

# Mainsbridge School

## 2019 Annual Report



5630

## Introduction

The Annual Report for 2019 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.

### School contact details

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## School background

### School vision statement

Providing exceptional and empowered special education, driving student learning through purposeful, self-reflective and 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 132 year old residence, housing the school's administration office. The Department of Education commenced using this site as a special school 53 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 109 students across 17 classes.

Students live in the surrounding areas of Liverpool, Fairfield, Wattle Grove, Cabramatta, Macquarie Fields, Hoxton Park and Kemps Creek. Eighty-six 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 room and a living skills room.

The school population consists of 94% language background other than English (LBOTE) with the most common languages being Arabic and Vietnamese.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Effective wellbeing across the school community.

### Purpose

Mainsbridge School values holistic education. Improved wellbeing of students, staff and community builds a strong foundation where quality teaching and learning optimises student achievement.

### Improvement Measures

Increased collaborative planning amongst teachers driving and sustaining new programs.

Decrease in the proportion of negative student incidents recorded in Sentral.

### Overall summary of progress

Mainsbridge School consolidated its focus on high quality collegiate conversation to improve teacher performance and student achievement. The growth coaching model was engaged by the leadership team within their supervisory roles to enable staff to address their professional practice with a growth mindset.

The school wide focus on wellbeing remained a priority in 2019 with the continuation of the Integrated Wellbeing Programs including the Cardio Clinic with an Exercise Physiologist, the Weight Management Clinic and the Multidisciplinary Health Clinic. The expansion of the wellbeing focus included all school staff, regardless of role, participating in the NESLI Wellbeing Toolkit. This program included five modules, each containing interactive whole group sessions as well as independent online study. The purpose of the course was to help staff become more aware of their own wellbeing including their personal and professional strengths, weaknesses and potentials within their everyday lives. The course was successful in creating a forum in which to address a variety of issues and strategies that can help all people understand their own thoughts, emotions and behaviours better and work toward effective management of these.

#### Next Steps:

Sustain whole school approach to the "Get Moving" program

Follow through on suggested developments of the Positive Behaviour For Learning presented to the team resulting from the external review conducted by the school's PBL mentor.

Sustain comprehensive professional learning calendar addressing topics and skills acquisition identified as being essential to resilient transition through the school build and transition project.

### Progress towards achieving improvement measures

**Process 1:** Implement a **Mentoring Program** focusing on successful collegial communication regarding quality teaching and learning.

Evaluation	Funds Expended (Resources)
All 8 members of the executive team have gained a scholarship to participate in The Special Education Colloquium in 2020	<ul style="list-style-type: none"><li>• \$16 000 Scholarship</li><li>• \$22 240 School Budget</li></ul>

**Process 2:** Expand the **Integrated Wellbeing Program** to increase teacher participation and sustainability of the initiatives below that comprise of the Wellbeing Program.

#### HEALTH

- Cardio Clinic with Exercise Physiologist (Gym)
- Dietician Clinic
- Multidiscipline Health Clinic
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#### BEHAVIOUR

- Positive Behaviour for Learning (PBL)
- Behaviour Support Team (BST)

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Parent workshop on Weight Management was cancelled due to changes in the external Multidisciplinary Clinic. Schedule for 2020.	Fairfield SDHT –

## Strategic Direction 2

Driving quality teaching and learning to enable effective student communication.

### Purpose

Mainsbridge School believes empowering students through individualised communication systems will develop independent and flexible learners. It is our priority to build student capacity to communicate functionally beyond their years at school and into the wider community.

### Improvement Measures

Classroom staff demonstrate increased skills and confidence in implementing strategies to develop independent student communication.

Increase student independent communication skills.

### Overall summary of progress

Mainsbridge School continued its key focus of ensuring all students have an effective and functional communication system. This is achieved by enhancing teacher practice and targeting teachers to increase their capacity and performance in delivering a wider variety of communication systems to students. In conjunction with this an assessment framework for communicative skills was developed and trailed across grades to more effectively monitor student development across the learning continuum of communication skills.

### Progress towards achieving improvement measures

#### Process 1: *Establish a Communication Focus Group to;*

**Develop and implement a professional learning module** that supports opportunities for staff to refine and extend communication skills and delivery.

Teacher Professional Learning Focuses

- PECS – Picture Exchange Communication System
- Communication Apps – Proloquo2go
- Key Word Sign
- Assistive Technology – Eye Gaze, switch access.
- Behavioural Analysis

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• To support student independent communication skills The Transition Action Plan has a communication focus. The establishment of a whole school communication dictionary will support consistency of visuals throughout the school from K–12. This will also assist with a smooth transition for the students to the new school site.</li></ul>	<ul style="list-style-type: none"><li>• Supported by school budget</li></ul>

#### Process 2: *Communication Focus Group to;*

**Develop an assessment and tracking system** to provide information regarding student communication development.

Evaluation	Funds Expended (Resources)
Communication Skills Assessment results and feedback are being collated to be reconsidered for modification in T1 2020	<ul style="list-style-type: none"><li>• AFCL – pilot program funded by Department of Education</li></ul>

### Progress towards achieving improvement measures

Digital portfolio has been replaced by new reporting format as a more usable option for teachers and parents. Schoolzine based communication will continue to be utilised to a greater extent as a community communication channel.

Mainsbridge School will register to be part of the Assessment for Complex Learners pilot program in 2020



### Strategic Direction 3

Successful transition to new school site, focusing on innovation.

#### Purpose

Mainsbridge students find change incredibly challenging. Providing gradual, predictable and individualised transition strategies will ensure our students are supported and prepared for our new location of Warwick Farm.

Strategic planning for major transitions require a collaborative approach that involve the whole school community. Developing an identity in our new community involves establishing new relationships with neighbouring schools and community groups.

Driving a positive school culture focusing on new opportunities will impact greatly on successful student transitions. Well prepared, confident teachers demonstrating and managing collaborative, flexible learning spaces, new practices, programs and routines will be evident.

#### Improvement Measures

Increase the amount of teachers demonstrating collaborative teaching, utilising a future focused approach.

Decrease in the proportion of negative student incidents recorded in Sentra/Well-Being.

#### Overall summary of progress

In 2019 the School Reference Group (SRG) was formed with consultation with a transition coordinator from the School Learning Environments and Change (SLEC) in order to effectively plan for the transition of Mainsbridge School and its community to the Warwick Farm site. Mainbridge School has become part of a pilot program and through this process has developed a comprehensive transition plan for students, teachers and community.

#### Progress towards achieving improvement measures

##### Process 1: Research Team

Draw on research and expertise to deliver high quality professional learning module in collaborative teaching and teaching within flexible learning spaces.

Evaluation	Funds Expended (Resources)
Collaborative teaching is a positive move forward for Mainsbridge School as a special education setting. Results indicated the sharing of knowledge of complex students and developing appropriate skills of permanent staff, decreased anxiety and challenging incidents of students . In 2020 4 classes and 8 staff members will be involved in collaborative teaching and learning.	

##### Process 2: Student transition Plan

Develop and implement a transition plan to support student needs for successful transition.

Evaluation	Funds Expended (Resources)
• A thorough Transition Strategy and action plan is in place and extends until term 4 2020. It will be reviewed and evaluated termly.	• Funded by the Department of Education.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$686	Successful implementation of Personal Hygiene program supporting the development of independent living in students accessing post school options.
<b>English language proficiency</b>	\$40 316	Feedback from teachers and parents has indicated that the engagement of an EAL/D teacher two days a week has had significant impact on students where English is an additional language or dialect. Collaborative planning between parents and school has increased school attendance records and parent confidence in a special education setting. Parents have increased their awareness of services available for support in the community.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$24 458	<ul style="list-style-type: none"> <li>The impact of an extended leadership team is demonstrated throughout the school plan, the core business of Mainsbridge School and the current Transition Strategy in preparation for our school move in 2021. The extended leadership team has impacted teaching and learning at Mainsbridge School with adequate time to support teacher PDP'S, student individual learning goals, whole school improvement milestones, staff welfare and strategic professional learning.</li> </ul>
<b>Socio-economic background</b>	\$131 758	<ul style="list-style-type: none"> <li><i>Therapy at School</i> program has been successfully implemented according to procedures and guidelines developed by Mainsbridge School and the Department of Education. Parent and external services understand and utilise this program to support student learning outcomes. Teachers are implementing <i>Therapy at School</i> procedures and ensuring all student goals are aligned with personal learning plans. Engaging a Coordinator has ensured efficient scheduling of therapists across K-12 and significant approval documentation is current and adequate.</li> </ul>
<b>Support for beginning teachers</b>	\$8538	Three teachers accreditation requirements were completed successfully. Teacher feedback suggested they were well supported and participated in relevant professional learning. Executive staff further developed their mentoring and coaching skills whilst supervising teachers through this process.
<b>Targeted student support for refugees and new arrivals</b>	\$6780	New classroom resources were purchased and utilised resulting in improved student engagement. Supporting a newly arrived student in regards to temporary transport enabled a consistent transition into school.
<b>Professional Learning</b>		Whole school staff engaged in PECS training, The Wellbeing Toolkit, SEPLA conference and STRETCH – Manual Handling.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	85	81	78	75
Girls	26	26	30	32

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

In 2019 there were twelve school leavers in Year 12. Three out of the twelve students will access the School Leavers Employment Scheme (SLES) and the other nine students will participate in community programs.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.74
Teacher Librarian	0.6
School Counsellor	0.6
School Administration and Support Staff	21.56

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	659,290
<b>Revenue</b>	5,028,970
Appropriation	4,929,493
Sale of Goods and Services	3,150
Grants and contributions	94,000
Investment income	2,328
<b>Expenses</b>	-4,771,694
Employee related	-4,464,986
Operating expenses	-306,708
<b>Surplus / deficit for the year</b>	257,276

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	3,388,411
<b>Equity Total</b>	172,760
Equity - Aboriginal	686
Equity - Socio-economic	131,758
Equity - Language	40,316
Equity - Disability	0
<b>Base Total</b>	877,002
Base - Per Capita	53,371
Base - Location	0
Base - Other	823,631
<b>Other Total</b>	230,279
<b>Grand Total</b>	4,668,452

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.

## Parent/caregiver, student, teacher satisfaction

### Parent Satisfaction Survey – Leadership

Parents were surveyed about school leadership in relation to issues such as school improvement, opportunities to input into projects and improvements, fairness and quality of learning. Overwhelmingly parents responded in the affirmative, indicating high levels of satisfaction with the school leadership, directions and communication.

In all aspects of school leadership the majority of parents almost always and sometimes indicated high levels of satisfaction with the leadership across all areas. Notably parents responded most positively in relation to school improvement with 93% indicating that the school leadership is almost always or usually looking for ways in which improve what it does. Likewise fairness of treatment across the school community is consistently recognised with 96% of parents indicating high levels of fair treatment when approaching the leadership.

At a time when the school is preparing for large scale change as the new school is built and completed these results are supportive of a positive transition to come where families have confidence in the school leadership team, the vision and direction of changes to come.

### Staff Satisfaction Survey – Leadership

The whole school staff were surveyed about aspects of leadership within the school including but not limited to; school improvement, collegial relationships and accountability. The results were overwhelmingly positive demonstrating high levels of worker satisfaction with the leadership and their management of the school. Notably 97% of staff strongly agree or agree that school leaders build relationships based on trust collegiality and mutual respect and this positive trend is mirrored in the areas of school improvement, accountability and fairness.

As the school navigates through a community wide change with the rebuild of Mainbridge School in Warwick Farm it is essential that staff and parent community alike have confidence and established trust with school leaders. The results of these surveys clearly indicate that the leadership team is responsive and focused on providing high quality leadership to a community in change with forward planning for more success in the future.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.