

2021 Annual Report

Broderick Gillawarna School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

What an incredible year and incredible students we have here at Broderick Gillawarna School (BGS), they have succeeded against the backdrop of the pandemic. I have to tell you all that I am humbled, massively proud, delighted and most of all extremely impressed by their collective achievements.

The school finished its year off with a theme, 'Rising up'. We rose from hardship to be stronger, smarter and more powerful. We thought this theme was very fitting given the 2021 school year.

This year we farewelled five year 12 graduating male students. It is such a privilege to bear witness to how these fine young men grew in confidence, knowledge and kindness, together, we laid the foundations to them becoming active citizens. We celebrated all that is good about these young men. Each of the young men grew in ways of which they should be very proud. This year especially, we watched in awe at how they showed resilience and courage. They demonstrated their independence and maturity in how they engaged with remote learning. We can reflect on the past year and be comforted in the knowledge, that while it was tough, it was character building and the boys really stood up to the challenge. The boys further celebrated with their formal at Revesby Workers Club. A very big thank you to Revesby Workers Club for their continued support of the school.

In 2021, we also celebrated and congratulated all our year 6 graduates as they move to high school next year. Congratulations to year 6 on officially graduating from their primary school years. It doesn't seem that long ago when they first commenced their primary school journey, they have all grown in so many ways.

Due to the pandemic we had a lot put on hold, but we are slowly moving forward. BGS was successful with the Metro Renewal program whereby the Department of Education matched dollar for dollar for a project at the school looking at infrastructure. The school worked towards having a new covered outdoor learning area installed over the existing basketball court and it was exciting to see construction start on Friday December 17th.

Revesby workers generously donated \$16,560 and Bankstown Sport Club kindly donated \$5,560.00 through the Clubs Grants NSW. These wonderful contributions to our school supported a Green Heroes project. The Green Heroes project, led by teachers, Mrs Suarez, Mrs Nanda and Miss Finn created a sustainable garden for our students' hands on learning. The project will provide opportunities for learning outside of the classroom and will enable students with complex disabilities to make connections to apply their learning to the real world. The Green Heroes project offers hands on participation with inclusive principles focusing on ability. The project aims to increase awareness of healthy eating and a sense of pride while the students harvest their own vegetables and care for the school environment. This area is now ready for planting, getting our hands dirty and learning through science and food technology programs.

This year our very own Citizens Committee provided us with an extremely generous donation of \$24,210 dollars for the school's performing arts programs.

BGS installed eight new interactive white boards costing \$28,286 dollars for our students learning. An interactive smart board, also known as an electronic whiteboard, is a classroom tool that allows images from a computer screen to be

displayed on a larger board and that both the teacher and student can interact with the images directly on the screen using a stylus or even a finger. This board is a significantly important teaching tool in all our classrooms.

This year we started a new four-year School Improvement Plan, 2021-2024.

Our school vision:

'To optimise the strengths of every student and their extended support team to enhance academic achievement and social and emotional development. At our core, is a focus on the whole student, a positive learning environment, high expectations, collaboration and inclusive practice to promote best quality life outcomes'.

This vision is what cements us as a community and partnerships in learning.

Despite the difficult year, as you will see throughout this Annual School Report (ASR) we achieved all our milestones for the 2021 school year in our school plan. We implemented a new wellbeing suite including Smiling Minds, Trauma informed practice, Zones of Regulation, Sensory Processing and Trauma Sensitive Restorative Yoga all of which led to a dramatic shift in behaviours of our students and had them ready to engage with their learning and access their curriculum at a positive baseline. Two staff became Smiling Minds champions and have been rolling out this vital mindfulness program across the school.

Two staff attended MacLit and InitialLit training and then trained all teaching staff. The literacy achievements of our students has increased due to the implementation of these programs. Literacy and Numeracy assessments were created in number identification and phonological awareness which will be trialed in 2022.

Two staff became trained facilitators in the Stepping Stones Positive Parent Partnerships. We look forward to working with our families with this program in 2022.

Data Literacy was explored, and a new system of practice has been adopted to make mapping and tracking assessments of our students more uniformed and user friendly for reporting and for personalised learning data to be collected and evaluated. It is exciting to watch the developments and school improvements and we look forward to building on what we have already achieved in 2021.

I would like to take this opportunity to acknowledge and congratulate Mr Do, Mrs Gill and Mr Herzen who were all successful through merit and are now substantive teachers at BGS.

BGS staff deserve a very big mention, behind the scenes there is a huge commitment going on especially in what has been an incredibly challenging year, both professionally and personally for staff. Their dedication in their care is commendable and it is a privilege to work with such a strong team here at BGS.

I would like to thank our teaching and support staff for their professionalism and dedication to their roles in the school. It is this dedication that provides for the opportunities and successes of our students. I would like to thank the administrative and support staff who work in the background to support the operation of the school.

Thank you to our executive team Mrs Hamilton Deputy Principal and Assistant Principals Mrs De-Bourbon; Mrs Kell; Mrs Christenson; Mrs Cutuli and recently relieving Miss Finn and Miss Nguyen. Your leadership in support of student programs ensures that we will continue to be a school meeting the needs of our learners through this continually changing educational landscape.

A very big thank you to our School Council, P&C and Citizen Committee for your ongoing commitment and support.

I take the time here to say thank you to our parents and community for their support and partnership in the education of their children. They were thrown into the deep with home learning this year, we had a dress rehearsal in 2020 but this year our families took it in your stride and supported the public health order. This was not easy but families all worked closely with our teachers to benefit their child/children. I have valued their collaboration as we continued to build a supporting and nurturing school community.

Finally, to the students. Congratulations on your achievements in 2021. We have a school of passionate, engaged and enthusiastic young people who excel and display their talents in so many different ways. It has been wonderful to see the confidence and pride grow in each of you over the last year.

I believe that together we have developed a school community that caters to the needs and interests of our students. A school community that believes in itself and all of the wonderful things our students can achieve. A school community that does not put barriers or excuses in the way, but works hard and values our students and what they can achieve.

JoAnne Gardiner

Principal

Message from the school community

Message from Broderick Gillawarna School Teacher:

Since working at Broderick Gillawarna School, it has been full of experiences that has helped me develop into becoming the professional educator I am today. I have had opportunities to gain new knowledge and skills, as well as face challenges that placed me out of my comfort zone. From these monumental experiences, the school and support from colleagues has allowed me to grow further into building leadership qualities within my teaching career. Broderick Gillawarna has been a fun and exceptional school to work at with supportive colleagues and wonderful students.

Message from Broderick Gillawarna School Parent:

As a parent of a child attending Broderick Gillawarna School, I am pleased to share that the school has been flexible and adapted to recent times to accommodate students with special needs. As an example, during the extended lockdown of the COVID-19 Pandemic, teachers made a conscious effort to conduct online classes for students who were able to participate via e-learning for the benefit of those who keep a regular schedule. I'm sure this would have required far more preparation to organise remotely and a challenge for some who were not familiar with the technology required to conduct a smooth lesson. Broderick Gillawarna have some very practical, social and life skills on offer for students to learn and enjoy. The Healthy Canteen program, cooking and inclusive excursions out in the broader community have been a wonderful way for students to explore and experience their surroundings in a safe and sociable environment.

Message from the students

A message from Year 6 Vice-Captain Ali and Year 12 School Captain Luka

Ali communicated the positives of attending BGS : *"I like to come to school. I like to see my friends. I like to walk around to see my friends and learn about cars, transport and trains."*

Luka communicated his thoughts on the school: *"I like Broderick Gillawarna School because I learn how to become an adult. My learning is fun and I get to learn skills which will help me get a job in the future. The teachers are really nice and make coming to school enjoyable."*



Ali, Year 6 Vice-Captain



Luka, Year 12 School Captain

School vision

Our vision is:

To optimise the strengths of every student and their extended support team to enhance academic achievement and social and emotional development. At our core, is a focus on the whole student, a positive learning environment, high expectations, collaboration and inclusive practice to promote best quality of life outcomes.

School context

Broderick Gillawarna School (BGS) is located in the high multicultural area of Revesby in South West Sydney. The student population draws from the extended geographical region with many students travelling to and from school using the Assisted School Travel Program (ASTP) provided by the government. The school provides differentiated and explicit learning programs for students from Kindergarten to Year 12 with moderate to severe intellectual disabilities and/or Autism, physical disabilities, mental health, visual and hearing impairments and complex health conditions.

The school actively celebrates the progress and achievements of all students and promotes high expectations in teaching, learning, student engagement in a meaningful and relevant curriculum and prides itself on community connections. Each student has a personalised learning and support plan developed collaboratively with a core team (parents/carers, school and specialist staff) to support successful learning at school and life outside of school.

Within the innovative, engaging and supportive learning environments, students participate in a broad range of differentiated learning experiences, both within the school grounds and externally through a range of programs such as work experience, travel training and community access. BGS believes in supporting students to achieve their full potential and to ensure all students have the capacity to lead successful, rewarding lives.

The Situational Analysis drives the direction of BGS' 2021 - 2024 School Improvement Plan (SIP). The analysis identified that collaboration, learning culture, data informed practice and teaching strategies would be the focus for the four year cycle. Three strategic directions have been developed to move the school forward. These direction are: Student Attainment and Growth; Collaborative Teaching and Learning Practices and Fostering a Culture of High Expectations



Annual Presentation Day Award Table. Celebrating High expectation and achievement.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To provide purposeful learning opportunities through the use of authentic data collection to deliver learning outcomes and functional life skills in literacy, numeracy and improvements in wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy
- Wellbeing Suite

Resources allocated to this strategic direction

Literacy and numeracy: \$1,341.78
SSP quality teaching support: \$9,820.00
English language proficiency: \$38,280.00
SSP Supplementary Funding: \$371,954.95
Professional learning: \$4,147.90

Summary of progress

In 2021, Strategic Direction One focused on student growth and attainment in Literacy and Numeracy. Broderick Gillawarna School (BGS) focused on assessing students progressions using the Planning Literacy and Numeracy (PLAN2) application, which is on the Department of Education's Assessing Literacy And Numeracy (ALAN) software platform. It is designed for monitoring and analysing student strengths and areas for growth using the National Literacy and Numeracy Learning Progressions.

Needs-based funding supported two staff members from the Literacy Team to attend professional learning on evidence-based literacy programs from Macquarie University, as part of MultiLit (Making Up Lost Time in Literacy) for effective literacy instructions. These programs derived from ongoing research and development into more systematic and effective instructions conducted by Professor Kevin Wheldall to meet the needs of students who are struggling to acquire basic reading and related skills (low-progress readers). InitialLit implemented for Kindergarten to Year 6, is a whole-class literacy program providing students with essential core knowledge and strong foundations to become successful readers and writers. While MacqLit for Year 7 to 12, is a clear and organised reading intervention program for small groups of older low-progress readers. The two teachers trialled these evidence-based programs into their teaching and learning practices in their classroom. This resulted in improved basic foundational skills such as their knowledge of letters, concepts of print, phonological awareness, phonics, high-frequency words and fluency for increased engagement. This further led to all staff being upskilled to introduce these evidence-based programs into their 2022 teaching and learning programs. Next year in this strategic direction, we will implement InitialLit (K-6) and MacqLit (7-12) across the whole school and engage in professional learning which are planned for effective collaboration among staff for differentiated and enriched teaching and learning programs suited to the students' needs.

BGS created an accessible, differentiated assessment tool across Literacy and Numeracy that effectively measured student progress. Needs-based funding financed an Assistant Principal off-class and SLSO to develop differentiated assessment tools in literacy (the phonemic awareness strand) and numeracy (the whole number: numeral identification strand). Numerous assessment materials and resources were created based on NSW Syllabuses outcomes, EAL/D outcomes and the literacy and numeracy progressions. The Literacy assessment focused on letter, word recognition and phonics (which also links in with InitialLit and MacLit). The Numeracy assessment focused on numeral identification and representation, sequencing numbers and counting groups of items. This differentiated tool was created with hard copy and digital resources to support the implementation and trial within classrooms in 2022 across a range of ability levels.

The Clarke Road money initiative continued through the Healthy Canteen Program and in the various Food Technology programs conducted by high school students. This Numeracy program fostered independence in money handling, life skills and improved numeracy outcomes was implemented in Term one of 2021. During COVID restrictions adjustments were made to this program to support the Learning from Home period, through targeted individualised food technology and numeracy skills through one to one or whole class lessons. This real-life program will continue to be implemented in 2022.

Strategic Direction one also focused on improving student outcomes through a range of evidence-based wellbeing practices and behavioural supports. A wellbeing suite was created at BGS in 2021. The evidence-based suite included:

Trauma Sensitive Restorative Yoga (TSRY); Smiling Minds; Zones of Regulation; Sensory Support (GriffinOT Resources); Touch and Communication Pack (TACPAC); and Sensory Profiling. This suite provided students with the opportunity to develop their window of tolerance that would prepare them for an optimal state for learning.

Trauma-Sensitive Restorative Yoga (TSRY) is an evidence-based practice being used at Broderick Gillawarna School to support targeted students, to embody a sense of safety and bring balance to their nervous system by eliciting a relaxation response. Targeted students exit the yoga space calm, regulated and in the optimal zone for learning.

Smiling Minds is an evidence-based meditation program developed by psychologists and educators to help bring mindfulness into teaching and learning programs. Through regular practise, being mindful supports the brain to be ready to learn and improves the mental health, well-being and resilience of students. During 2020, two staff were trained as Smiling Minds champions to implement a mindfulness school-wide program, engaging students and staff in daily mindfulness sessions linked to the Personal Development, Health and Physical Education (PDHPE) curriculum. In conjunction with the Trauma Sensitive Restorative Yoga (TSRY) program, students from these targeted groups also participated in daily Smiling Minds sessions supported by the school's Smiling Minds Champion. The positive impact of students engaging in daily mindfulness was reflected through a decrease in behaviour referrals and an increase in engagement in learning activities. Adjustments were made to this program to continue to be delivered during the Learning from Home period of learning. The Smiling Minds Champion delivered bi-weekly sessions delivered to staff via Microsoft TEAMS. Each session introduced a new mindfulness tool to support staff wellbeing and class programs. Classroom teachers programmed mindfulness sessions daily for students and their families to partake in evidence-based mindfulness sessions from home. Through newsletter articles, families were informed of free accessibility of the Smiling Minds application to practise meditation and mindfulness exercises. During 2021, the wellbeing team were on-track making the necessary modifications and adjustments to the Smiling minds lessons linked to the PDHPE curriculum. Visual teaching tools have been created and teaching packs prepared for teachers to deliver mindfulness lessons for students across primary and high school cohorts. Next year in this strategic direction, we will continue to develop modified lessons for primary and high school, embed mindfulness sessions in class timetables across the school and support family engagement in practising mindfulness on a daily basis through regular newsletter articles.

Following the initial trial of Zones of Regulation (ZoRs) in a three target classes across Kindergarten to Year 12, its success led to all Teachers and School Learning and Support Officers (SLSOs) participating in international virtual professional development with the developer Leah Kuypers. The Zones of Regulation framework centers on providing students with strategies for emotional and sensory regulation. After completing the professional learning Teachers then began embedding the ZoRs into all teaching and learning programs to support students in developing regulation through behaviour, language and metacognitive strategies. This has resulted in a consistent reduction in behavioural referrals.

The GriffinOT (Occupational Therapy) professional learning was attended by all Teachers and School Learning and Support Officers (SLSOs). These modules focused on strategies to: understand the senses; understanding sensory modulation and how it impacts on learning and understanding sensory strategies and sensory supports. Strategies learnt in this professional learning have been successfully utilised in Behaviour Support Plans (BSPs) and generally used across all teaching and learning programs.

Touch and Communication Pack (TACPAC) is a sensory communication resource using touch and music to help students to communicate and engage socially. In 2021, two staff members from the Wellbeing Team were trained in TACPAC to support student engagement and foster optimal learning at baseline. TACPAC kits were designed for selected students that included a differentiated TACPAC plan, music on a school iPod and sensory materials to support the implementation of this program. Based on data collection and a decrease in off baseline behaviour, TACPAC successfully became a strategy utilised by the Learning and Support Team (LST) and embedded into individual students Behaviour Support Plans (BSP). Next year, in this strategic direction, TACPAC will continue to be utilised with targeted students through the LST and further professional learning for more staff.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Tool measuring student engagement in Literacy and Numeracy programs is established.	In 2021, Broderick Gillawarna School (BGS) designed a tool to measure student engagement in Literacy and Numeracy programs. Baseline data was collected in the form of an assessment suite, as outlined in the What Works Best documentation and compared with current BGS student assessment tools and tasks. One new Literacy (based on the Phonemic Awareness strand) and one new Numeracy (Whole number: Numeral Identification strand) assessment tool was developed in both hard copy and digital. Baseline formative data will be collected at the beginning of 2022 and compared with summative data at the end of 2022.

Tool measuring student outcomes in Literacy and Numeracy programs is established.	In 2021, Broderick Gillawarna School (BGS) designed a tool to measure student outcomes in Literacy and Numeracy programs. One new Literacy (based on the Phonemic Awareness strand) and one new Numeracy (Whole number: Numeral Identification strand) assessment tool embeds Literacy and Numeracy outcomes based on the Kindergarten to Year 6, Year 7 to 10 Life Skills and Year 11 to year 12 Life Skills syllabuses. This assessment tool also links in with the English as an additional language or dialect (EAL/D) progressions and ESL scales and Literacy and Numeracy Progressions (links in with PLAN2 data through Assessing Literacy and Numeracy, ALAN).
Tool measuring effective use of formative and summative assessment is established.	In 2021, Broderick Gillawarna School (BGS) designed a tool to effectively measure the use of formative and summative assessment across Literacy and Numeracy. At the beginning of 2022, formative assessment data (baseline) will be collected and at the end of 2022 summative data collected, collated and analysed to support 2023 Literacy and Numeracy future directions.
Baseline behavioural data is collated and analysed across the school.	In 2021, baseline behavioural data was collected and collated across the whole school (specifically our Tier 1 students). Programs such as Trauma Sensitive Restorative Yoga (TSRY), Smiling Minds, Zones of Regulation and Positive Behaviour for Learning (PBL) were assessed and formative, baseline data was collected. This data was inputted by all teachers into EBS: Student management app in order to determine the antecedent behavioural triggers and strategies that could be utilised to support behaviour as per their behaviour support plan. This data formed a significant part of Learning and Support conferences and at medical reviews for the refinement of diagnosis and prescriptions.



BGS Literacy and Numeracy Assessment

Strategic Direction 2: Collaborative teaching and learning practices

Purpose

To strengthen the school's curriculum provisions, to inform collaboration, explicit differentiation and quality teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Collaboration and Classroom Practice
- Data Skills and Use
- Quality Teaching

Resources allocated to this strategic direction

Socio-economic background: \$22,211.80

SSP quality teaching support: \$9,570.00

Summary of progress

In 2021, Strategic Direction two focused on effective collaboration and classroom practice, data skills and the use and quality teaching practices.

The 2020 Tell Them From Me survey identified the need to address effective collaboration and classroom practice. At the end of 2020 a Teacher and an Assistant Principal joined the bi-annual Quality Teaching Rounds (QTR) professional learning cohort led by Newcastle University. The aim of introducing QTR was to increase the percentage of staff effectively collaborating and rigorously engaging with the Teaching Standards. Following on from the initial staff who attended the Quality Teaching Rounds professional learning additional staff then volunteered and undertook professional learning. Formal implementation of the rounds will commence in 2022 by the trained group of volunteers followed by a school-wide implementation by the end of 2024.

A further identified need, from the 2020 Tell Them From Me survey was to develop teacher skill in interpreting and extrapolating data; identifying interventions and modifying teaching practice. Broderick Gillawarna School (BGS) subsequently, in 2021, consulted with numerous commercial agencies in seeking to source software that would efficiently track student achievement throughout students schooling years. In its second commercial trial BGS was successful in locating a Melbourne based company Accellerus, whose products of Xuno and GradeXpert is being tailored to suit the teaching and learning needs of our students. Needs based funding was allocated to support the purchase of this system that will be trialled in 2022. If tailored to BGS specifications the system should result in improved tracking, progression and data analysis of student outcomes and more accurate determination of fluency in personalised learning plans (PLPs) goals.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Tool measuring effectiveness of data collation and data use in informing teaching and learning programs is established.	<p>In 2021, Broderick Gillawarna School (BGS) located a tool to measure the effectiveness of data collection and data use to inform teaching and learning programs. The selected tools include Accellerus and GradeXpert. Numerous tools and excel spreadsheets have been created by the Data Skills and Use Team to support data collection and inform teaching and learning programs. In 2022, the Accellerus and GradeXpert systems will be used effectively to collect data and track personalised learning plan goals.</p> <p>All teachers attended professional learning on Quality Teaching Rounds and strengthened their knowledge on the implementation of this program in 2022. Quality Teaching Rounds (QTR) will commence in 2022 with a larger group of staff able to participate. A tool measuring the effectiveness of data collection will be created to build high quality, collaborative teaching practice.</p>

Tool to assess and track student progress across all Key Learning Areas and subjects is established.

In 2021, Broderick Gillawarna School (BGS) located a system to support assessment and track student progress across all Key Learning Areas (KLAs) and subjects. Accelerus and GradeXpert is a system that we have purchased using needs-based funding to support and track student progress throughout their schooling. Formative, baseline data will be collected at the start of 2022 after all staff have engaged in professional learning around how to input data into this system. The first round of data collection will be used to create the baseline. The aim of this system is to assist BGS in tracking data for all students over the years.

English essay	
Communicate with peers and familiar adults about personal experience	
Key Learning Area	English→Speaking and Listening
Stage	ES1
Substrand	Respond to and compose texts
Syllabus Outcome	communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction
Syllabus Code	ENE-1A
Created by	ADMIN, ADMIN on 28-Mar-2022
No journal entries have been added.	
Use correct intonation when asking questions and making statements	
Key Learning Area	English→Speaking and Listening
Stage	ES1
Substrand	Respond to and compose texts
Syllabus Outcome	communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction
Syllabus Code	ENE-1A
Created by	ADMIN, ADMIN on 28-Mar-2022
No journal entries have been added.	
Use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus	
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family.	

Example of student PLP tracking in Xuno which will allow for greater flow of goals from year to year

Strategic Direction 3: Fostering a culture of high expectations

Purpose

To strengthen school-wide collective responsibility and high expectations for student learning and success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community Engagement
- High Expectation Culture

Resources allocated to this strategic direction

Socio-economic background: \$3,700.00

SSP Supplementary Funding: \$224,236.00

Summary of progress

In 2021, Strategic Direction three focused on fostering a culture of high expectations and professional growth with a focus on distributed leadership that drives effective, evidence informed teaching and ongoing improvement. By 2024, we aim to see an increased proportion of staff taking on shared leadership responsibility to build the capacity of others as measured by internal data. In 2021, executive staff supported distributed leadership across the school by electing curriculum team coordinators and staff who self-nominated to lead key events and initiatives across the school. Needs-based funding financed these distributed leadership roles in the form of staffing to provide additional release time to support these programs. In 2021, internal data results reflect a 50% increase in distributed leadership across the school which has seen an improvement according to our improvement measures. Health & Safety, Positive Behaviour for Learning, MAPA (Management of Actual or Potential Aggression), curriculum team.

In 2021, Broderick Gillawarna School (BGS) developed and trialled a new holistic, student profiling system. As part of this development, the current profiling systems were consolidated and used to support the creation of the new system. This system encompassed teaching and learning, NDIS support, Personalised Learning Plans, curriculum adjustments, external providers, behavioural support, communication, health and transition planning. At the end of 2021, the profiling system was in draft form and awaiting to be trialled in two targeted classes. Due to COVID restrictions and learning from home period this system roll out was delayed. The two classes that will trial this system in 2022 will provide feedback. BGS is continuing to source various commercial products to source and trial.

BGS engaged with parents and carers to encourage them to hold high expectations for their children. In 2021, two executive staff were trained in the Stepping Stones Triple P (SSTP) program, which is a multi-level parenting and family support strategy for families of children with disabilities. The SSTP program is part of the Triple P parenting program, and has been specially tailored for parents of children with a disability. One executive member was trained to deliver 'primary care' support to referred families on an individual needs-based approach. The second executive member was trained to deliver the seminar series to families as a group. Due to COVID restrictions and learning from home procedures, Stepping Stones Triple P seminars and primary care sessions were unable to be delivered, therefore, no feedback gathered. Formative baseline data will be collected in 2022 and compared with summative at the end of the year.

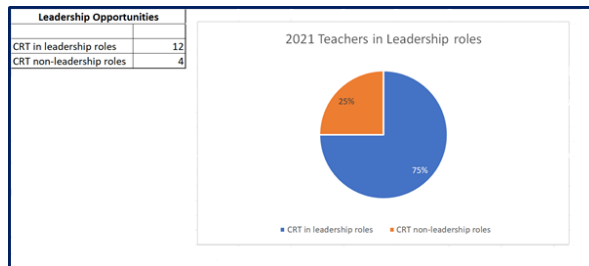
Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A tool measuring parent/carers attendance and engagement at information workshops and primary care seminars will be developed and baseline data will be collected.	In 2021, Broderick Gillawarna School (BGS) utilised the Tell Them from Me (TTfM) survey as a tool to measure parent and carer attendance and engagement at information workshops and baseline data. At the end of 2021, BGS obtained a 8% response rate from the Parent and Carer Survey and a 66% response rate from the staff survey. Survey results will be collated and analysed once the report is received and further community workshops provided based on these results in 2022.
A tool gauging proportion of staff taking	In 2021, Broderick Gillawarna School (BGS) developed a tool to gauge the

on shared leadership responsibility across the school is developed and baseline data is collected.

proportion of staff taking on shared leadership responsibility across the school and baseline data collected. Formative, baseline data reflected an overall 50% increase in shared leadership responsibility across the school, thereby setting a foundation for BGS to strive upwards in 2022. In 2022, BGS will continue to strive to see a greater increase from our baseline of 50%.



Proportion of staff taking on shared leadership responsibilities across the school.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$676.90</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Vision support resources. • Behaviour support (visuals and schedules). <p>The allocation of this funding has resulted in: A decrease in student behaviour data as reflected through EBS due to the creation and implementation of these resources. Through the evaluation of the vision support resources an overall increase in engagement levels and access to appropriate learning materials.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding (\$1,664) will continue next year. BGS will continue to monitor support resources for the two individual students following the implementation of vision and behavioural resources.</p>
<p>Socio-economic background</p> <p>\$92,243.62</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Broderick Gillawarna School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement • Quality Teaching • Data Skills and Use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Impromation software (\$10,000) was purchased to trial at BGS. • Quality Teaching Rounds professional learning • Jolly Phonics and Clarke Road Money Program resources and assessment tools. • Teacher release to support professional learning and data collection on the Literacy and Numeracy (PLAN2) and EALD progressions • Tell Them From Me Survey to staff, parents and carers surrounding school performance and creating a culture of high expectations. • Funding for resources - Curriculum teams, school resources and school initiatives. <p>The allocation of this funding has resulted in: Numerous resources to support assessment collection across the school such as Jolly Phonics, Clarke Road Money Program and software (Impromation, EduJourney and Xuno). Professional learning surrounding quality teaching rounds, Literacy and Numeracy Progressions and the EALD progressions. Staff, parents and carers were surveyed through the Tell Them From Me survey surrounding BGS' high expectations and school culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to support project and curriculum team programs, software updates, resources development and professional learning in</p>

<p>Socio-economic background</p> <p>\$92,243.62</p>	<p>2022.</p>
<p>English language proficiency</p> <p>\$42,423.83</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Broderick Gillawarna School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teacher release to support the development of a tailored Literacy and Numeracy assessment tool. • Purchase and implementation of EALD assessment and resources <p>The allocation of this funding has resulted in: Literacy and Numeracy assessment tool (across one strand) has been created (based on teacher responses) that is tailored to our students learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Literacy and Numeracy assessment tool to continue to be developed across all strands and trialled in two classrooms in 2022.</p>
<p>Literacy and numeracy</p> <p>\$6,113.42</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Broderick Gillawarna School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning on PLAN2 - Literacy and Numeracy Progressions. • Supporting Numeracy programs - Clarke Road Money Program. • Assessment tools - Literacy and Numeracy <p>The allocation of this funding has resulted in: Literacy and Numeracy programs being maintained, resourced and assessed. PLAN2 data collection updated to support the COVID Intensive Learning and Support Programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Literacy and Numeracy programs will continue to be funded to support resource development and whole school assessment.</p>
<p>QTSS release</p> <p>\$32,402.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Broderick Gillawarna School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Supplementary executive release to support distributed leadership across the school.

<p>QTSS release</p> <p>\$32,402.00</p>	<p>The allocation of this funding has resulted in: Supporting teacher release to upskill teachers with the aim of distributed leadership projects across the school as stated in the 2021 BGS Roles and Responsibilities documentation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding will continue to be provided to support distributed leadership across the school.</p>
<p>COVID ILSP</p> <p>\$99,998.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • One full time teacher supported the COVID Intensive Learning and Support Program across Literacy and Numeracy. • Onsite tuition provided 1:1 targeted and explicit instruction in literacy and numeracy - focus areas included talking and listening, phonetic awareness, whole number, measurement, money and time. • Term three and four, employed two staff to support online learning learning, to observe and document student engagement during class teacher led lessons. PLAN2 data collection updated. <p>The allocation of this funding has resulted in: 42 students participating in the program ranging from Stage 1 to stage 6. They received tailored Literacy and Numeracy support through two intensive sessions, one to one per week. This program has seen an improvement in engagement and Literacy and Numeracy outcomes for all students engaged in this initiative.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this one to one tuition program will continue to be implemented across Literacy and Numeracy. 100% of teachers will frequently analyse student assessments and record data on PLAN2 and share this with the COVID Coordinator and class teachers. Further professional learning will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.</p>



CILSP: Students engaged in the COVID intensive learning support program for Literacy and Numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	80	79	78	81
Girls	24	22	20	16

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021, five students completed Year 12 and graduated. Students at Broderick Gillawarna are supported by their Year 12 teachers and the Support Teacher Transition (STT) to have a strong exit from school. Communication and planning occur with the STT and parents and carers when students are in their last term of Year 12. All students in 2021, were supported to successfully transition into post school options accessing a variety of programs including;

Afford, Chipping Norton

Centacare Industries, Belmore

Woodville Alliance

Year 12 students undertaking vocational or trade training

No Year 12 students and Broderick Gillawarna School undertook vocational or trade training

Year 12 students attaining HSC or equivalent vocational education qualification

All five Year 12 students received their Higher School Life Skills Certificate, specific to the outcomes they learnt throughout Year 11 and 12.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.82
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	574,535
Revenue	5,260,357
Appropriation	5,226,089
Grants and contributions	31,994
Investment income	474
Other revenue	1,800
Expenses	-5,256,749
Employee related	-4,562,397
Operating expenses	-694,352
Surplus / deficit for the year	3,608
Closing Balance	578,142

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.

	2021 SBAR Adjustments (\$)
Targeted Total	677
Equity Total	136,707
Equity - Aboriginal	0
Equity - Socio-economic	94,284
Equity - Language	42,424
Equity - Disability	0
Base Total	4,245,732
Base - Per Capita	52,774
Base - Location	0
Base - Other	4,192,957
Other Total	673,263
Grand Total	5,056,379

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

Tell Them From Me (TTfM) is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and staff voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement. In 2021, 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 - 8.4/10 Parents indicated that they felt welcome at school and can easily communicate with their child's teacher. 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 - 8.5/10 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 - 7.5/10 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 - 8.2/10 Parents indicated that teachers showed an interest in their child and that they considered the needs, abilities and interests. Parents also felt that the teacher encouraged their child to do his or her best and set high expectations.

School support positive behaviour - 7.9/10 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 - 7.9/10 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 - 8.6/10 Parents indicated that they felt teachers try to understand the learning needs and current learning pace 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 - 7.9/10 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 - 7.4/10 Teachers indicated that they collaborated 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 - 7.2/10 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 - 6.7/10 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 - 7.4/10 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.

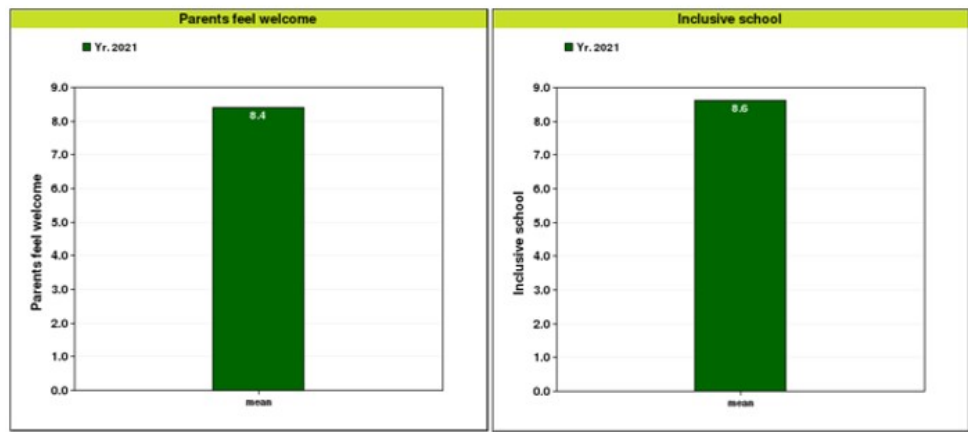
Technology - 7.3/10 Teachers indicated that students have opportunities to use computers or other interactive

technology for describing relationships, among ideas or concepts. Teachers also reported that they help students to overcome personal barriers to using interactive technology.

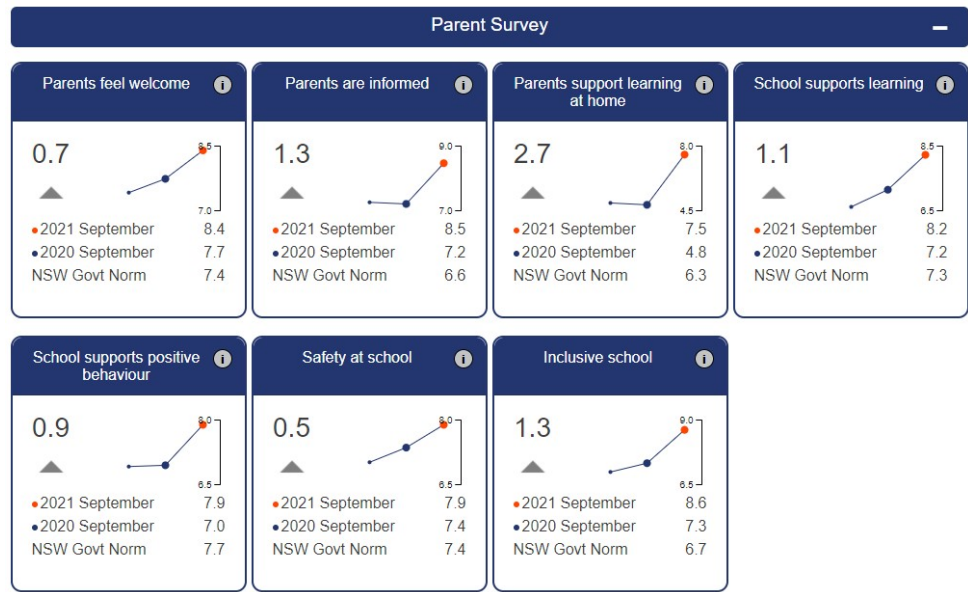
Inclusive School - 8.2/10 Teachers indicated that they are readily available to support and understand the learning needs of students with complex learning needs. Teachers also reported that they establish clear expectations for classroom behaviour and include all students in class activities.

Parental Involvement - 7.8/10 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.

Parent and Carer Survey

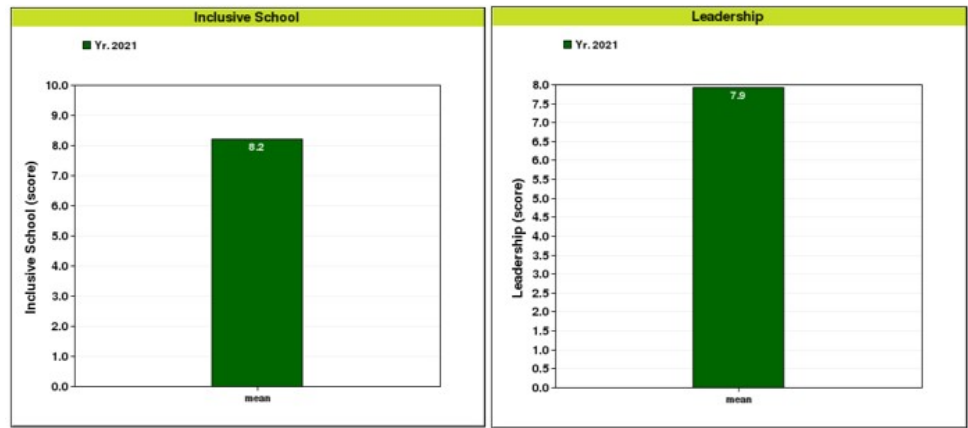


Tell Them from Me Parent and Carer survey results about BGS's welcoming and inclusive environment

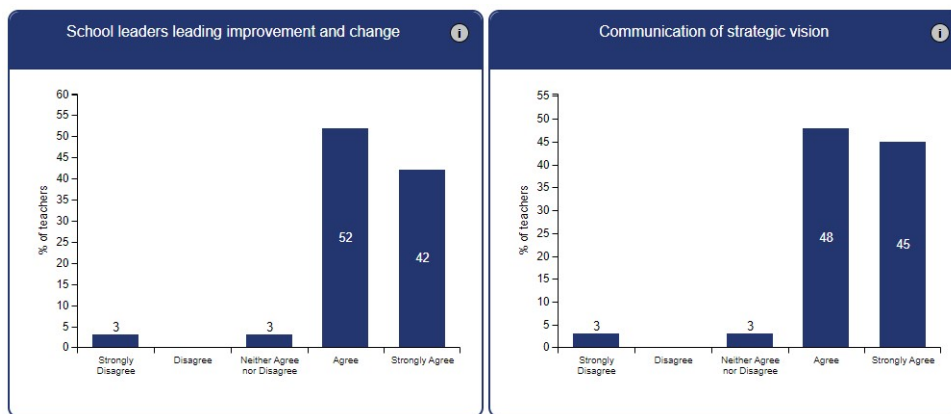


Tell Them from Me Parent and Carer survey results about the learning environments of the school.

Staff Survey Results



Tell Them from Me Staff survey results about BGS's welcoming environment and leadership team support.



Tell Them from Me Staff survey results about BGS's school leadership and strategic vision.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.