

2022 Annual Report

Mary Brooksbank School



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Introduction

The Annual Report for 2022 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 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

The vision statement for Mary Brooksbank School is "To provide a quality education built on partnerships, which will lead to independence, acceptance and equality for all". At Mary Brooksbank we provide a quality education that ensures each student strives to achieve their personalised learning goals. Built on partnerships with our school community, our collaborative work leads to independence, acceptance and equality for all students.

School context

Mary Brooksbank School is a School for Specific Purposes in the Camden Network, and included in the Regional South Directorate. The school is a leader in quality education for 110 students with a primary diagnosis of moderate or severe intellectual disability, who range in age from 4 to 18 years (K-12). Students from Mary Brooksbank School come from varied backgrounds including non-English speaking background, Aboriginal heritage, low socio-economic status and children and young people who live in out of home care. The school values strong relationships with families, other agencies and the community, and is strongly focused on quality teaching, holistic learning and community partnerships.

In 2022, the school's staffing entitlement was 22.666 teaching staff and 20.962 non-teaching staff. Our executive team consists of both substantive and temporary teachers, who have been in their roles for three years or less. 30% of our staff are in their early career as teachers.

From school funds, the school employs additional non teaching staff and teaching staff to support student learning, and to reduce the administrative workload of the principal. A Community Liaison Officer is also employed from school funds to engage with and support families.

The school undertook an authentic and inclusive Situational Analysis process, in which consultation occurred with all staff, families and the wider school community. As a result of this process, the school identified areas in need of improvement and further development as:

- student outcomes in literacy, numeracy and communication
- holistic learning (through a range of therapies and the use of creative learning spaces)
- student readiness for learning (through implementation of trauma informed care practices and behaviour regulation)
- increased engagement with families and the wider community

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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: Student growth and attainment

Purpose

The school strives to improve student achievement and growth in literacy and numeracy, with a continued focus on improving student communication to meet the individual needs of each student.

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.

- Improving student outcomes
- Communication

Resources allocated to this strategic direction

SSP supplementary funding: \$28,720.00

Socio-economic background: \$3,495.00

English language proficiency: \$10,000.00

Summary of progress

- **Literacy** - whole school literacy program (4 Blocks of Literacy) explicitly for students with a disability, continued to be rolled out across the school with ongoing professional learning delivered to all staff. We will continue to deliver each of the four components separately under the guidance of the newly appointed Assistant Principal Curriculum & Instruction. Resources have been purchased and professional learning delivered to all staff.
- **Numeracy** - Top 10 was introduced to staff mid way through the year after the roll out was delayed due to the roll out of 4 Blocks of Literacy and a change in staff on the numeracy team. Top 10 will then be rolled out across the school, under the guidance of the newly appointed AP C&I. Resources have been purchased and professional learning has been delivered to staff.
- **Communication** - this has not been implemented as envisaged. However, communication boards have been ordered for each playground and all students use a variety of school wide communication systems (e.g. picture exchange communication system, key word signing, Proloquo2go) if they do not have an individualised system. The Improvement Measure will be changed slightly to reflect students increasing their expressive language utilising a whole school or individualised system in 2023.

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
An increased uplift of students achieving a one increment improvement in literacy skills in line with the P1 to P4 Achievement Scale, measured against their individual performance	20% of the student cohort achieved a one increment improvement in literacy skills in line with the P1 to P4 Achievement Scale, measured against their individual performance.
An increased uplift of students achieving a one increment improvement in numeracy skills in line with the P1 to P4 Achievement Scale, measured against their individual performance	5% of the student cohort achieved a one increment improvement in numeracy skills in line with the P1 to P4 Achievement Scale, measured against their individual performance. This was due to the Top Ten program being delayed in its implementation.
Students will be given opportunities to develop their expressive language through immersion in the 4 blocks literacy program.	With the use of picture communication symbols, Proloquo2go and chat pages, students have been given the opportunity to develop their expressive language skills allowing them to engage in all areas of the curriculum with greater accessibility and success.

Strategic Direction 2: Holistic learning

Purpose

Develop and enhance students' readiness for learning whilst improving attendance and students' sense of belonging.

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.

- Creative learning
- Readiness for learning

Resources allocated to this strategic direction

SSP supplementary funding: \$15,950.00

Socio-economic background: \$28,700.00

6101 - Outdoor learning: \$112,000.00

Summary of progress

Strategic Direction 2

- **Attendance** - student attendance is most often determined by family factors, rather than student school refusal. An holistic approach to improving attendance for the small number of students who attend less than 70% of the time (educational neglect) is ongoing and includes support from the principal, class staff, community liaison officer and external providers.
- **Self Regulation** - teachers have written a Self Regulation Plan for every student for implementation on day 1 term 1 2023. These plans align to the Zones of Regulation (a curriculum designed to foster self regulation and emotional control) and reflect requirements of the Inclusive Engaging and Respectful Schools policies and procedures.. Professional learning has been delivered to staff.

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
An increased proportion of students attending 90% of the time by 5% (baseline data)	In 2021, the school's attendance rate in Semester 1 was 86.6%. In 2021, the school's attendance rate in Semester 2 was 96.4%. In 2022, the school's attendance rate in Semester 1 was 78.9%. In 2022, the school's attendance rate in Semester 2 was 83.4%. In these two years, the only period that students were attending 90% of the time or greater was Semester 2, 2021. Therefore in 2022, the attendance rate in Semester 1 was down by 7.7% from 2021 and the attendance rate in Semester 2 was down by 13% from 2021. It has been identified that the 2021 data is not authentic due to students learning from home for a 13 week period through COVID-19 lockdown meaning they were marked as attending school due to their learning from home status.
Increase in the proportion of students demonstrating self regulation skills by 10%	Throughout 2022, the data indicates a significant decrease of 35% of students demonstrating self-regulation skills. The documented behaviour incident reports increased by 35% from 2021 to 2022. It has been identified the 2021 data is not authentic due to students learning from home for a 13 week period through COVID-19 lockdown. The 2022 data does indicate there is no significant increase in students demonstrating self regulation skills from 2020. However, 2020 also included lengthy periods of learning from home.

Strategic Direction 3: Connectedness

Purpose

Connecting with the wider school community to develop partnerships for student learning and achievement. These partnerships will lead to improved student transitions and connectedness.

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.

- Communities
- Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$15,650.00

SSP supplementary funding: \$17,930.00

Summary of progress

- **Student Transitions** - strategic transition plans are in place for students transitioning into kindergarten, from junior to middle school, middle school to senior school and from year 12 to a post school program. The success of transitions from year 12 to a post school program is reflected in a family's commitment to the process of finding a suitable program within a timeframe that allows for a successful transition. The school supports these transitions by funding an SLSO to accompany a student on the first few days in a new program. This Improvement Measure will be changed slightly as the success of a transition is dependent on the family commitment of the students in a particular year 12 cohort and changes each year.
- **Parent and Student Satisfaction** - this Improvement Measure has not been actioned and will be changed slightly as parent and student satisfaction is not easily determined using the measurement tools that were implemented.

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
Continued uplift in the percentage of students transitioning successfully to the next step in their education or post school program (based on the number of students in 2022)	100% of eligible students transitioned successfully from year 12 to a post-school program.
An increased measure of school community (parent and student) satisfaction through strategic planning, using 2021 baseline data	Observation and anecdotal feedback from whole-school events such as Holi Day and the Easter Hat parade, demonstrate that an increased number of families have attended these events and engaged with the whole school community. Education Week Open Day, Whole School Production (Phoenix and the Mojo Curse) and Family Fun Day were highly successful demonstrating that these whole school events provide positive opportunities for families and students to engage in special event days.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$98,845.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mary Brooksbank School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving student outcomes • Creative learning • Communities • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchase of numeracy program • Resources and equipment for the outdoor learning space • Self regulation / fitness equipment and resources • Music program • Resources for multi-cultural activities • Resources for end of year performance • Subscription to Seesaw • Teacher and SLSO release for student transitions • Technology: software and hardware purchase and maintenance <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased student engagement in literacy and numeracy based on hands-on interactive lessons</p> <p>Increased staff confidence in teaching literacy and numeracy</p> <p>Increased and improved access to alternate learning spaces and music programs</p> <p>Increased community participation and engagement due to the use of Seesaw, multi cultural activities and the end of year whole school performance</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continued roll out of literacy (4 Blocks of Literacy) and numeracy (top 10) programs including assessment and moderating student work samples</p> <p>Increased facilities for student use in the outdoor learning space</p> <p>A whole school performance to be held every two years; the next one scheduled for 2024</p>
<p>Aboriginal background</p> <p>\$25,405.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mary Brooksbank 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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Creation of school literacy resources embedding local language • Employment of additional staff to deliver personalised support for Aboriginal students • Community consultation and engagement to support the development of cultural competency • Employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p>

<p>Aboriginal background</p> <p>\$25,405.00</p>	<p>All staff being trained to be more aware of Indigenous culture and how to authentically embed this into classroom practice</p> <p>The provision of whole school resources available for borrowing from the library, as well as individual class resource boxes to provide Indigenous texts, Yarning Mats, puzzles and games to enhance class learning experiences.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Planning for a school learning support officer to be employed to provide additional support to Indigenous students towards the attainment of their Personalised Learning and Support Plan goals.</p> <p>Purchase resources to distribute to classes with possible learning activities developed and shared with all staff. These resources will be added to as the need arises.</p>
<p>English language proficiency</p> <p>\$45,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mary Brooksbank School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving student outcomes • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchase of communication boards and apps • Literacy resources <p>The allocation of this funding has resulted in the following impact:</p> <p>Opportunity for students to communicate in a range of environments and contexts throughout the school including playgrounds</p> <p>Increased student engagement in literacy and numeracy based on hands-on interactive lessons</p> <p>Increased staff confidence in teaching literacy and numeracy</p> <p>Increased and improved access to alternate learning spaces and music programs</p> <p>Increased community participation and engagement due to the use of Seesaw, multi cultural activities and the end of year whole school performance</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continued roll out of literacy (4 Blocks of Literacy) and numeracy (Top 10) programs including assessment and moderating student work samples</p> <p>Targeted teaching and instruction for students on how to communicate using the communication boards</p>
<p>Location</p> <p>\$324.00</p>	<p>The location funding allocation is provided to Mary Brooksbank School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Self regulation / fitness equipment and resources <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased and improved access to fitness and self regulation equipment targeted to individual student need</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to evaluate the effectiveness of this equipment and purchase equipment and resources relevant to the needs of students in each class</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$31,000.00</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mary Brooksbank School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Mandatory and other miscellaneous staff training • Administration of midazolam training • SEPLA Conference attendance by all staff <p>The allocation of this funding has resulted in the following impact: Improved ability of staff to respond to student medical emergencies and complex medical needs, and improved teaching and learning through staff implementing and sharing strategies and ideas gained from the SEPLA conference.</p> <p>After evaluation, the next steps to support our students will be: The school will evaluate the learning taken from SEPLA and review the program for the conference for 2023 to determine if this conference will be attended in by staff in 2023. Midazolam and mandatory Department training will be continued in 2023.</p>
<p>QTSS release</p> <p>\$40,682.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mary Brooksbank School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Extra release time for Assistant Principals <p>The allocation of this funding has resulted in the following impact: Assistant Principals have had the opportunity to mentor and develop teachers and school learning support officers in their team by using this extra time to visit classrooms and work 1:1 with staff. Assistant Principals have had the opportunity to lead a School Improvement Plan committee and ensure the initiatives within these Strategic Directions were undertaken and implemented.</p> <p>After evaluation, the next steps to support our students will be: In 2023, extra release time for Assistant principals will be allocated again.</p>
<p>COVID ILSP</p> <p>\$55,842.00</p>	<p>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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Delivery of literacy and numeracy program to targeted students <p>The allocation of this funding has resulted in the following impact: Increased participation in literacy and numeracy lessons and activities for targeted students</p>

<p>COVID ILSP</p> <p>\$55,842.00</p>	<p>Improved literacy and numeracy skills for targeted students</p> <p>After evaluation, the next steps to support our students will be: Continued delivery of this program if Covid ILSP funding is provided. If not, consolidation of the learning of these targeted students will form part of the whole class numeracy and literacy sessions.</p>
<p>SSP supplementary funding</p> <p>\$525,600.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mary Brooksbank School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving student outcomes • Creative learning • Readiness for learning • Communities • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • Extra SLSOs to support student health and hygiene needs • Student growth and attainment of individualised goals • Release for staff to undertake activities relating to the School Improvement Plan • Employment of a Community Liaison Officer • Teacher release for planning, professional learning and data analysis for literacy and numeracy • SLSO release to create resources for literacy and numeracy • Teacher and SLSO release for planning for trauma informed practices • Teacher release to plan for delivery of the Zones of Regulation • SLSO release to create resources for the whole school reward system <p>The allocation of this funding has resulted in the following impact: Improved ability of staff to respond to and undertake health, hygiene and feeding regimes for targeted students Increased opportunity for individual students to achieve their Personalised Learning and Support Plan goals Greater family and community engagement with the school and increased holistic support for families and students Increased student engagement in literacy and numeracy based on hands-on interactive lessons Increased staff confidence in teaching literacy and numeracy Improved student well being and staff ability to manage students due to the roll out of the Zones of Regulation and Self Regulation Plan for each student</p> <p>After evaluation, the next steps to support our students will be: Introduction of a whole school positive reward system Continued health and hygiene and student goal attainment support from extra school learning support officers Ongoing roll out of literacy and numeracy programs embedded routinely into all classes</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Funding the staffing of 0.2 FTE position of Assistant Principal - Curriculum and Instruction

<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>The allocation of this funding has resulted in the following impact: Improved teacher confidence and ability to deliver relevant and meaningful literacy and numeracy lessons for every student through targeted professional learning and support from the Assistant Principal Curriculum & Instruction</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning and targeted support for teachers as the school rolls out the next phases of the literacy and numeracy programs</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	64	82	85	86
Girls	18	20	23	24

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.2
Classroom Teacher(s)	14.87
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	20.96

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	901,110
Revenue	6,131,224
Appropriation	6,069,104
Sale of Goods and Services	56
Grants and contributions	57,641
Investment income	4,423
Expenses	-5,652,022
Employee related	-4,921,498
Operating expenses	-730,523
Surplus / deficit for the year	479,202
Closing Balance	1,380,312

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	169,975
Equity - Aboriginal	25,205
Equity - Socio-economic	99,561
Equity - Language	45,209
Equity - Disability	0
Base Total	4,589,101
Base - Per Capita	57,475
Base - Location	324
Base - Other	4,531,303
Other Total	901,143
Grand Total	5,660,219

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

Based on anecdotal evidence and informal conversations, parents and caregivers indicated that the things they most liked about Mary Brooksbank School were:

- the support and care given to them and their children by the school in an holistic manner, including provision of weekly food hampers
- support and advice from the Community Liaison Officer including referrals to services
- functions and activities that allowed them to feel part of the school community, such as the Christmas Family Fun Day, Easter Hat Parade and Holi Day celebrations

Based on anecdotal evidence and informal conversations, parents and caregivers indicated that they would like more opportunities to visit the school and participate with their child, including multi cultural day and whole school sports days.

Students from each area of the school were surveyed about the activities they most liked and disliked at school. In Junior School, most students liked using the school pool, the playground, the immersion room and participating in music. In Middle School, most students liked the immersion room, music and swimming. In Senior School, most students liked the immersion room, the outdoor learning space (the garden area), food technology and using the middle school playground slide. Most students surveyed did not indicate an activity they disliked at school. However, of those that did, students least preferred desk work and using the school hall.

Based on anecdotal evidence and informal conversations, the most preferred activities and aspects of their job that school staff, including teaching and non-teaching, liked were

- supporting students to achieve
- collegiality and support for each other within teams
- support of the Parents and Citizens Association and the Community Liaison Officer

School staff were most dissatisfied with

- Administrative tasks
- Inability to find casual staff meaning classes were split on a regular basis and students individual student programs were impacted

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.