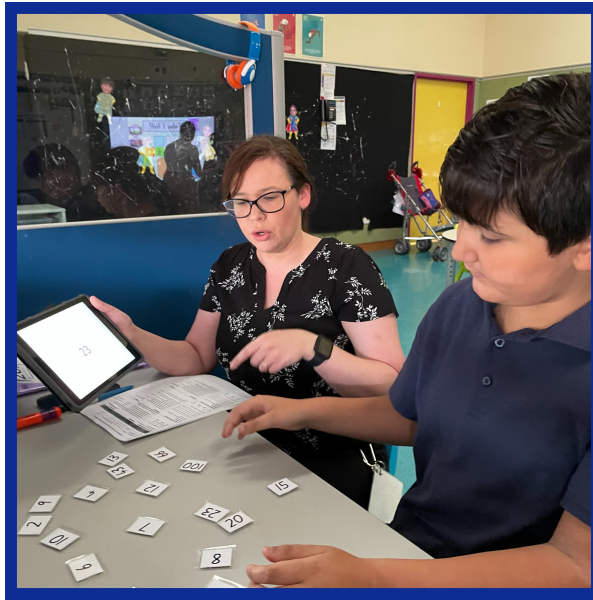
Whole school monitoring of student learning: BGS identifies the need for teacher professional learning in the area of analysis of summative assessment data to ensure learning progressions of individual students. The school will build in external measures including the Literacy and Numeracy progressions and EAL/D progressions to support teachers with a consistent, evidence based judgement and moderation of assessments. Continued discussions and evaluation of rich and informed platforms such as ALAN / PLAN2 to support the assessment of students at the foundation and Life Skills levels of assessment and reporting.

Collaborative Practice and Professional Learning

Broderick Gillawarna School (BGS) at the beginning of 2021, will have two focus classes trialling the assessment module Starz of Impromation Software with the purpose of developing a centralised assessment data system that will better inform teachers to adapt their practice and meet learning needs of individual students. If the trial is successful and serves the school need, BGS will adopt it as part of daily classroom practice in the next school plan.

BGS will continue to remain current and at the forefront of continuous professional engagement in research evidence-based practice. The next step to ensuring compliance for the BGS curriculum role out includes all members of the leadership team completing the modules in Leading Curriculum Monitoring for Continuous School Improvement, including: Legislation and Policy, School Registration Processes and Exploring curriculum monitoring in your school. BGS will participate in the Primary Curriculum Self-Assessment Survey that will support BGS in "strengthening internal school monitoring processes". It will "build the capacity of staff to support the school meeting the minimum requirements through professional learning" to make it an "everyday practice".

A teacher and an Assistant Principal participated in Quality Teaching Rounds professional learning delivered from University of Newcastle, at the end of 2020. The introduction of these teaching rounds in the next school plan is being revisited as a foundational underpinning of Collaborative Practice.



Student completing numeracy progression assessment

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

Over the 2018-2020 School Plan cycle, Broderick Gillawarna School's (BGS') Personalised Learning Plan processes were updated with new documentation and procedures. This included: the introduction of Specific, Measurable, Attainable, Relevant and Timebound (SMART) Goals, rich quantitative questioning agendas and systematic timelines. These changes, along with the introduction of community engagement systems such as Facebook, Seesaw and SkoolBag, allowed for 100% of parents to engage in forming negotiated goals regarding their child's education

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 community engagement.

Evaluation	Funds Expended (Resources)
<p>Following a large review and update of parent communication and Personalised Learning Plan documentation processes, in 2020, 100% of parents engaged in forming negotiated goals regarding their child's education which allowed for targeted learning to occur in line with student individual and NDIS goals, which fostered a culture of including parents and carers as partners in learning.</p> <p>In 2020, internal school survey results, in addition to external systems survey results such as the Tell Them From Me Survey, indicated an increased parent response from 2018. Parent responses indicated that Broderick Gillawarna's future directions should include goals surrounding parents support learning at home and supporting positive behaviour.</p> <p>School documentation and communication systems were updated and streamlined to include digital systems such as Seesaw and Skoolbag which increased parent and carer engagement. Broderick Gillawarna School (BGS) also created a social media presence through Facebook which families communicated allowed for instantaneous connection and promoted key school information and events. Following the introduction of these applications, an increase in parent attendance at school events including Presentation Day and Education week was recorded, enhancing engagement and connecting all key stakeholders within the school community.</p>	<p>Seesaw Annual Subscription</p> <p>Skoolbag Annual Subscription</p> <p>School event documentation and invoices</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$770.00)• Socio-economic background (\$383.00)• Socio-economic background (\$4000.00)

Next Steps

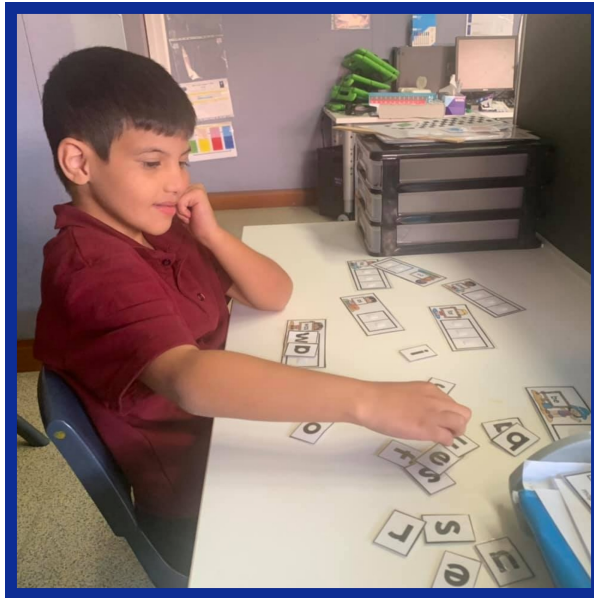
Broderick Gillawarna School (BGS) will build in regular review practices of all school operational systems. This will ensure systems remain current and align with Department of Education (DoE) policy and best practice. BGS will explore platforms to promote community feedback on operational systems that will support school to home positive partnerships. Feedback from staff regarding the relevance of these systems will also be collected to inform the review process. Further system processes will be reviewed, pertaining directly to school administration. Checklists, how to guides and flowcharts outlining administration procedures will also be developed to enable multiple office staff members to be proficient across various roles and responsibilities.

The school will continue to strengthen communication and connection with the community. BGS plans to survey the community on relevant information sessions and workshops to support them as parents of children who present with multiple and complex disabilities. Through survey data analysis, BGS will promote and host, using internal and external professionals/trainers on parent interest workshops. By engaging with the diverse community in this way, BGS aims to bring families together as partners in learning and provide connection for typically isolated families. The school aims to provide workshops that will assist BGS families with the school's move to digital processes, which will include how to translate documentation due to the high number of families who primarily speak a language other than English. BGS also plans to design, create and distribute school promotional materials including a brochure and flyer, and to work collaboratively with the community to modernise while respecting tradition, the school motto and logo.



Bringing the community together for K-6 and 7-12 annual presentation days to celebrate a year of achievement.

Key Initiatives	Resources (annual)	Impact achieved this year
Literacy and numeracy	TEACCH resources New Literacy resources Funding Sources: • Literacy and numeracy (\$6 272.00)	Literacy, Communication and Numeracy through TEACCH systems were a focus on the school plan. All funding was expended on resources for these areas to provide students with access to resources for their Literacy and Numeracy programs. Students growth was measured against baseline data and all students achieved expected or higher outcomes.
English language proficiency	Additional School Learning Support Officer (SLSO) Funding Sources: • English language proficiency (\$39 351.00)	The additional School Learning Support Officer worked 1:1 with students and this resulted in EAL/D 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.
Quality Teaching, Successful Students (QTSS)	Casual Staff Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$27 784.00)	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 of 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 were understood and implemented.
Support for beginning teachers	Causal staff Professional Learning Courses (PECs, MAPA, TEACCH, Jolly Phonics, PDHPE syllabus, Science syllabus and ITPs)	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. All beginning teachers successfully inducted on and implemented the following guidelines and procedures that were introduced 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.



Student working on TEACCH program to complete phonetic spelling tasks.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	71	80	79	78
Girls	27	24	22	20

Students at Broderick Gillawarna School are engaged learners, ranging in age from four to eighteen years (K-12). The school provides curriculum that is adjusted to meet the learning needs of all students. All students who attend Broderick Gillawarna School have a confirmed intellectual disability and may also present with a secondary disability. Students are provided with Personalised Learning and Support Plans that address their specific needs. All students access National Education Standards Authority (NESA) Key Learning Areas Syllabus or Life Skills Syllabus. In 2020, the school had an enrolment of 98 students accommodated in 16 classes K-12. The students are placed in the setting by panel selection and Broderick Gillawarna School continued to have strong demand for placement.

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

In 2020, nine students completed Year 12 and graduated. Students at Broderick Gillawarna School are supported by their Year 12 teachers and the Support Teacher Transition (STT) for a strong exit from school. Communication and planning occur with the Support Teacher Transition and parents and carers when students are in their last term of year 12. All students in 2020, were supported to successfully transition into post school options accessing a variety of programs.

Year 12 students attaining HSC or equivalent vocational education qualification

All year 12 students at Broderick Gillawarna School achieve the High School Certificate (HSC) Life Skills.



The class of 2020 a celebration wall for BGS' nine graduating students

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.78
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional learning directly enables the application of learning to classroom practice to improve student learning outcomes. It supports and fosters a collaborative approach to teaching and learning. Professional learning includes; five School Development Days and weekly afternoon professional learning opportunities. These days and afternoons are used to enhance the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Accreditation supports quality teaching and recognises the invaluable role teachers play in the community. The Australian Professional Standard for Teachers define the knowledge, practice and professional engagement needed for high quality, effective teaching that improves students learning outcomes. There are seven professional standards for teachers: Know your students; Know the content and how to teach it; Plan for and implement effective teaching and learning; Create and maintain supportive and safe learning environments; Assess, provide feedback and report on students learning; Engage in professional learning; Engage professionally with colleagues, parents/carers and the community; Graduate teachers begin the accreditation process by providing evidence of the understanding, developing and implementing the seven professional standards as well as completing a hundred hours of professional learning over five years. The provision of evidence and maintenance of their professional development will allow them to be accredited to the proficient level. The standards use nationally agreed indicators of teacher quality to guide the preparation, support and development of teachers throughout their careers from graduate to proficient teachers, to highly accomplished and lead teachers. Professional learning is most effective when teachers and school leaders are active learners, receive feedback from their colleagues and students, reflect on their teaching, improve their teaching practice and thereby improve student learning. Each staff member has a Professional Development Plan, the purpose of this plan is to support the ongoing improvement of student outcomes through continual development of skills and effective teaching practices. At Broderick Gillawarna School (BGS) Professional Learning is held every Tuesday afternoon. Staff engage in targeted training throughout the year in mandatory areas as well as areas that we have targeted for the staff, that aligns with the school plan. The school also provides Learning and Support meetings where staff engage deeply in rich and rigorous conversations about students learning and teaching needs. Student wellbeing is also a focus in these meetings. In 2020, teachers at Broderick Gillawarna School engaged in all mandated Professional Learning and other target learning including:

Positive Behaviour for Learning; Assessment (passport for learning); External Validation; English as an additional language or dialect (EAL/D) progressions; Life Ready; Mental Health; ALAN, Plan2 and Phonological Awareness.



Staff engaged in Mental Health training with Mark Smith, Director of Safer Communities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	708,815
Revenue	4,957,742
Appropriation	4,860,020
Grants and contributions	95,959
Investment income	1,664
Other revenue	100
Expenses	-5,092,023
Employee related	-4,236,258
Operating expenses	-855,765
Surplus / deficit for the year	-134,281
Closing Balance	574,535

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.

The financial summary table covers 12 months. The financial summary consists of school income broken down by funding sources and is derived from the annual school financial statement.

H&S concerns were addressed with funding for fencing and new security pool fencing and a new pool hoist system. The school addressed playground access by leveling the area around the gym equipment and installing new soffall in the front playground. New kitchenettes in three blocks were funded with an upgrade to the staff room with new flooring and furniture. The school in consultation with the community upgraded the demountable area with new murals in an Australian theme.

Through donations from Revesby Workers Club, the school upgraded the sensory tent and installed a new basket swing and rotating POD swing.



An upgrade to the school's sensory tent through a very generous donation from Revesby Workers Club, ClubGRANTS NSW.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	856
Equity Total	123,028
Equity - Aboriginal	0
Equity - Socio-economic	83,677
Equity - Language	39,351
Equity - Disability	0
Base Total	4,223,652
Base - Per Capita	51,487
Base - Location	0
Base - Other	4,172,165
Other Total	355,792
Grand Total	4,703,328

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.

Parent/caregiver, student, teacher satisfaction

In 2020, Broderick Gillawarna School collated the 'Tell Them From Me' Parents and Teacher Survey data to drive future directions and inform school planning. This survey is state wide and standardised and therefore presents some questions which can be seen to have a lower relevance for parents and teachers who are supporting students with complex needs.

The surveys projected pleasing results with trends plotting increases in parents feeling welcome, safety at school, inclusive school, school supporting learning, data informing practice, teaching strategies and quality feedback.

Parents provided feedback in the following areas:

Parents feel welcome - 7.7/10 Parents indicated that they felt welcome at school. Parents indicated that written information from the school was provided in clear, plain language. Parents also felt that administrative staff were very helpful when they had problems.

Parents are informed - 7.2/10 Parents indicated that they are well informed about their child's behaviour, whether positive or negative. They noted that if there were concerns with their child's behaviour at school, the teachers would inform them immediately. Parents also reported that reports on their child's progress were written in terms they understand.

Parents support learning at home - 4.8/10 These questions were difficult to align with the needs of our students and as such the rating had minimal relevance. Questions such as "Ask about any challenges your child might have at school" is a complex question to answer when a student may be non-verbal. However, parents did report that they praise their child for doing well at school.

School supports learning - 7.2/10 Parents indicated that teachers showed an interest in their child and that they considered the needs, abilities and interests of their child. Parents also felt that the teacher encouraged their child to do his or her best.

School support positive behaviour - 6.9/10 Parents felt that teachers supported their child by having an expectation that they pay attention in class. Parents also indicated they felt teachers maintain control of their classes

Safety at school - 7.4/10 Parents felt behaviour issues were dealt with in a timely manner. Parents stated that they felt their child felt safe at school and that the school helped to prevent bullying.

Inclusive school - 7.3/10 Parents indicated that they felt teachers try to understand the learning needs of students with special needs. They also indicated that school staff take an active role in making sure all students are included in school activities.

Teachers provided feedback in the following areas:

Leadership - 7.5/10 Teachers indicated that they worked closely with school leaders to create a safe and orderly school environment. Teachers felt that school leaders helped establish challenging and visible learning goals for students and provided guidance for monitoring student progress.

Collaboration - 7.2/10 Teachers indicated that they talked with other teachers about strategies to increase students' engagement and about learning problems of particular students. Teachers also indicated that other staff members have given helpful feedback about their teaching.

Learning Culture - 7.1/10 Teachers indicated that they monitor the progress of individual students and are effective in working with students with behavioural problems. Teachers also indicated that they set high expectations for student learning.

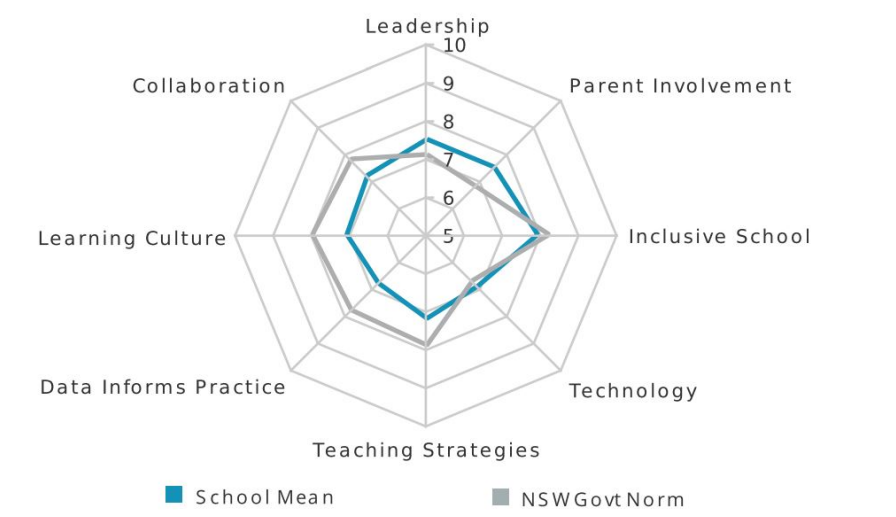
Data Informs Practice - 6.8/10 A number of these questions were difficult to align with the needs of our students and as such the mean rating was lowered. Questions such as "Do you provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent)" maybe difficult to support students with complex needs. Teachers did however indicate that their assessments help to understand where students are having difficulty

Teaching Strategies - 7.2/10 Teachers noted that they use two or more teaching strategies most class periods as well as linking previously mastered skills and knowledge when presenting a new concept.

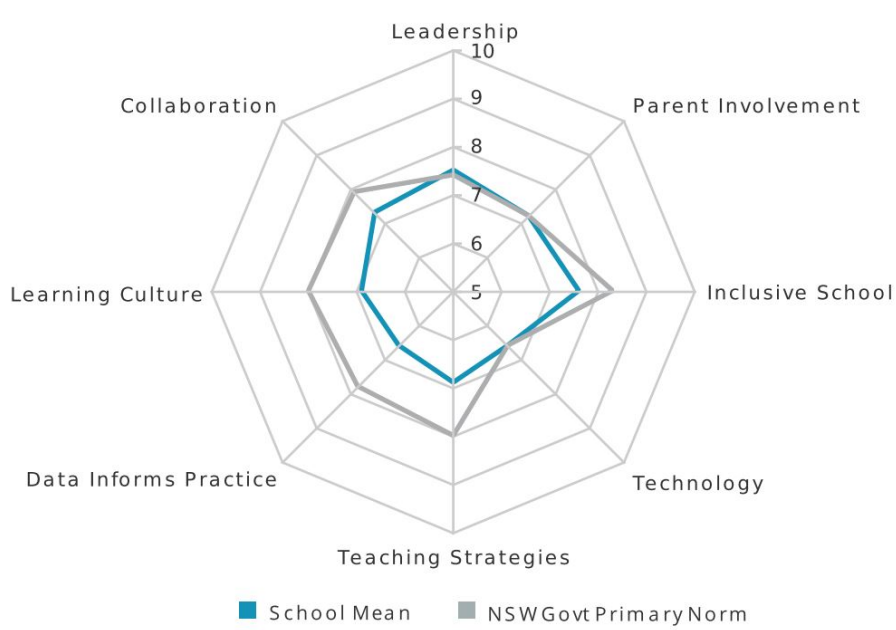
Technology - 6.9/10 Teachers indicated that students have opportunities to use computers or other interactive technology for describing relationships, among ideas or concepts. Teachers also reported that they help students to overcome personal barriers to using interactive technology.

Inclusive School - 7.9/10 Teachers indicated that they are readily available to support and understand the learning needs of students with complex learning needs. Teachers also reported that they establish clear expectations for classroom behaviour and include all students in class activities.

Parental Involvement - 7.5/10 Teachers felt that they worked closely with parents to solve problems impacting students' progress and engaged in regular contact with parents about their child's progress and shared learning goals. Teachers also report that parents are regularly informed about their child's progress.

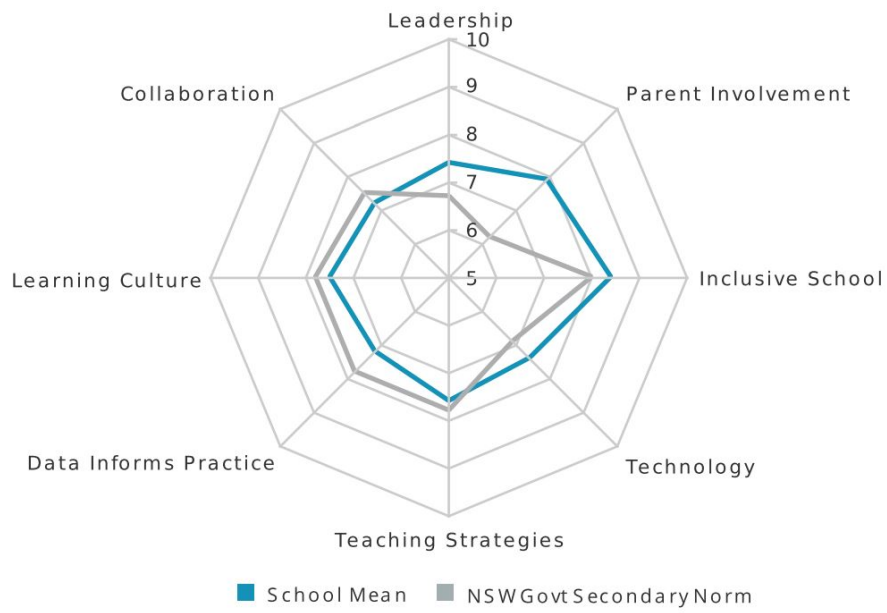


TtM Whole School Teacher Survey Results
Kindergarten - Year 6 (Primary)

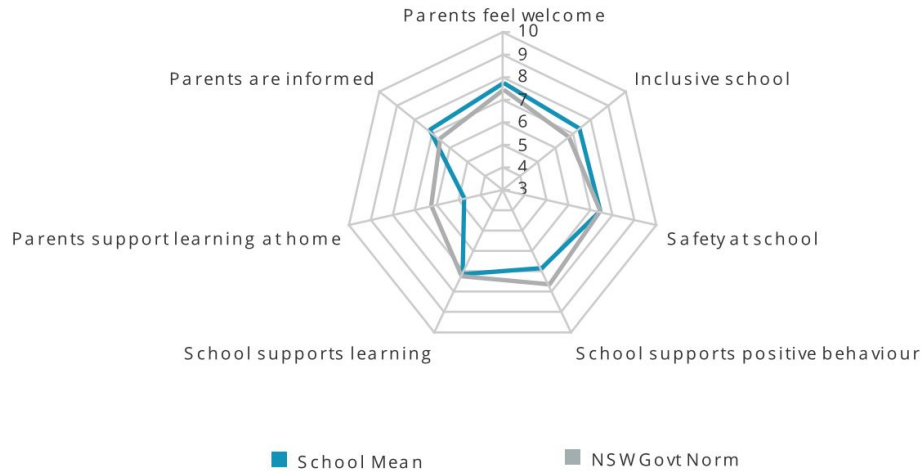


TtM K-6 Teacher Survey Results

Year 7-12 (Secondary)

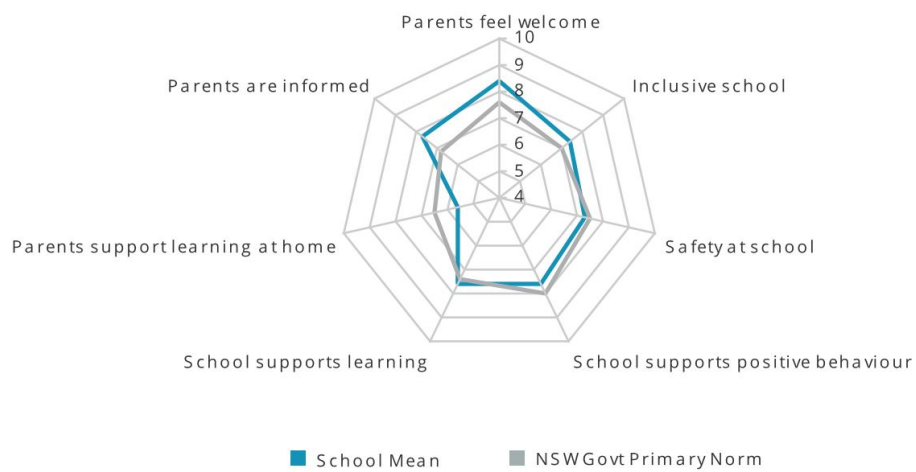


TTfM 7-12 Teacher Survey Results



TTfM Whole School Parent Survey Results

Kindergarten - Year 6 (Primary)



TTfM K-6 Parent Survey Results

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.

Broderick Gillawarna School (BGS) is dedicated to fostering our students' knowledge and understanding of Aboriginal and Torres Strait Islander people as the first people in Australia. This is demonstrated in every assembly where the students show respect by listening to the Acknowledgement of Country and observing the Aboriginal flag. A student leader states the Acknowledgement at the primary and high school assembly and school events, such as Presentation Day. Throughout the year each class also engages in units of work incorporating celebrating Aboriginal people and their culture.

At the end of Term two, Broderick Gillawarna school participated in the Musica Viva event. Wyniss, a Torres Strait song and dance ensemble, livestreamed their performance into each classroom, due to COVID restrictions. This wildly entertaining and colourfully costumed ensemble showed how culture and history are passed on through singing, dancing and games. By comparing their own childhood games to those from the Torres Strait, students came to understand the importance of traditions. The song and dance incursion consolidated students understanding of indigenous culture and foster connections with our wider school community.

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.

At Broderick Gillawarna School, we have a teacher trained as an anti racism contact person. Staff are able to contact this teacher for any matters relating 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.

The students at Broderick Gillawarna School (BGS) reflect the global community with over one third having a language background other than English. At BGS, teachers deliver high quality teaching programs to develop English Language Proficiency. This enables English as an additional language or dialect (EAL/D) students to effectively communicate with peers and teachers and participate in the curriculum content to achieve learning outcomes. Our students have complex communication needs which require specialisation to be able to access and teach students who may be non-verbal.



BGS celebrating Australia's wonderful cultural diversity.