

# 2020 Annual Report

Mary Brooksbank School



5721

# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

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 102 students with moderate or severe intellectual, physical and associated disabilities who are aged between four and eighteen years. We have 17 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 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 learning community we have formed with Yandelora and Fernhill Schools; and our participation in the Western Sydney University Professional Experience Hub. 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

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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)**

### Improvement Measures

Student Wellbeing:

Increase in positive behaviours and wellbeing for all students

Staff Health:

Increase in staff satisfaction, enjoyment and productivity

Physical Environment:

Equal access for the whole school community to all areas of the school

### Overall summary of progress

In Process 1 (Student Wellbeing), progress was made in researching and identifying relevant models of student wellbeing that could be strategically implemented across the whole school. Identified staff attended professional learning as part of the investigative process. In Process 2 (Staff Health), a range of activities and practices were trialed and evaluated over the three year cycle to understand what best met the needs of the staff, and how these could be embedded into the school culture. In Process 3 (Physical Environment), a number of initiatives were completed to improve the physical appearance of the school, thus improving the mental wellbeing of staff and students.

### Progress towards achieving improvement measures

**Process 1:** Student Wellbeing:

Implement a whole school integrated approach to student wellbeing in which students can connect succeed and thrive

Evaluation	Funds Expended (Resources)
Further investigation of suitable models for improving student wellbeing, with the delivery of relevant professional learning for all staff to ensure a shared understanding of and commitment to a whole school approach.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2056.00)</li></ul>

**Process 2:** Staff Health:

Utilise effective strategies to improve staff wellbeing to promote staff satisfaction, enjoyment and productivity

Evaluation	Funds Expended (Resources)
Results of the feedback were collated and analysed, to aid in systematically embedding relevant and useful staff wellbeing practices into school culture.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$3247.00)</li></ul>

**Process 3:**

## Progress towards achieving improvement measures

### Process 3:

Physical Environment:

Redesign the physical appearance of the school to promote wellbeing and create an inclusive environment for the whole school community

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
The planned physical improvements to the school were completed and any further identified improvements will be included in the new School Improvement Plan for 2021-2024.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$22992.00)</li></ul>

## 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**

### Improvement Measures

Opportunities for students:

Increased opportunities for students to participate in meaningful and diverse learning experiences

Music and Drama:

An increase in student participation in a range of music and drama programmes

Capacity of Staff:

Increase capacity of less experienced staff to meet the needs of our students

### Overall summary of progress

In Process 1 (Opportunities for all students), many initiatives were completed with a plan for a number of these to continue, and investigation of other alternative learning spaces and activities to be undertaken. In Process 2 (Music and Drama), in-school professional learning ensured a whole school approach to teaching music was implemented. Some planned activities were not completed due to the disruption to "at school" learning in 2020. A successful production made available to families via a CD was so well received that another is planned for 2021 for a live audience. In Process 3 (Capacity of staff), targeted support and intervention was provided for both teaching and non-teaching staff in the school, with this continuing throughout the new School Improvement Plan cycle.

### Progress towards achieving improvement measures

#### Process 1:

Opportunities for all students

A whole school approach that supports the diverse learning needs of all students and promotes equitable access to the curriculum

Evaluation	Funds Expended (Resources)
The implementation of a trial of a number of learning opportunities has proven effective and successful, with positive results for students. Successful programs including Tacpac continue to be delivered to an increased number of students, whilst other programs and initiatives are investigated. These initiatives will be investigated and implemented during the new School Improvement Plan cycle.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• English language proficiency (\$17953.00)</li><li>• Socio-economic background (\$31058.00)</li></ul>

#### Process 2: Music and Drama:

Use the expertise of the whole school community to design, plan and implement a range of music and drama learning opportunities

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
The professional learning and professional dialogue resulting from a focus on music and drama, has seen a review of the school's Scope and Sequences in this area, with no further work needed. The success of the drama production will ensure another production will take place in 2021.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$32760.00)</li></ul>

### Process 3: Capacity of Staff:

Implement a systemic approach to upskill, support and mentor less experienced staff to build their capacity to meet the needs of students

Evaluation	Funds Expended (Resources)
Due to the large number of Beginning Teachers, teachers working towards Accreditation at Proficient, relieving executive staff and School Learning Support Officers new to special education, ongoing systematic support will be required in the next School Improvement Plan cycle. Planned and targeted professional learning, in class support, mentoring and individual support is planned.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$39226.00)</li></ul>

### 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

#### Improvement Measures

Skills and Resources

Manageable and workable system for sharing resources and skills

Community and Family Involvement

Increase in number of opportunities for family and community engagement, and participation, school wide

#### Overall summary of progress

In Process 1 (Skills and resources), the opportunity for families and the community to share skills and resources was limited due to learning from home preventing families coming into the school. However, some activities involving families were held remotely. In Process 2 (Community and family involvement), there was limited opportunity for families and the community to actively engage with and participate in school activities.

#### Progress towards achieving improvement measures

##### Process 1:

Skills and Resources:

Implement a school wide system for managing and sharing resources and skills

Evaluation	Funds Expended (Resources)
Further opportunities for families and the wider community to engage with the school need to be created. Limited opportunities were available in 2020. The school has plans to again employ a Community Liaison Officer in 2021 to enable families and the community to connect more purposefully with the school by sharing their knowledge and resources, and providing opportunities for them to share their cultural heritages.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$22523.00)</li></ul>

##### Process 2: Community and Family Involvement:

Create an inclusive environment which enables families and the community to actively engage and participate in the school

Evaluation	Funds Expended (Resources)
Because minimal opportunities were available to families in 2020, the school is more committed to ensuring families and the community feel connected to the school, can participate in events and have their thoughts and ideas considered in future planning. The school is planning a number of events and activities that include families, which will enable them to feel a stronger relationship with the school and their child's learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$810.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$19,293	Due to staffing changes in term 4, and learning from home during the year, a number of Aboriginal Education initiatives and programs were postponed or cancelled. During the year, funds were spent on an Aboriginal creative art and performance day, an Aboriginal art day and Aboriginal resources specific to the Dharawal culture.
<b>English language proficiency</b>	\$17,943	English language proficiency funding was used to support the provision of a number of learning opportunities for all students, outside of the regular classroom environment. Programs which sensory and other learning opportunities were highly successful and will be continued in 2021, whilst other initiatives will also be explored to meet the learning needs of all students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$25,596	QTSS funding was used to release staff from class to support initiatives in the School Plan. The use of QTYSS funding has resulted in an enriched curriculum and opportunities for students, as well as improvement in staff wellbeing due to the enhanced physical working environment. The funding has allowed students to participate in music and drama production whilst staff have increased their ability and confidence to teach music. QTSS funding has also supported the mentoring of all staff through peer and supervisor classroom observation sessions.
<b>Socio-economic background</b>	\$136,910	Socio-economic background funding has been used to support the initiatives and programmes in Strategic Directions 1, 2 and 3. As a result of this funding student learning has been enriched, the well being of students (through a range of specifically identified programs) and staff health (through the physical improvement of the school) have been positively impacted.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$12 070.00)	Due to the restrictions imposed on face to face teaching, student learning and staff professional learning for a period of time during 2020, the funding for beginning teachers was not entirely expended. The three beginning teachers in 2020 will utilise their fund balances in 2021 in line with the Beginning Teachers Support Funding Policy.
<b>SSP Supplementary Funding</b>	<b>Funding Sources:</b> • SSP Supplementary Funding (\$313 507.00)	The use of SSP Supplementary Funding has improved student learning outcomes by allowing the implementation of student specific programs and therapies, supporting the health and hygiene needs of students, supporting students to attain their Personalised Learning and Support Plan goals, providing support to families through the Community Liaison Officer and providing support for improved programming and teaching to all staff.
<b>Technology</b>	<b>Funding Sources:</b> • SSP Quality Teaching	Improved teaching and learning through the purchase of replacement interactive

<b>Technology</b>	Support (\$27 389.00)	whiteboard bundles for three classrooms, updates to other hardware including iPads for student use, release from class from the technology team members to undertake routine and emergency maintenance, upgrades and repairs to hardware, software and online platforms.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	66	66	64	82
Girls	19	18	18	20

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)	14.75
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	20.96

\*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 Actual (\$)
<b>Opening Balance</b>	567,323
<b>Revenue</b>	5,345,174
Appropriation	5,236,518
Grants and contributions	107,415
Investment income	1,241
<b>Expenses</b>	-5,050,930
Employee related	-4,482,981
Operating expenses	-567,949
<b>Surplus / deficit for the year</b>	294,244
<b>Closing Balance</b>	861,567

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>	0
<b>Equity Total</b>	174,156
Equity - Aboriginal	19,293
Equity - Socio-economic	136,910
Equity - Language	17,953
Equity - Disability	0
<b>Base Total</b>	4,385,427
Base - Per Capita	41,833
Base - Location	324
Base - Other	4,343,270
<b>Other Total</b>	604,908
<b>Grand Total</b>	5,164,491

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

Parents and caregivers: Due to restrictions in 2020, the number of activities parents and caregivers were able to participate in was limited. In our Parent / Caregiver Survey, the majority of families stated they would like to come into school for cultural celebrations and other school events. Families new to the school however, felt supported and confident entrusting their children to Mary Brooksbank School. The opportunity to meet the Community Liaison Officer (CLO) and / or the School Counsellor at their individual enrolment meetings was reassuring for them. Parents welcomed the opportunity to speak via the phone with the CLO for support and advice whilst restrictions on visitors to the school were in place.

Nearly half of our parents preferred the Home-School Communication Book as the method of communication between school and home. The overwhelming majority of families felt positive about the way the school catered to the individual needs of their child, stating things such as Personalised Learning and Support Plans, toileting programs, sensory programs and curriculum modification were the reasons they felt positive. They stated the school catered 'very well' for the needs of their child, stating 'everything is good', with swimming and the use of SeeSaw being identified by a majority of families as positive experiences of the school.

Some families identified that they would like to see 'more awards' being given out. This will be addressed in the new School Improvement Plan 2021-2024.

Students: The student survey results overwhelming show that students in Junior, Middle and Senior Schools feel safe at school. Students identified that they missed being at school during the learning from home period, and were extremely happy to return to school for face to face learning. Most students from kindergarten to year 12 identified that they enjoyed participating in the end of year school production, and would like to be part of one in 2021. Participation in the Garden to Table program was identified as enjoyable, and most students liked helping in the garden, as well as participating in art and craft activities relevant to the garden. The major artwork project in which all students created an individual representation of what they like at school was considered fun and exciting.

Teaching and non teaching staff: Staff morale has been boosted by the provision of a purpose built staff workroom where staff are able to plan, program and meet with each other for collegial discussion without the interference of staffroom noise. The new staff workroom has a calming and relaxing aspect, looking over greenspace that will be converted into a new outdoor learning and garden area.

Staff value and appreciate the opportunity they are given to have input into the area of the school in which they would like to teach in subsequent years. They feel this enables them to either consolidate and increase their ability to teach in a particular area, or allows them the opportunity to expand their skills by working in a different area.

# 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.