2021 Annual Report

Mainsbridge School

5630

Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

At Mainsbridge School our vision is to connect our students with their future. We deliver quality, holistic education through innovation, collaboration and a positive learning environment. Driving a culture of high expectations, we aim to equip our students with functional living skills, enabling them to become active members of their community.

School context

In 2021, Mainsbridge School relocated to a new purpose built school in Warwick Farm and remains a part of the Liverpool Network of schools. Our school caters for students from Kindergarten to Year 12 with moderate and severe intellectual disabilities, physical disabilities and complex health conditions. Students require a confirmed disability and are offered a place at Mainsbridge School following a placement panel process. We have 20 learning spaces in the new school, increasing our student enrollments to approximately 127 students. Eighty-six per cent of students access the Assisted School Transport Program (ASTP). The school population consists of 94% Language Background Other Than English (LBOTE) with the most common languages being Arabic and Vietnamese. Approximately seventy staff work at Mainsbridge on a daily basis.

The design of our new school includes flexible learning spaces and immersive environments for inclusive learning, providing our teachers with the opportunity to deliver quality, holistic education through innovation and collaboration, enriching the learning experiences of our students.

Specialty rooms and practical learning areas have been designed to support our student's development of functional living skills. The spaces are an essential link to connect our students to their future and become active members of their community.

The inclusion of an Immersion room, supported by our school charity "Friends of Mainsbridge" has provided multi-sensory experiences for all levels of ability and learning, offering an engaging and calming space to develop key skills and encourage social interactions.

Our hydrotherapy pool will impact positively on the learning outcomes for all our students especially those with sensory impairments and students who use a wheelchair for mobility. The reduction of overall anxiety and stress will improve concentration and confidence in all areas of schooling and everyday life.

Shared spaces with Warwick Farm Public School will connect our communities and enable peer support and integration opportunities for all students across both schools. Combined professional development opportunities for staff will also support positive student outcomes. We look forward to sharing and showcasing our new buildings to our school community.

As a result of external validation , our rigorous Situational Analysis and community consultation our strategic directions for the 2021-2024 Strategic Improvement Plan are

1. Student Growth and Attainment - Developing the Whole Child and Data Informed Practice.

The acquisition of functional skill sets to connect our students with their future is paramount. Quality teaching practices drive our belief and expectations that every student regardless of disability will strive to maximise their individual learning potential.

2. Innovation and technology driving authentic teaching practice across new environments. - Authentic use of Technology and Effective Classroom Practice.

A new purpose built learning environment presents a significant opportunity to align teaching practice with innovative technology and design, to enhance student engagement and accessibility.

3. Building relationships and connections for wellbeing. - Building relationships across K-12 and beyond and Collaborative Practice.

Our students have a right to a sense of belonging in their community. Belonging is built on positive relationships that foster trust, shared identity and values developed between staff, parents, carers and the school neighbourhood.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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: Student growth and attainment

Purpose

The acquisition of functional skill sets to connect our students with their future is paramount. Quality teaching practices drive our belief and expectations that every student regardless of disability will strive to maximise their individual learning potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Developing the whole child
- Data Informed Practice

Resources allocated to this strategic direction

Socio-economic background: $74,248.30
Professional learning: $2,070.00

Summary of progress

2021 saw Mainsbridge School relocate to a new campus after a delay in the completion schedule. Students and staff following the School Transition Strategy made a safe transition and suitably adjusted to the new site after commencing their planned orientation programs in term 2. The impact of this delay caused the pause of some activities under initiatives outlined within the current plan. This pause of planned activities was further compounded by the statewide response to the pandemic which mandated that teaching and learning move to online learning from home model throughout term 3 until the completion of the staggered return of students in week 6 of term 4. Ongoing restrictions impacted the progress of several initiatives.

Despite the impact of delays to the school transition schedule and the ongoing state-based pandemic response, Mainsbridge school progressed within the initiatives developing the whole child and data-informed practice. The executive staff ensured the forward movement of the initiatives, particularly in relation to teacher professional learning and collaboration development through online forums.

Individual Student Communication Systems across K-12 will continue to be a focus moving forward. Teachers have been trained in the implementation of assessment and tracking programs and have introduced them across a range of participating classes. Kindergarten students' communication systems remain a high priority due to their delayed start to school.

Traditional preparations for the Year 12 students' post-school option placements were challenged, however, the development of digital growth profiles for these students was made a priority. Staff utilised their technology skills and collaborative online programs ensuring our year 12 students transitioned with individualised profiles with a strong focus on communication.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teaching - Data Skills and Use Improvement in practice is validated at sustaining and growing.	Practice is validated at sustaining and growing, this is supported by: Kindergarten to year 2 staff were involved in the Early Start Denver Model (EDSM) training. Through this they developed key competencies in behavioral therapies which focus on play as a mode of increased interaction and engagement for young students on the autism spectrum.
Learning - Well-being Improvement in practice in the area of Individual Learning Needs is validated	Practice is validated at excelling, supported by; Digital educational growth profiles were developed to draft stage with priority on year 12 students to support effective handover to post school

at excelling.	services. Entitled "My Story" these provide a comprehensive summary of student needs in communication, health, behaviour, social skills and generalised like skills capacities. Zones of regulation framework was researched but implementation was postponed until 2022.
Learning - Reporting - Improvement in practice is validated at excelling after transitioning to the new school. Collaboration between staff and community to identify learning priorities, based on student data, to plan for continual improvement.	Practice is validated at excelling, this is supported by; After transitioning to the new school, learning practice continues to meet student individual requirements. Progress towards planning for continual improvement is evident through staff professional learning in SCOUT, especially administration and support staff and executive staff. A review of attendance data in SCOUT, identified students with low attendance and meetings with a Departmental Home School Liaison Officer were conducted to develop transition support plans where required.
Learning - Student Performance Measures Internal and External measures against syllabus standards are validated at Delivering. Participation in Assessment For Complex Learners and introduction to Students With Additional Needs assessment program.	Practice is validated at delivering, this is supported by; Teachers across K-12 participated in the use of Assessment for Complex Learner Passport Trial (AFCL), providing data towards the project. Teachers undertook training online within the lock down period and communicated with parents about the project gaining consent for student participation.

Purpose

A new purpose built learning environment presents a significant opportunity to align teaching practice with innovative technology and design, to enhance student engagement and accessibility.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Authentic use of technology
- Effective classroom practice

Resources allocated to this strategic direction

Socio-economic background: $83,500.00
Professional learning: $43,220.00

Summary of progress

Fundamental progress within the initiative, authentic use of technology, was made through staff capacity development within the Microsoft School Transformation program throughout transition and lock down. This enabled forward movement of the initiative, effective classroom practice to take place using online platforms for collaborative program reviews and curriculum planning. Technology resources were purchased to support student communication and Science Technology Engineering and Mathematics (STEM) programs. Additional professional learning for teachers is planned for the program development required to incorporate student individual learning needs into the use of the Immersion Room.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teaching - Professional Standards Improvement of practice is validated at sustaining and growing.	Practice is validated at sustaining and growing, this is supported by Focusing on improvement of practice, the curriculum team undertook professional learning led by executive team members. The purpose was to refine, realign and adapt teaching and learning strategy for the new flexible leaning environment. The resulting feedback was collated and will be applied to the review of programming practices K-12. Through professional learning and targeted supervisory sessions staff Professional Development Plan goals were aligned with the school's strategic improvement plan, to support the effective implementation of whole school initiatives. In addition a trial of a professional standards for programming guide created for our orientation unit My School.
Learning - Curriculum Teaching and learning programs - Improvement of practice is validated at sustaining and growing.	Practice is validated at sustaining and growing, this is supported by Aligning teaching practices to reflect the new facility and flexible learning spaces, the introduction of digital programs using OneNote was supported and trialed following the review of requirements by the executive and curriculum team. Personal Learning Plans were flagged for redesign in 2022 while the development of an Individual Education Plan template could not be completed due to staffing shortages affecting delivery of planning days.
Learning - Assessment whole school monitoring of student learning is validated at excelling.	Practice is validated at excelling, this is supported by Research of the Student Environment Task Tool (SETT) Framework was undertaken to establish usability and appropriateness for the context and cohort. SETT was used to create a data base of student communication

Learning - Assessment whole school monitoring of student learning is validated at excelling.	systems across K-12.
HIPL (High Impact Professional Learning) - Increasing the impact of professional learning is validated at delivering.	Preparations for delivery of high impact professional learning is evidenced by; The executive engaged in professional learning facilitated by School Learning Environments and Change (SLEC) to establish a plan for the improvement of practice in the new learning environments. A member of the executive team joined with a SLEC consultant to develop our goal and a comprehensive calendar for professional learning delivery throughout 2022.

Strategic Direction 3: Building relationships and connections for well being

Purpose

Our students have a right to a sense of belonging in their community. Belonging is built on positive relationships that foster trust, shared identity and values developed between staff, parents, carers and the school neighbourhood.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building relationships across K-12 and beyond
- Collaborative Practices

Resources allocated to this strategic direction

Socio-economic background: $22,343.80
SSP supplementary funding: $15,000.00
Professional learning: $13,500.00

Summary of progress

The state's imposed pandemic restrictions had a significant impact on the initiative of building relationships across K-12 and beyond. Contact between students K-12 within the school, their families and the Warwick Farm Community was extremely limited.

Communication between families and school became significantly more important during the months of learning from home. Families and students required unplanned personalised support in terms of well being during the pandemic and with the delayed opening of our new school site.

Forward movement was made in the initiative of collaborative practices through the new members of the executive team being trained by Growth Coaching International and the school commencing involvement with SLEC planning for innovative use of flexible learning spaces through collaborative teaching and planning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Learning - Learning Culture Transitions and continuity of learning will be maintained throughout the transition into the new school site at excelling.	Practice is validated at sustaining and growing, this is supported by: Online transition planning and post school placement organisation continued throughout lock down. After students returned in term 4, transition into post school placements were restricted across the disabilities sector. The coordination of inter-agency meetings and information sharing were hosted through online expos for parents with a variety of providers for both transition to work and transition to community programs.
Learning - Well being A planned approach to well-being and individual learning needs will be maintained throughout the transition into the new school at excelling.	Practice is validated at sustaining and growing, this is supported by: Lock down implemented for the greater Sydney area commenced on June 28 2021 taking schools online for 5 months. This as well as ongoing state enforced restrictions caused the cessation of face to face programs including the initiation of our Advocacy Outreach Program for Parents and Parent Support groups. Wherever possible online platforms and phone contact were utilised to provide ongoing support and connectivity between school, home and the community. Online transition meetings, service expos and new student enrollments took place online to ensure consistent support and information were available to the parent community.

Leading - Educational leadership Instructional leadership maintained at sustaining and growing with the Supervisory Growth Coaching program framed and initiated.	Practice is validated at sustaining and growing, this is supported by: The extended executive team members undertook online training with Growth Coaching International to complete their introduction to Leadership Coaching. This framework underpins the school tiered supervisory system and coaching model for staff development and professional improvement.
Unexplained absenteeism is monitored strategically and clear procedures are established.	Systems and procedures for roll marking and monitoring were reviewed by the executive. Teachers engaged in professional learning sessions in relation to roll marking procedures. Students who did not return after lock down were monitored following the established protocol and return to school plans implemented.
School Assessment Tool - Key Dimension: Communicate - Improvement of practice is validated at developing.	Improvement of practice is validated at developing; Pandemic restrictions and learning from home impacted the development of communication protocols between staff, families and community. Community partnerships for inclusion across schools and shared parent experiences had to be ceased inline with state mandates.

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Funding sources	Impact achieved this year
Refugee Student Support $4,954.00	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students **The allocation of this funding has resulted in:** 16 students and their families supported by a refugee Support officer throughout 2021. Strong relationships were formed and a sense of trust throughout the community. **After evaluation, the next steps to support our students with this funding will be:** To continue to employ a refugee support officer in 2022.
Socio-economic background $180,092.10	Socio-economic background equity loading is used to meet the additional learning needs of students at Mainsbridge School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building relationships across K-12 and beyond • Data Informed Practice • Developing the whole child • Collaborative Practices • Authentic use of technology • Effective classroom practice **Overview of activities partially or fully funded with this equity loading include:** • Professional development of staff in assistive technology, ESDM, Program review through SLEC, Student communication programs, AFCL and ZONES,to support student learning • Resourcing to increase equity of resources across K-12 in the area of assistive technology. Another resource focus identified was individual student communication programs and specialised equipment for delivery of learning. • Staff release to lead teams in completing School Improvement Plan activities and Professional Learning, increasing engagement through quality teaching and learning. **The allocation of this funding has resulted in:** • Technology accessible to staff and students in new school throughout all learning spaces. • 4 staff trained in Early Start Denver Model (ESDM) Advanced Training Course. • Technology expertly integrated into lessons by 3 teachers in the technology team • 25 students who use wheelchairs have equal access to technology in their learning spaces, increasing engagement and communication. • Parents and carers of eight Year 12 students were linked with appropriate external services so that adjustments could be made to transition plans. • 69 staff engaged in Professional Learning, targeted to school

Socio-economic background $180,092.10	priorities such as Collaborative Teaching Practice in Innovative learning Environments. A suite of Professional Learning implemented through School Learning Environments and Change (SLEC) • All new permanent and long-term temporary staff trained in Picture exchange Communication Systems (PECS), enabling all students in 20 classes access to trained facilitators in communication. • 5 staff developing class programs in cloud-based platforms. **After evaluation, the next steps to support our students with this funding will be:** • To create structures to support teachers and leaders to continue to drive initiatives focused on student communication, student assessment, student transitions and staff professional learning throughout the School Improvement Plan.
Aboriginal background $722.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mainsbridge School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Purchase of school literacy resources embedding local language **The allocation of this funding has resulted in:** Additional classroom resources to support Aboriginal Education. **After evaluation, the next steps to support our students with this funding will be:** Next steps would be to continue to purchase additional learning resources.
English language proficiency $43,066.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Mainsbridge School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • withdrawal lessons for small group (developing) and individual (emerging) support • Partially funded the engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms **The allocation of this funding has resulted in:** 24 Students engaged in intensive English as an Additional Language or Dialect programs throughout 2021. Strengths and areas of support were identified through Personal Learning Plans. Professional learning from the EAL/D teacher to whole staff with a focus on Trauma Informed Practice and Families In Cultural Transition program. **After evaluation, the next steps to support our students with this funding will be:** Continue to engage an EAL/D teacher with special education experience three days a week for 2022, with a focus on transferring this practice across all classrooms and Key Learning Areas.
Literacy and numeracy	The literacy and numeracy funding allocation is provided to address the

$5,251.00	literacy and numeracy learning needs of students at Mainsbridge School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy **The allocation of this funding has resulted in:** All teachers having access to an online communication community - Boardmaker. This resource supports communication across all areas of the school from Kindergarten to High school. **After evaluation, the next steps to support our students with this funding will be:** To continue to purchase online Boardmaker subscription for all teachers in 2022.
QTSS release $30,160.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mainsbridge School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in:** Executive staff released from class to lead school initiatives. **After evaluation, the next steps to support our students with this funding will be:** To continue supporting executive release to support school improvement.
COVID ILSP $78,388.50	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • development of resources and planning of small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] **The allocation of this funding has resulted in:** 2021 Kindergarten students being supported in the area of English - Communication - PECS program **After evaluation, the next steps to support our students with this funding will be:** Continue with this cohort of students as they only received 2 terms face to face teaching in 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	78	75	74	83
Girls	30	32	30	33

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.03
Teacher Librarian	0.6
School Counsellor	0.6
School Administration and Support Staff	24.66

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	1,363,616
Revenue	6,379,463
Appropriation	6,329,090
Sale of Goods and Services	3,948
Grants and contributions	44,213
Investment income	312
Other revenue	1,900
Expenses	-6,337,127
Employee related	-5,660,516
Operating expenses	-676,611
Surplus / deficit for the year	39,184
Gain / Loss on Disposal	-3,152
Closing Balance	1,402,800

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	4,954
Equity Total	223,901
Equity - Aboriginal	722
Equity - Socio-economic	180,113
Equity - Language	43,066
Equity - Disability	0
Base Total	5,097,802
Base - Per Capita	56,073
Base - Location	0
Base - Other	5,041,729
Other Total	801,497
Grand Total	6,128,153

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

Parents were surveyed in relation to the school's transition into the newly built campus including issues such as, how their child managed throughout, the appropriateness of the new facility, impact of transition on student engagement as well as parent engagement with communication platforms.

Parents and carers were questioned about their perceptions of the new campus and transition process. 90% of respondents indicated that their child/ren managed the transition into a new campus extremely or very well. This demonstrates the success of the planned transition via the School Reference Group and of the "Survival Kit" developed and disseminated across all grades. 100% of respondents indicated that the new facilities are extremely or very appropriate for their child/ren's specific needs, with 94% believing the facilities extremely or very safe for their children. In relation to parent perception of student attitude to schooling 67% of respondents believe that the new school facility has improved their child's attitude to school significantly. This data supports the successful transition plans implemented by the school and its community.

When asked about their own active engagement in communication with school, parents and carers indicated that during lock down 28% made daily contact, 28 made weekly contact, 19% contacted a few times and 24% did not actively engage with school communication options throughout. In general, when asked how frequently they use the school website and communication platforms to keep up to date with school information and online learning, 28% and 33% responded extremely and very often respectively with 9% responding they don't access these often at all. In the case of emergency communications 100% were satisfied with the effectiveness.

Staff Satisfaction

Mainsbridge staff (across roles) participated in the People Matter, Public Sector Employee Survey 2021. When questioned about the clarity of their roles, their purpose at work, job satisfaction and willingness to take risks and create innovation 97% favorably responded asserting that their roles are well defined, provide opportunity for growth and a sense of personal accomplishment. Notably 91% indicated they feel motivated to contribute more than what is required in their role on a regular basis and 97% would recommend the school as a great place to work.

100% of staff indicated they have a performance plan that sets out their individual goals underpinned by a growth culture. Within this culture, 93% of staff indicate they believe they have a voice within the workplace to contribute towards whole school achievement.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.