

# BGS

Working together to make a difference!

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# Broderick Gillawarna School Newsletter

27<sup>th</sup> May 2022, Term 2 Issue 25

## In this issue:

- Life Education 'Healthy Harold'
- Work Experience
- Zen Zone Café
- Come and Try Athletics Day
- Koomurri Incursion
- Healthy Canteen
- Principal's Message
- Diary Dates
- Birthdays
- News from the Classrooms
- Attachments



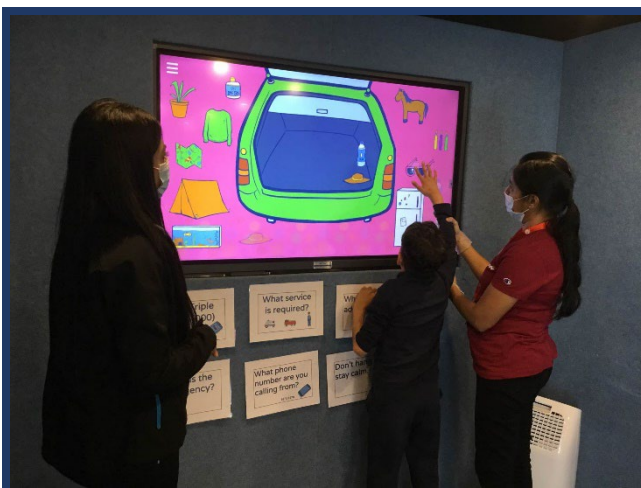
# Life Education 'Healthy Harold'



On Friday 29th April, Broderick Gillawarna welcomed staff and students to attend Life Education lessons. The Life Education program empowers young people to make safe and friendly choices in their community. They provide the information, understanding, skills and strategies students require to make safe decisions about their own health and well-being.

This year we welcomed the Life Education van back onto the grounds at Broderick Gillawarna school. The lessons delivered explored the qualities of a good friend, how friends can care for and support each other, feelings and emotions, early warning signs, safe and unsafe situations and how to seek out safe spaces. Students enjoyed the hands-on interactive activities and seeing Healthy Harold back at Broderick Gillawarna School, some students for the very first time.

## Christie



# Work Experience

Class Christenson has commenced work experience at Centacare Industries in Belmore. Students have started attending each Thursday and complete a variety of tasks. Our students have started amazingly, learning, and completing new tasks each week and developing their skills to identify any issues in the process.

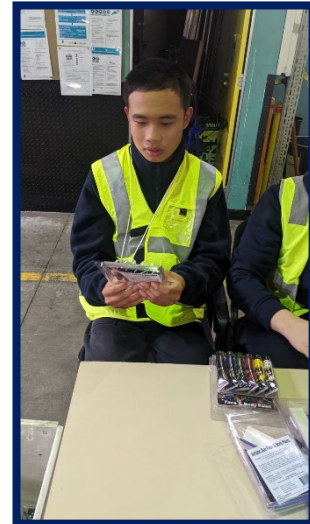
We have packaged paints which are distributed to a supplier and sold nationally in which students follow a template, pack the paints in a plastic container, insert all labelling the correct way, place a paint brush and insert a barcode before closing it up and packing them in sets of 6 if they pass a quality check.

We have also been completing sets of washers which are used for another client where students pack 2 washers, bolts, cover into a plastic pouch and seal it up. Students completed this with amazing accuracy and have enjoyed getting back out into the community.

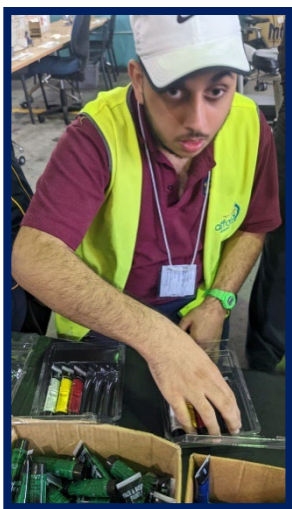
## Jake – Work Education & Community



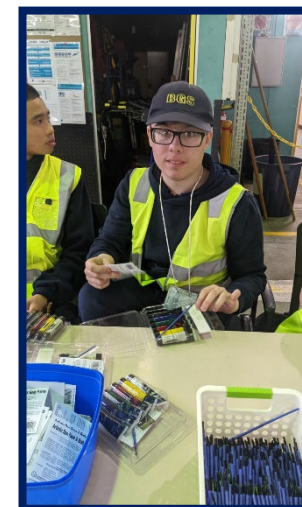
*Completing washers by following a template*



*Packaging paints as part of a production line*



*Placing paints in the correct order*



*Inserting the labels and paint brush*

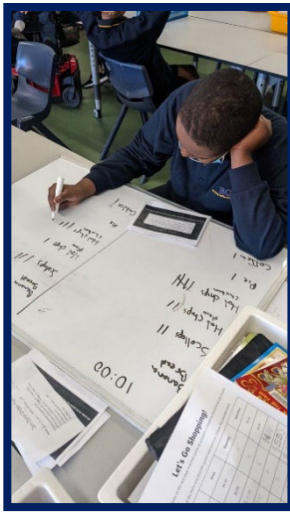


# Zen Zone Café

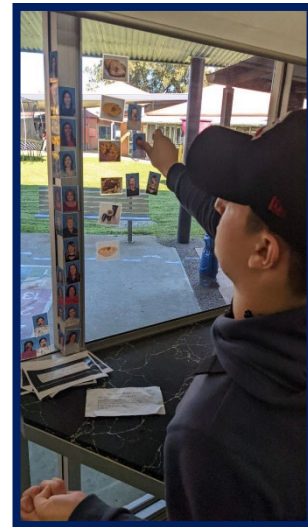
Our senior classes have been running Zen Zone, a café for staff which builds independence and safety skills for our high school students studying Work Education and Community Life Skills. Students learn about different concepts of operating a business and ordering products to sell.

Creating order slips, distributing and collecting the slips before collating the orders and cooking the correct number of products each break. Students are developing safe food practices by storing food in the correct place and packing it away when not in use. Students have been having a great time preparing packaging, identifying orders and calculating cost. We look forward to continuing this program throughout the year.

## Jake – Work Education & Community



*Collating orders for each break so we know what we need to cook*



*Placing images of staff next to what they order so we can give them the correct food*



### Packaging food in containers



### *Safely using equipment*

# Come and Try Athletics Day

Classes Christenson and Scalici attended a Come and Try Athletics Day at Sutherland Basketball Stadium where students participated in modified athletics events for track and field. Students participated in running races and tried out a race runner which is used for students with physical disabilities who have movement in their legs.

We also participated in throwing activities like shot put, discus and javelin. Due to the inclement weather the day was moved to an indoor location so students used foam javelins and vortexes to practise their throwing skills. Students were shown the correct technique to throw shot put balls and the discus before participating themselves. We also had a game of sit-down volleyball where students participated in two teams. It was a great day out for all the students.

## Jake – PDHPE Team



*Testing out a Race Runner*



*Learning how to throw a shotput properly*



*Throwing a vortex with correct technique*



*Participating in sit-down volleyball*



# Koomurri Incursion

The students at BGS were fortunate to have the opportunity to participate in the Koomurri incursion during Week 4. They were visited by the talented Russell Dawson, who performed on the didgeridoo and clapping sticks and provided a range of sensory experiences to immerse the students in Aboriginal culture, including natural clay face painting and contributing to a school-wide artwork on canvas. The hands-on activities that Russell engaged the students in allowed them to make connections to what they have learned about Aboriginal languages, culture and traditions over the course of the year, and set the scene for National Reconciliation Week, from 27<sup>th</sup> May – 3<sup>rd</sup> June.

Face and body painting were popular, and as you can see from the photographs there were a lot of smiles! Russell provided a variety of artefacts and instruments for the students to examine and experiment with, and he explained their cultural significance through dance, action, language and music. A big thank you to Russell, Glen and the Koomurri Team for a very worthwhile and engaging day, and we hope to see you again at BGS.

## The HSIE Team



# Healthy Canteen

After a long hiatus, Healthy Canteen has reopened for business once again! This program provides students at Broderick Gillawarna with the opportunity to practice real-world monetary skills, exchanging money for a range of products. Additionally, this program provides students with an array of healthy eating options that take into consideration several health conditions, like nut, dairy and gluten allergies. The last benefit of the Healthy Canteen program is that it offers a great opportunity for work experience, which Class Scalici have taken to admirably.

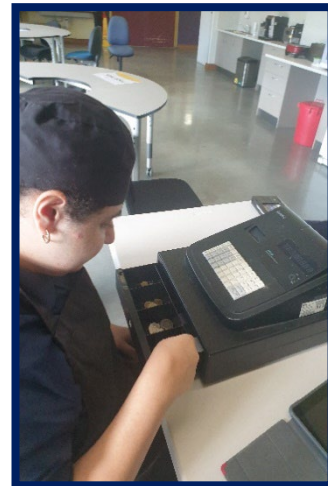
Shaymat and Jerry have taken up register duties, processing sales and handing out change. Samir, Abdul, Tung, Luke, and Alex have worked as servers, handing out food to those that requested it both verbally and through the use of visuals. Lastly, Taake took up the role of the greeter, ensuring that those that entered did so with a welcome and a smile.

We have thoroughly enjoyed serving all students and staff this Semester and we hope you will drop by to buy something too!

## Frank & Cass



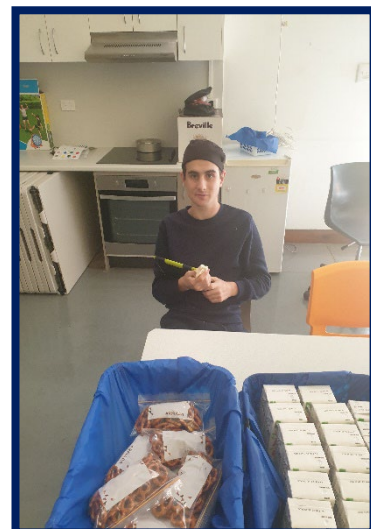
*Samir serving out chips*



*Shaymat working the till*



*Taake greeting people*



*Alex getting ready for customers*



## Principal's message

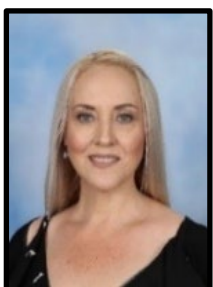
Term two is off to a great start! Our students are all back into the swing of things and learning at great speeds. I would like to do a shout out to the HSIE team for arranging the wonderful Koomurri Incursion for our students to be immersed in Aboriginal Culture and teachings. Incursion organisation is often done in a teacher's own time and should be recognised by the school community with thanks. Knowing about, respecting, and understanding aboriginal teaching is so important especially as we approach Reconciliation Week May 27<sup>th</sup> to 3<sup>rd</sup> June. These dates commemorate two significant milestones in the reconciliation journey – the successful 1967 referendum and the High Court Mabo decision, respectively. The 2022 National Reconciliation theme is "Be Brave. Make a Change" a challenge to all Australians – individuals, families, communities, organisations and government – to Be Brave and tackle the unfinished business of reconciliation so we can Make a Change for the benefit of all Australians.



Broderick Gillawarna is getting closer to having our new shade cloth in the front playground installed and the building of our new Immersion Room has started inside the BER Hall. An Immersion Room allows projection of images or information on all four walls of a room at the same time, creating a unique 360-degree experience for teaching and learning, research, and communications. The experience is similar to a virtual reality experience but in a group setting. An immersive experience pulls a viewer into another real or imagined world, enabling them to manipulate and interact with their environment. Immersive experiences use a blend of visuals, sound, and technology to deliver unforgettable and engaging worlds. We are so excited to soon be able to offer all our students such an experience on a regular basis to support their fun of learning.

I would like to take this time to remind our families of the importance of your child's regular attendance at school. Regular attendance at school is essential to achieve your child's educational best, social and psychological potential, and increase his/her career and life options. The school is required to record explanations for any absences as a way of ensuring that students are absent from school only when they are sick or have another acceptable reason for missing school. Could you please assist us by, writing in the communication book, on Seesaw, contacting the office by telephone, email or via SkoolBag. This would be greatly appreciated. Thank you in advance for your assistance in this matter.

*Warm regards*



*La Anne Gardiner*



## Dates for your Diary



- Reconciliation Week – 27<sup>th</sup> May to 3<sup>rd</sup> June 2022
- School Ends for Term 2, 2022 – Friday 01<sup>st</sup> July
- NAIDOC Week – Sunday 3<sup>rd</sup> July to Sunday 10<sup>th</sup> July 2022
- School Resumes for Term 3, 2022 – Monday 18<sup>th</sup> July (For staff) Tuesday 19<sup>th</sup> July (For students), 2022
- Education Week – 01<sup>st</sup> August to 5<sup>th</sup> August 2022
- Book Week – 20<sup>th</sup> to 26<sup>th</sup> August 2022

## Birthdays



Happy birthday to those students and staff who have celebrated their birthdays since the last newsletter:

**Students:** Cooper F, Dania, Haydar, Ibrahim G, Johnny, Julian, Kenny, Mouhamed D, Nikita, Rani, Sakchyam, Sam, Soloman, Thomas,

**Staff:** Alik, Bronwyn, Erin, Johnson, Rebecca.

# News from the classroom

## Class Ahilleos

Class Ahilleos have done some amazing things in the last few weeks focusing on some new skills during Mathematics, Science and English lessons. We have also experienced some wonderful incursions as part of the PDHPE and HSIE curriculum.

We have been looking at a range of three-dimensional shapes and addition work in recent weeks. Students have been working hard creating these shapes, constructing them using rolled up paper. We have introduced materials as part of our science program and how they are used in our everyday lives. We explored this by creating a poster of the three little pigs to reflect the materials used to create the houses.

As part of the PDHPE curriculum students attended the Life Education incursion where they learned to make safe and friendly choices in their community. This was a wonderful and interactive experience that students enjoyed. Students attended the Koomurri Cultural Dance Troupe incursion where students explored a didgeridoo show with storytelling, song and dance and face painting.

Our Shining Stars of Class Ahilleos, Aliya, Elijah, Eyad and Isaac all had a wonderful experience at Marie Bashir School for their first few rehearsals. We can't wait to see their final performance come together.

### Christie & Kiarne



*Maliha measuring her height with classmates*



*Aliya identifying and searching for sight words*



*Eyad working hard on his addition*



*Joe identifying a 'good friend' during Healthy Harold*

## Class Akuete

Class Akuete has had a very exciting start to the term. The students have been doing an amazing job in class. They continue to work hard on following the school rules, learning how to count money, and experimenting with different types of mixtures during food technology and science. The students took part in the Healthy Harold program (The Life Education program incursion) where they learned about body system with lots of engaging hands-on activities. They also learned about positive behaviours and how to improve social skills with their peers.

In History, the students have been exploring the Aboriginal Indigenous cultures. They had the opportunity to participate in the Koomurri incursion where they learned about the Aboriginal cultures that were passed down through generations by looking at their music, artwork, and storytelling. The hands-on activities that were provided by the incursion educator engaged the students and allowed them to make connections to what they have learned during history lessons about the Aboriginal people. Students have been working hard on their literacy and numeracy life skills and working towards their PLP goals. We look forward to developing our abilities in these areas through hard work for the remainder of the year.

### Adeolu, Wendy & Deb



*Manny learned about friendliness during Life Education incursion*



*Olivia observed human body parts during Life Education incursion*



*Aaliyah learned how to exchange money for goods*



*Hamoudi participated in face painting during Koomuri incursion*



## Class Christenson

Class Christenson has hit the ground running this term. We have been running our Zen Zone Café each Tuesday as part of our work experience and hospitality programs. Students have been learning about food safety and handling, as well as how to use equipment in and around the kitchen.

The boys have been hard at work learning vital money and social skills which we have used when attending Healthy Canteen and purchasing toasted sandwiches. We have also commenced work experience at Centacare in Belmore where students have been packaging paints for a national client.

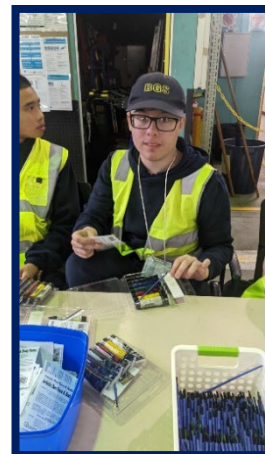
We also had the joy of bumping into last year's BGS School Captain. The smiles on everyone in the class's face and his was a delight to see. The friendships these students build is a testament to all their characters.

Class Christenson also participated in a Come and Try Athletics day at Sutherland Basketball Stadium, where students got to practice their running, throwing and catching skills in different activities. The boys loved getting out into the community and are looking forward to our community access program starting later this term.

### Jake & Raj



*Rani testing out a race runner at the Come and Try Athletics Day*



*Johnny completing a task at work experience*



*Ali packaging paints at work experience*



*Luka and Ethan 2021 & 2022 BGS School Captains*

## Class Daughton

The students of Class Daughton have started their second term with pleasing progress and demonstrated familiarity with the routine and expectations at school. They have been on their first trip to the Healthy Canteen, where they were served by senior students to choose healthy snacks, exchanging money for goods. The students continue to learn about our BGS rules and expectations through visuals, role plays and practicing following the school rules during transitions between places as a group to 'Be Safe', when sharing toys with activities to 'Be Friendly' and following a visual schedule of activities to 'Be A Learner'. They took part in the Koomurri incursion as part of National Reconciliation Week. Through exploring the Great Barrier Reef through sensory art, hearing stories and exploring some images, they are learning about special places in Geography. In mathematics, students have been learning about 2D shapes, patterns, day and night and much more. In English, the InitialLit program has included phonics focus letters and some wonderful books – Grandpa and Thomas about going to the beach, and The Very Cranky Bear. The Zones of Regulation program is also being taught including the class looking at their reflection in a mirror and identifying what their expression shows they are feeling.

### Renaye & Tash



*Rimal colouring objects starting with 'r'.*



*Liam and Marwa painting their Great Barrier Reef art with watercolour paints.*



*Joshua meeting Healthy Harold the giraffe.*



*Class Daughton wait for their turns at Healthy Canteen*

## Class Do

It has been great to see all students coming back safe and sound. Students in Class Do have been very busy making wreaths by painting poppies and leaves as we placed them onto a circle made out of cardboard.

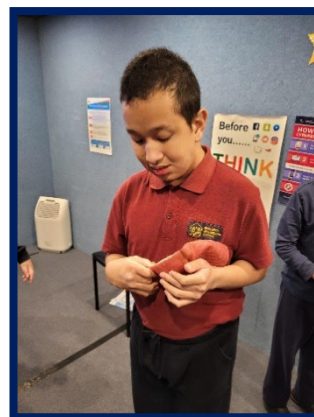
Students were very happy to see that healthy canteen had made a comeback with a new list of items to buy from. Class Do participated in the program and bought different items that they liked from the canteen. We had a special visitor come this term, as Healthy Harold made his way to our school for an incursion. The students were very excited to see him again and learn about life education.

It has been a pleasure to teach and work with all the students and staff members in Class Do. I wish everyone the best as Marc will be stepping in to lead the class. He has a lot of experience and will continue to teach the class with Chris & Deb.

### Johnson, Chris & Deb



*Caroline at healthy canteen*



*Umar at the Healthy Harold incursion*



*Serin completing her art activities on the eye gaze*



*Meena making choices for lunch time*



## Class Finn

Class Finn have made great progress during our daily movement break. Students engage in a range of physical activities that involve gross motor skills such as balancing, jumping, pushing, pulling, throwing and catching. They have increased their time engaged during their movement break. Regular participation in these physical activities has been known to improve academic performance and important function attention and memory. As a result there has been an increase in on-task learning behaviours for all students.

Students participate in activities such as pulling a rope, making waves with a rope, pushing a heavy trolley, walking on stepping stones, throwing a ball at least a metre away and carrying a heavy object while walking.

### Rebecca & Anitha



*Phu pushing a red trolley*



*Maleik and Aboudi helping each other push the red trolley*



*Evren walking while carrying a heavy object*



*Daniel making waves with the rope*

## Class Gill

Welcome to Term 2! This term class Gill students have begun to work on TEACCH activities at their independent desks. The students have been building their learning skills and working particularly hard on sitting at their desks.

They have engaged in the book 'How to catch a Star' by Oliver Jeffers as a part of Initial lit program. They learnt to identify letters and words with a range of interactive activities. In PDHPE, the boys are engaged in balancing activities and the swimming program to develop fundamental movements skills. It has been so pleasing to see our students improving their range of motions through swimming. In Geography, we are learning about 'Features of Places' in which boys have received an opportunity to touch and feel the sensory items from our sensory garden. It has been a wonderful experience to teach our students and learn along with them over the previous weeks, keep it up everyone!

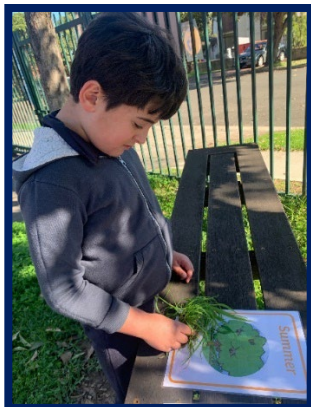
### Bhupinder & Sumi



*Ali working hard to complete his TEACCH activities as his independent desk*



*Cooper participating in the book activity*



*Ahmad touching and feeling the green grass to represent season*



*Class Gill engaged in a science lesson investigating float or sink*

## Class Herzen

Term two has commenced with a burst of energy. There have been many exciting things happening within the walls of Class Herzen. We have had a visit from Healthy Harold, started to explore various states of Australia; and more importantly resumed the regular swimming programme on Friday afternoons. It has been a while since we were able to get feet wet within the pool. This is a welcome relief to the end of a busy week of learning and actively participating within school-based ventures.

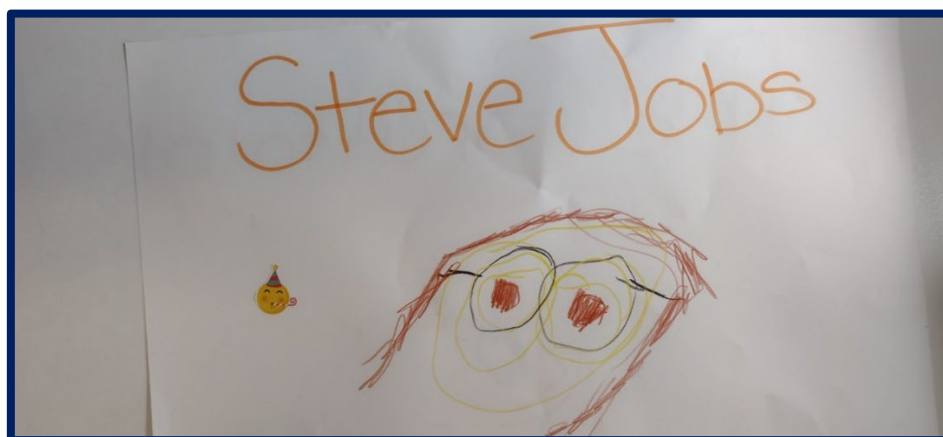
**Marc, Karen & Nicola**



*Bradley relaxing after a hard won game of word bingo with the SLSOs.*



*Farah hard at work with her numbers and alphabet*



*Modern History & Science allowed the class to look at the achievements of people who have made an impact upon modern life within the twenty first century and how their work affects our daily living.*



## Class Howard

Wow... Who can believe that we are halfway through Term 2 already!!

Class Howard settled into the term quickly, eager to learn and spend time with their school friends. We have had a busy few weeks of learning and working towards meeting our PLP goals. We have continued our class job within the school, checking the order forms, collating the data, and then delivering the required stock to the classes around the school. In week 2 Healthy Harold visited our school. We had a great time meeting Harold and learning about how to make safe and healthy lifestyle choices. More recently we enjoyed our incursion with the Koomurri Cultural Dance Troupe which will continue to support our learning and understanding of National Reconciliation Week.

Healthy canteen has been a big hit with Class Howard this term. Everyone looks forward to the weekly visit to Class Scalici where we can utilise our classroom learning of how we can use money to purchase goods.

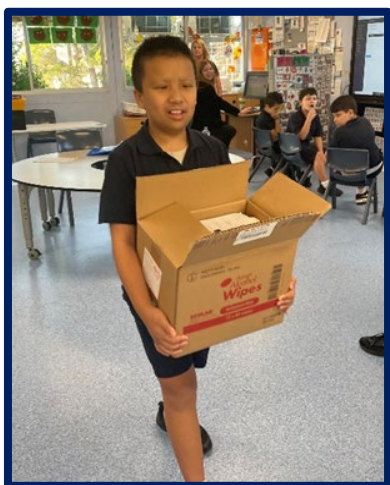
### Erin & Simone



*Ali enjoying the Koomari Incursion*



*Aram & Kendrick enjoyed our visit from Healthy Harold*



*Luke helping to deliver stock*



*Soli enjoying some time on the bike.*

## Class Jopson

Class Jopson have had a fantastic start to Term two! This term in English our literacy focus is on 'The Very Cranky Bear' by Nick Bland. Class Jopson has been creating some wonderful artworks featuring the characters from the story as shown by Youssef below. In Mathematics, we have been learning about Mass and Length. Everyone has been experimenting with the scales and their favourite objects in our classroom. We have been so lucky this term to have already welcomed several guests to our school. Healthy Harold came along to Broderick Gillawarna School to teach us all about how to stay safe at home and in the community. Class Jopson really enjoyed meeting Harold and we cannot wait for him to return! Finally, we had our Koomurri Incursion this week. What a great time we all had, listening to the Didgeridoo and playing the Clapsticks. It is hard to believe we are already halfway through the term! Time really does fly when you're having so much fun!

### Sarma & Janelle



*Ali making music at the Koomurri Incursion*



*Youssef with his Very Cranky Bear*



*Nikita with his Healthy Harold booklet*



*Joshua experimenting with Mass*



## Class Lai

It has been a great start to Term 2! Class Lai students have been engaged in physical education activities to keep their bodies moving with swimming and enhance mindfulness with doing yoga. It was lovely to see all students have so much fun splashing around in the pool. The introduction of yoga has given a place for students to feel safe and relaxed. Students also engaged with Healthy Harold as part of Personal Development, Health and Physical Education (PDHPE). During their experience, they were encouraged to show different signs of emotions and given examples on how to be friendly to one another.

### Lucy & Sonya



*Jacinta swimming in the pool.*



*Noah interacting with Healthy Harold*



*Christian participating in yoga*



## Class Marwaha

In science and technology this term, Class Marwaha has been learning about different states of matter. We participated in a science lesson where we learned about how all matter can move from one state to another such as from a solid to a liquid and liquid to a gas. Brian and Cooper were exploring using their tactile senses water in it's solid state as 'ice'. Alhussin and Ibrahim explored the chemical reaction of a liquid changing to a gas when mixed with different substances as the balloon filled up with gases. In Mathematics, we have focused on the top of hourly time as we explored a range of texts with analogue clocks and different time periods throughout the day as shown below in the picture of Cooper and Alhussin.

On Thursday the 19<sup>th</sup> of May, Class Marwaha attended the Koormurri incursion here at Broderick Gillawarna School. Russell Dawson attended our school and we engaged in activities such as listening to music played by the didgeridoo and clapping sticks and creating a whole school inspired artwork with paint as shown by the image of Ibrahim below. Class Marwaha had a fantastic time at this incursion. Class Marwaha continues to learn new things and looks forward to what the rest of the term holds in store for us.

### Alison, Glenda & Bronwyn S



*Cooper and Alhussin using a text to tell time during Mathematics and English lessons*



*Brian and Cooper using their tactile senses to explore water in solid form (as ice)*



*Alhussin and Ibrahim exploring the reaction of a liquid changing to a gas.*



*Ibrahim and Abraham exploring music and art during the Koormurri incursion*

## Class Nanda

This newsletter issue will take you to Class Nanda's journey where, as part of our in-school work experience, we endeavor our new specialty, a new menu in our hospitality program, 'Chicken Curry and Rice'.

The boys enjoy participating in the cooking program where they learn about food safety, appropriate use of equipment and practice some basic mathematics concepts. They also build social skills, lay the foundation for healthy eating habits, and embrace other cultural cuisine. As we prepare the dish, the students are learning to identify the different vegetables and spices by looking at the appearance, feeling the texture, and exploring the smell of the ingredients. They are encouraged to taste new ingredients and express their like and dislike also discussing about how healthy food is essential for a healthy body.

During the cooking program, the students learn by exploring with their senses and the kitchen is an ideal place to do that. The boys are given tasks that meet their skill level and enjoy their participation in this program. They are working hard to develop their money and social skills which they practice when handing over the lunch orders to students and staff and collecting money. We hope you tried our new menu, and we are happy to receive feedback.

### Rekha, Gerry & Bronwyn



*Daniel measuring rice using a measuring cup*



*Thomas enjoying the aroma of the chicken curry while stirring it with assistance*



*Hanjala identifying vegetables used in the chicken curry*



*Hanjala handing over curry and rice box and collecting money*



## Class Scalici

Welcome back Scalici Class! We have all missed you so much and we are happy you are back! This first half of Term 2 has been quite a busy one – we have seen the recommencement of the Healthy Canteen and swimming programs, as well as a visit from the one and only Healthy Harold!

This year, it has fallen to Scalici Class to run the Healthy Canteen, and everyone here has taken to the task well. Shaymat and Jerry have helped to manage the till, while Luke, Samir, Tung, Abdul and Alex have worked tirelessly as stellar servers. Taake has been appointed as our greeter, and she always ensures that everyone that enters does so with a smile on their face!

Swimming is back on the schedule too, and while it has been largely cold and rainy, our pool is always warm and inviting! We have enjoyed splashing around and working on our old strokes while watching the rain trickle down the glass. There are not many better ways to spend a cold afternoon!

Lastly, we had a visit from Healthy Harold. Harold looked as good as ever – we do not think he has aged a day since Frank and Cass saw him as kids. He took time out of his busy schedule to teach us all about making and keeping healthy relationships. Take care everyone and see next newsletter!

### Frank & Cass



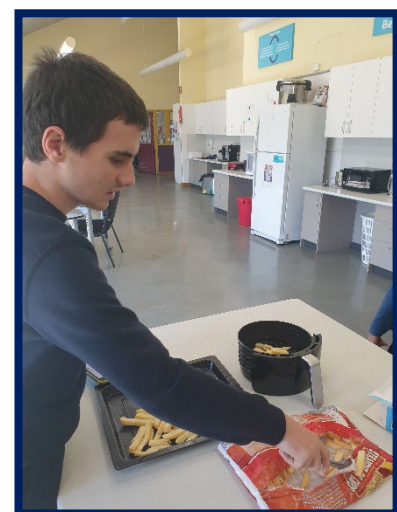
*Luke holding a paper poppy he constructed to commemorate ANZAC Day*



*Abdul, Tung, Samir, Jerry, Shaymat and Luke serving it up at Healthy Canteen*



*Tung and Jerry having a fierce but friendly round of table tennis*



*Alex placing chips on an oven tray and air fryer to compare the difference during Food Tec*



## Class Suarez

### Healthy Mind, Healthy Body

We all know the importance of maintaining a healthy lifestyle. Keeping active and eating well helps prevent disease and increases the likelihood of living longer, happier lives. Healthy eating and regular physical activity are also essential for giving students the best possible chance to succeed in school, academically, in sports, and in all other areas. We are big believers in the relationship between mind and body and the need for a focus on wellbeing. We are committed to enhancing the well-being of every child, every day! Happy, healthy, and resilient students are one of the goals. There are many approaches we incorporate to increase our focus on healthy minds and healthy bodies. Our PDHPE programs allow daily well-being routines to be embedded effortlessly into our curriculum and we are hoping that the rewards and results will be amazing.

How do we encourage Healthy Mind, Healthy Body in Class Suarez? We participate in school yoga, bike riding, walking, swimming, and weekly sports activities with our buddy class. We try moderate to active physical activity each day. By participating in these activities, we are hoping to improve preparedness to complete the set task for the day, increase attention and get motivated to be part of our learning community.

#### Salome & Aliki



*Michael developing his leg muscles and strengthening his bones during the bike riding program*



*Haydar improving his strength using the exercise equipment in the front playground*



*Ruby sitting and holding a child's pose position, during the class yoga session*



*Dail participating in the weekly sports activities balancing steps*

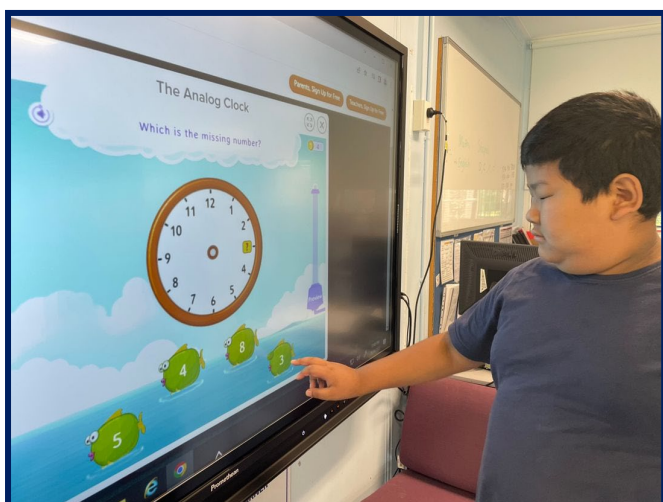
## Class Vasilevska

The past few weeks have proven to be a very productive and engaging time in Class Vasilevska. In Mathematics, students have been learning about time and exploring different areas of this unit by reading digital and analog clocks, understanding half-past and quarter-past and matching written forms to numeral forms.

In English, students were immersed in the text 'Big Rain Coming' and particularly appreciated the beautiful Aboriginal illustrations. We also read the book 'Caring For Country with Fire' which gave our students an insight into the ways in which Aboriginal People connect with the weather and used fire to care for the land. We linked these books to the Science unit of 'weather' and examined the water cycle and cloud formations.

Our students enjoyed the Koomurri incursion, Healthy Harold and Shore Boys interaction. We anticipate more learning and engagement in the weeks coming!

### Maria & Sandra



*Samyam finding missing number on clock*



*Jordan completing time booklet and Mordecai making handprint at Koomurri incursion*



*Jimmy and Julian completing activities for Big Rain Coming book*



*Kenny matching written form to analog clock*



## Attachments



# BGS FACE BOOK



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# BGS

Working together to make a difference!

## Telephone interpreter service

### English

If you have difficulty understanding this document or would like further information please ring the Telephone Interpreter Service on 131 450 and ask them to telephone the school. This service will be free of charge to you.

Telephone Interpreter Service 131 450

### Arabic

تسحب لصفت نا جريف «ناسولعلما تم نيزم بلع لوصلحا تدرأ و أ تقيثولا هذه تابوتحم مهف يف عيو عص تنجو اذا  
كن ع قباين قمرنلمب ٲاقتاه لاسئلا مهنم بلعت ناور 450 131 مقرلا بلع ٲاقتاهل تسجرتلا.  
اناجم هذه تسجرتلا قتمدخ لئل م ٲٲق ٲٲر

Telephone Interpreter Service 131 450 ARABIC

### Chinese

如果您要讀懂這份資料有困難，或者想要索取更多資料，請致電131 450 給電話口  
譯服務處，請他們打電話給學校。  
這項服務不必向您收費。

Telephone Interpreter Service 131 450 CHINESE

### Vietnamese

Nếu quý vị không hiểu tài liệu này hoặc muốn biết thêm chi tiết, xin vui lòng  
gọi đến Dịch vụ Thông dịch qua Điện thoại (TIS) số 131 450 và nhờ họ điện  
thoại đến trường.

Dịch vụ này miễn phí cho quý vị.

Telephone Interpreter Service 131 450 VIETNAMESE

Broderick Gillawarna School  
36-48 Victoria Street, Revesby NSW 2212

Phone: 9773 1255

Email: [broderick.s.school@det.nsw.edu.au](mailto:broderick.s.school@det.nsw.edu.au)

[www.broderick-s.school.nsw.edu.au](http://www.broderick-s.school.nsw.edu.au)



# IS YOUR CHILD'S WHEELCHAIR COMFORTABLE & SAFE?



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- New belts & harnesses
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[info@alkiraservices.com.au](mailto:info@alkiraservices.com.au)  
[alkirawheelchairservices.com.au](http://alkirawheelchairservices.com.au)





# Compulsory school attendance

## | Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

### What are my Legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the NSW Education and Standards Authority for home schooling.

Once enrolled, children are required to attend school each day it is open for students.

### The Importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

### What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)



Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

### Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.

### My child won't go to school what should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

### What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a Compulsory Schooling Order. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

### What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

### Working in Partnership

The NSW Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

# Days missed = years lost


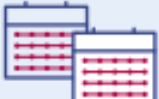
A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life

**1** day per **fortnight**  
 = **4** weeks  = Over **1** year missed

**1** day per **week**  
 = **8** weeks  = Over **2.5** years missed

## More information

Further Information regarding school attendance can be obtained from the following websites:

### Policy, information and brochures:

Please visit the Department of Education's Policy Library AND The Department's Attendance Matters Website

### The school leaving age:

Please visit the Department of Education's Wellbeing and Learning website

### Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on **131 450**. You will not be charged for this service.



# Completing Absentee Notes and Notices

## Information for parents and carers

It is important to tell the school if your child has to be absent from school and to provide a reason for the absence.

Principals are legally responsible for keeping accurate records of student attendance.

Principals are also responsible for deciding if the reason given for an absence is justified.

Wherever possible, parents and carers are encouraged to provide an explanation for absences before the absences occur.

The Principal of the school has the right to question parents' requests for their child to be absent from school. The Principal also has the right to question an explanation given for a child's absence from school.

To explain an absence parents and carers may:

- send a note, fax or email to the school
- telephone the school, or
- visit the school.

### Bilingual Absentee Notes

Three bilingual absentee notes are available to assist you to inform the school of your child's absence.

Absentee note 1 should be used when a child is absent for 1 whole day.

Absentee note 2 should be used when a child is absent for more than 1 day.

Absentee note 3 should be used when a child is absent for part of the day.

### Absentee Notices

If the school has not received an explanation for a child's absence they may send you an Absentee Notice.

Principals use the Absentee Notice to contact parents within two days of an unexplained absence. The Absentee Notice must be completed in English and returned to the school within seven school days, giving a reason for the absence.

### Completing details of absences

Sections of the Absentee Notes and the Absentee Notice ask you to provide details for your child's absence or partial absence.

For the school to be able to understand the reasons given, these sections should be completed in English. Possible reasons are provided in this leaflet and have been translated into English for you to copy onto the forms, if applicable.

If you have difficulty understanding the Absentee Notes or Absentee Notice or with completing the details you may telephone the school to explain the reason for your child's absence. If you telephone the school you do not need to fill in a written note as well.

### Telephone Interpreter Service

If you need an interpreter to assist you to contact your child's school, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. The interpreter will call the school and stay on the line to assist you with your conversation. You will not be charged for this service.