

2022 Annual Report

Broderick Gillawarna School



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Introduction

The Annual Report for 2022 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

For the first time in three years Broderick Gillawarna School (BGS) was able to welcome our families and community back on site to many of our school events. Our school events were able to be held outside under the new covered learning area on the existing basketball court. This was erected at the beginning of 2022 through the Metro Renewal Program.

In 2022 BGS had a theme 'Until you spread your wings, you'll never know how far you can fly' as our students were offered so many opportunities that support their growth and attainment and as the year progresses, we see them develop, we see them spread their wings and fly.

2022 farewelled eight year 12 graduating students. Each of the young men had grown in a way that they should be so very proud of. We also congratulated thirteen year 6 graduates as they move to high school next year.

This year we celebrated the achievement of many students and staff, the many ways they have grown and how the school has grown. The school forged ahead with many environmental changes for the betterment of accessing education. Through the Department of Education (DoE) we completed painting in our school, inside every classroom which has created a welcoming and engaging environment for everyone, demonstrating that we care for our school because we care for our students. We installed a new speaker system and a new audio-visual system in our hall with sensory elements to support those who have sensory needs. New Softfall was installed and a large new shade cloth over equipment was installed, all to support safe play. A new pathway was laid so the school can now be completely accessible for all students, the entirety of the school can now be walked around. Our immersion room was installed, and this technology is a revolution in learning as we know it. The immersion room allows projection of images or information on walls of a room at the same time creating a unique 360 experience for teaching, learning, research, and communications. The experience is similar to virtual reality experience but in a group setting. I look forward to this space being fully operational in 2023 and supporting the learning programs of all our students.

Other new resources included eight new modified trikes worth \$32,000.00 to support our student's physical education and various learning materials and incursions to support academic and well-being success for all our students including \$20,000.00 on new computers. Additional staff were also employed including three additional School Learning Support Officers supporting well-being, swimming, behaviour and literacy and numeracy programs. Two additional teachers were also employed so that an expert literacy and numeracy educator was off class to work on assessment and support the COVID intensive learning program and for teachers to be able to effectively program.

Revesby Workers Club generously donated \$21,000.00. This wonderful contribution to our school supported an all-weather structure over our self-reflection area and a new climbing dome for active play for our students.

This year our very own Citizens Committee provided us with an extremely generous donation of \$31,000.00 for us to employ a specialist music teacher. Marnie Fairlie joined our team and provided music education to both our junior and senior school. Seeing our students thrive through music and apply themselves to this key learning area was truly remarkable.

Our wonderful P&C kindly donated \$32,000.00 and these funds employed an additional School Learning Support Officer for Semester two to assist with personal care programs, moving our students closer to independence in the area of personal care.

BGS fostered a new friendship with Rotary Padstow when they supported us with the installation of a Peace Pole and Rotary recognised one of our students with a vocational award.

I have valued the partnerships that continue to grow including Revesby Workers Club, The Shore boys, Bakers Maison, Gift of Bread, our work experience organisations Catholic Care and DSA and Kiwanis International.

In 2022 BGS is in the second year of our school improvement plan and we achieved all our milestones for this year.

Considering the fall out of COVID, we addressed this by fine tuning our programs to be rolled out in parent workshops and student programs revisiting our Positive Behaviour for Learning framework, Smiling minds, Interoception, Trauma Sensitive Restorative Yoga and Zones of regulation all of which have had a positive impact on behaviour and well-being. We look forward to working with and teaching our community about these programs under the banner of the Department of Education Well-being framework in 2023.

2022, saw the students, back in the community with community access and work experience opportunities to generalise learning from the classroom. We hope to see 100 percent of all classes being visible in the community in 2023. Of course, parents we welcome you to volunteer with excursions and community access.

Data Literacy was explored, and we have now made a final decision after two years of research and trial and error the school has finally adopted a system of practice and has become a Sentral school. This is going to make mapping and

tracking assessment of our students uniformed and user friendly for reporting and 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 our achievements in 2023.

I would like to take this opportunity to acknowledge and congratulate Anne Keady, Frank Scalici and Sandra Ha who were all successful through merit and are now substantive members of the BGS team. I would also like to acknowledge Thy Nguyen for her successful appointment to Assistant Principal Curriculum and Instruction (APC&I).

I humbly thank our teaching and support staff for their continued 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 and our teachers in delivering their learning programs. I would like to acknowledge our teachers who brought their enthusiasm and knowledge to the classroom, promoting excellence and supporting our students to improve results.

Thank you to our executive team Jacqueline Hamilton Deputy Principal and Assistant Principals Frances De-Bourbon, Alison Kell, Jake Christenson, Thy Nguyen. Your leadership in support of student programs ensures that we will continue to be a school of excellence meeting the needs of our learners through this continually changing educational landscape.

Finally, to our students. Congratulations on your achievements this year. 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. This is developed through the opportunities that you seize, the opportunities your teachers inspire and the opportunities that this school offers you. Whether you are receiving an award today or not, always work to your best and you can be very proud of your achievements. Take advantage of the opportunities before you and set high expectations of what you can achieve.

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 that works hard and values our students and what they can achieve.

I look forward to every possibility that 2023 will bring!

JoAnne Gardiner

Principal

Message from the school community

When we embarked on our sons journey, we didn't know what to do or where to go. Slowly over time, people came into our lives to help, support and light the path for him. At Broderick Gillawarna School we found a school full of the most wonderful people, from a principal leading a remarkable management and administration team, to teachers whose passion and commitment is immeasurable and School Learning Support Officers who are integral in the support of our children. I've always said that as parents of children with special needs, we are thrust into this life with no option or control. Our educators and therapists though, choose to be part of our children's lives to create a better world for them and us.

For that we are truly thankful.

Dimitrios (Dim) (mother of a year 12 male student)

Message from the students

I like BGS because we have good teachers and we get to go out in the community and show what we learnt in class. I have made lots of friends at school who help each other and have fun. Everyone is so nice and they all help me learn. I feel safe at school and know that people are going to listen to me. We have the best assemblies where we get to sing and dance. We learn fun subjects like English, Science and Art.

Year 11 student



Newly erected Covered Outdoor Learning Area (COLA) 2022

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 - 2025 School Improvement Plan (SIP). The analysis identified that collaboration, learning culture, data informed practice and teaching strategies would be the focus for the five year cycle. Three strategic directions have been developed to move the school forward. These directions are: Student Attainment and Growth; Collaborative Teaching and Learning Practices and Fostering a Culture of High Expectations



Awards table, celebrating student growth and attainment

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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

English language proficiency: \$44,518.00

SSP supplementary funding: \$148,552.48

Professional learning: \$2,049.28

Summary of progress

In 2022, Strategic Direction One focused on utilising the most effective explicit teaching and learning strategies in **Literacy and Numeracy** to improve curriculum delivery and growth in student learning. Formative and summative data collection was flexibly analysed by systematic and reliable assessment that was developed by BGS. Needs-based funding financed an Assistant Principal off-class and School Learning Support Officer (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, English as an additional language (EAL/D) outcomes and the literacy and numeracy progressions. The Literacy assessment focused on letter, word recognition and phonics (which also links in with MultiLit). MultiLit (Making Up Lost Time in Literacy) is an evidence-based literacy programs from Macquarie University that uses 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 Numeracy assessment focused on numeral identification and representation, sequencing numbers and counting groups of items. This differentiated tool was trialled within one K-6 and one 7-12 classroom by the Literacy and Numeracy experts. The K-2 Teaching and Learning teachers also used the assessment to collect formative and summative data and review student engagement with the assessment tasks that also links in with the literacy and numeracy progressions and all NSW syllabuses (including the new K-2 English and Mathematics syllabus). The Assessment project team also began development of another new Literacy assessment (Fluency and Speaking and Listening) and new Numeracy assessment (Number and Place Value) which was trialled in Term 3 to support reporting period. The Mathematics Curriculum Team to purchased Top Ten Mathematics Resources and Lesson Plan to support student engagement in Mathematics programs.

The newly appointed Assistant Principal Curriculum and Instruction (APCI) introduced teachers to the new NSW K-2 Curriculum for English and Mathematics, as they enrolled in three self-directed professional learning developed by the Curriculum Reform team. BGS teachers also participated in the Assessment for Complex Learners (AfCL) Literacy and Numeracy pre-cursors trial to assess their students. This assessment trial tool is catered towards students with learning and support needs for English and Mathematics, as it aligns to the National Literacy and Numeracy Progressions. The APCI created a K-2 project team with the K-2 teachers to collaborate, discuss and utilise the new K-2 curriculum in their Semester 2 (Term 3 and Term 4) programs. All teaching staff completed a refresher training around embedding the EAL/D progressions into classroom programs, assessment and reporting. This lead to teachers embedding the ESL scales and individualised EAL/D progressional steps and adjustments into English and Mathematics Teaching and Learning Program.

Strategic Direction One continued to focus on improving student outcomes through BGS **Wellbeing suite: Trauma Sensitive Restorative Yoga (TSRY); Smiling Minds; Zones of Regulation**; Sensory Support (**GriffinOT** Resources); Touch and Communication Pack (**TACPAC**).

Trauma-Sensitive Restorative Yoga (TSRY) continues as a tool 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 classes followed a structured timetable to attend sessions in the school hall or their classrooms each day, students exited 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. During 2022, mindfulness sessions were delivered to students during whole school scheduled session following breaks on the playground. The school Smiling Minds champion, developed a PowerPoint presentation with ideas and links to mindfulness videos and music to optimise student engagement. Through the Wellbeing Framework deliverable, the development of modified lessons for primary and high school continued to be developed.

Following the initial trial of Zones of Regulation (ZoRs) in 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 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.

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.

Berry Street Education Model (BSEM) is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The school's principal, deputy principal, school counselor and one assistant principal attend a four-day workshop to incorporate the model's evidence-based trauma-aware teaching strategies, positive education, and well-being practices. The BSEM provides alternative education for young people who are affected by experiencing or witnessing trauma. These strategies facilitate students' cognitive and behavioural change, thereby increasing student engagement to significantly progress their academic achievement. The four participants will attend a masterclass workshop early in 2023 and roll out the BSEM strategies and initiatives to the whole school.

Teachers continued to monitor students and embed Zones of Regulation, GriffinOT (Occupational Therapy) strategies and Touch and Communication Pack (TACPAC) based on individual students needs.

- Professional Learning: Using the Wellbeing Framework for School Excellence
- Implementation of Wellbeing Framework Deliverable projects

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
Student engagement in Literacy and Numeracy programs across the school will increase from 2021 formative, baseline data collected at the beginning of the year and compared with summative data the end of the year with the support of effective teaching and learning programs.	In 2022, Broderick Gillawarna School (BGS) designed a tool to measure student engagement in Literacy and Numeracy programs. 2021 Baseline data and formative assessment saw an increase based on the new Literacy (based on the Phonemic Awareness strand) and one new Numeracy (Whole number: Numeral Identification strand) assessment tool which was trialed by the K-2 Teaching and Learning Team. Summative data at the end of 2022 shows an increase in engagement and accuracy of assessment collected based on the BGS assessment tool designed and trialled in the K-2 Teaching and Learning Team.
60% of students will achieve the	In 2022, all staff have been introduced to InitialLit and MacqLit for their

expected improvement outcomes in Literacy and Numeracy programs by the end of 2022.	literacy programs, as teachers are provided with online access to the extensive resources. English Curriculum team has also purchased Multi-Lit e-readers, while older decodable readers are to be purchased for high school students in Term 3. These programs saw an 60% increase in English programs across the school.
Teachers effective use of formative and summative assessment across the school will increase from 2021 baseline data.	In 2022, the assessment team continued to develop a 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. These assessments were 100% effective in engaging students in Literacy and Numeracy programs based on the K-2 teachers feedback and 2021 baseline data.
Significant behavioural incidences across the school will decrease from 2021 baseline data highlighting the effectiveness of developed programs.	In 2022, all staff have been introduced to Smiling Minds programs, as teachers are provided with online access to the Smiling Minds application. The Wellbeing Team adapted and modified Smiling Minds programs and resources for first 6 weeks, high school and primary. The implementation of the entire wellbeing suite of programs have led to a reduction in behavioural incidences across the school.



Literacy and Numeracy Assessment and Tasks

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

SSP supplementary funding: \$1,041.78

Summary of progress

In 2022, Strategic Direction Two focused on effective collaboration and classroom practice, data skills and the use and quality teaching practices.

During our first round, we touched on how this program will positively impact our staff and students moving forward in a collaborative space. We discovered during our second round as all staff members in the group were trained, that the discussion was more in depth, and we had a better understanding of the codings. During the discussion we had time to then develop the unit of the work based on what was discussed to not only improve teaching but to improve and strengthen programming. In 2023, the group will complete the last two rounds and move forward to introducing QTR to staff and demonstrate the positive effects.

A further identified need, from the 2021 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 2022, 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 Sentral where we identified Markbooks as a data tracking tool which will assist in identifying areas of need in programming and interventions in areas of need for students. Needs based funding was allocated to support the purchase of this system that will be implemented widely in 2023. 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
Effective collation and use of data to inform teaching and learning programs across the school will increase from 2021 formative, baseline data collected at the beginning of the year and compared with summative data the end of the year.	In 2022, with support from the Assistant Principal, Curriculum, Planning and Implementation, the K-2 Team programmed collaboratively in Mathematics and English using the new K-2 Syllabus. Support was provided around the new structure of the syllabus along with tracking systems to ensure student progress is consistently measured. Baseline data has been recorded on Sentral to track student progress as they continue to grow. High school team programmed Mathematics and English in Term 4 as a team. Staff have reported that they see benefit to these collaborative practices.
Effective tracking of individual student progress across the school will increase from 2021 formative, baseline data collected at the beginning of the year and compared with summative data the end of the year.	Through the use of Sentral and creation of assessment reporting periods we have created tracking tools to follow student progress throughout the year. Data is stored against each students profile ensuring it is accessible to any staff member, this will ensure continuity of student progression and prevent from previous goals being completed again. Staff to broaden use of Markbook across KLA's and look into its use with progressional assessment created by the school to effectively track student growth in literacy and

Effective tracking of individual student progress across the school will increase from 2021 formative, baseline data collected at the beginning of the year and compared with summative data the end of the year.

numeracy.

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

Summary of progress

In 2022, 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 2022, all assistant principals attended the 'middle leadership imperative' to learn about middle leading, collaborative professionalism and ideas in action. This year, staff supported distributed leadership across the school by continuing to elect 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 2022, internal data results reflect a 62% increase in distributed leadership across the school which has seen an improvement according to our improvement measures and based on 2021 data collected.

In 2022, Broderick Gillawarna School (BGS) used Sentral to develop and trial a new holistic, student profiling system. This system encompassed teaching and learning, NDIS support, Personalised Learning Plans, curriculum adjustments, external providers, behavioural support, communication, health and transition planning. Sentral was purchased to merge a range of platforms and systems across one database. In 2023, BGS will continue to use Sentral to create one platform and integrate our reports, attendances, communication, behaviour support and more.

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.

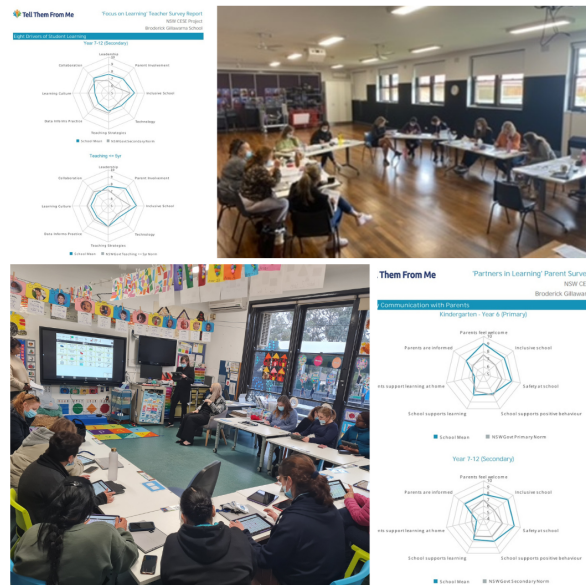
Progress towards achieving improvement measures

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
Parent attendance and engagement at information workshops will increase from 2021 baseline data.	In 2022, 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 build on 2021 baseline data. BGS obtained a 15% response rate from the Parent and Carer Survey (which is an improvement from the 8% in 2021) and a 13% 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 2023.
The proportion of staff taking on shared leadership responsibility across the school will increase from 2021 baseline	In 2022, Broderick Gillawarna School (BGS) developed a tool to gauge the proportion of staff taking on shared leadership responsibility across the school and baseline data collected. Formative, baseline data reflected an

data.

overall 62% increase in shared leadership responsibility across the school, thereby setting a foundation for BGS to strive upwards in 2023 (based off a 10% increase from 2021 data). In 2023, BGS will continue to strive to see a greater increase from our baseline of 62%.



Collaborative Practice and Tell Them from Me Survey Results.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,663.74</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 the following impact: 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 will be: This funding will continue next year. BGS will continue to monitor support resources including additional staff for community access for the two individual students following the implementation of vision and behavioural resources.</p>
<p>Socio-economic background</p> <p>\$98,649.97</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing • Resources <p>The allocation of this funding has resulted in the following impact: Resource purchasing led to increased engagement in programs and access to learning Staffing led to student optimal success in attaining PLP goals that were set and outcome success in differentiated programs and well-being initiatives. Resources purchased led to increased engagement in programs and access to learning.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: continue to engage staff to support teachers to write PLP goals which in turn supports students to work towards achieving targets. Data shows that students SMART goals are successful and students are meeting their set goals. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging students in well-being programs. BGS will also continue to assess based on student need and professional learning effective resources to be purchased in 2023.</p>
<p>Professional learning</p> <p>\$22,587.52</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Broderick Gillawarna School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Professional learning</p> <p>\$22,587.52</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing Suite • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist professional development facilitators to unpack evidence based approaches in well-being, communication systems, quality teaching, trauma informed practice and leadership <p>The allocation of this funding has resulted in the following impact: Professional learning based on PDP goals, mandated courses, trauma informed practice, well-being, communication and leadership has improved practice by engaging staff in new and revised learning to support improved student outcomes and professional success.</p> <p>After evaluation, the next steps to support our students will be: Professional learning will continue to be supported in 2023 with a focus on all staff to be trained in PTR (Prevent, Teach, Reinforce) training.</p>
<p>QTSS release</p> <p>\$33,212.00</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"> • assistant principals provided with additional release time to support distributed leadership across the school <p>The allocation of this funding has resulted in the following impact: Support teacher release to up-skill teachers with the aim of distributed leadership projects across the school as stated in the 2022 BGS Roles and Responsibilities documentation.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be provided to support distributed leadership across the school in 2023. The school has developed four well-being deliverables and each is being led by a classroom teacher funding will be used to support these teachers to run these programs and professionally develop staff so they can be implemented across the school.</p>
<p>COVID ILSP</p> <p>\$70,751.00</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 2022.</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identified 25 students for small group tuition groups and monitor progress of these focus groups] • providing targeted, explicit instruction for student groups in literacy/numeracy. Literacy areas of focus includes Phonological knowledge and 'Speaking and Listening' strands. Numeracy Areas include 'Numeral ID' and 'Number and Place Value' sub strands within the under the Whole Number strand in the Mathematics Syllabus.

<p>COVID ILSP</p> <p>\$70,751.00</p>	<ul style="list-style-type: none"> • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - All 25 of the students in the CILSP achieving significant progress towards their personal learning goals and as reflected in their PLAN2 data. - Internal measure such as anecdotal notes as outlined in students' PLAN2 assessment collection. <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need based on 2023 funding allocations. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional withdrawal sessions for some students to continue to meet their personal learning goals will also be a priority in 2023.</p>
<p>English language proficiency</p> <p>\$44,518.00</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff professional learning in the ESL Scales and EALD Progressions, InitaLit and MacLit programs. • employment of additional staff to support delivery of targeted initiatives such as the APCI role and executive support for EALD across the school. EALD team to support initiatives. • provide EAL/D Progression levelling PL to staff - teachers upskilled in embedding into teaching and learning programs with outcomes and adjustments to learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an increase in the average benchmark level for reading within K-6 classrooms due to the implementation of InitaLit programs. - an increase in the average benchmark level due to the implementation of MacLit programs - 80% increase in engagement of EALD students due to the ESL scales and EALD progressions being embedded into English Teaching and Learning Programs. Scaffolded supports provided. <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to upskill new 2023 in the InitaLit and MacLit programs and on how to embed the ESL Scales and EALD progressions into their English Teaching and Learning Programs.</p>
<p>Per capita</p> <p>\$54,095.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 operational funding include:</p> <ul style="list-style-type: none"> • Technology support/expert • School Operational Costs <p>The allocation of this funding has resulted in the following impact:</p>

<p>Per capita</p> <p>\$54,095.00</p>	<p>Technology specialist supported BGS up improving technology across the school such as computer displays and overseeing the installation of the new audio-visual speaker system.</p> <p>After evaluation, the next steps to support our students will be: This funding to be reviewed at the end of 2022 for possible 2023 technology specialist employment.</p>
<p>SSP quality teaching support</p> <p>\$8,976.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • employment of additional staff to support the creation of high-quality teaching and learning programs • release time for staff to support Quality Teaching Rounds • additional staffing to improve curriculum implementation - Wellbeing SLSO support and Literacy and Numeracy assessment <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - an improvement in authentic classroom engagement leading to a reduction in off baseline behaviour based on EBS/Sentral referrals. - Two rounds of QTR have taken place at BGS. This has led to an improvement in collaborative practise and Teaching and Learning Programs. <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: continue to fund the additional SLSO support (Wellbeing). QTR to commence another assessment cycle and reflect back to the whole school on their areas of focus and improvement. Numeracy and Literacy additional support and assessment to continue to be implemented to improve student engagement and outcomes in Literacy and Numeracy.</p>
<p>SSP supplementary funding</p> <p>\$262,471.60</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 • Effective Collaboration and Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • additional staffing to improve curriculum implementation - literacy and numeracy experts. • release time to engage staff in professional learning - Literacy, Numeracy, ESL scales and EALD progressions. • employment of additional staff to support wellbeing programs across the school and swimming support. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - enhanced student participation, engagement and learning through wellbeing programs and additional support. This support had a significant impact on the development of communication and improved behaviour for our students as evident through EBS and Sentral behaviour notifications. - EALD students learning has been supported through ESL scales and EALD progressions and an adjusted English and Mathematics Teaching and Learning Programs.

SSP supplementary funding \$262,471.60	<p>After evaluation, the next steps to support our students will be:</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to support student engagement, communication, regulation and behaviour through the employment of additional School Learning Support Officers; to enhance home/ school communication, complex case management and improved monitoring.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	79	78	81	81
Girls	22	20	16	19

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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 2022, ten students completed Year 12 and graduated. Students at Broderick Gillawarna were 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 2022, were supported to successfully transition into post school options accessing a variety of programs including;

Avenue, Frenches Forrest

Catholicare Industries, Liverpool

Circle of Hope, Yennora

Disability Services Australia, East Hills

CIVIC Disability, Sutherland

Year 12 students undertaking vocational or trade training

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

Year 12 students attaining HSC or equivalent vocational education qualification

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



2022 Year 12 Formal



2022 Year 12 Formal



2022 Year 12 Formal

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	13.82
Teacher Librarian	0.6
School Administration and Support Staff	19.78

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	292,374
Revenue	5,888,344
Appropriation	5,747,887
Sale of Goods and Services	-1,000
Grants and contributions	137,327
Investment income	4,130
Expenses	-5,568,741
Employee related	-4,805,577
Operating expenses	-763,164
Surplus / deficit for the year	319,602
Closing Balance	611,976

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.

	2022 SBAR Adjustments (\$)
Targeted Total	1,664
Equity Total	143,168
Equity - Aboriginal	0
Equity - Socio-economic	98,650
Equity - Language	44,518
Equity - Disability	0
Base Total	4,405,806
Base - Per Capita	54,094
Base - Location	0
Base - Other	4,351,712
Other Total	731,838
Grand Total	5,282,476

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 2022, 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 - 8.6/10 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 - 7.8/10 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 understood.

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 - 7.9/10 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 - 7.8/10 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 - 8.8/10 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 - 7.8/10 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 - 7.5/10 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 - 7.2/10 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.

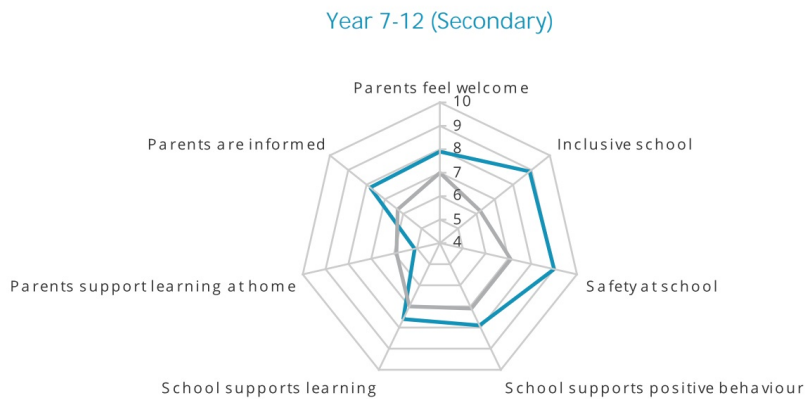
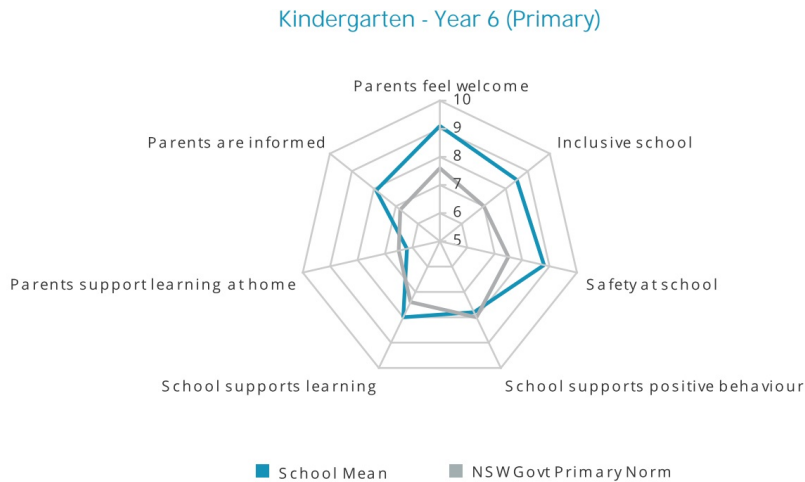
Teaching Strategies - 7.8/10 Teachers noted that they use two or more teaching strategies most class periods as well as linking previously mastered skills and knowledge when presenting a new concept.

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

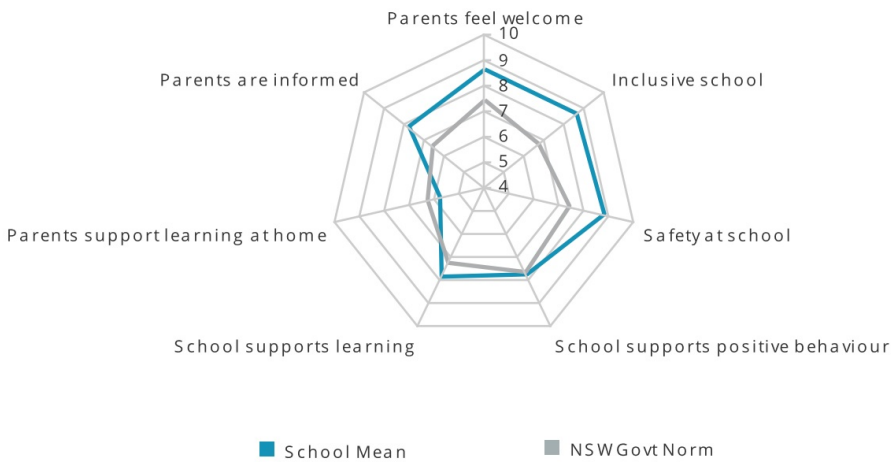
technology for describing relationships, among ideas or concepts. Teachers also reported that they help students to overcome personal barriers to using interactive technology.

Inclusive School - 8.9/10 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 included all students in class activities.

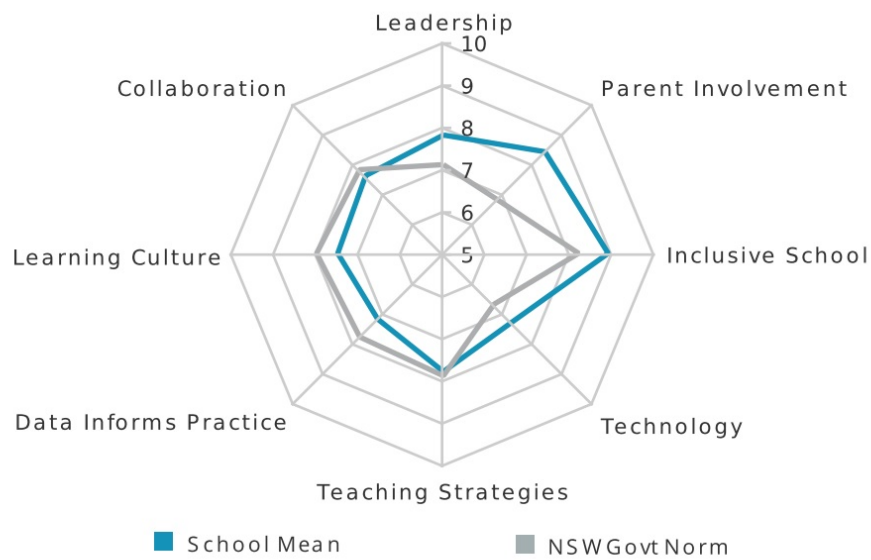
Parental Involvement - 8.4/10 Teachers felt that they worked closely with parents to solve problems impacting students' progress and engaged in regular contact with parents about their child's progress and shared learning goals. Teachers also reported that parents were regularly informed about their child's progress.



Parent results about an inclusive environment.



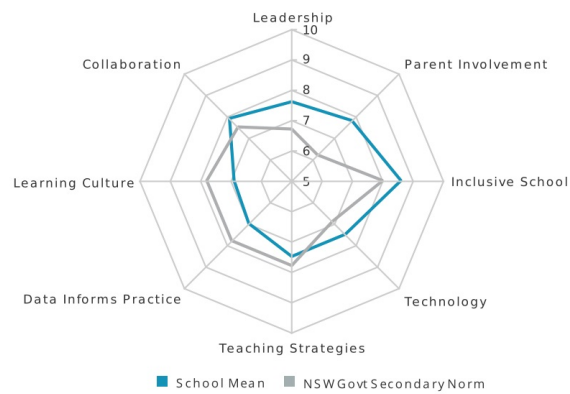
Parent results about an inclusive environment.



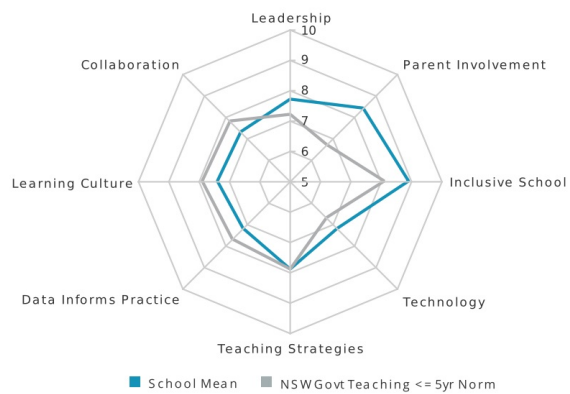
School Staff survey results

Eight Drivers of Student Learning

Year 7-12 (Secondary)



Teaching <= 5yr



School Staff 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.

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.

Other School Programs (optional)

Shining Stars

Shining Stars is a creative arts program for Kindergarten to Year 12 public school students with a disability. It provides opportunities for students to engage in a relevant and meaningful arts education program that caters to the needs, interests, and abilities of each student.

This year, Broderick Gillawarna School participated in the dance and music programs, where our students attended four workshops off-site during Term Two and two showcase performances at the Campbelltown Arts Centre during Term Four. Due to the extreme storms and flooding that occurred during Term Two, the showcases were postponed to a later date. All schools involved in the dance, music, visual arts and drama workshops came together early each morning to rehearse on the Campbelltown Arts Centre stage and then performed in two showcases to families and school community members in the evening. Such opportunities could not go ahead without the commitment from Broderick Gillawarna School (BGS) staff and generosity of the BGS Citizen Committee.

The students who took part in the dance ensemble performed an interpretive piece to raise awareness to the impact

humans and the industrial revolution has had on our environment. The students in the music ensemble performed on Djembe drums, following the conductor to keep in time. To conclude the showcases, students participated with the entire show cast onstage in the finale.

Thank you to our students' families who supported their child to participate in the workshops and showcases and we loved seeing you in the audience during the performances.

Schools Spectacular

After two long years, The Schools Spectacular was able to be held in-person, on the stage at the QUDOS Bank Arena with the theme; Creating the Magic. Four senior Broderick Gillawarna students and two staff were thrilled to return to the Schools Spectacular rehearsals and showcases with other schools students and staff from across the state. This remarkable annual event celebrates youth, education, culture, diversity and young Australian talent and featured over 5,000 students from across New South Wales public Schools.

Our students performed in the showcases on Friday 25th and Saturday 26th November as part of the D'Arts Ensemble in the first half of the show to 'Crowd Go Crazy' - front row, centre! One of our students was selected as a Dance Captain in 2022, she led the group through the dance transitions and steps to ensure the success of student participation.

The finale is always a huge highlight for all performers, supporting staff and the audience and this year's was no exception. The dance was choreographed by four students from local performing high schools and our students danced alongside the entire cast on the floor of the arena.



2022 Creative Arts programs