2010 Annual School Report
Mary Brooksbank School

NSW Public Schools – Leading the way
Our school at a glance

“My child is very lucky to be at Mary Brooksbank School. I value the dedicated staff that is passionate about improving student’s outcomes. The school is progressive and is always raising the bar for children’s learning and success”

Welcome to Mary Brooksbank School 2010 Annual School report. This report provides our parents and community members with an overview of our educational outcomes and achievements in 2010. We have had an outstanding year and our school continues to build our reputation for excellence in special education. The staff at Mary Brooksbank School has ensured the delivery of quality educational programs to all students. Our students have received an exciting, challenging and rewarding educational experience in 2010.

Mary Brooksbank School is a K-12 school that is part of the Campbelltown area of schools. We provide an engaging learning environment for students with special needs. We provide individualised education programs for students with intellectual disability and work closely with parents and inter agencies to address student’s educational needs. We belong to the South Western Sydney Region of The Department of Education and Training, under the leadership of our Regional Director, Mr Tom Urry. Our School Education Director in 2010 was Ms Marianne Carahalios. We are proud of the work we do, proud of the outstanding level of education provided, proud to challenge best practice in special education and proud of our student outcomes. We are also extremely proud to be a NSW government public school that is part of a dynamic and innovative region. We have a wonderful school supported by a committed school community.

In 2010 we were awarded NSW Director Generals award for school achievement. This highly prestigious award acknowledges the work we have completed in numeracy in collaboration with Holroyd School. We were honoured to accept our award at a regional ceremony.

Students

Our students are unique and engaged learners, ranging in age from four to eighteen years. All students have intellectual disability. Students are provided with Individualised Education Programs that address their specific learning needs. All students access the NSW Department of Education and Training Key Learning Area curriculums. Our high school aged students access Life Skills Curriculums. In 2010 we had an enrolment of 69 students accommodated in 10 classes K-12. We continue to have strong demand for placement at Mary Brooksbank School.

Staff

Our staff includes teachers, School Learning Support Officers (SLSO), School Administrative Staff, casual and temporary staff and a General Assistant. They are a dedicated team committed to provide a safe, supportive, secure and caring learning environment for everyone.

The school has a non-teaching principal, three teaching assistant principals that make up the executive team.

The assistant principals have responsibilities for supervision of the three areas of the school-infants, primary and high school. We have additional staff allocated through regional programs designed to support students with identified high support needs. We also have a release from face to face teacher.

All teaching staff meets the professional requirements for teaching in NSW public schools.

Family and Community

Our families

We have a very supportive base of families who play an integral role in the education of their children. We also have many carers and group home workers who provide essential care to our students. Parents and carers are valued for the wealth of knowledge they have in relation to their child or clients needs and for the support
they provide to our programs. Our parents support educational planning through interagency collaboration and meetings with teachers to determine goals for learning. Teachers and parents communicate regularly through meetings, communication books, phone contact and newsletters. Our parents are also able to access examples of student work on our schools edublog. We always have a high rate of parent attendance at sports carnivals, special events, assemblies, fundraisers and other events. Many of our families volunteer at school to support educational programs. Our P&C is well attended and supportive. They have had significant input into the school across all areas of planning, school events and fund raising. In 2010 Mrs Karen Buczek was our P&C president.

Community

We have strong links to our broader community and they continue to grow. Various agencies are involved with our school including ADHC, DOCS, Northcott, The Spastic Centre and Macarthur Temporary Care. We continue to liaise with many professionals in health care services, including pediatricians, mental health consultants, doctors and other specialists. We believe that our community provides meaningful support for our students and families and we actively promote their involvement in planning for student wellbeing. We continue to access many community programs and facilities as part of community access programs and the development of functional living skills.

Student Achievement in 2010

Our students continue to perform at high levels in the attainment of goals specifically related to their Individualised Education Program (IEP). We maintain a strong and focused effort on improved academic achievement for all students.

In 2010 all students in Years 3, 5, 7 and 9 were exempted or withdrawn from NAPLAN testing as requested by their parents or carers. This national assessment tool allows schools to monitor achievement based on the achievements of all students across the nation. For many of our students, this tool is not applicable. Parents continue to be consulted on the suitability of access to NAPLAN testing.

In 2010 all students K-6 were assessed on our numeracy framework to determine achievement levels. As a result of a strengthened focus and intensive instruction many students have gained significantly on the assessment profiles.

Messages

Principal's Message

Mary Brooksbank School is proud of it’s achievements in 2010 with the support of parents, teachers, leaders and regional DET consultants. We continue to challenge the notion of quality education and what that means for our students and the educational programs that we provide. We continue to develop capacity across the school for leadership and teacher quality. We have placed a strong emphasis on curriculum access and suitability, as well as access to the latest in digital technology. Increasing student engagement was a focus behind all planning in 2010. The quality of our teachers is second to none and I am honoured to work with such dedicated staff.

Mary Brooksbank School was awarded a NSW Director Generals Award for School Achievement in 2010. This award, bestowed by Michael Coutts-Trotter, Director General of Education acknowledges the outstanding work of the numeracy team at Mary Brooksbank School. This award would not have been possible without extensive collaboration between the teachers of Holroyd School and Mary Brooksbank School. We endeavour to push the boundaries of what
students with intellectual disabilities can achieve given meaningful and achievable curriculum.

We achieved all that was targeted in our management plan for 2010 and I was very pleased to be able to confirm our achievements against this plan. The three focus areas were numeracy, literacy and student’s attendance and engagement. These priorities are consistent with the Department of Education state plan.

The Building the Education Revolution (BER) program was completed at our school. This saw our pool refibre-glassed, new computers in all rooms, two new interactive whiteboards, and two new outdoors learning areas, security locking and our new Special Programs Rooms completed.

The Digital Education Revolution continued to roll out. This program supports technology for Year 9 students. All parents of Year 9 aged students are consulted in order to determine the method of supporting their child’s technology needs. Several parents elected to have laptops for their children. Each parents received a demonstration of laptop use and they are now available to students to work with. Other parents decided to support the purchase of interactive whiteboards and ipads, which have greatly increased access to teaching and learning in the senior classes.

In 2010 we continued to implement COACCH as a strategy to give parents support in the educational planning for their children. Strengthening this process meant we became more focused on measurable targets and goals for students.

Our achievements in 2010 were outstanding and the talent, dedication and commitment of all staff encouraged me. I applaud the work of the P&C throughout 2010 and thank the school community for their continued support. 2010 has seen an unprecedented level of community support and fund raising.

Excellence is not an accident and it certainly does not happen without support and planning. Our students have complex needs that require a great deal of teamwork. It is the teamwork that makes the difference.

Leading a school like Mary Brookesbank School is challenging and rewarding. Our students teach us so much. Our educational programs are expanding and our physical environment improving. 2010 has been a year of growth in our curriculum content, planning and provision. Staff have provided excellent teaching and learning programs.

I would like to acknowledge and thank Mrs Marianne Carahalios, Relieving School Education Director who supported our school in 2010. I would also like to thank my executive team- Mrs Ewa Ciszewska, Mrs Marcia Shanahan and Mrs Wendy Milburn, whom have supported and lead the school with conviction, integrity, inspiration and high expectation.

I maintain my high expectations for the education of students who learn differently. Our school is a school to feel proud of. Our children are our future lets work together to ensure we give them the very best chance to reach their full potential.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Diane Robertson

Harrison helping me make the hard decisions!

Student Achievement in 2010

Students continue to perform well in many academic areas. We have focused intensely on numeracy performance of all students K-12 in 2010. All students work towards the goals of their Individual Education Plan and are engaged in all areas of the curriculum in their class programs.
No students participated in the NAPLAN testing. All parents of students in Year 3, 5, 7 and 9 elected to exempt their students.

This year we have focused on enhancing the family experience at our school and encouraging participation in school by providing a support system for families.

The P&C currently meets at the school on Tuesday’s in the 4th and the 8th week of each term at 9.30am.

Our commitment for 2011 is to increase parental involvement and interest in our P&C. We seek to invite comments, opinions and suggestions from the school community that will support the positive climate in our school resulting in improved educational opportunities for our children. We are particularly keen to highlight issues and concerns that may be affecting our families and develop strategies to address these issues through professional community involvement.

We aim to continue our fund raising and conduct several events during 2011. To our wonderful school community, we thank you for your support in 2010 and we look forward to your involvement and interest in 2011.

Karen Buczek, P&C President 2010.

P & C and/or School Council Message

Mary Brookesbank School has a very active and committed Parent’s and Citizens Association. Our school community values the strong sense of belonging encouraged by positive partnerships between students, staff and parents.

Representatives from the P&C are actively involved in staff selection, policy development and school evaluations. During 2010, the P&C Association has been involved in the provision of:

- Two bus transport services through a contracted arrangement with Student Assisted Travel. Our school for student community access programs also uses our buses.
- $5,000 towards the cost of the new Primary playground.
- School presentations and events by providing luncheons, morning teas, beverages and support, some of which include, Multicultural Day, Orientation Days, Presentation Day, and the wonderful Christmas Family Day.
- A committee that operates the P&C school uniform shop, providing families with an ability to purchase school uniforms.
- Supporting the schools swimming program by way of financial funding to provide a qualified teacher for the year.
- Supporting the schools sun safety program by way of financial funding for the purchase of school hats for all students.
- Providing for both mothers and fathers day.

Student Representative’s Message

The school captains for 2010 were Rebecca Widjaja and Dean Summerville. The senior school prefects Luke Carroll and Adam Midson supported them. The junior school prefects were Joseph Maher and Nicolas Arvanitis.

Dean Summerville and Joseph Maher have represented the school at functions with official guests and dignitaries, as well as fund raising activities and official openings held at school.
Both captains and prefects have helped to organise and run our school assemblies.

School Learning Support Message
The SLSO continued their excellent support of educational programs. In 2010 we welcomed Jacqueline Reibeira to a full time SLSO position. We have a team of temporary SLSOs who provide excellent support to our programs. Training and development for SLSOs was targeted with many learning opportunities provided. Professional learning included- Predict, Assess and Respond to challenging behaviours (PART), health care procedures, code of conduct, child protection, supporting the use of the numeracy framework, PE activities for students with disabilities and interactive whiteboard use. SLSOs continue to support all our community access programs. We are fortunate to have such a committed and skilled SLSO team.

School Context

Student information
All students enrolled at Mary Brooksbank School have confirmed intellectual disabilities in the range of moderate to severe. They may also have secondary disabilities such as autism, vision impairment, physical impairments and hearing.

The following information represents the percentage of disability among our student population:

<table>
<thead>
<tr>
<th>Disability confirmation</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>32%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Physical disability</td>
<td>10%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Intellectual disability moderate</td>
<td>50%</td>
<td>45%</td>
</tr>
<tr>
<td>Intellectual disability severe</td>
<td>50%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Vision impairment</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Down Syndrome</td>
<td>Not avail</td>
<td>18%</td>
</tr>
</tbody>
</table>

Student transport arrangements to and from school.
We have 17% of our parents that provide transport to and from school for their children. 83% of students are supported with Student Assisted Transport Program.

<table>
<thead>
<tr>
<th>Student Assisted Transport</th>
<th>Parent providing transport</th>
</tr>
</thead>
<tbody>
<tr>
<td>83%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Students attending Mary Brooksbank School have excellent attendance rates. For some students there are medical conditions that may impact on attendance. We have 1 student who attends for partial days due to medical concerns and negotiated transition plans. Parents and key stakeholders are involved in this decision making process. We also had new students transitioning into the school from other settings at the start of 2010. We support careful transition planning with parents.

A regional placement panel operated by the Department of Education and Training determine students who are eligible to attend Mary Brooksbank School. The primary criteria for placement at Mary Brooksbank School is intellectual disability.

Below is a profile of student primary disability

<table>
<thead>
<tr>
<th>Disability</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate intellectual</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Severe intellectual</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>TOTAL</td>
<td>68</td>
<td>69</td>
</tr>
</tbody>
</table>

Structure of classes
There are ten classes from Kindergarten (K) to Year 12. The school is organised into Infant School (K to 3), Primary School (4 to 6) and High School (7 to 12). Within these three groupings, students are organised into classes with other students of similar ages working towards outcomes, in similar stages. The complexity of student needs also impacts on class size and composition.
Every class has a teacher and a school learning support officer. Numbers in some classes are lower where students are newly enrolling in school and assessment of needs is a priority. The curriculum requirements of high school students as opposed to primary school students may impact on student placement and class organisation.

**Student enrolment profile 2010**

![Student enrolment profile chart]

Green= girls  
Blue= boys

**Student attendance profile**

Attendance rates are high across all areas of the school.

**Management of Non-Attendance**

Where attendance becomes a matter of concern, the school engages the Department of Education attendance policy. We work closely with our Home School Liaison Consultant to support families so as minimal time is lost. Where student absence is greater than two days, without notification, requests for documentation is sought from families. Where critical health issues impact on attendance, the school works closely with parents to negotiate transition to school plans with the support of medical personnel.

Student wellbeing is central to all planning. Generally Mary Brooksbank School has excellent levels of attendance thanks to families and staff support.

**Class Sizes**

The structure of class sizes in schools for specific purpose varies from mainstream settings. Where students have severe intellectual disabilities class sizes can be reduced to six students. This allows for appropriate levels of educational support. Where students have moderate intellectual disabilities class sizes can be maintained at 10.

**Retention to Year 12**

One hundred percent of Year 10 students continued to Year 11. We have one hundred percent of students also moving from Year 11 to 12. We had 1 school leaver at the end of 2010.

Comprehensive transition planning in Year 11 and 12 prepares students for a smooth transition to post school placement. This planning is supported by a DET Support Teacher Transition.

Our achievement in school retention demonstrates the value that the parents, carers and students attribute to the school and continued learning.

**Staff Information**

The table below shows the teaching staff allocated to the school. This table includes the 10 School Learning Support Officers who are employed to support educational programs. Release from face to face teaching provides teachers with 2 hours of educational planning time.

Additionally, the school has 1.326 administrative staff supporting library and office and a part time
general assistant, who maintains buildings and grounds.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Release teachers</td>
<td>0.84</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.326</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>10</td>
</tr>
</tbody>
</table>

We have no members of staff of indigenous backgrounds.

**Teacher Qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

Mary Brooksbank School has well-trained and professional staff. We have 59% of staff with postgraduate qualifications in special education. All staff access professional learning. We have 62% of SLSOs with Certificate III Educational support - Teachers Aide special.

<table>
<thead>
<tr>
<th>Teachers</th>
<th></th>
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<tbody>
<tr>
<td>Teacher Graduate</td>
<td>41%</td>
</tr>
<tr>
<td>Teacher post graduate</td>
<td>59%</td>
</tr>
<tr>
<td><strong>School Learning Support Officers</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate III qualifications</td>
<td>55%</td>
</tr>
<tr>
<td>No Certificate qualification</td>
<td>33%</td>
</tr>
<tr>
<td>Diploma in early childhood</td>
<td>12%</td>
</tr>
</tbody>
</table>

**Staff Retention**

We have a high level of staff retention. At the end of 2010, Wendy Milburn, Assistant Principal received a promotion as a Principal of Chalmers Road School. Mrs Jennifer Neradovsky was appointed to the Assistant Principals position by merit selection. The position commences in 2011. We had one teacher vacancy at the end of 2010 and Ms Angela Earl was appointed to this position commencing 2011.

Staff stability is very important to program delivery for our students. It provides predictability and consistency.

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**Financial summary**

<table>
<thead>
<tr>
<th>Financial Summary 30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School and community</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Total Income</td>
</tr>
<tr>
<td>Teaching and learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training and development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration and office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total Expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

There was significant support from the community for our playground and this is reflected in the financial figures for school and community. Utilities continued to rise in 2010. There was a reduced expenditure on maintenance; this was due to BER funds that were targeted to improve aspects of the school.

A full copy of the school’s 2010 financial statement is tabled at the Annual General Meetings of the school council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School Performance 2010

High School Literacy

High school literacy focuses on functional reading and writing. Learning outcomes are designed to provide students with the skills they will need as they transition from school to post school life at the end of year 12. Our cohort of students have a wide range of literacy abilities, some read with the support of photographs and picture symbols while others are able to read written text. Literacy programs have been tailored to individual student abilities and needs.

Students who are reading picture symbols such as those created using the Picture Communication Symbol (PCS) program are learning to communicate their choices by exchanging picture symbols for their favoured activity or using picture symbols to create a shopping list to be used when on community access. Students are also learning to read picture symbols presented as a daily timetable to prepare them for the day’s activities or in social story format to help them understand appropriate social behaviour. Students who are able to read written text are developing their reading skills with the support of the PM reader program.

Engagement in the reading process has increased substantially across the high school population as a result of books and other reading materials now being accessible to all students through the use of interactive whiteboards. Students find this medium highly motivating, as they become active learners, taking control of their own learning.

In 2011 we expect to see students progress further with their reading as they successfully move up the PM Reader levels.

High School Numeracy

Mathematics and its functional application is an integral part of daily life for students in high school at Mary Brooksbank School. Students participate in a wide range of mathematical activities such as counting and recording the number of students at school during class morning circle, recording the day’s temperature, measuring ingredients for cooking, creating patterns and shapes in art and craft, using money to make purchases from the munchie basket, understanding that a bus timetable represents the timed schedule for bus travel when catching public transport in the community and completing jigsaw puzzles by matching shapes of edges and colour patterns. Students in high school at Mary Brooksbank School access the Life Skills Mathematics Curriculum. Programs are based on functional skills and include learning experiences in the areas of numeracy, patterns and algebra, measurement, space and geometry. This year, high school students were placed in groups for Maths according to their learning needs.

We have seen technology play a more important role in engaging student learning. Through the use of devices such as interactive whiteboards, computers, switches, switch programs and computer programs, students with complex needs became more engaged in the mathematics curriculum and their access to learning opportunities increased. These students learnt to manipulate switches to bring about changes to shapes and patterns. A second group of students have used the interactive whiteboard to access number and counting activities and computer generated maths programs which help develop and practice skills in counting and number recognition. A third group have been using the Clarke Rd Money Program to develop their skills in recognising monetary values and calculating the amount of money they need to make a purchase if they were buying items advertised in promotional flyers.
K-6 Numeracy

All students K-6 were assessed using our new Numeracy framework. This allowed teachers to determine the level of achievement in numeracy for all students. We worked closely with our numeracy consultant to improve teaching and learning for all students. Teachers were provided release time to participate in demonstration lessons and students assessment. Resources were increased, including the creation of 3 numeracy kits to support teaching. Children with disabilities can achieve great outcomes in numeracy and deserve every opportunity to do so. An allocated numeracy time was established K-6 for all classes and on one day per week students were ability grouped for focused numeracy lessons. Students engaged with an extensive array of numeracy activities now available on our Interactive whiteboards. Concrete activities helped to promote a functional understanding of numeracy. 2010 represented perhaps the greatest growth in our numeracy programs.

K–6 Literacy

We commenced planning for the completion of our new literacy framework. This framework will support the development of teaching and learning programs in the area of reading, writing and talking. It will also cover communication. The framework once completed will allow us to assess students learning in all areas.

New resources were purchased in 2010. We purchased a new reading scheme that is available in hard copy, as well as on the interactive whiteboard format. The students have loved the program and it has supported a new surge in reading skills. Our early readers are responding to spelling lists, sight words and associated writing activities. 2011 will see a strong focus on Literacy.

Communication skills remain an important area of focus for many students and our work on augmented communication continues.

Achievements

Arts

In 2010 we completed a whole school ceramic mural that now decorates the entrance to our school. Each student worked individually with our resident ceramicist Mrs Pam Cooley to complete a tile. These tiles were put together to create a larger image of a country scene.

Mr Paul Hughes, Principal of Rosemeadow Primary School and Mrs Kerry Sweeney, Principal of St Andrews School officially opened our mural on 7th December. Both Principals are on the committee of the Gary Walden Trust that donated funds to our school so that the project could be undertaken. We were delighted to have a visit from Mrs Carol Walden to showcase our student’s work. The mural looks spectacular.

I extend our thanks to Mrs Pamela Cooley for her outstanding commitment to the project and for her support of students learning outcomes.

Helen celebrates the opening of the mosaic.
Sport

2010 has been a very busy year of sporting activities and competitions. This year we participated in the Premiers Sporting Challenge. This involved recording our students’ hours of physical activity each day over a period of ten weeks. This was recorded in individual student log books and then transferred to the Premiers Sporting Challenge web site. The hours of activity for each student were calculated and students were awarded a bronze silver or gold award dependent on the amount of active hours they achieved.

We are very proud of all our students for competing in this event and are pleased to say that most achieved the gold level of award.

As a result of our participation the school was allocated $1500.00 to be spent on sporting equipment and/or activities that support engagement and motivation to participate in an active and healthy life style.

The annual swim school was held in July. This program ran everyday for two weeks and involved targeted students in intensive structured lessons with qualified swimming instructors. As a result of this we noticed improvements in swimming ability and confidence in all students.

In fourth term our students participated in our annual combined school athletics carnival with Passfield Park and Beverly Park Schools. This was held at Minto Sports Complex and was a very successful and enjoyable day. We have high levels of participation from all students.

This year our senior champion was Taylor Meredith while our junior champion was Samuel Tutunoa. Well done to both students.

It’s wonderful to see our students with the opportunity to participate in a wide and varied range of sporting activities whilst developing skills, abilities and interests along the way.

Special Awards and Ceremonies

In 2010 Mary Brooksbank School won a Director Generals Award for School Achievement. This is the highest award given to schools in NSW.

We won the Macarthur Square shopping Challenge 2010 earning the school $10,000. The win would not have been possible without the overwhelming support of our parents and local community members who worked extremely hard to collect the winning dockets.

We were awarded first place nationally for the Mobile Muster Competition. This contest involved the collection and recycling of used mobile phones. This resulted in a $1,500 award.

We opened our new primary school playground. Sandi Sutherland managed the playground project. We raised over $95,000 to complete the project. Once again we are indebted to our local community for their dedication and support. Our children are really enjoying the playground. Ministers and local dignitaries supported us at the opening.

In 2010 we were the nominated recipients of the Mayoral Ball proceeds. We once again thank Ex Campbelltown Mayor, Aaron Rule for his community vision and support. The funds received were directed to our newly completed playground. The presentation evening was a spectacular ball at West’s Leagues Club well attended by over 400 community members and a strong cohort of the Mary Brooksbank School parents and staff.

In 2010 one student shone at the Campbelltown Rotary Awards Ceremony. Beven Camelleri received runner up in the Dynamic Achievers Award. We are so proud of Beven’s achievement.
Beven Camilleri received runner up Dynamic Achievers Award Campbelltown Rotary. Beven is pictured with Mandy Hyeronimus.

**Significant Programs and Initiatives**

**Priority Schools Program & Equity Programs**

We are a Priority School. Our PSP plan allows us to focus on strategies that help students from disadvantaged backgrounds. This plan focuses on Literacy, Numeracy and students attendance and engagement. We were invited to present a case study of change and vision at Mary Brooksbank School at a state conference for other Priority Special Schools. Jennifer Neradovsky provided an overview of our school plans and how we worked towards change management.

The NSW Department of Education and Training Equity Directorate funded an action research project for senior students. Our research focused on using the interactive white board to increase student engagement and improve numeracy and learning outcomes. In line with our school plan, we developed a program for students that was functional and relevant to their needs by adapting the Clarke Road Money Program to the IWB.

Initially, baseline data was collected about student’s skills and knowledge relating to the Clarke Road Money Program. Using this assessment, students were placed into ‘like-ability’ groups where focused teaching and learning of functional money skills occurred.

The project has enabled students from years 7 to 12 to participate more fully in a meaningful life skills activity that will equip them with skills that they can use to promote independence in their life. The conversion of the program into interactive whiteboard activities resulted in greater student engagement and willingness to participate in mathematics. The project has also had an impact on the pedagogical practices of the senior team as they have become more confident in delivering this program to students.

**Aboriginal Education**

Our Aboriginal education program continues to gain momentum. Kathleen Wortley has done a great job supporting Aboriginal programs and providing advice and support for staff in the area of Aboriginal education. This year we celebrated NAIDOC week with an Aboriginal performance and completed a classroom display of Aboriginal culture and tradition. Kathleen has also been attending the local Aboriginal Education Consultative Group to gain knowledge and advice.

**Multicultural Education**

Multicultural education aims to provide all students with the knowledge, skills and values needed to participate successfully in Australia's culturally diverse society. At Mary Brooksbank School our students have diverse cultural and religious backgrounds.

Parents/carers, families and friends are invited every year to join teachers and students in multicultural activities during Education Week. By celebrating together we provide our students with the opportunity to explore the cultural diversity from countries across the globe.

In preparation for Multicultural Day, all students participate in the process of transforming classrooms with cultural displays of chosen countries. Families and friends are involved in collecting relevant information and traditional items for displays. On the day everybody experiences the culture, food and music of nations around the world. The winners from infants, primary and high school classes are selected by specially formed for this occasion, group of judges. The names of winners are engraved on plaques and displayed in the school office area.

**School to Work.**

Students in years 7 to 12 practice work related skills each week in the school environment. This gives students the opportunity to develop important skills that are expected in the workplace for example; staying on task, following
directions, working as part of a team, showing initiative, completing work tasks and developing confidence in preparation for work placements.

Work skills are important for students who will be entering community participation programs. The students this year have taken responsibility in helping to beautify their environment. They have been weeding, mulching, planting trees and maintaining a vegetable garden.

Students crush cans that are sent into the school and then bag them up for taking to the recycling depot where they are cashed in. Students each week are involved in delivering note to classes, paper recycling, washing the school buses, munchies basket (snacks) and can crushing.

Students aged 14 and above participate in out of school work experience if it is appropriate for them. This year we had no students participating in out of school experience but have students approaching this age group for the future.

Information Communication Technology

Information Communication Technology continues to be a focus in planning. 2010 has been an exciting year with eight out of ten classrooms now with an Interactive Whiteboard installed. The whiteboards are being used across the school to support the delivery of lessons in all key-learning areas including reading, writing, mathematics, science, geography and history. The whiteboards have added a new dimension to teaching and learning with students more engaged in the curriculum as they access information, often from the internet, and participate in learning activities such as Blogging. Students are able to participate in these programmed activities with increased independence.

The technology for learning (T4L) computer program provided by the Department of Education and Training has ensured greater access for students to computers in their classrooms. All classes have access to desktop computers and laptops.

The Digital Education Revolution (DER) program has provided laptops or alternate technology for students in year 9. Currently we are trialing the use of iPads as an alternative technology option for students. iPads have the capacity to engage students who have high support needs to interact with technology and to use as an alternative communication device.

Mary Brooksbank School will go wireless for internet access in 2011. We will also be installing a Connected Classroom that will provide students with opportunities to experience learning from different perspectives. For example students may have the opportunity to go on virtual excursions such as riding on a dog sled in Alaska or exploring the coral reef in Queensland or they may join another class in far north Queensland to learn about tropical rainforests.

Finally we celebrate the achievements of our students in ICT and congratulate Francisco Borrego for gaining highly commended in the Digital Art Christmas Card Award. Grevillea class also entered the Digital Art Awards for the Centre of Learning Innovation competing against students in mainstream settings across the state.

Year 12 students undertaking vocational or trade training

We had no students undertaking vocational or trade training in 2010.

Use of School Facilities

In 2010, various community groups hired the school facilities on a regular basis. Northcott Disability Services operate an after school care facility during the school term from 3pm to 6pm for 13 to 17 year old students with disabilities. They also hire the facilities for the school vacation period for vacation care programs.

The pool has been utilised by Ability Options all year and New Horizons from July 2010 for disabled clients. The Samoan Christian Church hired the hall until March 2010.

The hiring of the facilities enables the school to purchase extra resources with the additional income.

Respect and Responsibility

Schools have an important role to play in transmitting values to children. Both teacher-student relationships and peer relationships within schools are important when considering value transmission. Through daily school management and teaching practices, schools can promote and reinforce the values of respect, equality, inclusion, co-operation, participation, responsibility and conflict-resolution.
At Mary Brooksbank we place a strong emphasis on respect and responsibility across all school environments and involving all school community members. Through teaching and promotion of our school rules, our individual classroom teaching strategies, our development and fostering of collegial relationships between staff, our students are encouraged to develop an awareness of respecting the rights, feelings and opinions of all school members. At Mary Brooksbank we assist our students in developing these qualities by

- Encouraging and developing co-operation in students through school based activities
- Self evaluation of our teaching practices and educational programs
- Providing students with opportunities to practice responsible behaviour across the school environment
- Having high expectations of student achievement and behaviour
- Taking more risks by experimenting with teaching
- Giving children time to talk more and listening to and valuing what is said
- Reviewing and teaching school rules regularly
- Deal with individual behaviours differently and reflecting on the outcomes of our interventions
- Taking a whole class approach to decision making where appropriate
- To learn to respect others goes hand in hand with learning to accept responsibilities for our actions. This is an essential learning outcome for children if we want them to be able to establish affective relationships and have good social integration.

Other Programs

Positive Behaviour Intervention Support

At Mary Brooksbank School we use a behaviour management system called PBIS (Positive Behaviour Intervention System). PBIS aims to prevent behaviours before they occur rather than dealing with them after the event. We aim to follow the triangle below in that 80% of behaviours are avoided before they occur, 15% are dealt with on an individual or group level and 5% are behaviours that occur quickly and with limited possibility of avoiding the situation.

As a result of our PBIS approach, we have had an increase in the capacity of students to regulate their behaviour more successfully. Each child that presents with behavioural difficulties has an individualised behaviour support plan designed by teachers in consultation with parents. Where behaviour presents serious safety concerns for staff and other students, suspensions may be imposed in line with the NSW Department of Education and Training suspension and expulsion Policy. The suspension periods provide an opportunity for the school, parents and interagency supports to work together to make adjustments to programs and interventions. A child with a disability must be responsible for managing their behaviour and the support we provide for them is essential to assisting the development of social and communications skills. It is the development of these skills and environmental support, which defines improved behaviour.
This year we have continued with the Bronze Silver and Gold ribbon awards system. This whole school behaviour system celebrates students for their positive behaviours. These are directly linked to our school rules. Students are aware of the target rule the school is working on and those who achieve progress in relation to this rule are awarded the relevant ribbon. In 2010 we had 100% of the student population receive their Gold ribbon in fourth term. This is a great result and we are looking forward to more positive results in 2011.

For students presenting with challenging behaviours teachers have systematically completed risk assessments and defined interventions at each level to reduce possible escalations. Time out strategies are used effectively and carefully to reintegrate a student back into their learning program. All teachers hold high expectations of student behaviour and work to engage students meaningfully in programs that address their learning. We aim for high engagement and minimal disruption.

**Drug Education**

Drug Education in K-6 is incorporated into classroom units of work.

Students in infants and primary learn about the taking of medicines at school. They identify with “who” administers the medication and where they go in the school to have it. They also have learnt that they can’t take the medication without an adult with them.

Students in all classes learn about looking after their bodies, staying healthy and safe. They have learnt about body parts, privacy in toileting procedures, staying healthy and safe, healthy foods and exercise, sun and road safety.

In the High School classes, students have been grouped according to their gender, needs and age. Both boys and girls have covered some of the following topics: changing bodies, puberty, identifying body changes, feelings, relationships, personal hygiene and The Circle Concept and saying NO.

The school has a locked first aid cabinet where all students taking medication have a container with their name on it. All SLSO’s (School Learning Support Officer) are trained in:

- The Prescribed administration of medication and Asthma Treatment
- Emergency Care and Resuscitation
- Anaphylaxis training
- Health Care Procedures.

Student’s information is updated throughout the year every time there is a change in medication. Students on medication or those with health issues all have a Health Care Plan, which is displayed, in their classroom for easy access in an emergency.

**Environmental Education for Sustainability**

2010 has seen many developments in our environmental initiatives and programs throughout the school and within the community.

Our school permaculture garden area has expanded with grants and funding from a variety of sources including business enterprises, service organisations and the Department of Education.
With a grant from Coles/Junior Landcare we purchased 12 indigenous bush tucker plants. Funding from other sources enabled us to buy citrus trees, vines, equipment and resources. Most classes have continued to plant a variety of herbs and vegetables into the no-dig garden beds throughout the year with excess produced being sold to the community.

The Rotary Club of Campbelltown have donated a substantial amount of money to help us construct an undercover outdoor kitchen, barbecue and eating area on the paved courtyard area outside the Sensory Room. They will also support us to build paths for wheelchairs around the no dig garden beds and some steps up to the indigenous garden and citrus forest. Both the gardens and this new area will provide opportunities for our students to practice meaningful work-related skills linked directly to several learning areas of the curriculum.

We were successful in applying for a grant of $15,000 through the Commonwealth Government’s National Solar Schools Program, to be used to purchase a 5000 litre water tank and pump, as well as a range of energy saving devices for classrooms.

We have continued to participate in a variety of environmental initiatives and competitions this year that have resulted in us receiving prizes including a playground bench seat made from recycled plastic bags, vegetable seeds and gardening equipment. National Tree Day was held in July and our school got 50 native shrubs from Campbelltown Council. Students in the senior school have planted these around the school including the staff car park, along the bank in the senior playground to stop erosion and around the perimeter of the senior playground.

Environmental initiatives involving the community that we have participated in this year include the Sustainable Schools Expo at Belgenny Farm in September, the MobileMuster schools challenge and Clean Up Australia Day. Campbelltown Council’s Waste has visited the school and Environment Education Officers and an article about our school appeared in the first issue of the Campbelltown Council’s “Red Gum Gazette”.

During 2010, the School Environmental Management Plan (SEMP) was drafted. This document reflects our ongoing commitment to support environmental education and the sustainability of our school environment and will be implement from 2011 to 2013. This SEMP is consistent with the School Plan 2009 – 2011 in the area of Student Engagement and Retention. More specifically, it reflects our intended outcome of improved social and emotional well-being and providing opportunities for students to learn and practice skills for life.

**National Partnership Programs**

We received no funding through National Partnership in 2010.

**Connected Learning Program**

Our connected classroom will be installed in 2011. It will be housed in our new special programs room. Technology will continue to be a strong focus across the school. Evidence indicates that our students are increasing their level of engagement through the use of technology. Our blogs are proving very engaging for all students.

**Swimming Program**

At Mary Brookesbank School we are committed to providing opportunities for students to improve their general fitness. We acknowledge the importance of hydrotherapy in facilitating physical development of children; therefore the swimming instructor has been employed one day per week to deliver swimming lessons.

The school has purchased a variety of floatation aids that are used to improve safety, confidence and promote swimming skills. These aids promote swimming skills of students with physical disabilities.
All students participating in this program are assessed at the beginning and again at the end of the year with progress reported to parents.

Students are placed into four levels of ability. Level one and two are called “Sea Treasures” and “Jellyfish”. Students in those groups require floatation aids while in the water. The more advanced levels three and four are called: “Clown Fish” and “Flying Fish”. Students in those groups are learning independent movements through the water, freestyle stroke and backstroke.

MBS has also been involved in an elementary learn to swim program called Special Swimming Scheme. Lessons are intensive 10 -15 minute sessions with one to one assistance from professional swimming instructors, five days over a two week period.

Other Programs

Community Access

High School:

The students in high school were placed in a Community Access or Leisure Group at the beginning of 2010. The groups were determined taking into consideration the age, educational, social and personal goals for each student. The purpose of Community Access and the Leisure Groups is to explicitly teach skills that students will need to participate in the community as valued and respected members of society.

Junior high school students travelled to venues within the local area by using the school bus or walking. They visited places including Campbeltown Council Bike Education Centre, Pizza Hut, Mount Annan Botanical Gardens and Sizzler and the focus of this group was road and pedestrian safety and eating skills whilst in the community.

The senior high school students travelled further into the community using the school bus and visited a wider number of venues including cafes and restaurants, dams and picnic areas, indoor sporting venues and shopping centres where they practiced using the manners, skills and techniques required when eating, drinking and participating in leisure activities.

This year we had two Leisure Groups who remained at school. The first of these groups participated in group leisure activities such as working together to complete jigsaw puzzles and playing cards. They organised a term menu for their snacks and lunches and each week prepared morning tea and lunch for themselves, set the table and cleaned up afterwards. These activities provided valuable lessons in co-operation and teamwork.

The second Leisure Group participated in a variety of activities including music, art and craft, sensory activities, gardening, outdoor leisure and sport activities and cooking. They also watered and weeded the school gardens. The students in this group focused on interacting with their peers and sustaining attention to tasks and leisure activities.

Infants and Primary School:

The junior school have reassessed at how community access is structured to better meet the student’s needs and educational goals of our students. Junior school classes are focusing on the progression of community access to external venues that are being implemented during primary. This is for the preparation of our students for high school.

For junior students the focus is on teaching social skills, road safety skills, staying with the group and eating skills are first being taught during incursions within the school grounds, with the progression to external venues within walking distance of the school. Some infant classes have been involved in picnics in the playground and walking as a group to community venues. Primary school classes are meeting educational outcomes with a focus on road safety skills, social skills, talking and listening skills, money skills and staying with the group. The Primary school has accessed local venues such as Rosemeadow shops, McDonalds Woodbine, Appin Park, Mt...
Annan Botanical Gardens, Dumaresq St Movies and Macarthur Square.

School Maintenance and Improvements

2010 has been a significant year for major improvements within the school. The beginning of the year saw the completion of building improvements under the BER. This included two COLAs, one for each of the primary and senior playgrounds and a Multipurpose Room. The construction of the COLAs has provided students with large covered and concreted areas that are used for eating and as outdoor learning environments. This has enabled students to transfer some learning activities from the classroom to outdoors. The Multipurpose Room has lived up to its name and has been successfully used for a range of activities. These have included our chick hatching program, creation of a major tiled art work involving all students, staff development activities, writing of curriculum documents and use by individual classes for a variety of class based activities. Both these additions to our school have had a positive impact across the whole school community.

Fourth term saw the installation and completion of a long-term project to fund and install new play equipment in the primary playground. This project was a year in the planning, organisation and completion. Our school community was extremely lucky to be able to secure sufficient funds to begin and complete the project in its entirety rather than see the building of small stages over a number of years. The funding for this project came solely from donations from charities and organisation both locally and in Sydney, and we as a school community, are extremely grateful to those involved. Our generous funding bodies were

<table>
<thead>
<tr>
<th>Funding Body</th>
<th>Amount</th>
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<tbody>
<tr>
<td>MBS P&amp;C</td>
<td>$ 5,000</td>
</tr>
<tr>
<td>Club 389</td>
<td>$10,000</td>
</tr>
<tr>
<td>Variety Club</td>
<td>$ 8,800</td>
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<tr>
<td>Primary Club of Australia</td>
<td>$57,000</td>
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<tr>
<td>Mayor Ball</td>
<td>$ 9,000</td>
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<tr>
<td>Macarthur Square</td>
<td>$10,000</td>
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These funds enabled the school to purchase and install play equipment, softfall and shade shelter. This will provide numerous hours of play and sensory stimulation for current and future students for many years to come.

As a result of our involvement in the Premiers Sporting Challenge and the funds we received via this, we were also able to construct a sand pit in the primary playground. This has been a popular addition into the playground and will be a further source of enjoyment for the children in that playground.

Progress towards completion of our playground.

School Development 2009 – 2011

Progress on 2010 targets

Target 1

A school wide system is used to assess all students’ performance in Literacy- (including AAC, Pecs and signing)

Our achievements include:

An community of schools focus between Holroyd School and Mary Brooksbank commenced in 2010. A literacy team was formed. The team has completed a significant component of the Literacy Framework. Unfortunately Equity Funding has ceased and we will need to restructure strategies to achieve the full extent of this target in 2011.

Francisco reading during literacy time.
**Target 2**

60% of staff will utilise technology in the delivery of literacy and numeracy lessons.

Our achievements include:

A bank of numeracy teaching resources were created and placed on our server for daily use in numeracy lessons.

The Numeracy Consultant provided training on using IWB for “Count Me In Too” (Numeracy program) interactive resources.

We have increased staff capacity to provide high quality learning opportunities for all students by installing Interactive whiteboards in 9 classrooms and training staff in their maintenance and use.

Training staff in how to create blogs, how to use the PM readers on IWB, how to use new computer programs to create social books for students, how to use our new school website.

We completed training for the adobe suite of programs to support staff ICT skills.

We completed implementation of the three year ICT plan.

Visual and augmented systems have been provided on IWB format for many aspects of literacy and numeracy teaching, including morning circle activities.

**Target 3**

60% of students and staff are using ICT to increase engagement in learning outcomes.

Our achievements include:

100% of staff are using IWBs in teaching. 100% of students have access to IWB activities appropriate to their learning needs.

We purchased an array of resources to engage students with complex physical impairments, including switches and switch activated games.

All teachers are using IWB.

New computers were purchased for every class.

We expanded the range of IWB activities on our school server.

**Target 4**

25% reduction in the referral of students for behavioural concerns.

There is a large correlation in research about student’s engagement in meaningful learning and the occurrence of challenging and disruptive behaviours in students. Our context is a complex one and due consideration and planning goes into strategies to engage students and intervene prior to escalations in behaviour. We released our policy in behaviour support in 2009 and continue to work towards strengthening it. Parent support is essential to successful partnerships that strengthen positive behavioural outcomes.

Our achievements include:

All students with identified needs have behaviour plans. For students with high-level behaviour these will include crisis plans.

There has been an increase in inter agencies involvement with suspension resolution planning where appropriate.

We completed further training in risk assessment procedures.

We have made outstanding gain in increasing student’s engagement in learning through the implementation of our school plan, especially our ICT plan.

We have significantly improved playground facilities that support appropriate skill development and reduce inappropriate behaviour.

Structured case management support for students with complex needs has increased resulting in more targeted and supported planning for student’s behaviour.

The use of our designated calm down area has reduced significantly as a direct result of improved programs for students with challenging behaviour.

There has been a 45% reduction in the rate of referrals to the office in 2010.

**Target 5**

The numeracy framework is implemented and supported at Mary Brooksbank School.

The framework was completed and professionally packaged. It is available for purchase across NSW. All students were assessed using the numeracy framework K-7. Teachers engaged in a range of
professional learning activities that supported quality teaching in numeracy.

**Key Evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of the growth in technology skills of teaching staff and Student achievement in learning.

**Educational and Management Practice**

**Background**

Our school plan covers many areas of technology support for learning. In order that students are able to gain access to technology and all that it can offer, staff requires professional support, training and opportunity to keep abreast of change and innovation. We are fortunate to have many teachers who are leaders in the field with technology for students with special learning needs. Mentoring, professional learning and resource support has been provided to achieve our targets and support teachers in their growth in this very demanding and changing field. All teaching staff participated in a survey of their technology skills. The findings are listed below.

**Findings and Conclusions**

As a team of educators, the teachers at Mary Brooksbank School are between Phase 2 and Phase 3 technology users. This is a great result. I thank the staff for their commitment to technology support for our special learners.

- 14% of our staff rated themselves as having Phase 4 skills. This is the top level of Information Communication Technology skills. Well done.
- 33% of our staff rated themselves as having phase 3 skills. A great achievement.
- 65% teachers indicated that they engage students in teaching and learning activities that are interactive, responsive to their needs and include authentic online tasks and audiences.
- 50% of teachers indicated they are able to design, select and use a range of technologies and practices to enhance assessment and the recording of student achievement.

- 57% of teachers apply knowledge and skills in the effective use of the Internet to meet syllabus outcomes.

- 50% of teachers indicated that they set challenging learning experiences for students to develop their ICT capabilities in a way that is consistently matched to their needs and ability.

All teachers indicated they are able to apply knowledge and use technology to support teaching and learning. This has been a significant improvement in staff professional learning.

**Future Directions**

There has been a significant increase in staff skills in the area of technology support for learning. There will be a continued focus in supporting the acquisition of technology for all staff. Technology is a rapidly expanding field and it is essential that teachers remain up to date with best practice in the field. We have repeatedly witnessed increases in student’s engagement through the use of technology.

**Curriculum**

**Individual Education Plans**

**Background**

The COACCH planning tool continues to be used to develop each student’s Individual Education Plan (IEP). This is a system that assists teachers and parents/carers to collaboratively determine goals for each child, allowing for each party to have significant and meaningful input.

The process involved teachers and parents/carers forming a planning team and, together, completing a detailed questionnaire. The questionnaire dealt with all aspects of each student’s education and learning outcomes across a range of areas including socialisation, personal management, leisure, recreation, community, vocational and selected academics.
The process allowed the planning team to identify and rank the areas of greatest priority to each individual student. From these broader areas identified, a maximum of four goals were drawn out to form the student’s IEP. The process allowed team members to record other areas that, whilst not worked on currently, may become important out-of-school or future IEPs.

Teachers also adopted ADHC’s Goal Attainment Scale (GAS) concept to attach a numerical value to each goal’s indicator in an attempt to provide numerical data when demonstrating student progress. We extended professional development to the next phase of IEP development in looking at effective, descriptive, manageable and meaningful assessment of these goals.

Quantitative data was collected to determine student growth toward identified priorities. Growth was based on several categories:

- Nil growth - stable
- 1 step progress - marginal improvement
- 2 step progress - good improvement
- 3 step progress - significant improvement
- Negative - 1 decline in progress.

Each student may have had 2 or 3 goals.

**Findings and conclusions**

Growth towards IEP goals in Semester 1 was extensive with many goals achieved. Semester 2 resulted in a stabilisation of growth and for many students perhaps an adjustment of targets.

**Future Directions**

Overall, the framework implemented around IEP development has not only up skilled our teachers but provided an important forum for pedagogical exchange amongst teachers and parents/carers. It has been a rich learning experience of which the best outcome is the array of benefits to our students. Staff notes the extensive amount of time required to successfully implement the IEP interview process.

Overall student progress towards their goals is sound. We continue to provide extensive access to all Key learning areas as part of classroom programming.

We will continue to support the process of COACCH planning and GAS ranking of achievement.

**Parent Satisfaction**

All parents were offered the opportunity to respond to a survey about school culture. Twenty four percent of parents responded.

Their responses are presented below.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Brooksbank is attractive and well resourced</td>
<td>74%</td>
<td>26%</td>
<td>0%</td>
</tr>
<tr>
<td>The students are the schools main concern</td>
<td>87%</td>
<td>12%</td>
<td>1%</td>
</tr>
<tr>
<td>The school provides quality teaching</td>
<td>80%</td>
<td>16%</td>
<td>4%</td>
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</table>
The school offers challenging and meaningful programs 74% 26% 0%

The school maintains a focus on literacy, numeracy and individual planning. 80% 20% 0%

There is good computer access and strong technology programs 67% 27% 0%

The school has strong leadership and direction 74% 20% 0%

The school feels good and is a great school 86% 7% 0%

There was an overwhelmingly positive response from parents

**Parent comments included**-

“Keep doing what you are doing- the school is great”

“It’s already perfect”

“The staff are incredible towards the students. They treat them as individuals, not just “groups” of students. My child could not be in a better school”

“I don’t believe our son would be achieving the success he has had anywhere else. Students receive individualizes attention which has helped our son to learn skills like reading and toileting. MBS is a great place for our children and their parents. Extremely supportive, always positive, and focused n helping our children strive to be functional, valued members of our community”

“I simply can’t praise the school enough”

“I value the dedicated staff who are passionate about improving outcomes for the students at MBS. MBS is progressive and always “raising the bar” for children’s learning and success.”

“Mary Broosbank provides the best programs possible for students. What more can we say, a pay rise for all your hard and valuable work”

“There is pride and courtesy shown towards the children and parents. It is amazing. They are truly amazing teachers. From my heart I cannot thank you enough for your support of my son. My son is so happy to come to school. Keep it up!”

**Suggestions and areas for improvement**

- More shade shelters in the playground and perhaps an outdoor wet weather area.
- Continue on with the numeracy plan.
- An increase in one on one time for literacy and numeracy teaching.
- Improve playgrounds
- Consideration for the half yearly report to cover all KLA areas more extensively.
- Some parents indicated they would like to know more about what their child can do on an IWB.

**Student Views**

Our student’s views matter to us. We want them to enjoy school and to engage in meaningful learning. We want learning to be fun. The contentment of students can be seen in the increased engagement in learning, the happy faces we see and the willingness to strive for improved learning outcomes.

**Professional Learning**

To ensure the presence of quality teaching and learning in our school, all teachers are committed to continue their own professional development.

Through participation in regular professional learning activities organised by school management team, district office and other relevant agencies, we continue to have opportunity to share our knowledge, experiences and to learn new skills.

Each week staff have two learning support team meetings (student focused and administrative) and one training and development meeting. We have worked to strengthen the role of learning support teams throughout 2010.

In 2010 training was provided in the following educational areas-

- Best Start for new enrolments.
- Count me in Too and Numeracy framework.
- Adobe training for technology access.
- Computer coordination.
• Interactive Whiteboards training and mentoring
• New Scheme Teachers Accreditation process
• Smart Board use.
• DET School computer network training.
• Health care procedures.
• Emergency care and first aid.
• Protect, Assess, Respond to challenging (PART) behaviour Training.
• Research into best classroom teaching practice for low Socio economic areas.
• Procurement and finance training.
• Child protection and child wellbeing training.
• School web site

These activities are on top of weekly professional development activities.

We celebrate a hard working and committed staff.

**Targets for 2011**

**Target 1**

*To develop a Literacy framework and assessment tool for pre ES1 students that includes a range of experiences and activities to enhance student learning.*

Strategies to achieve this target include:

• Formation of a community of schools literacy team to investigate the formation of a literacy framework for special education.
• Accessing regional consultancy in literacy teaching for special needs learners.
• Strengthening best start assessment for kinder students.
• Developing a bank of resources and activities that include ICT accommodations for staff to access for teaching literacy.
• Create an assessment tool for accessing student’s performance in literacy.

Our success will be measured by:

• Progress towards the completion of the framework.
• Support offered to staff to promote the extension of literacy teaching.
• Student’s performance in literacy as assessed by the literacy assessment tool.

**Target 2**

*80% of staff will be utilizing technology in the delivery of literacy and numeracy lessons.*

Strategies to achieve this target include:

• Formation of a community of schools technology committee that will investigate improved technology access and systems that promote quality teaching.
• Implementation of the 2009-2011 Information Communication Technology plan.
• Continued support for professional learning in the area of technology for all staff.

Our success will be measured by:

• The extent of improved technology systems and supports available to staff to support quality literacy teaching
• Improved technology access for student learning.
• Improved student outcomes in literacy.
• Increased direct instruction provided through targeted literacy teaching.

**Target 3**

*Reduced incidence and intensity of challenging behaviour*

Students with special learning needs and impaired communication skills often use their behaviour inappropriately to have their needs addressed. Proactive and positive behaviour planning and careful consideration of the school environment helps to address some of these identified behaviours. Teamwork and strategies that promote students engagement in learning are essential to reducing behavioural incidents.

Strategies to achieve this target include:

• Improvements in the schools physical environment, including playgrounds and play equipment.
• Strengthening individualised planning for students behaviour support in collaboration with families and targeted inter agencies.

• Improved facilities and equipment in classrooms that support teaching and learning.

• Professional learning for all staff in supporting student’s engagement in learning and management of risk assessment processes.

Our success will be measured by:

• Reduction in suspension and intensity of challenging behaviours, including reduced incidents in the playground.

• The support staff gains in managing and addressing complex behaviours.

• Improved engagement in meaningful learning for all students.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Diane Robertson, Principal
Marcia Shanahan, Assistant Principal
Wendy Milburn, Assistant Principal
Ewa Cizewska, Assistant Principal
Mrs. Tia Cookson Cavarra, P&C Secretary

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Fax: 4626 8255
Email: Marybrook-s.school@det.nsw.edu.au
School Code: 5721
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


Thank you to everyone for taking time to review our progress and for sharing in the life of a great public school.

Caitlyn in her brand new wheelchair, proudly sponsored by Society 389.