

Mary Brooksbank School Annual Report



2018



5721

Introduction

The Annual Report for **2018** is provided to the community of Mary Brooksbank 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.

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Principal

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Message from the Principal

I am extremely proud of the dedication and hard work shown by all teachers and support staff over the year. The students themselves have demonstrated continued resilience, perseverance and talents and they continue to be a source of inspiration to all of us who work with them.

This year marks the first year of the new three year School Plan cycle. .Much of our work this year has centred around professional learning, and investigating and discovering what our school needs in each of three Strategic Directions (Wellbeing, Learning and Engagement, and Partnerships, Relationships and Collaboration). Some of our achievements through the school plan this year include: staff wellbeing activities, professional learning around the Berry Street Education Model, upgrade to playground equipment, student artwork on external brick walls, the establishment of a Music Room, the establishment of a Wet Messy Play sensory outdoor area, staff induction process and package and a greater parent and caregiver involvement in our school 'open days' .

Other projects throughout 2018 included Kidsmattter, Schools Spectacular, swimming, hydrotherapy, sports gala days and carnivals, staff and student gymnasium and PAWS pet therapy.

This Annual Report will provide you with more information about our school's journey in 2018.

School background

School vision statement

To provide a quality education built on partnerships, which will lead to independence, acceptance and equality for all.

School context

Mary Brooksbank School is part of the Department of Education Camden Principals Network.

The school offers educational programs for 84 students with moderate or severe intellectual, physical and associated disabilities who are aged between four and eighteen years. We have 13 classes. Students are typically drawn from a large geographic area within the Campbelltown Macarthur and Wollondilly areas. Students come from a variety of cultural and socio economic backgrounds. Enrolments are determined by regional panel placement. The school is divided into Junior, Middle and Senior School with programs reflecting a personalised approach based on the K–6 Syllabus and the 7–12 Life Skills Syllabus. We have a strong community reputation for quality programs and provision of educational services.

We have a vision for excellence in education for all students as diverse learners. We will achieve this through clear directions, quality professional learning, state of the art communication technologies, meaningful curriculum aligned to individualised needs and quality teaching.

We value students, teachers, parents and the wider community as partners in learning, including the Community of Schools we have formed with Passfield Park and Beverley Park Schools. We value environments that support and promote quality teaching and learning. We value innovation and inspiration that impacts on quality learning for unique learners. We look forward to strong growth and school improvement.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Within the Domain of Learning, our school performed in the Elements of Learning Culture, Wellbeing, Assessment and Student Performance Measures as Delivering; and in the Elements of Curriculum and Reporting, we assessed ourselves as Sustaining and Growing.

Within the Domain of Teaching, our school performed in the Elements of Data Skills and Use, and Professional Standards as Delivering; and in the Elements of Learning and Development, and Effective Classroom Practice, we assessed ourselves as Sustaining and Growing.

Within the Domain of Leading, our school performed in the Element of Educational Leadership as Delivering; in the Elements of School Planning, Implementation and Reporting, and Management Practices and Processes we assessed ourselves as Sustaining and Growing; and in the Element of School Resources, we assessed ourselves as Excelling.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Whole School Wellbeing

Purpose

Changes made to the physical environment conducive to the wellbeing of the students, staff and whole school (atmosphere)

Develop a whole school approach to student wellbeing encompassing trauma informed practises

Promote staff positivity and mindset… (students, school and role expectations)

Overall summary of progress

An immense amount of planning and staff professional learning went into the three focus areas of this Strategic Direction in 2019. To support Student Wellbeing, a number of teachers and the school counsellor attended training in the Berry Street Education Model; a program which provides schools with training, curriculum and strategies to engage all students. It is based on positive education, trauma informed practices and well being practices. Staff also attended other professional learning to compliment this. A new school bell system was installed, giving the option of music and / or bells. A school learning support officer was employed for the hydrotherapy program. The Kidsmatter team designed a mural in which all members of the school community helped to paint. Staff Health was addressed by surveying staff and implementing a series of rotating wellbeing activities based on the survey results. Staff wellbeing was measured throughout the year to ascertain at which times of the year staff were feeling more stressed or required extra support. Plans to improve the physical environment of the school to make it a more welcoming and enjoyable place to work and learn were undertaken, after surveying staff about the most important requirements. Survey results were collated so that planning for work in 2019 could begin. Staff and student furniture was replaced and an Aboriginal artwork was painted on an external brick wall and front entry steps.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff Health: Increase in staff satisfaction, enjoyment and productivity	\$2,000 Resources for well being activities and purchase of staff amenities	90% of staff participated in the well being rotational activities and provided feedback on the effectiveness of these. 90% of staff provided information on the level of stress they felt at different times throughout the year.
Physical Environment: Equal access for the whole school community to all areas of the school	\$17,000 Aboriginal artwork, staff and student furniture, playground fencing, tree pruning	Physical improvements has meant a greater number of school community members feel welcomed into a more physically appealing school.
Student Wellbeing: Increase in positive behaviours and wellbeing for all students	\$28,400 Staff professional learning, Kidsmatter mural, hydrotherapy program and school bell system	All students will benefit from the staff professional learning, leading to an increase in student wellbeing. 100% of identified students have participated in hydrotherapy sessions.

Next Steps

A school specific plan for delivering and implementing trauma informed practices will be devised. Based on the Berry Street Education Model. This plan will be implemented systematically across the whole school to ensure best practice is consistently used. Staff health will be addressed by continuing the well being rotation activities, and a range of new initiatives will be introduced, including the upgrade of the outdoor staffroom area. The physical improvement of the school will continue with plans for play equipment in the middle school playground, upgrades to the front area of the school, revamping of the school gardens with fruit trees and bushes, internal painting of all classrooms and more brickwork painted with murals.

Strategic Direction 2

Learning and Engagement

Purpose

Enhance opportunities to cater for the abilities of all students

Involve the whole school community through music and drama

Develop the capacity of staff to meet the needs of students

Overall summary of progress

Learning and Engagement encompassed providing opportunities for all students to participate in and engage with their learning through a variety of opportunities. Assessment documents and resources for student use of the Picture Exchange Communication System (PECS) were reviewed, updated and / or replaced. The Wet Messy Play area was planned, including the design and fit out. Resources and equipment for this area was purchased. Music and Drama are the key learning area focus of this School Plan. The newly created music room had shelving and storage installed. A music iPad charging system and musical instruments were purchased. Professional learning to take place in 2019 was organised. The capacity of new teachers and school learning support officers to meet the complex and diverse needs of special education students was targeted with a Staff Induction Package. Also, new casual and temporary teachers at Mary Brooksbank School were given extra support to help meet the needs of our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Opportunities for students: Increased opportunities for students to participate in meaningful and diverse learning experiences	\$18,000 Resources and equipment for sensory programs and activities, and for the Picture Exchange Communication System	100% of students will have the opportunity to use the Wet Messy Play area. 100% of students will have the opportunity to participate in PECS at their individual level.
Music and Drama: An increase in student participation in a range of music and drama programmes	\$11,000 Resources and equipment for the Music Room, staff professional learning	80% of students are accessing the Music Room, or utilising the instruments stored there.
Capacity of Staff: Increase capacity of less experienced staff to meet the needs of our students	\$4,300 Mentor days to build the capacity of new teachers, preparation of the Induction Package, and human and physical resources to staff Performance and Development Plan implementation	100% of new casual, temporary and permanent teachers and SLSOs are inducted using the Induction Package.

Next Steps

Large pieces of equipment for the Wet Messy Play area will be installed and smaller resources and equipment for activities will be purchased so all students can use it early in 2019. Professional Learning for all staff will take place regularly throughout 2019 to ensure staff are confident in teaching music, and embedding it into other key learning areas. A whole school student and sibling music participation activity is planned for the end of the year. The Induction Package will be reviewed based on feedback from new staff in 2018, and modifications made if necessary. The Beginning Teacher Induction Package will be used in 2019.

Strategic Direction 3

Partnerships, Collaboration and Relationships

Purpose

Use and share the skills and resources of the school community

Maximise community and family involvement in the school to deepen partnerships

Overall summary of progress

Staff were surveyed and questioned about the skills and abilities they possess that could be used to support the learning of all students by giving students access to a greater variety of experiences. Community and family engagement in an increased number of activities and events at school was achieved by a targeted and systematic awareness of school events, personal invitations and offers of transport to special days at school. Aboriginal Education was targeted through relevant celebrations during the year, and investigating how we can best teach Aboriginal Education to our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Skills and Resources Manageable and workable system for sharing resources and skills	\$4,000 Staff release for surveying, collating and reporting on skills within the school staff	100% of all teaching and non teaching staff, including administration staff and General Assistant were surveyed about the skills and abilities they would be willing to share to enhance student outcomes.
Community and Family Involvement Increase in number of opportunities for family and community engagement and participation school wide	\$2,150 Attendance at a local Parent Conference, amenities and food for those attending special days at school, multi lingual "Welcome to our School" signs.	100% of parents and carers were given the opportunity to attend the Parent Conference. 100% of families were given the opportunity to attend special event days at school and to provide feedback and suggestions on their experience.

Next Steps

In 2019, the wider school community will be surveyed about the skills and abilities they would be willing to share with our students, and opportunities for this to happen throughout the year will be planned. This includes cooking and sharing food from their culture during Education Week. To increase community engagement and more successfully meet the needs of our community, we will continue to seek feedback and suggestions from the wider school community and implement these. We will provide an independent link for families to our school, by employing a Community Liaison Officer. To ensure Aboriginal Education is taught in a meaningful and relevant way, we will seek to employ the best people for this role.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,710	Student activities, teaching resources and staff professional learning to further embed Aboriginal culture into teaching and learning programs. The challenge to find a suitable person to teach Aboriginal education to students will be carried over to 2019.
English language proficiency	\$15,800	Increased opportunity for students to engage in learning through technology by upskilling staff, purchasing resources and equipment and ensuring all equipment is in good working order with minimal disruption to student learning.
Quality Teaching, Successful Students (QTSS)	\$21,656	Improved teacher knowledge and explicit conversations around classroom practices between colleagues and supervisors.
Socio-economic background	\$86,500	Positive impact on staff health, professional learning to support the implementation of a school wide strategic student well being initiative and improvements to the physical outdoor spaces of the school. Increased opportunities for all students to engage with their learning through sensory and music programs, as well as increased capacity of all staff to meet the learning needs of students. Increased opportunities for students by drawing on the skills and abilities of the wider school community, and increased engagement of the wider school community through opportunities to participate in special school events and days.
Support for beginning teachers	\$8,892 • Support for beginning teachers (\$8 892.00)	Beginning teacher is better equipped to meet the individual learning needs of all students and has submitted evidence for Accreditation at Proficient. Remaining funds transferred with the teacher to new school.
Procedure Writing	\$2,750 • Principals Support (\$2 750.00)	A systematic process for writing school procedures was developed. Three Procedures were completed: Physical Activity and Sport, Hydrotherapy and Swimming, Community Access.
NESA School Registration	\$7,150 • Principal Support Funding (\$7 150.00)	NESA compliant timetable and Unit of Work templates completed and being used by all teachers. Scope and Sequence completed for Mathematics, Science, HSIE and PDHPE. Program document reviewed ready for 2019 implementation.
Student Gymnasium	\$8,580	Due to the delay in major equipment being delivered, the gymnasium was not ready for use by staff or students in 2018. In 2019, equipment covers and pin-up boards will be purchased. A privacy screen will be erected and a Risk Assessment completed before the gym can be used.
Excellence in Customer Service 360 Tool	Nil	Plans to continue to improve customer satisfaction, based on this survey, will take place in 2019.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	66	67	66	66
Girls	17	19	19	18

Management of non-attendance

Non attendance at Mary Brooksbank School is managed in accordance with the Department's Student Attendance in Government Schools Procedures, where responsibilities of parents, school principals and school staff are outlined. Student attendance records are maintained accurately and absences without explanation, followed up in a timely manner. The school works closely with parents and carers to ensure students who habitually arrive late to school are supported to rectify this.

Post-school destinations

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

Year 12 vocational or trade training

Of the seven students who completed Year 12, two have moved into a supported work program and are working in the field of hospitality.

Year 12 attaining HSC or equivalent

All seven students in Year 12 in 2018 attained a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.38
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	15.82

*Full Time Equivalent

No staff at Mary Brooksbank School have identified themselves as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	46

Professional learning and teacher accreditation

In 2018, the school spent \$20,689 on professional learning for teachers, school learning support officers, administrative staff and the general assistant. There were two teachers working towards gaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers in 2018. The number of teachers maintaining accreditation at the Proficient stage was 14. School Development Days were held on the first days of terms 1, 2 and 3 (Monday 29th January, Tuesday 1st May and Tuesday 24th July) and on the second last day of term 4 (Thursday 20th December). Twilight sessions of professional learning took place across the year in lieu of Friday 19th December.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	208,684
Revenue	3,693,815
Appropriation	3,539,855
Sale of Goods and Services	0
Grants and Contributions	151,133
Gain and Loss	0
Other Revenue	0
Investment Income	2,827
Expenses	-3,479,242
Recurrent Expenses	-3,479,242
Employee Related	-3,127,071
Operating Expenses	-352,171
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	214,573
Balance Carried Forward	423,257

The school's financial management processes and governance structures meet financial policy requirements by ensuring we maximise the amount of funding to provide for education and training and to strengthen the school community. Funding is used to meet the objectives and outcomes of the school and its community.

The balance carried forward of \$423,257 has been allocated to fund repairs and maintenance to the school pool and to help fund the initiatives in the School Plan for 2018–2020. The school plans to embark on a range of new initiatives during this time and will require this extra funding to help establish and support the ongoing implementation of these. The school has also identified capital works programs that will utilise these funds.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	675,282
Base Per Capita	33,635
Base Location	324
Other Base	641,323
Equity Total	137,933
Equity Aboriginal	13,089
Equity Socio economic	109,055
Equity Language	15,789
Equity Disability	0
Targeted Total	2,439,274
Other Total	134,271
Grand Total	3,386,760

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

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

Parent/caregiver, student, teacher satisfaction

A random selection of students from kindergarten to Year 12 were surveyed about their likes and dislikes at school. The greatest number of students surveyed indicated their most favoured activity to do at school was swimming, followed by dancing and using the computers. Other activities students enjoyed included cooking and art and craft. Students indicated their least favoured activity at school was assembly and mathematics.

Parent / caregiver satisfaction was determined by analysing the results of the Customer Service 360 Survey, where twelve competencies were measured within four key areas. In the key area of Communicate Effectively, the overall rating from parents and caregivers indicated the school meets community expectations in all competencies (Information – Quality and ease of use, Engagement with others, Values). In the key area of Commit to Customer Service, the overall rating from parents and caregivers indicated the school exceeds community expectations in all competencies (Inclusivity, Customer service, Community partnerships, Empathy). In the key area of Work Collaboratively, the overall rating from parents and caregivers indicated the school exceeds community expectations in two competencies (Teamwork, Collaboration is valued and recognised) and meets community expectations in one competency (Process collaboration). In the key area of Consistency and Vision in Planning, the overall rating from parents and caregivers indicated the school exceeds community expectations in one competency (Ethical behaviour) and meets community expectations in one competency (School vision).

Teaching and non teaching staff satisfaction was determined by analysing the results of the Customer Service 360 Survey, where twelve competences were measured within four key areas. In the key area of Communicate Effectively, the overall rating from teaching and non teaching staff indicated the school meets community expectations in all competencies (Information – Quality and ease of use, Engagement with others, Values). In the key area of Commit to Customer Service, the overall rating from teaching and non teaching staff indicated the school meets community expectations in all competencies (Inclusivity, Customer service, Community partnerships, Empathy). In the key area of Work Collaboratively, the overall rating from teaching and non teaching staff indicated the school meets community expectations in two competencies (Teamwork, Process collaboration) and sometimes meets community expectations in one competency (Collaboration is valued and recognised). In the key area of Consistency and Vision in Planning, the overall rating from teaching and non teaching staff indicated the school meets community expectations in all competencies (Ethical behaviour, School vision).

Policy requirements

Aboriginal education

In line with the Aboriginal Education and Training Policy, funds were used to ensure all students participated in Aboriginal Education. Funds were used to allow all students to participate in a visiting Aboriginal cultural experience, and purchase resources for NAIDOC week activities, literacy and Human Society and Its Environment. The visiting Indigenous performance immersed all students in Aboriginal music, dance and culture and ensured improved outcomes and engagement for all students. Staff participated in professional learning, including attending Aboriginal Education conferences and the local Aboriginal Education Consultative Group (AECG) meetings. Funds were used for the Aboriginal artwork on the front steps and for staff meeting with members of the local AECG within school hours.

Multicultural and anti-racism education

To foster student wellbeing and harmony, the school delivered the Kidsmatter initiative to staff, whilst including the thoughts and opinions of students where applicable. All staff and students participated in NAIDOC week activities, as well as lessons that were representative of the cultural backgrounds of students. To enable our students who have English as a second language or dialect to develop their English, we continued the implementation of the Picture Exchange Communication System (PECS). Key Word Signing (KWS) also supports the receptive and expressive language of these students. These initiatives have helped the school to promote positive relationships within the community and allow students to be valued and supported, regardless of their cultural backgrounds.