

THE SONG ROOM YEAR IN REVIEW 2019



CREATIVE KIDS
BRIGHTER KIDS



CHALLENGE. COLLABORATE. CREATE.



CREATING TRANSFORMATIVE LEARNING OPPORTUNITIES FOR AUSTRALIAN CHILDREN TO THRIVE!

We'd like to thank our team of Teaching Artists, and our committed collaborators including educators, schools, parents, and funding partners for working with us to help close the education equity gap through Arts Learning.

We respectfully acknowledge the traditional owners of the land on which we work, create and learn.

FROM THE CHAIR AND CEO



2019 was an incredible year for The Song Room during which we provided impactful, sustainable and scalable Arts Learning opportunities to Australian primary school children experiencing disadvantage.

We took the time in 2019 to reflect on the strength of our approach to Arts Learning. We challenged ourselves to consider how our work could become even more impactful and sustainable. We reviewed our business practices for efficient use of funding and increased investment in program delivery. All the while we continued to champion the inclusion of Arts Learning as a critical element in a quality education.

We successfully piloted *DUET*, a new professional learning and mentoring program for generalist primary school teachers which was supported by the Victorian Department of Education and Training. *DUET* was a big success, providing teachers with increased capacity, capability and confidence to include the Arts in their daily teaching practice.

As a result, we secured Federal Government funding to deliver the multi-year, intensive, integrated Arts Learning program titled *Transformational Learning through Creativity*, or TLC for short. This project rolls out across fifteen schools in four regional centres in four states from 2020, and includes a major research study to be conducted by the Australian Council for Educational Research (ACER).

A special thank you to our good friend Simon Gipson who led the organisation through to November. Simon's

pursuit of educational excellence and integrity has informed our approach to Arts Learning and our working culture immeasurably.

Enormous thanks also to our Teaching Artists who are critical to our work in schools around the country. Not only do they deliver the curriculum to increase levels of academic achievement, but they are also developing a creative mindset in students. They ask questions and they encourage curiosity, experimentation and the development of new solutions to existing challenges. They build confidence and resilience, and ease anxiety for young people.

Through their work we seek to encourage Australian children to express themselves and nurture their creative spirit - a right each of us are lucky to receive regardless of background or circumstance.

Thank you for your interest in, and support of The Song Room in 2019.

Anthony Mackay, AM
Chair

Alice Gerlach
CEO



PRESTON SOUTH PRIMARY SCHOOL
IMAGE: THUY VY



CHALLENGING THE EDUCATION EQUITY GAP

At The Song Room we proudly work to level the learning playing field for Australian children experiencing disadvantage by connecting them to a quality education through Arts Learning.

From our research and 12 years of experience we understand that students who participate in our programs are more likely to display a range of positive emotions, have a willingness to learn, and be active members of their school and community.

Our goal is to make sustainable change to children's lives. So, in 2019 we challenged ourselves to find new ways to offer opportunities for teachers and schools to integrate Arts Learning into their school communities. We worked collaboratively with schools to gain a deeper understanding of their pain points, and we encouraged greater feedback from the sector in order to review our model.

Through this process we landed on a more unified approach to program delivery. We combined our Teaching Artist led classroom-based lessons, with new elements of professional learning for generalist teachers, access to digital education resources through ARTS:LIVE, and parental and community engagement opportunities to strengthen the delivery model. As a result, increased numbers of schools, students, and teachers across Australia experienced the impact of The Song Room in 2019.

 **176** IN-SCHOOL PROGRAMS **+132%**

 **16,000+** STUDENTS **+156%**

 **404** TEACHERS **+175%**

 **91** TEACHING ARTIST POSITIONS **+51%**

 **128** SCHOOLS **+129%**

(percentages = 2019 vs 2018)



We continued our effort to **CLOSE THE EDUCATION GAP** in Australia by increasing program delivery by 132%, which is an additional 100 in-school programs compared to 2018.

Of these 25 were Deadly Arts programs, providing **OPPORTUNITIES FOR INTERCULTURAL UNDERSTANDING** for Indigenous and non-Indigenous students.

The Song Room launched our first In-School Music Mentoring Program, *DUET*, designed to build the **CAPACITY, CAPABILITY AND CONFIDENCE** of generalist primary teachers to incorporate music education into their teaching and learning.

Through our partnership with the Victorian Department of Education and Training (DET) we delivered *DUET* to 158 teachers in 75 schools across Victoria, providing **SUSTAINABLE AND SCALABLE SOLUTIONS** to help improve students' outcomes.

88% of participating teachers increased their skills and knowledge of music education and can now more **CONFIDENTLY INTEGRATE MUSIC** across the curriculum.

In remote and rural Australia, we delivered 51 blended learning programs across remote Northern Territory, regional Victoria and New South Wales.

Our performances gave students the chance to **SHARE THEIR NEW SKILLS** with friends and family. 300 children and teachers **CELEBRATED THEIR SONG ROOM EXPERIENCE** at 'More Than a Performance' during Children's Week at Melbourne's Federation Square. This event brought participating students together for a joyful celebration with guest performer, Ali McGregor.

In July four schools participating in our Deadly Arts program came together to celebrate Nyoongar culture in a NAIDOC concert in Perth. Students

performed traditional song and dance, celebrating Nyoongar culture with staff, students and their local Aboriginal community. Special guests Madjitol Moorna treated students with an **AMAZING PERFORMANCE OF NYOONGAR MUSIC**.

For the third year we helped shine a light on the **IMPORTANCE OF MUSIC EDUCATION AND THE VALUE OF MUSIC TEACHERS**, by partnering with ARIA in the Telstra ARIA Music Teacher of the Year Award. Congratulations to our 2019 winner, Antonio Chiappetta from St. Andrews College, Sydney.



DIGITAL INTEGRATION AND EXPANSION

The Song Room's digital education platform, ARTS:LIVE, provides hundreds of hours of stimulating online Arts Learning content to support teachers and motivate students.

Teachers have access to a variety of creative and fun resources, created in collaboration with some of Australia's most influential artists and cultural organisations. These range from Arts Centre Melbourne, Australian Music Vault, EARTH Visual & Physical Inc., Queensland Ballet, Sydney Opera House, and many more individual artists and educators who worked with us to produce innovative and inspiring content in 2019.

We produced 16 new comprehensive digital courses this year, spanning early years to upper primary levels, thanks to the generosity of The Ian Potter Foundation and the Australian Government's Catalyst Arts and Culture Fund.

ARTS:LIVE played an increasingly important role in teacher mentoring and professional learning, giving teachers the tools and confidence to easily include Arts Learning into their everyday teaching, and providing ongoing opportunities for students to engage in learning.



16

NEW ARTS:LIVE
COURSES PRODUCED

+220%



45

NEW ACTIVITY GUIDES

+200%



69

NEW LESSON PLANS

+116%



37

AUDIO TRACKS

+131%



32

NEW VIDEOS

+46%



100s

OF HOURS
OF LEARNING CONTENT

(percentages = 2019 vs 2018)



ARTS:LIVE subscribers increased by 31% in 2019, **STEADILY BUILDING OUR COMMUNITY** of users year-on-year.

Resource production increased by 220% compared to last year, and included videos, audio tracks and teacher **SUPPORT MATERIAL WITH CROSS CURRICULAR LINKS** to STEM and literacy.

Audience engagement grew by 36% showing that the resources continue to connect with parents, teachers and students, offering **RELEVANT AND EFFECTIVE RESOURCES TO STIMULATE LEARNING.**

By expanding our Early Years courses we introduced more young learners to music and creativity, and helped **CREATE POSITIVE PATHWAYS FROM EARLY LEARNING TO SCHOOL READINESS.** The resources resonated with Early Years educators, with new Early Years users growing by 109% in 2019.





CREATING CHANGE THROUGH ACCESS TO QUALITY EDUCATION

Involvement in music and the Arts helps children engage in their education, and form stronger connections to their peers and teachers at school. Improvements in school engagement result in improvements in general learning outcomes. This is the case for subjects considered core competencies like literacy and numeracy, and also importantly in areas like critical and creative thinking which build resilience and confidence.

Currently 3 out of 4 Australian schools don't have a specialist music teacher, making The Song Room a critical part of the education ecosystem.

In 2019, The Song Room worked with schools to provide 176 in-school music and arts programs to increase students' access to a high-quality arts education.

At Ardeer South Primary School, there is no music program. Unfortunately, for many families economic and social circumstances become a barrier to offering these opportunities to their child, even if the will exists. At this school there are many incidences of students who struggle with the school experience - reading, writing, spelling, comprehension, maths - on a daily basis.

Participation in The Song Room program was the first time many of these students experienced music as part of their

education. The program offered them the opportunity to access learning in a new way, and provided opportunities for them to succeed.

In 2019 students from years two to six participated in weekly African Drumming sessions, with Teaching Artist, Jose Mesquita. Jose introduced hesitant students to drumming, and encouraged them to take risks. He challenged disruptive students with harder drumming rhythms and watched as they became disciplined, skilled players.

Teachers at the school found that students who were otherwise disengaged became focused during these sessions. Those who regularly expected to fail were given a chance to shine, and for the first time they felt confident enough to step up as leaders in the group.

"I have never seen some of these students organised. During The Song Room classes they were able to maintain focus as they played their part in their class piece. Many of them became totally different children, as they were able to competently and confidently function within the group."

RUTH CRONIN-PAGANO, TEACHER ARDEER SOUTH PRIMARY SCHOOL



CREATING CHANGE

FOR YOUNG PEOPLE FROM REFUGEE BACKGROUNDS

The Song Room provides long-term music and arts-based programs to Australia's most vulnerable communities experiencing hardship and disadvantage, including schools with students from low socio-economic, culturally and geographically diverse backgrounds.

Milpera State High School is an English Language School in Queensland where 52% of students at the school have refugee backgrounds or are on migrant visas.

The students at the school took part in drumming, singing and dancing sessions with Teaching Artist Biddy Seymour. One of the main musical tasks was to keep a common beat through body percussion, drumming and marimba activities. The drumming activities required group awareness and helped create group unity, while singing gave the students' increased confidence to speak a new language.

The teachers involved in The Song Room program saw their students gain social skills like active listening, and an ability and willingness to follow instructions.

At the school was a 14-year-old girl born in an African refugee camp. When she first arrived at the school, she was non-verbal and disengaged. She had difficulty building relationships and she did not participate in class.

As part of The Song Room program, students were offered the opportunity to share something from their culture. She sang one of her church songs while playing quite complex rhythms on the djembe drum. She received such positive feedback from her class mates that she is now engaged, enjoying school more, and successfully collaborating and cooperating in class.

"The Song Room program provides the opportunity to model fun ways of being, and positive ways of learning. The transformation in the students can generate changes for the whole family."

TEACHER, MILPERA STATE HIGH SCHOOL

CREATING CHANGE

THROUGH PARENTAL ENGAGEMENT IN SCHOOL

When parents and carers are involved in children's education, research confirms that students display improved behaviour, increased social and emotional well-being, and greater academic success.

Our community projects help schools build a culture that engage students and connects the broader school community including parents and carers.

In recognition of the importance of parental involvement in students' schooling, The a2 Milk Company supported The Song Room in 2019 to help us provide new opportunities for parents to connect and contribute to the school community.

St Kilda Primary School participated in a Song Room after-school program that invited parents and students to come together to form a community choir. The choir included parents from across year levels and celebrated the culturally diverse community at St Kilda Primary School.

Families from different cultures brought stories and songs to the weekly sessions, sharing their culture and strengthening their connection to the school. The program

gave parents the opportunity to feel comfortable on school grounds and be more active participants in their child's school life.

The project illustrated the power of parents to help ignite a passion in children for learning. Children were given the opportunity to engage in a project that was social and fun, but it also helped them to build listening skills, concentration, co-operation and confidence. Most importantly they were given the opportunity for self-expression and joy.

The value of the project at St Kilda Primary School is clear, with parents, teachers and students planning to continue the choir into the following semester. This shows the strength of the community connection generated by The Song Room and The a2 Milk Company.

"To have parents and staff and children working together – it has been beautiful. They leave the room skipping. They love it."

SUE HIGGINS, PRINCIPAL ST KILDA PRIMARY SCHOOL



ST KILDA PRIMARY SCHOOL
IMAGE: THUY VY





CREATING CHANGE THROUGH INDIGENOUS CULTURAL EXCHANGE

The Song Room's Deadly Arts programs provide school communities with the opportunity to gain a deeper understanding of Aboriginal and Torres Strait Islander histories, cultures and knowledge.

With the support of LotteryWest in Western Australia and Mission Australia, The Smith Family and the Packer Family and Crown Resorts Foundations in New South Wales, The Song Room delivered 25 Indigenous culture and arts programs in 2019, led by local Indigenous artists. These programs helped to build intercultural understanding, cultural connection and pride in participating children and community.

Koondoola Primary School is officially the most multi-cultural school in WA with 83% of the students coming from a language background other than English and 11% of the students identifying as Aboriginal.

The Deadly Arts program in their school has given students, staff and parents a way to build understanding and awareness of the local Nyoongar history and culture, and to connect to the community.

Led by Nyoongar artists, students participated in a music program where they were taught Nyoongar language

songs, dances and the didgeridoo, as well as an exploration of visual arts traditions, which resulted in the creation of a large mural which tells the story of Koondoola Primary School and the coming together of diverse cultural groups on Nyoongar land.

The Deadly Arts program also brought parents and the wider community together in a weekly project called *Story Dolls*. Parents, students and Nyoongar Community Artist, Marcelle Riley, gathered to share stories while making traditional Nyoongar dolls. The 'Story Dolls' are dyed with local flora and are woven together to create a doll that represents themselves, their loved ones, or their ancestors.

The experience was incredibly powerful for a group of refugee mothers who took part in Story Dolls. The women from the Karen community shared stories of loss and displacement, as well as fond memories of home. The program brought together two First Nations communities, creating a positive cultural connection.

"It's been an amazing experience because I've never actually got to learn my culture until now."

ANGEL, DEADLY ARTS STUDENT

**"IF WE DON'T LEARN WE START
FADING. WHEN I SING, I GET HAPPY.
IT MAKES ME PROUD OF MY CULTURE
AND PROUD OF MY COLOURS."**

DOMAIN, DEADLY ARTS STUDENT



PARTICIPATING SCHOOLS



WA

Balga Primary School
Balga Senior High School
Bentley Primary School
Dianella Primary College
Kewdale Primary School
Koondoola Primary School

Lockridge Primary School
Mater Christi Catholic Primary School
Medina Primary School
Midvale Primary School
St Gerard's Catholic Primary School
Westfield Park Primary School

NT

Bulman School
Yarralin School

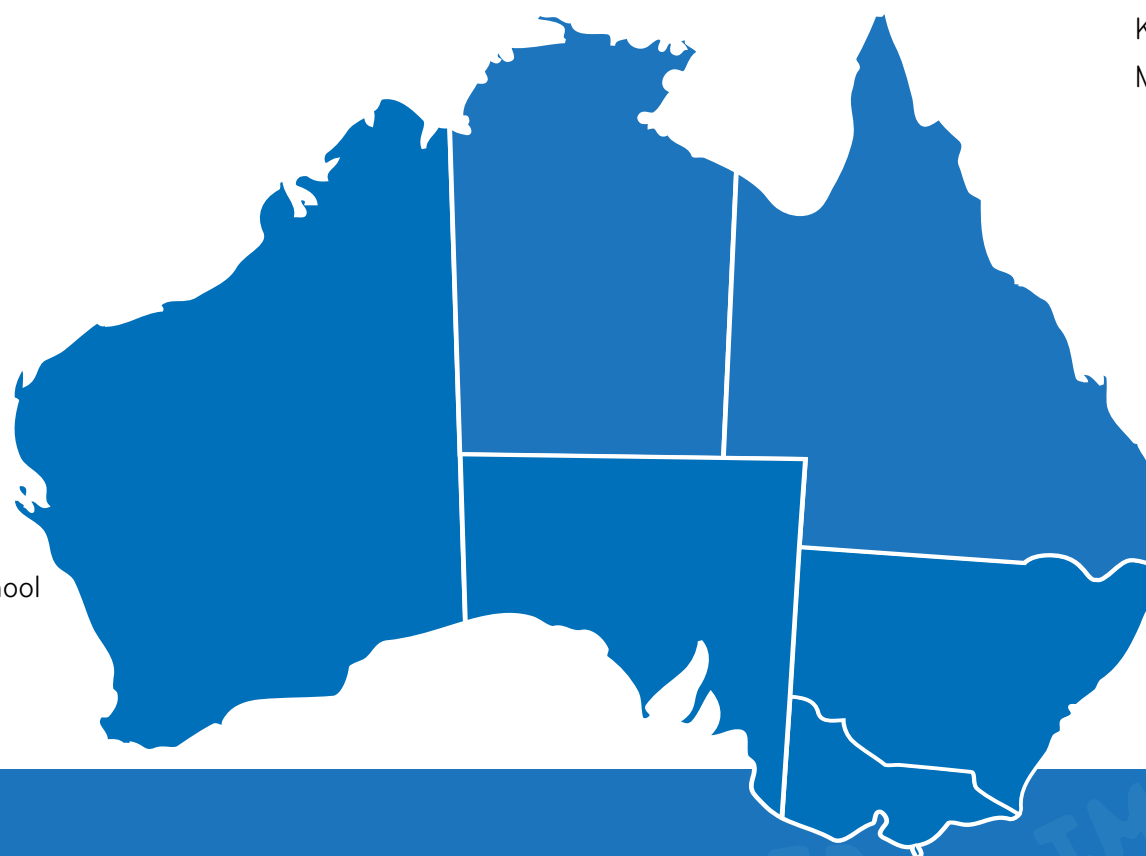
QLD

Kuraby Special School
Milpera State High School

NSW

Baabayn Aboriginal Corporation
Bankstown North Public School
Bidwill Public School
Bossley Park Public School
Chester Hill Public School
Community Chester Hill
Preschool
Dawson Public School

Emerton Public School
Evans Intensive English Centre
Liverpool Public School
Mayfield East Public School
Panania North Public School
Shalvey Public School
Tregear Public School
Villawood East Public School



VIC

Alfredton Primary School
Ardeer South Primary School
Athol Road Primary School
Ballarat North Primary School
Bayswater Primary School
Bethal Primary School
Bittern Primary School
Bonbeach Primary School
Boneo Primary School
Bourchier Street Primary School
Shepparton
Broadmeadows Valley Primary School
Buninyong Primary School
Carlton Primary School
Chum Creek Primary School
Collingwood English Language School
- CELS Broadmeadows
Collingwood English Language School
- CELS Craigieburn
Cranbourne West Primary School
Dandenong Primary School

Dhurringile Primary School
Eaglehawk Primary School
Eastern Ranges School
Echuca Twin Rivers Primary School
Fitzroy Primary School
Geelong English Language Centre
Harston Primary School
Hastings Primary School
Hazel Glen College
Heany Park Primary School
Heidelberg Primary School
Hesket Primary School
Highton Primary School
Hume Valley School
Jacana School for Autism
Jennings Street School
Kangaroo Flat Primary School
Keilor Heights Primary School
Kingsville Primary School
Lightning Reef Primary School
Lynbrook Primary School
Macarthur Street Primary School

Malvern Primary School
Mandama Primary School
Meadows Primary School
Merri Creek Primary School
Mickleham Primary School
Moe (South Street) Primary School
Mooroopna Primary School
Mordialloc Beach Primary School
Morwell Central Primary School
Morwell Park Primary School
Nanneella Estate Primary School
Newcomb Park Primary School
Newstead Primary School
Noble Park English Language School -
NPELS Casey
Noble Park English Language School -
NPELS Noble Park
Noble Park English Language School -
NPELS Springvale
Noble Park English Language School -
NPELS Stonnington Glen Eira Campus
Northern Bay College, Hendy P-8



Northern Bay College, Tallis P-8
Oatlands Primary School
Oberon Primary School
Oberon South Primary School
Our Lady of the Immaculate Conception
Penders Grove Primary School
Preston South Primary School
Rangebank Primary School
Reservoir East Primary School
Romsey Primary School
Spring Parks Primary School
St Albans East Primary School
St Albans Heights Primary School
St Kilda Primary School
Stanhope Primary School
Stevensville Primary School
Strathaird Primary School
Sunbury Heights Primary School
Tatura Primary School
The Lakes South Morang P-9 School
Tongala Primary School
Toongabbie Primary School

TRY South Yarra Preschool
Tungamah Primary School
Tyabb Railway Station Primary School
Tyers Primary School
Undera Primary School
VICSEG Darebin Chinese Playgroup
VICSEG Maribyrnong Indian/Napalese/
Bangladeshi Playgroup
VICSEG Wyndham Karen/Burmese
Playgroup
Wallington Primary School
Warrenheip Primary School
Watsonia Heights Primary School
Westbreen Primary School
Whittington Primary School
Willmott Park Primary School
Wyndham Central Secondary College
Yarra Me School
Yarraman Oaks Primary School



BUSINESS PERFORMANCE



2019 was a year where The Song Room achieved both financial consolidation and organisational growth.

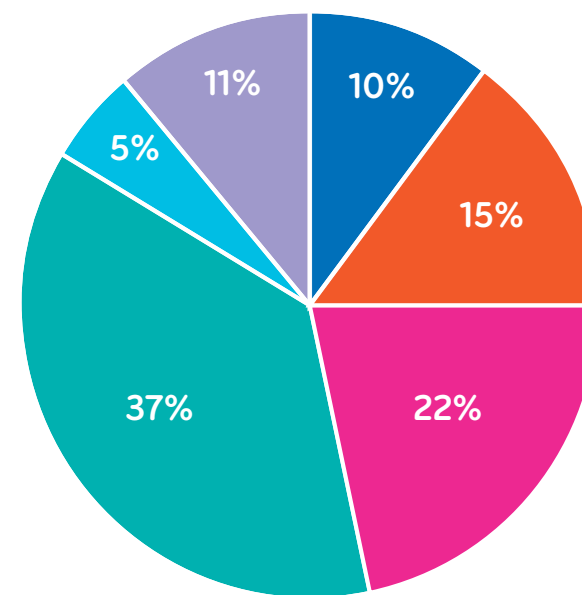
Revenue for the year was \$3,136,440 compared to \$2,879,704 in 2018. This positive variance of 9% was largely driven by increases in Philanthropy, Corporate and Government funding.

Overall expenditure was 3% higher than 2018 due to an increase in the number of Teaching Artists in schools across Australia. Reflecting higher required qualifications, The Song Room also increased remuneration for teaching artists by over 10%.

There was significant attention in 2019 on upgrading technology and increasing efficiencies across the organisation. This enabled higher productivity and a greater concentration of costs in program delivery.

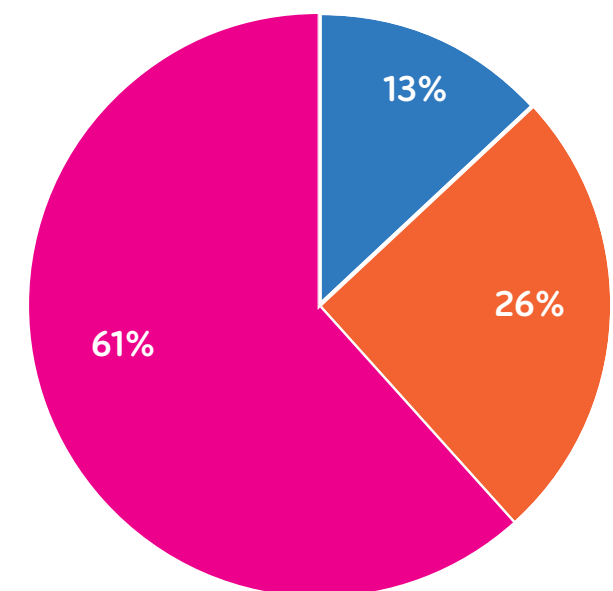
The Song Room will continue to focus in 2020 on the efficient use of limited resources in delivering high quality, impactful Arts Learning programs to schools in need.

2019 INCOME



- Individual & General Donations
- Philanthropic Trusts & Foundations
- Corporate Donations
- Government Grants
- School Contributions
- Commercial

2019 EXPENDITURE



- Administration & Overheads
- Fundraising & Marketing
- Arts Learning Programs





**"THE CHILDREN'S SENSE OF ANTICIPATION
FOR THE WEEKLY SONG ROOM CLASS WAS
ECLIPSED ONLY BY THE SESSION ITSELF!"**

TEACHER, LIVERPOOL PRIMARY SCHOOL

LIVERPOOL PRIMARY SCHOOL
IMAGE: DEANNA GERLACH

PARTNERS AND SUPPORTERS



We would like to acknowledge the generous support and commitment of our Board of Directors, all of whom made a personal donation in 2019 to support our work.

Government



Australian Government
Department of Education,
Skills and Employment



Australian Government
Department of Home Affairs



Australian Government
Catalyst—Australian Arts and Culture Fund



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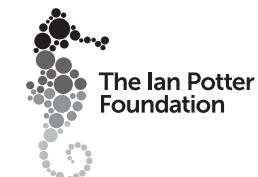
SONOS
The Home Sound System



Trusts & Foundations



PACKER FAMILY
FOUNDATION



Donors

Bell Charitable Trust
BJLR Foundation
Carrawa Foundation
Commonwealth Bank Australia -
Staff Fund
Creцерelle Foundation

Louise Gourlay Foundation
Orloff Family Charitable Trust
Haggarty Foundation
Australian School Canteen
Association (ASCA)
Gladys Watkins

Guitars Gathering Dust
John and Sue North
Low Rez Choir
Lady Marigold Southey AC
Michael Nossal
Patricia Griffin

Presence of IT
Rosey Kids Foundation
Reina Barlow
The China Navigation Company
WAT Artists
Wood Foundation



Project Partners



ARTS:LIVE Collaborators

Amelia Kalifa
Cailan Burns
Cath Rutten
Christobel Elliott and the RYMS program
Erin Macintosh
Girlzone

Katie Hull-Brown
Kimba Wong
Kram
Marianna Doherty
Mo Komba

Monica Lamperd
Olympia
Sheldon King
Siyong Yu
Zoë Barry

Special Thanks

Ali McGregor
Andrew Seeckts
Craig Watt
Deanna Gerlach
Thuy Vy
Wendy Brooks and team

2019 Telstra ARIA Music Teacher of the Year Award

Nominees:

Antonio Chiappetta, St Andrews College Sydney – winner
Bel Skinner, North Regional TAFE Broome
Julia Rennick, Gunnedah Conservatorium Gunnedah
Lee Strickland, Narbethong State Special School Brisbane.

Ambassadors:

Conrad Sewell
Montaigne
Emma Watkins, our favourite yellow Wiggle
Katie Noonan



OUR TEAM

Every member of The Song Room team is dedicated to achieving our aim of giving each child the best possible start to life. We thank them for their indelible passion, skill and hard work.

BOARD OF DIRECTORS

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Katherine Payne

Jane Power

Julie Sonnerman

TEAM

Alice Gerlach CEO (from Nov 2019). Director, Market Development (to Nov 2019)

Simon Gipson CEO (to Nov 2019)

Hiria Ropiana Executive Assistant to the CEO

Mary Brown Director, Corporate Services

Howard Oorloff Manager, People & Culture (to April 2019)

Mark Adler Senior Finance Officer

Jenn Fowler Corporate Services Coordinator

Michele Lazinchuk Corporate Services Coordinator

Madhu Bahl Salesforce Administrator

Alicia Wyatt Director, Arts Learning

Paul Curran Director, Government Relations (to July 2019)

David Rogers Arts Learning Manager, Strategy and Innovation (from Oct 2019)

Natalie Calia National Arts Learning Manager (from Oct 2019)

Jen Clement Program Manager (to June 2019)

Elisa Williams Regional Program Manager, WA

Jude Powell-Thomas Regional Programs Coordinator, NSW

Lucy Meza Program Coordinator

Kirsty Waugh Digital Education Manager

Alex Hilvert Education Content Manager

Tom Capell Digital Education Content Producer

Simone Carrodus Education Partnerships Manager

Bree Jopp Corporate and Community Engagement Manager (to July 2019)

Kelli Ridsdale Marketing and Communications Lead

Madeline Johnston Marketing and Communications Coordinator (to Aug 2019)

Angela Scicluna Marketing and Communications Coordinator (from Oct 2019)

TEACHING ARTISTS

Alicia Benn-Lawler

Anna Van Veldhuisen

Basil Byrne

Bec Goring

Benjamin Segal

Biddy Seymour

Briony Swierzbiolek

Caitlyn Lesiuk

Caitlyn Trotter

Cath Rutten

Catherine Oxworth

Cesar Marin

Chanelle Tait

Charles MacInnes

Charlotte O'Shea

Christopher Alford

Claire Deak

Colin Watego

Colleen O'Connell

Pocknall

Daniel Ham

Danny Eastwood

Edward Gould

Elizabeth Gogos

Emily Bennett

Erica Pringle

Erin McIntosh

Esther Holt

Fabri Blacklock

Florence Bourke

Gemma Turvey

Gene Holland

Hannah Reeves

Jane Grimley

Jason Douglas

Jo Clancy

Jose Mesquita

Julian Scheffer

Julian Silburn

Katherine Anderson

Kathryn Fouracre

Katie Hull-Brown

Kelvin Testolin

Kevin May

Kieron Byatt

Lena Mitchell

Marcelle Riley

Marian Jenkinson

Natalie Calia

Nene Brown

Olivia Samec

Olman Walley

Rachel Riggs

Renee Chalmers

Rickeeta Walley

Roderick McLeod

Ronny Ferella

Ryan Samuels

Sarah Dunston

Seantelle Walsh

Shannon Smith

Sheldon King

Simon Lewis

Siyong Yu

Sophie Banister

Stefani Akelsic

Sue Lyons

Tania Neil

Teresa Duddy

Trevor Eastwood

Tyson Wakely

Woody Clark



"The Song Room has had an amazing impact on our students. They are fully engaged and invested in the program and the Pantomime is bringing our school community together. We believe it has had a positive impact on our students' oral language, reading and writing abilities."

TEACHER, TYABB RAILWAY STATION PRIMARY SCHOOL

"The absolute joy of every session with Tess Duddy [Teaching Artist] has been a highlight of the week for both the students and myself. One of the many successes was watching students participate and improve their self-confidence and performance skills. The students have been so engaged and willing to take risks. The improvement in their music skills and singing ability has been wonderful"

TEACHER, MANDAMA PRIMARY SCHOOL

"(I have) improved confidence in presenting music lessons effectively. I have been able to engage trauma affected and EAL students through the use of African songs and activities that ensure success for the students."

TEACHER, LIGHTENING REEF PRIMARY SCHOOL

"I loved how Flo demonstrated the concept of incorporating singing and rhythm into stories read to the class. I have new ways of incorporating drama into literacy classes which I am already putting into practice in my F-2 classroom."

TEACHER, UNDERA PRIMARY SCHOOL

"Without the support from The Song Room, quality arts education would not have been embedded in our school program. Exposure to arts education gives the students at Yarra Me School an opportunity to build their confidence and skills, promoting positive social, cultural and educational experiences."

"For many of our students, the arts experience provided by The Song Room would have been their first. The Song Room has been a pioneer, providing arts education to disadvantaged groups. I know of no other arts organisation that has been committed, long term, to this work."

NANCY SIDOTI – PRINCIPAL, YARRA ME SCHOOL

"My favourite part was everyone doing their best, and when I made my parents proud."

YEAR 1/2 STUDENT, ST ALBANS EAST PRIMARY SCHOOL



PRESTON SOUTH PRIMARY SCHOOL
IMAGE: THUY VY



**CREATIVE KIDS
BRIGHTER KIDS**

The Song Room is an Australian social purpose organisation that levels the learning playing field for young people experiencing disadvantage through an impactful, sustainable and scalable approach to Arts Learning.

We work in partnership with schools and communities across Australia to improve teacher capabilities, educational outcomes, student engagement and well-being for young people.

To support our work please go to songroom.org.au. Donations over \$2 are tax deductible.

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**FRONT COVER: LIVERPOOL PRIMARY SCHOOL
IMAGE: DEANNA GERLACH**

