

# Broderick Gillawarna School Annual Report



2017



5529

## Introduction

The Annual Report for **2017** is provided to the community of **Broderick Gillawarna School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Karen McDonell

Principal

### School contact details

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### Message from the Principal

The school continues to increase enrolment with 16 classes to be established in 2018. Student programs include greater opportunity for community access and integration within our local school community. The school focus continues to be communication through literacy based programs including Picture Exchange Communication and Proloquo2go. The school also continues to support the development of student social skills through work experience, Schools Spectacular and Shining Stars. Individual students continue to be supported to self regulate behaviour incorporating behaviour support plans, behaviour strategies, and Learning and Support team consultation.

Through the School Excellence Framework survey results, greater emphasis has been placed on parent and community engagement to support student learning outcomes. The school continues to focus on parent workshops, Community Kitchens and transition support to drive greater parent satisfaction and engagement.

Staff retention continues to be maintained with one deputy principal, two teacher and one School Learning Support Officer positions vacant.

## School background

### School vision statement

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

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

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

Broderick Gillawarna School respects and reflects all cultural backgrounds and the individual needs of all students. The school supports and inspires students to develop a love of learning, to become responsible, considerate and creative citizens and to reach their full potential.

### School context

Broderick Gillawarna School is located in the high multicultural area of Revesby in South West Sydney. The student population draws from a wide area with the majority of students travelling to and from school by special transport provided by the government. The school provides quality education for students from Kindergarten to Year 12 with moderate to severe intellectual disabilities, including Autism, physical disabilities, mental health, visual or hearing impairments.

The school actively celebrates the progress and achievements of all students and has high expectation in learning, student engagement in a meaningful and relevant curriculum. Each student has personalised learning plans which are developed collaboratively with parents, staff and support professionals to enable them to be successful learners.

Within the innovative, engaging and supportive learning environments, students participate in a broad range of learning experiences, both within the school grounds and externally such as work experience, travel training and community sports programs. We believe in supporting students to achieve their full potential and to ensure all students have the capacity to lead successful, rewarding lives as 21st century citizens.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

**Teaching Element:** The continuation of the TEACCH program to support students with Autism accessing the curriculum, began in 2016 and continued through 2017. The program is designed to provide structured visual support to students to engage in a variety of functional based activities to enhance independence and on task behaviour. All staff not trained in 2016 attended professional training in 2017 to support the continued implementation of TEACCH across the school with an emphasis in supporting those students with challenging behaviours to engage more fully in the curriculum and enhance their learning opportunities. TEACCH also allows for greater emphasis on student self-regulation of behaviour when in the classroom through the use of visual supports rather than verbal instruction.

The use of Picture Exchange Communication for students was maintained in 2017, allowing for teachers to be trained in its' use and to assess the ability of students to independently request through the use of visual supports. Teachers promote independence in student communication to allow for greater self regulation of behaviour to ensure want and

needs are met.

Learning Element: The continuation of the collection of SMART goal data to enhance student learning has seen improvement in accurate collection of data to enhance assessment of students. Parents are given priority when choosing SMART goals for their child and teachers work collaboratively with families on mandatory goals for both literacy and numeracy.

Positive Behaviour for Learning continued to support challenging behaviour and the way in which staff interact with students. Student and staff injury data reflected a need for greater emphasis on PBL within the classroom setting, supported by individual student awards and principal's awards for following school rules. PBL values and expectations are embedded throughout all areas of the school and community to ensure continuity when responding to behaviour.

Leading Element: Teacher Directed Learning supported independent and collaborative practice, allowing for teachers to focus on areas of interest that promoted student learning outcomes within Key Learning Areas. Teacher Directed Learning outcomes were directly linked to the teaching standards and the Strategic Directions to ensure teachers aligned their professional learning with their PDP goals and best practice.

Executive and aspiring leaders were encouraged and supported to access the Leadership Credential to support ongoing leadership development. Aspiring leaders were provided with opportunities to develop skills and knowledge through leadership roles within the school.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Student Learning and Engagement

#### Purpose

Every student is engaged in meaningful, functional and future focused learning experiences and achieves their full potential and independence as successful individuals.

#### Overall summary of progress

There has been a continued focus on Positive Behaviour for Learning in 2017, with an emphasis on the School Rules, using greater scripted language to support student behaviour. All teaching staff engaged in professional learning regarding a review of the behaviour support plan pro-forma and Learning and Support in line with an increase in injury data for both staff and students in 2016–17. Teachers attended MAPA training to support working with students with challenging behaviours with outcomes linked to a reduction in injuries across the school. Student wellbeing continued to be a focus with a whole school approach to the development of explicitly defined behavioural expectations.

TEACCH continued to be supported in all classrooms identified as appropriate to meet student need and training was conducted in mid 2017 across the school. Implementation continued into the end of the year with a review of assessment measures for TEACCH on the agenda for 2018.

Executive attended professional learning to refine and develop assessment tools to more accurately reflect student achievement in a Special Education setting in the areas of Literacy and Numeracy. This was based on data collection of student learning outcomes that was reflective of individual teacher assessment and judgement.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources) | Progress achieved this year   |
|---|----------------------------|---|
| Development of PLP assessment and measurement scale (Goal Attainment Scale GAS) to demonstrate progress and improvement in SMART PLP's. | \$5000                     | SMART goals and data continue to support priority outcomes for students through the PLP process. Goals have become more defined and achievable through discussions with parents and caregivers to allow for individual student success whilst meeting the needs of students as defined by the teacher.  |
| All teachers engage with 90% of parents in determining relevant and appropriate personalised goals for all students' educational plans. | \$5000                     | Parent surveys continue to drive community connections along with parent workshops and transition meetings. The school continues to support parents socialisation opportunities through 'community kitchens' with an emphasis on developing skills and planning healthy menus for families. Parents are encouraged through the school newsletter and reminder notes, to attend parent teacher meetings and to regularly engage with their teacher in meeting the needs of their child throughout the year. Principal and class awards are central to parent engagement in assemblies and the Senior Graduation dinner and Presentation Day. |
| PBL and LST teams actively and effectively promote positive wellbeing to improve student outcomes.                                      | \$3000                     | Smoother transition of students to new classes for 2017 Profiles informed teachers of student communication level Student and staff injury data collated and presented to staff. Focus on injury during transition times/introduction of MAPA training to all staff at the end of 2017. Review of BSP proforma has made it more user friendly, along with changes to the Learning and Support Team to better support staff meeting challenging behaviours. LST processes were reviewed and streamlined to develop consistent approach to  |



## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year   |
|---|-------------------------------|---|
| PBL and LST teams actively and effectively promote positive wellbeing to improve student outcomes.                        |                               | supporting student behaviours.  |
| Introduction of TEACCH method to all staff to support students with Autism in engaging appropriately with the curriculum. | \$3000                        | Staff were trained in the TEACCH method during 2017 to increase their knowledge and understanding of the program. This supported the implementation of the program across the school to allow engagement in the curriculum for all students. Resources were developed to allow for maximum participation and staff were mentored in the early days of implementation. |

## Next Steps

In 2018 we will be providing ongoing professional development of TEACCH to address and identify areas within the program that require strengthening, along with additional training to staff in a temporary role. Staff will continue to be mentored through the implementation process to ensure high level of program delivery is maintained.

In 2018 the Learning and Support Team will reengage staff with student profile implementation to support behaviour management and implementation of behaviour strategies. This will be in line with updated injury data and communication profiles. Adjustments will also be made to the learning and support referral process to streamline identification and support to individual student engagement and learning outcomes. The PBL team will reengage the school community with a revised Positive Behaviour for Learning scope and matrix, to better identify strategies to promote positive student wellbeing.

In 2018 we will reintroduce Community Kitchens with a focus on parent wellbeing and socialisation. Parents and caregivers will be encouraged to reflect on ways the school can work collaboratively to support them and their child to create positive partnerships. Through parent surveys the school will continue to use the results as a guide to support appropriate days and times for parents to access parent teacher meetings. Survey results will also continue to support and facilitate parent workshops content relevant to student learning outcomes. In 2018 to further develop local community partnerships the school will introduce a parent volunteer program, to support the development and implementation of communication programs.



## Strategic Direction 2

### Systems Leadership

#### Purpose

To provide focussed professional learning and development that creates a culture of ongoing, relevant and evidence-informed learning and practices at an individual and collective level.

To build a culture of organisational improvement through a collaborative, accountable and transparent approach that reflects local and systemic practices.

#### Overall summary of progress

In 2017 opportunities were provided for a number of teacher and executive to step into higher duty roles, engaging them with the roles and responsibilities of executive staff in the school. We supported our aspiring leaders to attend professional development and training to support and build their capacity within these higher duty roles. They attended Executive Induction professional development and completed the Leadership Credentials online learning. The leadership team developed best practice to address a consistent approach to assessment and reporting of student growth, supporting the development of staff PDP goals and through observation, maintaining high expectations of teaching and learning. Aspiring leaders continued to be encouraged to reflect leadership goals through the PDP process and have relevant conversations with their principal to ensure goals are met in a timely manner.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources) | Progress achieved this year   |
|---|----------------------------|---|
| Monitor and review all teachers PDP consistently to ensure they are reflective of individual needs and strategic direction within the Community of Schools. | \$12000                    | <p>Developing teachers as leaders continued with an emphasis on collaboration between executive to support the schools Strategic Directions inclusive of PDP goals and the School Plan.</p> <p>Through Principal Network Meetings both substantive and relieving executive within the school were able to build their professional capacity, skills and knowledge. Attendance at professional workshops facilitated collaborative thinking, reflection and review of leadership practices through local community network partnerships.</p> |
| 100% of staff actively engage in professional workshops.  | \$5000                     | Teachers continued to engage in their own professional development through Teacher Directed Learning. Teacher Directed Learning engaged staff in individualised workshop presentations highlighting areas of identified professional development that would support student learning outcomes. Teachers were supported by executive to engage in best practice, aligning the Teaching Standards to the Quality Teaching Framework.  |
| 100% of staff engage appropriately in peer observations for professional growth through the PDP process.  | \$11000                    | <p>The school has developed a culture of classroom observations with collaborative feedback from peers to support best practice. Teachers continued to be encouraged to engage in appropriate and professional dialogue with their colleagues to enhance classroom management and student learning outcomes.</p> <p>100% of teachers aligned their PDP goals with the Teaching Standards and the School Plan and this will continue in 2018.</p>  |

## Next Steps

In 2018 we will continue to monitor teacher professional learning to ensure alignment with the School Plan and the Teaching Standards. Teachers will actively engage in professional dialogue with their executive to maintain collegial feedback and reflection. Teachers will be encouraged and supported to meet their maintenance of accreditation responsibilities and align all professional development to their PDP goals and the Teaching Standards. Nominated teachers will be encouraged to seek higher levels of accreditation with an emphasis on collegial support from executive staff.





## Strategic Direction 3

### Community

#### Purpose

To challenge, engage and cater to the learning needs of all students, staff and community.

The community in a shared vision and strategic priorities to enhance school identity and purpose.

#### Overall summary of progress

In 2017 we developed, through the TDL process, an updated communication book to encourage home/school communication in support of student welfare. The school conducted NDIS workshops for parents to assist them through the NDIS journey. A number of support personnel were engaged by the school to inform and up skill parents through the application and review process.

Community Kitchens workshops presented parents and caregivers with the opportunity to socialise, up skill and network with local community members, based on the preparation and cooking of nutritional food within a supportive and relaxed environment.

The Skoolbag app was introduced to increased parent engagement within the school community. Information was shared through the app as well as the school newsletter and school website. The use of Skoolbag app as a communication tool will continue in 2018, as it has proved very successful in engaging our parent community..

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)              | Progress achieved this year   |
|--|---|---|
| <ul style="list-style-type: none"><li>100% of students meaningfully connected with student wellbeing programs</li></ul>              | \$2100                                  | <p>In 2017 students regardless of level of need engaged in physical activity both at school and in the wider community to promote healthy lifestyles. 100% of students participated in Crunch and Sip each morning and they are encouraged to taste/eat a variety of fruits and vegetables. As part of the our new parent induction, parents and caregivers are encouraged to provide their child with fresh food and water to support this program.</p> <p>Students accessed and participated in a variety of sporting programs including Premier's Sporting Challenge, Sporting Schools, intra school cups, athletics carnival, swimming carnival at Cabarita and School Swim Scheme.</p> <p>Further training was provided for teachers to engage the TEACCH program across the school to support students with Autism. The program allows for the building of independence within individual learning outcomes to retain on task behaviours and self regulation.</p> |
| <ul style="list-style-type: none"><li>15% of parents/carers attending information workshops</li></ul>                                | \$7000 – parent workshops and resources | Parents were provided with numerous workshop opportunities based on the 2016 parent survey.   |
| <ul style="list-style-type: none"><li>20% of parents engaging in 'Community Kitchens' workshops through 'Live, life, well'</li></ul> | \$4000                                  | Parents were invited to attend weekly Community Kitchens allowing for the opportunity to cook healthy economical meals and socialisation within the parent community. Parents were also engaged in Live, Life, Well workshops to promote healthier lunch box options for their child.   |

## Next Steps

In 2018 we will continue foster a positive partnership between school and home, through increased parent teacher communication, revitalised Community Kitchen program, parent workshops, increased opportunities for parent volunteers and focus groups to support the School Plan. The school will continue to use surveys as a measure of engagement of families with the school community and support parent attendance as part of a collaborative school environment.



| Key Initiatives                        | Resources (annual) | Impact achieved this year  |
|--|--------------------|--|
| <b>Support for beginning teachers</b>  | \$15400            | Beginning teachers were supported with extra release time to develop their professional and personal goals as part of the PDP process. They were also supported to access professional development aligned with the school's Strategic Directions. Allocated time was provided for peer observations and collaborative programming for 2018. Beginning teachers also attended TEACCH workshops to support the implementation within their classroom.   |
| <b>PECS</b>                            | \$8000             | The school supported ongoing PECS implementation and associated resourcing by providing a PECS trained teacher to work with students, staff and parents. Teachers were able to make observations of students to create accurate communication profiles and assessment of students against individual PECS phases.  |
| <b>TEACCH</b>                          | \$2700             | The school supported ongoing TEACCH implementation by providing TEACCH trainers to attend workshops for all staff. These workshops allowed for accurate and purposeful implementation of the program in all classrooms to support independence and behaviour support across the student cohort. The TEACCH trainer supported staff by attending to classroom observations and providing feedback of individual students to assist with implementation.   |
| <b>Speech Pathologist</b>              | \$0                | In 2017 speech pathology was unable to be supported due to school budget constraints, however as recommended the school utilised speech pathology communication profiles to support accurate reporting and assessment of student communication. The school also continued with ongoing visual supports for students and staff; and provided families of transitioning students with workshops to facilitate post school planning.  |
| <b>Linking Schools and Communities</b> | \$4000             | <p>In 2017 the school facilitated integration and reverse integration with Revesby Public School. Picnic Point High School engaged in yoga and Zumba sessions with nominated students on site. Our students also were provided with the opportunity to engage in both combined schools soccer gala, Football4All initiated by Bankstown District Football Association and combined schools swimming carnival located at Cabarita.</p> <p>Students continued to access off site work programs and travel training within the local and wider community to support the development of social and communication skills. We also welcomed the return of our SHORE students allowing for the opportunity for our students to engage and be supported by students from a mainstream setting.</p> |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 67         | 67   | 63   | 71   |
| Girls    | 37         | 35   | 32   | 27   |

Enrolments in 2017 continued to increase with a higher number of students with complex healthcare and additional needs. Enrolments are expected to increase in 2018.

### Management of non-attendance

The school regularly reviews students non attendance and engages with families of those students not regularly attending school. Parents and caregivers are supported by the principal and Home School Liaison Officer to improve attendance.

Significant non attendance is notifiable to child protection for follow up.

### Retention Year 10 to Year 12

All students are retained until year 12.

### Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment   | 0        | 0        | 0        |
| Employment   | 0        | 0        | 0        |
| TAFE entry   | 0        | 0        | 0        |
| University Entry   | 0        | 0        | 0        |
| Other  | 0        | 0        | 100      |
| Unknown  | 0        | 0        | 0        |

All students graduating year 12 transition to post school options programs which are community based.

## Workforce information

## Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 1     |
| Assistant Principal(s)                | 4     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 13.63 |
| Teacher of Reading Recovery           | 0     |
| Learning & Support Teacher(s)         | 0     |
| Teacher Librarian                     | 0.6   |
| Teacher of ESL                        | 0     |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 19.28 |
| Other Positions                       | 0     |

\*Full Time Equivalent

The school currently does not employ staff from an Aboriginal background.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 0          |

### Professional learning and teacher accreditation

In 2017 one teacher gained accreditation as a proficient teacher. All teachers continued to be supported through ongoing professional learning to support maintenance of accreditation and PDP goals.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

|                                       | 2017 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 286,382                 |
| <b>Revenue</b>                        | 4,211,585               |
| Appropriation                         | 4,033,728               |
| Sale of Goods and Services            | 174                     |
| Grants and Contributions              | 174,110                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 3,573                   |
| <b>Expenses</b>                       | -4,079,200              |
| Recurrent Expenses                    | -4,034,200              |
| Employee Related                      | -3,623,919              |
| Operating Expenses                    | -410,281                |
| Capital Expenses                      | -45,000                 |
| Employee Related                      | 0                       |
| Operating Expenses                    | -45,000                 |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 132,385                 |
| <b>Balance Carried Forward</b>        | 418,767                 |

Financial planning meetings are held each term with school executive along with the School Administration Manager and School Administration Officer to determine budgetary requirements for the year and ongoing expenditure aligned to the school plan.

Substantial spending occurred in relation to replacement staff for sick leave involving teachers and School Learning Support Officers. Each year additional funds are allocated for this area. A contingency fund aligned with updating of school technology was allocated to the 2017 budget and to continue into 2018.

In 2018 schools funds will be allocated for day to day teaching resources, student support – including transition to work and community access programs, updating technology infrastructure, property and grounds maintenance, short term release, as well as supporting strategic directions/school plan.

### Financial summary equity funding

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

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 693,954                 |
| Base Per Capita       | 32,717                  |
| Base Location         | 0                       |
| Other Base            | 661,237                 |
| <b>Equity Total</b>   | 118,932                 |
| Equity Aboriginal     | 657                     |
| Equity Socio economic | 79,650                  |
| Equity Language       | 38,625                  |
| Equity Disability     | 0                       |
| <b>Targeted Total</b> | 3,066,797               |
| <b>Other Total</b>    | 20,677                  |
| <b>Grand Total</b>    | 3,900,360               |

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### School-based assessment

Standardised assessment across the school for both literacy and numeracy allows for consistency of individual student assessment, supporting accurate development of individual student learning goals. All teachers utilise assessment tools for PECS and TEACCH to ensure students are accessing appropriate levels of each program to meet their needs.

### Parent/caregiver, student, teacher satisfaction

In 2017 parents and caregivers were surveyed to assess satisfaction with teacher and overall school performance. Parents and caregivers were required to nominate workshop content to support home/school partnerships along with preferred days and times for these to occur. Parents and caregivers are regularly updated on school and individual class activities through regular newsletters, school website and Skoolbag app. Teachers are surveyed each year as to identified areas of professional development both in school and off site, are supported in the accreditation process and are provided opportunities to observe peer practice and give professional and critical feedback. Teachers are provided with opportunities for support from their supervisor through timetabled stage meetings, collaborative discussion and staff meetings.





## Policy requirements

### Aboriginal education

All classes engage in Aboriginal education through cooking programs, music and literacy activities. The school engages with professional Indigenous elders to support authentic teaching and learning experiences. During 2017 the school celebrated NAIDOC week with a whole school assembly and a variety of Aboriginal inspired workshops.



### Multicultural and anti-racism education

The school has a fully trained ARCO on site to support anti racism education. The school celebrates Harmony Day each year and acknowledges individual cultural differences between students and staff by celebrating through food, music, dance and traditional dress. Parents and caregivers are closely involved with the organisation and are encouraged to celebrate their traditions and cultural identity.