School context

Mary Brooksbank School is a Kindergarten to Year 12 school, catering for students with moderate to severe intellectual and/or physical disabilities. A significant number of our students have sensory impairment and/or Autism Spectrum Disorder.

The experienced and dedicated staff work collaboratively to provide quality education programs for our students who have a diverse range of abilities and needs. Teachers work in close consultation with School Learning Support Officers to assist students to reach their full potential. Students at Mary Brooksbank School follow a broad curriculum from the NSW Board of Studies Key Learning Areas.

Students work towards achieving educational and personal goals determined in consultation with parents and key stakeholders and outlined in their Individual Educational Plans. Throughout 2013 there have been 71 students enrolled at Mary Brooksbank School. Currently there are three Infants classes (K-2), three Primary classes (3-6) and five High-School classes (7-12).

Mary Brooksbank School upholds a climate of positive behaviour and personal best as well as social and personal competence.

Principal’s message

Welcome to our 2013 Annual School report. I am pleased to report a successful year of quality teaching and learning and some wonderful student achievements. The school has continued to develop and refine innovative teaching practices that pay dividends in improved learning outcomes, social and emotional development of the students at our school.

The partnership between students, staff, families and carers and the wider community has benefited the students in the achievement of their learning outcomes and ensured the educational experience has been a positive one. Many parents and carers shared their exceptional knowledge about their child and by doing so, added to the quality of the educational program prepared for their child.

Each member of the school team, including administrative, executive and teachers, school learning support officers, general assistant, cleaners, drivers and travel support officers, therapists and visiting teachers have contributed to the success of the school. The School’s Director, Public Schools and regional staff have supported the work of the school in meeting its targets. Please take the time to read through our report. 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.

Jennifer Neradovsky

P & C message

Mary Brooksbank School has a very active and committed Parents and Citizens Association. Our school community values the strong sense of belonging encouraged by positive partnerships between students, staff and parents. In 2013 our P&C members assisted with the organisation of and were involved in many events including the following:

- School presentations and events such as Multicultural Day, Mother’s and Father’s Day, Kindergarten Orientation Day, Presentation Day Assembly and our wonderful Christmas Fun Day in which they provided luncheons, morning teas and beverages
- School programs with educational value such as PECS (Picture Exchange Communication System) by producing and compiling class and student communication folders.
- Providing members as volunteers for the pool for our weekly swimming program and to produce and compile the school Healthy Eating Calendar distributed free to all students.
- Co-ordinating the P&C uniform shop, providing families with an ability to purchase school uniforms at a reasonable cost, offering a lay-by system if required.

The P&C also maintain two buses used for transporting students through a contracted arrangement with Assisted School Travel. At the end of the year, one of these buses ‘retired’ after 15 years of service and the P & C accepted a new bus from Variety Children’s Charity and supported by Illawarra Toyota. The P&C donated two thirds of the cost of this new bus. For
student community access programs, our school also utilises these two buses on a weekly basis.

In addition the P&C also completed fundraising activities which enable us to provide funding for school programs and resources.

### 2013 Fundraising activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadbury Chocolate Fundraiser</td>
<td>$3,451.00</td>
</tr>
<tr>
<td>Bingo Night</td>
<td>$5,420.00</td>
</tr>
<tr>
<td>Easter Raffle</td>
<td>$370.00</td>
</tr>
<tr>
<td>Christmas Raffle</td>
<td>$928.15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$10,169.15</strong></td>
</tr>
</tbody>
</table>

### 2013 Donations:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for school swimming program</td>
<td>$6,768.00</td>
</tr>
<tr>
<td>Sensory Room resources</td>
<td>$22,631.00</td>
</tr>
<tr>
<td>Bus</td>
<td>$49,333.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$76,404.00</strong></td>
</tr>
</tbody>
</table>

The P&C currently meets at the school on Tuesdays in the 5th and 9th week of term at 9.30am.

Our aim for 2014 remains to increase our parent 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 also aim to continue our fund raising efforts. To our wonderful school community, we thank you for your support in 2013 and we look forward to your continued involvement and interest in 2014.

Karen Buczek  
P&C President

---

**Student representative’s message**

The School Captain for 2013 was Corey Toplis. The High School Prefects were Jessica Armstrong and Taylor Meredith. The Junior Prefects were Emma Messina and Samuel Tutunoa. Our Public School Ambassador was Anthony Aranda.

We have helped in organising and running our fortnightly school assemblies, undertaking jobs that include setting up and using the computer and sound equipment and presenting awards and certificates to fellow students. At other functions, we have acted as ambassadors and had the responsibility of welcoming guests and making speeches.

As Captain and Prefects we have all felt excited and happy to help give out certificates and awards at Assembly. My time as the School Captain has made me feel good about myself and I am proud to be given this role. I have learnt how to be responsible and to independently organise a regular whole school event, MBS Has Talent.

Corey Toplis, Jessica Armstrong, Taylor Meredith, Emma Messina and Samuel Tutunoa

**Student information**

The students at Mary Brooksbank School are aged between four and eighteen years. Each of our students has unique skills, abilities and needs. It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies

**Student enrolment profile**

Student enrolments increased in 2013 with the addition of one extra class. Three students
completed year 12 in 2013. More than 50% of our student population in 2013 was male.

**Student enrolment profile**

![Student Enrolment Graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>51</td>
<td>18</td>
</tr>
<tr>
<td>2010</td>
<td>48</td>
<td>17</td>
</tr>
<tr>
<td>2011</td>
<td>52</td>
<td>17</td>
</tr>
<tr>
<td>2012</td>
<td>46</td>
<td>19</td>
</tr>
<tr>
<td>2013</td>
<td>48</td>
<td>23</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Non-attendance by school students is monitored by teachers. Parents are regularly reminded that regular attendance is a factor in ensuring sound academic achievement. The school prides itself on good parent/staff relationships to encourage regular attendance. Consistent monitoring of attendance by the Principal ensures that parents are aware of the NSW Department of Education and Communities guidelines and allows for assistance to be provided to those experiencing difficulties with their child’s regular attendance.

**Post-school destinations**

This year we have three year 12 school leavers: Claire Adams, TeAorangi Rameka-Waapu and Corey Toplis. All students have been assessed by ADHC for post-school funding. Parents and/or carers attend an interview with the district transition teacher where they complete an ADHC assessment package. Families are notified at the end of term 3 as to what has been offered for their child in 2014 and families have the opportunity to appeal the decision given to their child. A day was planned by the transition teacher and the school to allow families the opportunity to visit as many sites as possible. This allowed families to ask questions about the programs and meet staff. Families have to make a choice of provider for their child based on the suitability of the site in meeting their child’s goals and needs.

**Year 12 students undertaking vocational or trade training**

All students from year 7 are given the opportunity to participate in work experience activities at school. For some students it is developing skills that will enable them to access work opportunities in the future for example; staying on task, showing initiative, accepting criticism and following instructions. For other students the priority is staying with the group and following instructions. The in-school work activities that students are involved in each week are: paper recycling, paper shredding, can crushing, phone cleaning, bus washing, munchie basket and cleaning tables and chairs. Four students, Corey Toplis, Jessica Armstrong, Anthony Aranda and Joseph Maher all attended 11 weeks of work experience at Afford Industries. All students had positive work experience reports.

**Year 12 students attaining HSC or equivalent Vocational Educational qualification**

In 2013, Claire Adams, TeAorangi Rameka-Waapu and Corey Toplis were awarded the Higher School Certificate and in doing so, completed a range of subjects including English, Mathematics, Personal Development, Health and Physical Education, Creative and Practical Arts and Technology.
Workforce information

Our staff includes teachers, school learning support officers, school administrative staff, a school counselor, a general assistant and casual and temporary staff. They are a dedicated team committed to providing a safe, supportive, secure and caring learning environment for everyone.

The school has a non-teaching principal and 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 teacher used to release staff from face to face teaching.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>8</td>
</tr>
<tr>
<td>Release from Face to Face Teacher</td>
<td>1.008</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Unique and Emergent</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.822</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>11</td>
</tr>
<tr>
<td>SASS Unique and Emergent</td>
<td>0.15</td>
</tr>
<tr>
<td>Total</td>
<td>26.58</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff members currently have identified themselves as being of indigenous background.

Financial summary

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

| Date of financial summary | 30/11/2013 |

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>156366.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>191939.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>149886.08</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>127894.63</td>
</tr>
<tr>
<td>Interest</td>
<td>4856.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5404.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>636347.67</td>
</tr>
</tbody>
</table>

Teacher and SLSO qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Degree or Diploma</td>
<td>43%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>57%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>40%</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>18%</td>
</tr>
<tr>
<td>Cert. III Disabilities</td>
<td>9%</td>
</tr>
<tr>
<td>Cert. III Teacher’s Aide Special</td>
<td>64%</td>
</tr>
</tbody>
</table>
### Key learning areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>44110.04 Excursions</td>
<td></td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1105.04</td>
</tr>
<tr>
<td>Library</td>
<td>982.68</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2700.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>188308.34</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>62197.81</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>49730.94</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>69634.47</td>
</tr>
<tr>
<td>Maintenance</td>
<td>63461.08</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7080.33</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 Financial Statement is tabled at the annual general meeting of the parent body (P&C). Further details concerning the statement can be obtained by contacting the school.

### School performance 2013

#### Arts

The iPad band is used by students throughout the school on a regular basis using iPad applications tailored to meet their learning and needs. Students have demonstrated high levels of engagement when using the specific music applications on these iPads. This year, the iPad band program has expanded through collaboration with staff and students from Campbelltown Performing Arts High School. The iPad band performed in the end of year concerts for both schools.

In 2013 the school Signing Choir was invited to perform at two special events: The Regional SASS Conference and the Gary Walden Foundation Dinner.

In February the Bruce family organised a fund raising event at the Court House Tavern which was supported by families, friends, staff, community members and local businesses. All money raised on the night was donated to the school to fund equipment and learning materials for our students. Students from Kangaroo Class created an art work which was auctioned at the event. As a result of the efforts of the Bruce family and the generosity of the community $4,320 was raised for the school.

The Infants, Primary and High School students were involved in creating three art works for our annual P & C Bingo Fundraiser. The students’ hard work contributed to the amount of $5,238 being raised on the night.

In August, the Salvation Army’s youth ambassador initiative, The Ambassador Movement organised a private performance at our school by a new band called What About Tonight. The group sang a number of songs for the students, performing their new single as well as some other popular songs, including requests from our students.

#### Sport

The school participated in the Combined Schools Sport Carnival at Minto Sports Stadium with Beverley Park School and Passfield Park School. Events included a march past, chanting of the school song, sprint and long distance running events, walking races, novelty games and other activities focusing on a range of ball skills. All students were encouraged to participate and were each given a first, second or participant ribbon at the end of each race. Congratulations to Colby Barton in the primary school and Caylon Roach from the high school who were our school’s champions for 2013.

This year all students from our school again took part in the Premier’s Sporting Challenge and received a gold or silver certificate depending on the amount of time they were engaged in physical activity. Part of the school’s involvement in the Premier’s Sporting Challenge means we receive an allocation of $1500.00 which was used to purchase equipment and support physical activity and sporting programs within the school.
Academic achievements

Progress in Literacy

Reading experiences in the classroom draw from a wide range of resources and are based upon the Accelerated Literacy model which all staff were trained in throughout 2012. The number of Accelerated Literacy Text Kits has increased significantly this year to ensure that students are able to study a wide variety of texts throughout their school life and to enable teachers to integrate the study of a specific text with units of learning in other Key Learning Areas. The implementation of Accelerated Literacy at Mary Brooksbank School has resulted in improved student progress in reading. This has been evidenced by student assessment results which show improved book knowledge and concepts about print, increased engagement with a variety of texts including multimedia based texts and improved comprehension, reading skills and strategies.

Throughout 2013, all students at Mary Brooksbank School took part in and completed the Premier’s Reading Challenge. This involved reading up to 30 books as a class group from the Premier’s booklists and a number of our students received a gold medal from the Premier for their outstanding effort, having participated in the challenge for four consecutive years. Participation in the Premier’s Reading Challenge each year is an important component of literacy programs at Mary Brooksbank School as it not only fosters a love of books and reading, but also results in improved outcomes for students ranging from sitting and attending to a book through to reading age appropriate texts with improved accuracy and fluency.

Progress in Numeracy

All students continue to engage with numeracy using different programs depending on individual goals and abilities.

Students in the high school regularly use the Clarke Road Money Program to increase their independence and knowledge of handling money. Routine practice occurs in the school environment to equip students with the ability to use money successfully in the community.

Students in kindergarten have been assessed using the Best Start model to ensure that all students are on track in their literacy and numeracy learning by Year 3 and this enables teachers to program effectively for maximum student engagement and success. Students in Infants and Primary and some High School students were assessed using the Numeracy Framework.

The analysis of these assessments, which were done at the end of each semester, shows gains in Primary School students’ performance in the area of number and improved money skills demonstrated by High School students. The results of this assessment process allows teachers to plan individual mathematical goals ensuring students are able to experience success with mathematics.

Staff have continued to develop their own skills around numeracy. This has involved professional updates for teachers and SLSO’s regarding the Numeracy Framework as it is developed. Staff have also undertaken planning and team-teaching across the school to achieve a collaborative approach to teaching numeracy.

A number of staff members conducted an audit of mathematics resources on the school server. These were organised into strands, including numeracy so teachers were able to readily access these to support numeracy teaching in the classroom.
Significant programs and initiatives

Aboriginal education

Aboriginal education continues to see exciting new initiatives being introduced. The schools Aboriginal contact Kathleen Wortley, has continued to network with the local Aboriginal community by attending AECG meetings as well as liaising with the DEC’s Aboriginal directorate. These meetings have provided opportunities for the school to enhance and enrich Aboriginal education.

Previously staff were taught about the 8 Ways of Aboriginal Learning. This training has encouraged teachers to look at their programming and how they can incorporate the 8 strategies into their teaching. Throughout the year teachers have been attempting to implement the 8 ways of learning in order to enrich their lessons for all students.

Reconciliation Week was celebrated with a visit by the Aboriginal designer and artist Lucy Simpson. Lucy worked with a group of students to create an artwork that was personal to them. The students had fun explaining what was important to them and putting that into an artwork using foam squares.

For NAIDOC Week the school held a special assembly to celebrate. During the assembly we had performances by the Aboriginal students from Thomas Acres Public School, who performed the National Anthem in native Tharawal language. They then entertained the students with a dance number.

Mary Brooksbank has continued to strengthen its relationship with Thomas Acres and its Koori kids group by commencing a peer support program. During term 4 the students from Thomas Acres have come on a couple of occasions to visit the infants playground and engage the Mary Brooksbank students in social play. This is a positive program for all involved.

Multicultural education

One of the more popular annual events held at MBS is Multicultural Day and this year coincided with Education Week. Classes studied various countries including China, Japan, Spain, outback Australia, Greece, Vietnam, England and Ireland and based their study on a text from their chosen country. Koala Class provided free entertainment for guests with their noisemakers, Banksia Class inspired the holiday-maker in us all with their reproduction of the serene Greek isles and Possum Class welcomed the newest edition of the Royal family in style. The winners for the 2013 classroom displays were Koala, Bilby and Wombat classes and winners of the parade were Echidna, Kangaroo and Grevillea classes.

National partnerships and significant Commonwealth initiatives

As part of the Every Student Every School initiative, Mary Brooksbank School continued to work collaboratively with Chalmers Road and Holroyd Schools on three curriculum focused projects for students with additional learning needs. The three projects focus specifically on Literacy, Numeracy and Technology with the aim of assisting teachers to effectively support students with a disability to access the curriculum.

ESES Literacy

The ESES Literacy project produced a quality resource designed to effectively support students with a communication delay or disability to achieve curriculum outcomes at school. In an effort to pool the expertise of special educators and make this knowledge accessible to all, Holroyd, Mary Brooksbank and Chalmers Road Schools’ Interactive English Document was developed over a three-year period and is now freely available to the public. The completion of this literacy project has resulted in the development of a
printed English Framework Document, an online interactive version of the English Framework, a Pinterest ™ website to support the English Framework and a set of training modules for staff use in schools throughout Australia.

The Interactive English Document provides special educators with a readily accessible tool to assist in the planning, programming and assessing of English for students with a disability. The document enables students with a disability to access the New K-10 English and HSC Life Skills Syllabuses. It contains a wealth of information including English learning activities, teaching strategies, teaching resources, programming support and assessment resources. The interactive document incorporates technology supports for English with the inclusion of assistive technology, web links, suggested touch screen applications and ideas for the use of interactive whiteboards in the classroom.

In response to the two-day Picture Exchange Communication System (PECS) training held at the end of 2012, part of the Literacy ESES initiative has included implementing this program for targeted students throughout Mary Brooksbank School. ESES funding has been used to support PECS programs through the purchase and development of 13 PECS motivator kits, over 100 PECS folders and visuals and the implementation of a weekly PECS program supported by School Learning Support Officers and classroom Teachers. Implementing PECS programs throughout the school each Monday has resulted in improved student communication skills across different environments. In term 4 of 2013, the PECS program was evaluated and teachers met with the School Learning Support Officers running the program to review their students’ progress and begin planning for 2014.

**ESES Numeracy**

In 2013 Mary Brooksbank, Chalmers Road and Holroyd Schools continued to work on this project which was based on the original Numeracy Framework developed between 2008 and 2009 to assist in planning, teaching, assessing and reporting on numeracy outcomes for students who are functioning below Early Stage 1. Up until now the Numeracy Framework has been predominately a paper document supported by interactive whiteboard activities and various assessment resources.

Throughout 2013 staff from Mary Brooksbank, Chalmers Road and Holroyd Schools have extended the original Numeracy Framework so that it now includes extensive teaching strategies to support student acquisition of all goals and reflects both the current curriculum and the new Mathematics curriculum to be implemented in 2015. The 2013 Numeracy Framework is an interactive document incorporating technology supports for Numeracy including web links, suggested touch screen applications and ideas for the use of interactive whiteboards in the classroom.

**ESES Technology**

Over the past two years, the ESES Technology Team has been dedicated to increasing student engagement levels through the incorporation of technology into the classroom in a meaningful way.

The ESES Technology Team has focused their learning on three pieces of technology; the XBOX Kinect, Playstation Move and a class kit of iPad’s. Each of these technology items has a supporting document created to aide teachers in the use of the technology within the classroom. The document includes lesson plans, teaching strategies and a range of SMART Notebook resources which have also been developed.

In 2013, classes at Mary Brooksbank School have been using these resources and the equipment to engage students in meaningful learning on a regular basis.
Other programs and initiatives

Live Life Well @ School
Live Life Well @ School is a joint initiative between the Department of Education and Communities and the New South Wales Health Department to promote nutrition and physical activity in NSW schools. During the year Kathleen Wortley and Shauna Burnett attended a two day training course and started to develop an action plan for Mary Brooksbank School. As part of this action plan all staff at Mary Brooksbank School have attended an in-service afternoon on how to best implement and promote nutrition and physical activity at school. Rochelle McCook, a Health Promotion Officer for Live Life Well @ School initiative, has presented at several school events including a P&C meeting, whole school in-service and Kindergarten Orientation to discuss nutrition and physical activity with staff and parents.

Kathleen Wortley has worked closely with the P&C to develop a 2014 calendar of healthy recipe options which was distributed to parents free of charge.

As part of the whole school action plan a garden bed in the school’s vegetable garden will be raised to allow easier access for students.

Integration and Transition
During 2013 a number of different students have participated in transition activities. Term 1 saw the introduction of new students across the school, in particular kindergarten. These students attended on a partial enrolment while they got to know the school and make new friends. This initial partial enrolment allowed for a successful transition to school.

During term 3, two of the kindergarten students attended Rosemeadow Public school along with their classroom teacher to begin transition into a support unit. Both students thrived while visiting a new school and actively participated in all activities. While on transition the students were able to take part in a walk-a-thon, join mainstream kindergarten literacy groups and engage in social play whilst on the playground. This transition has helped us to develop a strong network with other local schools so that we can continue to provide this opportunity for the students of Mary Brooksbank School.

Term 4 saw transition occurring around the whole school. The year 6 students began to transition into high school for playground times, as well as selected class times. This transition allowed the students to develop new friendships and become familiar with their new environment ready for 2014. An enrolment day was also held for all new kindergarten students and their families. This day provided students with the opportunity to make new friends while they explored the playground and participated in some structured classroom activities. It also allowed for parents to attend a meeting to orientate themselves to Mary Brooksbank School.

School planning 2012—2014

Progress on 2013 Priorities

School priority 1

Outcome for 2012-2014
Enhanced literacy and numeracy learning through the effective use of consistent assessment.

Evidence of progress towards priority 1 in 2013:

- Teachers used the Accelerated Literacy program to develop adjusted resources that support individual student and class needs. The implementation of the Accelerated Literacy program has also led to teachers using authentic assessment practices to document student learning and drive future planning in the English Key Learning Area.

- The Literacy Framework was completed and used to support student engagement in the English curriculum. In term 4, all
teachers were given time to assess and program for students and this information was handed to the 2014 class teacher to facilitate full use of the Framework to support student engagement and learning in future years.

- Staff were given opportunities to observe and mentor each other during planned and observation lessons. Time for collaborative planning and assessment was given to support literacy teaching across the school.

School priority 2

Outcome for 2012-2014

Increased quality teaching supported by strategic professional learning and technology

Evidence of progress towards priority 2 in 2013:

- Professional learning and guidance titled “The Leaner and the new Curriculum” was provided to members of the executive team who then passed this knowledge onto all staff during school based training and development sessions. This prepared staff for the mandatory implementation of the new English Syllabus in 2014.

- Observation of colleagues who are experienced and expert classroom practitioners was facilitated encouraging peers to model their own practice on the Quality Teaching Framework.

- Teachers were given the opportunity to plan and implement programs using technology including iPads, switch devices and Playstation and Xbox gaming devices and to utilise the seven upgraded workstations in the library.

Strategies to achieve this outcome in 2014:

- Review the current TARS and EARS processes and design a new system of supervision and support that focuses on staff accountability, competency based leadership programs and the professional teaching standards.

- Establish a professional support and performance policy.

- School executive are provided with information and training in school management and Local Schools Local Decisions.

2014 Target Priorities

School priority 1

Outcome for 2012-2014

Increased accountability across all areas of leadership and management

School evaluation 2012-2014

Parent/caregiver, student and staff satisfaction

Parent/Caregiver Satisfaction

In 2013, the school sought the opinions of parents, students and staff about the school. Parent opinions were sought in relation to finance and administration, reporting, school culture and the Parents and Citizens Association. Their responses are presented below.
Finance: parents and caregivers had a good knowledge and understanding of how school activities were costed and how to seek financial help from the school if they required it.

Reporting: parents and caregivers agreed that the student school report and work sample folders usually gave them a clear indication of their child’s performance.

School Culture: parents and caregivers generally felt valued as part of the school community and felt the school and classroom teachers communicated effectively with them about their child’s learning.

To reach as many members of the community as possible, the P&C surveyed parents and caregivers about suitable times for the meetings. As a result, the meetings remained on a Tuesday morning, twice a term.

**Student Satisfaction**

Students were surveyed using Picture Communication Symbols to determine their thoughts and feelings on a variety of educational activities provided at our school. The survey asked students to identify the activities they like and/or dislike as part of their educational programs. Responses were given by students using speech, writing or PCS. The results of the survey identified the five most engaging or ‘popular’ activities:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>iPad</td>
</tr>
<tr>
<td>2</td>
<td>iPad band</td>
</tr>
<tr>
<td>3</td>
<td>Swimming</td>
</tr>
<tr>
<td>4</td>
<td>Chick Hatching Program</td>
</tr>
<tr>
<td>5</td>
<td>Sensory Room</td>
</tr>
</tbody>
</table>

**Staff Satisfaction**

Staff were surveyed in 2013 with the focus areas being personal development, communication, meetings, school culture, responsibilities, our students and community and resources.

Their responses are presented below.

- Personal Development: 94% of staff indicated that they enjoyed learning new things relating to their role within the school. Nearly 14% of staff indicated they did not independently seek professional development for themselves.

- Communication: Nearly 90% of staff responses indicated that they felt able to communicate openly with the Principal, 80% with their supervisor and 84% with the school executive.

- Meetings: All staff indicated that weekly Communication Meetings provided them with important information. 80% and 66% of staff reported respectively that Team and Staff Meetings were valuable.

- School Culture: 88% of staff agreed that they enjoyed coming to work each day and most felt that their colleagues recognised their positive performance in the workplace.

- Responsibilities: Responses from this area of the survey showed a lack of understanding with some staff about school and departmental procedures and processes.

- Our Students and Community: The survey returned very positive results with nearly 95% of staff indicating that the school plans well for students and meets their complex needs in consultation with parents and in a dignified manner.

- Resources: 86% of staff believed the school is well resourced and the resources available meet student needs.

**Professional learning**

Throughout 2013, executive staff, teachers, school learning support officers, administration staff and the general assistant participated in professional learning to support the engagement of all students in the Key Learning Areas and to increase their knowledge and skills relevant to their particular roles within the school.

All staff participated in DEC mandatory training including Child Protection, First Aid and Anaphylaxis and the Disability Standards for Education which ensures that students with disability can access and participate in education on the same basis as other students.

All teachers and school learning support officers participated in training around the Picture
Exchange Communication System (PECS), Non-violent Crisis Intervention (NCI) and in using new technology to support student learning including interactive gaming and iPads. Teachers and SLSOs also undertook online training: ‘The Learner and the New Curriculum’, which introduced the new Australian Curriculum and Syllabuses that will be phased in from 2014.

Teachers participated in and contributed to the presentation of a variety of professional learning sessions around the Every School Every Student (ESES) initiatives: Literacy Framework, Numeracy Framework and Technology Initiative both at school and as part of a variety of conferences and professional learning days, including the statewide Special Education Conference.

Three teachers attended the ‘Differentiating the Curriculum’ professional learning days in which strategies and ideas were discussed for making changes and modifications to the learning environments of students to ensure a fair and equitable education.

The Infants teachers were trained in the Best Start Program which is in all government schools and is intended to ensure that all students are on track in their literacy and numeracy. Two teachers were accepted into the Special Education Retraining Program. Three teachers were classified as Beginning Teachers as they were in their first year of permanency and as part of their program, participated in professional learning and peer mentoring sessions with their supervisors and colleagues.

With the near completion of the Literacy, Numeracy and Technology initiatives, all teachers were given time to explore the on-line version of these documents and to apply them to students in their class.

As part of the Department’s process of supervision and teacher accountability, all teachers and executive staff have met with their supervisors on a regular basis to discuss and evaluate their own teaching performance and discuss ways in which they can further develop themselves.

### 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.

Jennifer Neradovsky, Principal (Acting)
Ewa Ciszewska, Assistant Principal
Sandi Sutherland, Assistant Principal
Christine Hunter, Assistant Principal (Relieving)
Melanie Mulholland, Administration Manager
Karen Buczek, P&C President

### School contact information

Mary Brooksbank School
Cnr Anthony and Cleopatra Drives
Rosemeadow NSW 2560
Ph: 4628 4555
Fax: 4626 8255
Email: marybrooks-s.school@det.nsw.edu.au
Web: http://www.marybrooks-s.school.nsw.edu.au
School Code: 5721

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: https://detwww.det.nsw.edu.au/high-performance/annual-school-reports