BRODERICK GILLAWARNA SCHOOL
Annual School Report 2013
School context
Our school comprises of students with a moderate to severe intellectual disability. Approximately 82% of students come from a language background other than English. Enrolment of students has remained consistent with the graduation of six students in 2013. Additional enrolments occurred throughout 2013 due to transfer and transition to work and community. Due to the increased demand for student enrolment, the school facilitated an additional class from Term 2 until the completion of Term 4.

Principal’s message
It is with great pleasure that we present this extensive report on the work of our whole school community.

In 2013, we saw the continuation of our Every Student, Every School (ESES) initiative, focusing on communication to meet the need of all students regardless of their disability. Teachers continued to support local community and regional schools in the use of assistive and augmentative technology or software to allow students with special needs to access the curriculum. Our school staff also continued to support students with challenging behaviour within the region by developing behaviour support plans and strategies with a focus on communication.

We were also awarded the Active Afterschool Communities Supersite Award for outstanding achievement in Active Afterschool activities. As a school for students with special needs, we recognise the need for active, healthy lifestyles for our students and will continue to support this as part of our school plan.

As part of the school’s continued focus on communication, Proloquo2Go was introduced to student iPads in 2013. This application supports student communication for those who are able to utilise the equipment as part of the communication continuum. Staff and parent workshops were run throughout 2013 to support the implementation of Proloquo2Go in school and in the home.

Mrs. Karen McDonell
Principal

P & C and/or School Council message
School Council continued to support student wellbeing and community awareness through the endorsement of professional workshops to enhance understanding and implementation of iPad use. These workshops were delivered to staff, parents and community as an opportunity to build capacity in iPad communication technology.

President – Mr. D. Hayward

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

![Student enrolment profile chart](image)

The average daily student attendance for 2013 was 93%.

Student attendance profile

![Student attendance profile chart](image)
Management of non-attendance

Non-attendance by school students is monitored by teachers. Parents are regularly reminded that a good attendance is a factor in ensuring sound academic achievement. The school prides itself on good parent/staff relationships to encourage regular attendance. Consistent monitoring of attendance by the Principal ensures that parents are aware of the NSW Department of Education and Communities guidelines and allows for assistance to be provided to those experiencing difficulties with their child’s regular attendance.

Post-school destinations

Six Year 12 students are now participating in Ageing, Disability and Home Care Programs (ADHC).

Year 12 students attaining HSC or equivalent Vocational educational qualification

Six Year 12 students, who completed Year 12, obtained a HSC in Life Skills

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2013, the school saw an increase in the number of staff due to the temporary increase in student numbers.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>22.8</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 there was no appointment of staff with an indigenous background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools and teaching Diplomas or Degrees. Many have also studied Special Education in depth in their teacher training. In addition, there is two teachers completing a Masters in Special Education.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>24</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>40%</td>
</tr>
</tbody>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>193514.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>101571.29</td>
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<tr>
<td>Tied funds</td>
<td>124651.39</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19694.34</td>
</tr>
<tr>
<td>Interest</td>
<td>2717.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18106.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>460256.33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Arts
In 2013 our school, again, participated in the Schools Spectacular. Eight of our students combined with other schools to perform a specifically choreographed item to highlight the ability of students with special needs.

Our dance group represented our school across several occasions and venues in 2013. A highlight was a circus routine performed at the Director’s Choice award along with students from other specialist settings celebrating achievement within the South Western Sydney region.

Other achievements

Sport
2013 saw Broderick Gillawarna School achieve new heights with the awarding of the State Supersite Award through the Active Afterschool Communities initiative. The award was open to all schools in NSW involved in the program and so this is a significant achievement for our students.

Academic

2013 saw the introduction of SMART goals and WILF (What I am looking for) to further support students in their academic achievement. SMART goals emphasise priority outcomes for students as negotiated by teachers and parents. Data supports the choice of goal and defines whether that goal is suitable in meeting student need. Teachers and parents review the SMART data during parent/teacher meetings in term 3 to determine any changes or modifications to individual goals.

Instructional Rounds, developed by Richard Elmore, were also introduced in 2013. Utilising a trained teacher, staff were involved in identifying problems of practice within their own school and other school communities. Classroom observations were conducted with the identified problem of practice at the core of the data collected. Professional discussion ensued to nominate the next level of practice to be followed up with additional observations supporting suggested changes and targeted professional development.

Significant programs and initiatives

Aboriginal education

2013 saw the continuation of the Indigenous Awareness Committee to support ongoing Indigenous education of students with regard to cooking; art; music and modified Indigenous games. Students were also given the opportunity to take part in producing canvas Indigenous artwork with an aboriginal elder from the Gandagara Nation. This activity gave students a ‘hands on’ opportunity to work creatively without restriction to produce high quality artwork to display in the school administration building.
Multicultural education

Students continued to engage in Harmony Day in 2013 with all staff and students wearing orange to support our multicultural community. Parents were invited to send in food to celebrate individual cultural backgrounds and cooking demonstrations were conducted, utilizing staff and parents, in preparing foods from India, Lebanon and Vietnam.

The school continued its ESL program, supporting new and existing students from backgrounds other than English to enhance their communication skills. Each Tuesday, students are offered individualised programming in English, focusing on verbal, visual and technology support to enhance their communication.

National partnerships and significant Commonwealth initiatives (participating schools only)

- Every Student, Every School (ESES)

In 2013, ESES, a commonwealth initiative, saw our school receive the second year of funding to support the training and development of staff within the region, in the area of communication for students with special needs.

The purpose of the project focused on the development of the following:

- Communication Continuum
  
  **Building Staff Capacity:**
  - To increase and broaden the communication skills of teaching staff in NSW Department of Education and Communities schools including mainstream, support units and SSP; key support personnel (SLSO) to develop skills in communication strategies to support classroom teacher, students Individual Education Plans/Personalised Learning Plans; a network of educational professionals to liaise with one another to facilitate and develop knowledge and practice; opportunity to foster professional relationships with a vast number of teachers and support staff from the Region and State; and
  - Developing staff knowledge/capacity in the NSW Professional Teaching Standards:
    - Element 2 Teachers know their students and how they learn;
    - Element 4: Teachers communicate effectively with their students;
    - Element 6: Teachers continually improve their professional knowledge and practice; and
    - Element 7: Teachers are actively engaged members of their profession and wider community.

- **Building Student Capacity:**
  - The development of personalised communication system to support student learning and access to the curriculum;
  - Develop appropriate social skills language to access the wider community;
  - Initiate and maintain social interactions;
  - Reinforce “Students as members society”

- **Building Parent Capacity:**
  - The development of home-school communication systems utilising Communication folders appropriate to student age; and
  - Foster an understanding of the variety of communication strategies that could be utilised to engage and promote appropriate behaviour in the community.
Developing Community Partnerships:
- The development of a strong and cohesive community relationship (community awareness);
- Developing an understanding of the needs of students with a disability when transitioning around the community;
- Foster communication systems to assist with students' Life Skills development;
- Increase in students and parents accessing community-based activities (PCYC, YMCA, Community Libraries); and
- Assist in effective delivery of communication systems to Respite Services.

The school continued to run workshops for both staff and parents dedicated to communication, with an emphasis on the introduction of ‘Proloquo 2 Go’ technology through the use of Ipads. This application was introduced with the assistance of ADHC to support non-verbal students with communication to meet their needs and wants appropriately. Extensive testing of students (SETT framework) allowed for identification of those students who would benefit from iPad technology and Proloquo2Go to support their communication. Workshops were conducted on site for teachers and Learning and Support staff within the regional community to build necessary skills to support students using Proloquo2Go. Workshops were also conducted to upskill parents on this new technology for consistency of teaching between home and school.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of targeted professional development.

Future Leaders: Professional Development

Background:
In evaluating school targets for 2012-2014, it was the opinion of School Executive that there was a need to support teachers in taking on greater responsibility as part of their ongoing professional development. Teachers were asked to identify areas for development and areas of strength linked to the National Standards. As part of the TARS process in 2013, teachers discussed their nominated areas of interest and how they felt these could be further developed in 2014.

Individual teacher strengths were utilised to mentor and support other teachers to develop targeted areas of need in the field of special education. Highlighted areas included Information Communication Technology (ICT), behaviour management and report writing.

Executive support was utilised to develop classroom management techniques and individual student behaviour strategies through class observations and feedback sessions. The Learning and Support Team saw changes to its structure to allow for greater teacher input alongside Supervisor, Principal and School Counsellor support.

Professional learning was made more relevant to the school and student need with teachers nominating their attendance at Special Education conferences such as Special Education Principal and Leaders’ Association (SEPLA) and ‘AGOSCI’ after negotiation with their supervisor. Both formal and informal feedback was introduced for all teachers to build collegiality between teachers and Executive staff.

Regular reflection and self-assessment of individual teachers throughout the year was endorsed through regular teacher surveys to track areas of future development.

Findings and conclusions:
Utilising the ‘National Professional Standards for Teachers’ supported teacher engagement in reflecting on their own teaching practice and goal setting. Enlisting the use of ‘Professional Learning Plans’, teachers were more clearly able to set goals for their own professional development and highlight how those goals may be reached through collegial support and formal professional development. Teachers acquired more ownership of their personal learning goals and performance, linking them to their class cohort and student need. Targeted teachers were also willing to take on more responsibility when their area of expertise was acknowledged by supervisors, mentors and the Principal.
Future Directions:
Leadership seminars led by the school executive will be a highlight of 2014. Teachers will continue to support their professional learning through the use of Professional Learning Plans to target areas of development and future direction.

School planning 2012—2014: progress in 2013

Target 1
Numeracy -

Students develop, select and use a range of strategies, including the selection and use of appropriate technology, to explore and solve problems

The introduction of a visible, centrally located (across the school) Numeracy Time and Money box has substantially increased meaningful teaching of ‘time’ and ‘money’, utilising this resource to further immerse students in learning about time and money, commensurate with their ability.

Teachers began using and adapting the numeracy resource activities to complement their existing teaching strategies. Teachers were also given effective feedback regarding the use of the resources and how they can be better modified to meet the needs of our students.

The introduction of sharing opportunities during staff Professional Learning sessions opened the avenue for collegial discussion around improving the delivery of Numeracy across the school. The resources and activities were modified, based on this feedback, to suit the abilities of various classes with reference to student ability.

The Numeracy Team effectively updated previous team-designed resources, with the 2013 NSW Board of Studies numeracy content, to maintain pedagogical currency.

Strategies utilised to achieve this goal include:

- Refinement of Time/Money based Interactive Whiteboard activities, incorporating 2012 acquired software e.g. Rainforest Maths, Targeting Maths and PM Maths (Nelson Cengage) embedded into Smart Notebook files, via hyperlinks;
- Development of whole school numeracy IWB resources for consistency of curriculum delivery (casual and temporary relief);
- Development of student personal timetables to support time skill development. Timetables were built into iPad and IWB technology (Proloquo2Go) with reference to student communication level; and
- Functional use of money during school based activities such as ‘Healthy Canteen’ and non-school based such as community shopping programs.

Strategies for 2014 include:

- Installation of ‘Proloquo2Go’ on individual student iPads to support personal timetable access. Students will predict their daily activities and utilise programs to support changes to routine as a behaviour support tool;
- Aligning ACARA outcomes in Numeracy with modified Broderick Gillawarna School content to meet the numeracy needs of all students; and
- Expansion of standardised mathematical language across all classes to support student learning. All staff to use common mathematical terms to allow for varying degrees of ability and understanding within the money and time outcomes.
Target 2:

**Literacy**

*Students will request and/or express a desire for an activity to occur or cease.*

Strategies utilised to achieve this goal include:

- Delivery of presentations and workshops within the school and externally such as the Special Education Principals and Leaders conference and AGOSCI conference to support student communication and behaviour;
- Staff instruction in the use of the Student, Environment, Task and Tool (SETT) Framework to align the appropriate technology for communication for individual students;
- Assisting staff to select relevant apps for iPads such as Proloquo2Go, social stories and iMovie to support student engagement; and
- Delivery of iPad and Proloquo2Go familiarisation and picture communication systems workshops. This increased the capacity of teachers to provide opportunities for students to practise expressive communication in functional programs including ‘Crunch and Sip’ and ‘Healthy Canteen’.

The literacy target outcome data reflected 23% of students requesting using a sentence strip “I want…” and 32% of students negating appropriately using sign, gesture or key word.

**Strategies for 2014 include:**

- Aligning ACARA outcomes in Literacy with BGS modified outcomes to meet the communication needs of students with learning disabilities, with a focus on Life Skills;
- Introduction of additional iPad technology to support students in the use of Proloquo2Go for communication; and
- Instructional Rounds implementation to identify problems of practice in the classroom environment with a focus on social communication opportunities for students.

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Target 3A

**Human Society and Its Environment – Social Skills**

*Students will develop appropriate social behaviours when caring for personal property as part of a set routine.*

Strategies utilised to achieve this goal include:

- the school rule of ‘Be a Learner’ as a focus for Morning Circle. A sub strand of this, ‘Look after school and personal property’ was built into Interactive Whiteboard and iPad activities;
- Every student provided with a school hat, which they will be encouraged to care for through set routines created during staff professional development;
- Visuals developed and distributed to explicitly teach students to keep their “shoes on” and “hats on”;
- Explicit language and key word signing ‘Hats on’, ‘Where is your hat?’, ‘Look for your hat’, ‘You need to find your hat’, ‘Fantastic, you are wearing your hat’, ‘Well done, you found your hat’;
- Reference to school rules on photolanyard to reinforce ‘Be a Learner’;
- Visuals developed by team to be worn by each staff member on lanyard to reinforce to students “hats on”, “shoes on”;

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- Clear visual boundaries provided to mark playground areas where students should store their belonging during playground activities;

- Task analyses created to support students in following set routines when taking their shoes off and putting them back on during trampoline and sand pit activities; and

- Explicit language and key word signing “Shoes on”, “Where are your shoes?”, “Look for your shoes”, “You need to find your shoes”, “You are being a learner because you have found your shoes” referring to school rule visuals on lanyards.

Strategies for 2014 include:

- Extension of personal care of property to students identifying personal items during swimming and other community access activities (purchase of personalized swim bags;

- Visuals attached to school bags to assist in locating and caring for school items; and

- Consistency of teacher language whole school including gestural and signing prompts.

Target 3B

Human Society and Its Environment – Living Skills

Students will communicate appropriately (at individual levels) to become social participants during mealtimes.

Strategies utilised to achieve this goal include:

- the introduction of the ‘Circle of Friends’ program to develop students’ interactive communication skills during mealtimes;

- the creation of sentence strips to support students during mealtimes to develop their communication skills with others. Students to choose a topic of interest and preferred food and drink;

- the introduction of “buddy sessions”. Classes provided with foods and drinks to promote student communication with one another. Students were encouraged to offer food and drink to each other and were encouraged to initiate and participate in discussions.

Data collected indicated a decrease in the prompt level required for students to initiate an interaction with others during mealtimes across the school.
Strategies for 2014 include:
- Continuation of the ‘buddy’ system to support ongoing student development of social communication;
- the introduction of ‘Proloquo2Go’ and other assistive applications onto iPad technology to support non-verbal students with social communication during lunch and afternoon tea; and
- Continuation of the ‘Circle of Friends’ program and inclusion into integration, work experience, dance and community access programs to expand interactive communication skills.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.
Karen McDonell- Principal
Rebecca MacRae- Deputy Principal
Marina Pauschmann- Assistant Principal
Jennifer Carroll- Assistant Principal
Sally Hawthorne- Assistant Principal
Jacqueline Hamilton- Assistant Principal

School contact information
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Web: www.broderick-s.school@det.nsw.edu.au
School Code: 5529

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:
http://www.schoo ls.nsw.edu.au/asr

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were surveyed at the end of 2013, with 100% of parents expressing that the school’s current aim is to support student’s education in a safe, stimulating and challenging environment. Questions relating directly to Numeracy, Literacy and social skills were included.