

# Mainsbridge School

## Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Mainsbridge School** as an account of the school's operations and achievements throughout the year.

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

Marienne McLean

Principal

## School contact details

Mainsbridge School

Flowerdale Rd

Liverpool, 2170

[www.mainsbridg-s.schools.nsw.edu.au](http://www.mainsbridg-s.schools.nsw.edu.au)

[mainsbridg-s.School@det.nsw.edu.au](mailto:mainsbridg-s.School@det.nsw.edu.au)

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## School background

### School vision statement

***Providing exceptional special education where students, staff and community are empowered to engage in collaborative communication and learning. This is achieved through purposeful, self-reflective, holistic practice.***

### School context

Mainsbridge School is a Department of Education school, located in Liverpool, 36 kilometres south west of Sydney and is part of the Liverpool Network of schools. The school site is historic with the original 130 year old residence, housing the school's administration office. The Department of Education commenced using this site as a special school 51 years ago.

Our school caters for students from Kindergarten to Year 12 with moderate and severe intellectual disabilities and their associated needs. Students need to have a confirmed disability and are offered a place at Mainsbridge School following a placement panel process. Enrolment trends have remained consistent over the last 5 years with the average enrolment being 108 students across 16 classes.

Students live in the surrounding areas of Liverpool, Fairfield, Wattle Grove, Cabramatta, Macquarie Fields, Hoxton Park and Kemps Creek. Eighty-four per cent access Assisted School transport (AST).

High quality data driven educational programs are provided for students based on New South Wales Education Standards Authority (NESA). The school has a curriculum focus incorporating the Australian Curriculum and strength in areas of alternative and augmentative communication (AAC) and the use of ICT and emerging technologies. In addition all students have a Personalised Learning Plan, (PLP) which has been developed in collaboration with parents and carers.

Throughout the school specialised spaces have been designed to cater for the specific learning needs of our students. These include a gross motor room, multisensory room, an iPad laboratory, music centre and a living skills room.

The school population consists of 66% Language Backgrounds Other than English (LBOTE) with the most common languages being Vietnamese and Arabic.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### Learning:

At Mainsbridge School student learning is pivotal to our achievement across the school excellence framework. Within our learning culture we are delivering student engagement and a consistent expectation of behaviour across years K–12.

Personalised learning is paramount to performance improvement across our school community. Within our SSP setting, all students K–12 have personalised learning programs. These focus on building individual strengths and existing skills, towards functionality in their school, home and wider community. Staff expertise in AAC and behaviour analysis allows teachers to identify and plan teaching towards individual student learning potential.

Mainsbridge School takes a holistic approach to student wellbeing with an emphasis on delivering high quality health care management to ensure and support student engagement and learning. In recent years, changes in student population has seen an increase in the levels of high support needed for students to fulfil their learning goals. This has provided opportunity for the development of high quality and detailed health care planning and procedures to be implemented widely across our school environment.

There has been an increased demand for transition programs for Kindergarten and school leavers. A collaborative approach has resulted in the adoption of new formats and has enhanced community involvement. Beginning Kindergarten is a transition for the whole family. Mainsbridge School recognises this and has developed a program that not only provides students with opportunities to adjust to a school setting but also supports parents in this challenging time of transition. A dual program where parents become familiar with an SSP setting and develop an understanding of learning for students with special needs, as well as an opportunity to meet one another while their children transition to school.

With the large cohorts of school leavers beginning in 2016, Mainsbridge School has utilised the expertise of the DoE Transition Teacher, with the executive in charge of post school transitions, to develop a comprehensive placement process. 2016 saw the first school leavers transitioning into the community within the framework of the National Disability Insurance Scheme (NDIS). Mainsbridge School provided transition assessment meetings with parents, a service providers' expo and a site tour of post school venues for parents, hosted by school executive. These events gave parents an opportunity to comparatively choose appropriate post school placements for their children.

### **Teaching:**

Mainsbridge school is committed to ongoing teacher professional development. A culture of collaborative practice allows teachers to share their expertise about specific special needs and learning strategies that are most effective for the variety represented in their classrooms. Collegial discussions, professional learning and forward planning allow for authentic implementation of highly effective teaching methods. This is demonstrated by well managed classrooms throughout the school, that reflect the School Excellence Framework and Australian Teaching Standards.

Across K–12, Mainsbridge School is implementing the fourth and final cycle of a whole school scope and sequence to guide and regulate curricular planning and monitoring. Within this four year cycle students have full access to a diversified range of topics directly linked to the Australian Curriculum for NSW as well as Year 11–12 Life Skills Curriculum. This integrated systemic approach sees all students having access to all aspects of curriculum appropriate to their age as well as content and teaching and learning tasks that provide ongoing interest and stimulation across their schooling years.

Personalised Learning Plans (PLP) have been maintained throughout the school years. Teachers in consultation with parents develop focused and individualised learning plans that target specific skills development for each student. Rigorous teaching, learning, data recording and analysis inform the process guiding the development of future plans.

In addition to this, each student K–12 has a fully individualised communication plan that is based around their core communicative strengths and is building towards the development of symbolic and or meaningful communication with a diverse range of communicative partners. These plans in general focus on the use of Picture Exchange Communication Systems, Proloquo2go, Key Sign and language acquisition. All teachers and support staff are qualified in PECS delivery and practise a high standard of implementation within the classrooms.

### **Leading:**

In school Dietician and Exercise Physiologist Clinics continued each term during 2016. Students were targeted from the regular Health Clinics at Mainsbridge School and invited to participate in a service providing Dietician and Exercise Physiologist support. This enabled the school to have a continuous holistic focus on exceptional special education, and to further extend our students welling being, Mainsbridge School has employed an Exercise Physiologist to assist with the development of a school gym with a focus on improving student cardiovascular fitness. Students attended regular sessions training with the Exercise Physiologist. In 2017, all staff will receive professional development regarding school goals for the gym and equipment handling. These skills will then extend into their classroom practice.

2016 saw the successful implementation of the CONNECT program. The delivery of this program built a shared knowledge base between teachers and parents, improved the quality of relationships and teaching and learning outcomes for students. CONNECT provided opportunities to build leadership capacity of teachers and aims to engage other SSP settings with the rollout of phase two in 2017. The program involved approximately 10% of families attending seven consecutive learning sessions addressing the five domains; Communication, Learning Partnerships, Empowerment, Participation and Decision Making. Positive feedback from parents and teachers involved has resulted in increased parent participation in learning programs. In 2017 phase two of CONNECT will be implemented.

With the implementation of LMBR, much of our leadership development focused on acquiring understanding and skills for implementing a whole school strategic financial management system. Within their PDP goals all members of the executive team were involved in learning about the systems, structures and processes that were being introduced as part of a new management system. Further to this the team used these newly acquired skills and strategies to support the entire staff during the transition process. Teachers demonstrated greater confidence and a willingness to become involved in ongoing school improvement and professional effectiveness.

## Strategic Direction 1

Relevant teaching to engage students for continuous learning.

### Purpose

#### Purpose:

Mainsbridge School's ethos embraces that special needs learning happens differently. Teaching approaches are driven by current data and specialist research ensuring the most effective strategies are used to move students towards their maximum potential as functional members of their community

### Overall summary of progress

The delivery of high quality communication programs across K–12 for has been a key focus in 2016. Programs are developed and implemented in relation to student needs and skills with teachers utilising their knowledge of complex needs. Professional development in the area of technology and specific programs continued through out the year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students will access individual communication programs across school and community settings.	<ul style="list-style-type: none"><li>• Increased planning and training in technologies and communication apps</li><li>• continued training in PECS</li><li>• therapy consultation, collaboratively developing implementation strategies to support switch access and eye gaze communication options.</li><li>• Eye gaze equipment was loaned from Spectronics.</li></ul>	<ul style="list-style-type: none"><li>• \$3300</li><li>• \$4500</li></ul>
Authentic levels of progress are evident through relevant student data management systems indicating 50% (or greater) of students initiating communication spontaneously.	<ul style="list-style-type: none"><li>• Effective Student data management systems continues to develop with the introduction of LMBR.</li><li>• 50% of student authentic spontaneous communication is not evident due the changes in data management systems.</li></ul>	<ul style="list-style-type: none"><li>• Sentral Fee \$3500</li></ul>
A reduction of 15% in critical and negative behaviours, increasing students' effective engagement in curriculum.	<ul style="list-style-type: none"><li>• Further professional development on Sentral was attended by executive staff.</li><li>• LMBR and the future use of Sentral have halted progress.</li></ul>	Sentral Training \$288.75

### Next Steps

- Maintain and modify communication plans for all students.
- Increase use of communication systems across the school environment.
- Introduce Proloquo2go into the playgrounds during play time.
- Further increase teacher professional learning on the use of Proloquo2go.
- Introduce PECS workshops for parents.

## Strategic Direction 2

Community confidence, strategic support and quality relationships.

### Purpose

#### Purpose:

Mainsbridge School presents with a diversity of complex needs impacting on students and families. High levels of trust are required to manage students cooperatively and comprehensively. Collaborative implementation of personal plans provides students with optimal success and establishes strong home school bonds.

### Overall summary of progress

- The leadership team successfully implemented phase 1 of the CONNECT program. This provided the parent community with knowledge and understanding to engage in collaborative communication and learning within the classrooms.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent participation by 75%.	• Parent surveys identified a base line for the significant need to develop a series of learning modules. 10 parents were involved in the 7 week program with 6 out of the ten parents attending every week.	• \$12,649.77
Parents attend parent education programs regularly within the school setting.	• A termly calendar has been developed for parent classroom participation. The parents from the CONNECT program are successfully using this new format.	• \$1472.19

### Next Steps

- Increase leadership capacity by a participating teacher taking on the role of Phase one coordinator.
- Implementing Phase two of CONNECT with ten new parents.
- Invite teachers from SSP's to be involved in the program and to evaluate the impact such a program may have in their setting.
- Develop the CONNECT program into a product to be used by other SSP settings.

### Strategic Direction 3

Develop high performing staff and leaders

#### Purpose

##### Purpose:

Mainsbridge staff are privileged to be trusted with the education systems most vulnerable and complex students. Leaders are charged with the responsibility of ensuring high performance and accountability of staff. Staff recognise and work effectively towards refining and calibrating their practice.

#### Overall summary of progress

- Professional Learning to ensure clear expectations of the Performance Development Framework and accreditation guidelines was delivered to all teaching staff.
- Regular supervisory discussions with the executive members of staff in regards to PDPs and expectations.
- Links from school plan are embedded in professional learning content throughout the Professional Development calendar.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers and school leaders are aware of their current accreditation level and are actively engaged in a professional development plan.	<ul style="list-style-type: none"><li>• 100% of teachers are aware of their current accreditation level and have a PDP.</li></ul>	<ul style="list-style-type: none"><li>• \$2800 TPL</li></ul>

#### Next Steps

- The self-reflective tool for self-assessment will be fully developed and used by staff in consultation with their supervisors.
- The 360 survey to be implemented by executive team.
- Links from school plan are embedded in professional learning content.
- Funded within school Professional Learning allocation.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Nutrition and School Uniforms</li> <li>• Satisfactory school attendance and supported student care.</li> </ul>	• \$132.23
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Develop an ESL Plan in collaboration with ESL Teacher.</li> <li>• Implement Program on a fortnightly basis.</li> <li>• Review program and expenditure.</li> </ul>	• \$7090
<b>Low level adjustment for disability</b>	• N/A	• N/A
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Xenotech IT Maintenance</li> <li>• Classroom Kitchenette Upgrades</li> </ul>	<ul style="list-style-type: none"> <li>• \$9800</li> <li>• \$26,780.10</li> <li>• \$15,833.83</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	78	81	78	85
Girls	33	32	29	26

### Post-school destinations

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

In 2016 no year 12 students undertook transition to work training.

A record number of 17, Year 12 leavers were transitioned to post school options program. This was done in consultation with parents, school staff and service providers. A site tour was organised to support families in gaining knowledge of options available which enabled parents to consider the most suitable options for their child. An information evening was conducted to facilitate the rolling out of the NDIS and service provider options.

### Year 12 attaining HSC or equivalent

100% of year 12 leavers gained a Higher School Certificate in Life Skills.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.43
Teacher Librarian	0.6
School Counsellor	0.6
School Administration & Support Staff	19.88
Other Positions	0

\*Full Time Equivalent

School has no members of staff who have identified as being of Aboriginal or Torres Strait Islander descent.

### Teacher qualifications

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

### Professional learning and teacher accreditation

Throughout 2016 Mainbridge staff participated in scheduled Professional Learning sessions for 2 hours on a fortnightly basis. The executive team as well as guest presenters from multi-disciplinary backgrounds facilitated these sessions. All teaching staff attended a one-day professional development course at the Special Education, Principals and Leaders Association (SEPLA) conference in Term Three. These sessions provided opportunities for staff to collaborate and develop functional ways to apply effective and current research into classroom practice and to participate in collegial discussions with other educators.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In October 2016, the school's finance system migrated from OASIS to SAP/SALM

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	270 821.45
(2a) Appropriation	257 120.71
(2b) Sale of Goods and Services	759.08
(2c) Grants and Contributions	12 791.21
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	150.45
<b>Expenses</b>	-109 946.22
Recurrent Expenses	-109 946.22
(3a) Employee Related	-72 704.04
(3b) Operating Expenses	-37 242.18
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	160 875.23
<b>Balance Carried Forward</b>	160 875.23

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

- The financial management processes financial management processes and governance structures to meet financial policy requirements.

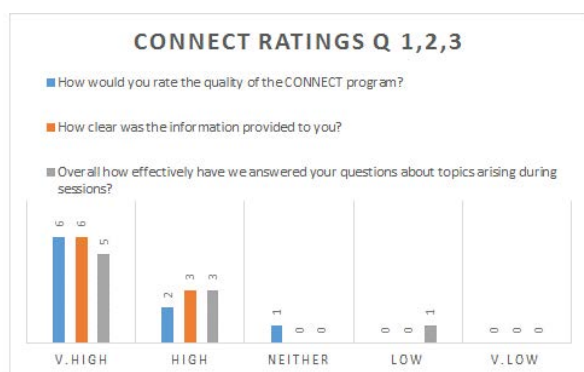
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	638 596.11
Base Per Capita	10 703.73
Base Location	0.00
Other Base	627 892.39
<b>Equity Total</b>	97 098.49
Equity Aboriginal	725.80
Equity Socio economic	74 244.14
Equity Language	22 128.55
Equity Disability	0.00
<b>Targeted Total</b>	3 031 245.91
<b>Other Total</b>	75 398.53
<b>Grand Total</b>	3 842 339.04

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

## Parent/caregiver, student, teacher satisfaction

In 2016 Mainsbridge School surveyed parents who participated in the CONNECT program to assess their level of satisfaction with and engagement in the program during and after the six learning sessions. A series of questions providing qualitative and quantitative results provided us with feedback to evaluate each session and the program as a whole. The following statements reflect participants positive experiences.

- "It's an excellent workshop, I've learnt a lot".
- "Loved the session".
- "Connecting with parents and exchanging information".
- "Learned a lot about PECS and electronic devices . The program was great."
- "Connection with the school and parents has much more to it than one could know."
- "It's perfect as it is."
- "Just love being here, learning more and making friends. All to help our kids."
- "I feel included in the school. Introducing a good culture at the school."
- "Feeling confident and knowledgeable about what happens in the classroom."
- "Listening to each other has been great."
- "More connection with the teachers."



## Policy requirements

### Aboriginal education

Aboriginal studies was incorporated into cross-curriculum class work across the school. Aboriginal culture was further investigated through the engagement in a whole school incursion. The students were able to explore the world's oldest surviving culture through sampling bush tucker, observing and touching Aboriginal tools and artefacts and participating in creative activities such as model making and weaving with native plants. The school applied for and received a grant from the NSW Environmental Trust Eco Schools Grant Program, for the Gandagara Bush Tucker garden project. An extensive project plan was developed in order to receive the grant. The aim of the project is to enhance student awareness of the Aboriginal culture of the Cabrogal Clan of the Darug nation and blend aspects of the environment with Aboriginal perspectives. The project will commence in 2017 and will address NSW Educational Standards Authority outcomes that focus on environment sustainability, Key Learning Areas of Geography, History and Aboriginal Education.

### Multicultural and anti-racism education

Multicultural perspectives are embedded throughout K–12 curriculum. Mainsbridge school's population has a vast majority of students from Language Backgrounds Other Than English. Our multicultural school culture was celebrated with our Harmony Day learning activities and celebration. We also observed the National Day of Anti-Bullying that highlighted our positive school culture and rule of being a good friend to everyone. Our school conducted an Anzac Day ceremony to commemorate the men and women who have served and sacrificed their lives to make our country a better place. Nineteen parents attended this event.

### Other school programs

#### Environmental Education

In 2016, the school received two grants totalling \$3300 for our school's recycling project from the Teachers' Mutual Bank and Interface Australia. These funds were effectively utilised to construct a composting area, purchase four worm farms and a variety of

recycling bins to sort waste products. This resulted in minimising Mainsbridge School's impact on the environment. Liverpool City Council delivered a recycling program for all students in K–12. As a result, each class now engages in separating waste products into organic waste, paper waste and mixed recyclables. A group of high school work experience students are responsible for collection and disposal of these waste products into the appropriate areas such as the compost heap, worm farm and paper recycling bins. These learning activities address syllabus outcomes such as exploring living things, understanding and contributing to recycling, demonstrating a willingness to engage responsibly towards a sustainable future and expressing positive values and attitudes regarding participation in the workforce. This project has significantly reduced the amount of waste produced by our school and is working towards a sustainable environment.

#### School Gym, Dietician and Exercise Physiologist

A small area behind our Gross Motor room was converted into a Gym. Dr. Anand, a parent of a former student, donated \$5000 for the purchase of exercise equipment. The school acquired a specialised exercise bike with the capacity to gather data to track fitness levels. The school charity, "Friends of Mainsbridge", employed an accredited exercise physiologist to identify students and create a program aimed at developing and improving students cardiovascular fitness and increasing their confidence in physical activity. This program will commence in Term 1 2017 and will continue to be funded by the school charity.