

# 2020 Annual Report

## Mainsbridge School



5630

# Introduction

The Annual Report for 2020 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 vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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 embedded a growth coaching model as its baseline for high quality collegiate conversations about teacher performance and student achievement. The success of this approach has seen a growth mindset within the supervisory process across the school.

Despite interruptions caused by the COVID-19 Pandemic restrictions the school wide approach to wellbeing has remained a clear focus. Adaptations of Integrated Wellbeing Programs allowed students, staff and the parent / carer community to continually engage in a proactive wellbeing focused practices, including consultation with the Multidisciplinary Health clinic and transition support networks for early intervention and post school placement. In preparation to for the school transition into the new campus in Warrick Farm, staff engaged in resilience training focusing on 'managing self through change'.

Positive Behaviour for Learning continued to embed the recommendations resulting from the external review in 2019 with a strong focus on promoting positive behaviour modelling by all staff.

### 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)
<ul style="list-style-type: none"><li>• Executive staff develop/further develop their coaching skills through the Colloquium to support collaborative planning between teachers.</li><li>• Collegial discussions</li><li>• PDP's</li><li>• Feed back from the Colloquium</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)

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Mainsbridge Academy of Dance (MAD) project application was unsuccessful. Review again in 2021.</li><li>• Data-driven evaluations on a Refugee support role. Positive feedback and</li></ul>	

## Progress towards achieving improvement measures

data received and reviewed

- PBL review completed and planning for new school site based upon student data and SAS (Self Assessment Survey) commenced.

## Next Steps

- Continuation of Multidisciplinary Health, Weight Management and Cardio / Exercise Physiology Clinics within flexible learning spaces and new community context.
- Restructure of the PDP supervisory system with the inclusion growth focused meaningful conversations for all levels of staff across the school context.
- Executive development and training for new members of team in growth coaching and performance management.

## 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 on ensuring all students have effective functional communication systems in place, know and used by all staff K-12. Teaching practice was developed through targeted professional learning in assistive technologies. 100% of teachers participated in the Trial of the Assessment for Complex learners with students across K-12. The trial was interrupted by COVID-19 restrictions however teachers contributed valid data whenever available within the context of altered school attendance. The school's Communication Assessment was trialed across 4 classes in stages 1-6 with positive response from teachers, further implementation will follow in 2021.

### 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>• Teacher feedback</li><li>• Parent feedback on student communication PLP</li><li>• Teacher motivation and engagement in Professional Learning</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)
<p>Communication Skills Assessment results and feedback suggested a whole school trial should be initiated in semester 2 2021 after the school transition to the new site.</p> <p>New reporting format was consolidated as the standard format for reporting to parents and digital portfolio options discontinued when confirmed</p>	

### Progress towards achieving improvement measures

as a less accessible format for parents.	
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### Next Steps

- Continued participation in the Assessment for Complex Learners trial, its results and recommendations.
- Embedded Individual Student communication Systems K-12



### 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

The transition to the new Warwick Farm campus of Mainsbridge School was delayed until April 2021. Adjustment of transition planning via the School Reference Group was essential to manage staff, student and community through this process as it developed.

#### 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)
Transition Action Planning amended and refined correlated to build progress.	

##### Process 2: Student transition Plan

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

Evaluation	Funds Expended (Resources)
Student Transition Planning amended and refined correlated to build progress.	

#### Next Steps

Transition Action Plan amended to implement school move in April 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$703.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Observations and PLP data</li> </ul>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$52 667.00)</li> </ul>	<ul style="list-style-type: none"> <li>• EAL/D program. Engaged a specialist teacher three days a week.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$32 159.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> <li>• Executive survey</li> </ul>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$186 275.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Technology - 2 Commbox</li> <li>• Teaching resources</li> <li>• Furniture and equipment</li> <li>• Teacher Wages to support specialty programs</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$10 589.00)</li> </ul>	<ul style="list-style-type: none"> <li>• EAL/D differentiated programs implemented K-12.</li> <li>• Parents who attended FICT online developed community connections and functional skills for navigating Australian society and social services.</li> </ul>
<b>Professional Learning</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Professional learning (\$29 364.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory Training - \$2685</li> <li>• SEPLA 2021 - \$21205</li> <li>• Early Denver Model - \$5387</li> </ul>
<b>SSP 2020 Supplementary Funding</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• SSP Supplementary Funding (\$509 981.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers confident in using new learning spaces</li> <li>• Students, staff and community are well prepared for the relocation and transition to new site</li> <li>• Increased teaching opportunities throughout the school in classrooms and playgrounds due to engagement of an SLSO(SHS)</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	81	78	75	74
Girls	26	30	32	30

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

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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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.81
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	916,566
<b>Revenue</b>	5,878,317
Appropriation	5,834,223
Sale of Goods and Services	7,017
Grants and contributions	36,279
Investment income	797
<b>Expenses</b>	-5,431,267
Employee related	-5,121,974
Operating expenses	-309,293
<b>Surplus / deficit for the year</b>	447,050
<b>Closing Balance</b>	1,363,616

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	10,589
<b>Equity Total</b>	229,056
Equity - Aboriginal	703
Equity - Socio-economic	186,275
Equity - Language	42,078
Equity - Disability	0
<b>Base Total</b>	4,440,989
Base - Per Capita	54,705
Base - Location	0
Base - Other	4,386,284
<b>Other Total</b>	762,569
<b>Grand Total</b>	5,443,203

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

Staff satisfaction was evaluated through the School Reference Group specifically related to preparedness for transition into a new campus and flexible learning spaces. Regular staff briefings and question and response sessions were conducted to ensure staff were fully aware of developments and changes to building schedules. Within these consultative meetings staff questions were answered about the transition, its implications on their daily practice and their roles for preparation of resources and students for the process.

Staff were surveyed about needs for transition and responsively a "survival Kit" was developed and manufactured for each class including essential augmentative communication resources and classroom essentials specific to age group, disability, sensory and social needs.

Staff in all roles across the school indicated high levels of satisfaction with the School Reference Group information meetings and provided feedback for consideration by the SRG for further development of the school transition plan.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.