School context

School context statement

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 Board of Studies, Teaching and Educational Standards NSW 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 and Transition Plans. 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 2014 Annual School report. This report provides our school community with important information on our achievements and programs in 2014. 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 result in improved learning outcomes and the social and emotional development of the students.

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, travel support officers, therapists, visiting teachers and volunteers 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.

Financial support has come from a variety of sources including Campbelltown Court Tavern, Big Fat Smile, C91.9, Cobbitty Village Markets, David Wilson Chemist, McDonalds the P&C and the hire of school facilities.

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 requiring development.

Jennifer Neradovsky

P&C message

2014 has been a big and exciting year for Mary Brooksbank Parents and Citizens Association. We have been very active and have held a number of fundraisers including the Easter raffle, Cadbury chocolates, Christmas raffle and our Annual Bingo and Silent Auction night.

This year was our 10th Bingo night, with over 200 people attending. We raised approximately $13,500 with this money going towards the purchase of fixed exercise equipment for the high school playground. Other donations of funds to support the school this year have included the upgrade of the Sensory Room.

We have also supported the school by providing Mother’s and Father’s Day gifts and serving morning teas and lunches at functions including Kindergarten Orientation Day, Multicultural Day, Presentation Day Assembly, Easter Hat Parade and the Christmas Family Fun Day.

As part of the Department’s Assisted School Travel program, the P&C operates 2 school buses. The Uniform Shop is run by the P&C with new and second hand clothing available to purchase outright or through a lay-by system.

As volunteers, P&C members have helped around the school including working in the library and assisting with swimming / hydrotherapy.
A highlight for 2014 was an article published about us in the Journal of the Federation of Parents and Citizens Associations of NSW highlighting our tremendous fundraising efforts and dedication to our school.

Karen Buczek

**Student representative message**

The School Captains for 2014 were Jessica Armstrong and Anthony Aranda. The High School Prefects were Tomasi Tokailagi and Fran Borrego-Hore. The Junior Prefects were Monica Lup and Mitchell Taylor.

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

Jessica Armstrong, Anthony Aranda, Tomasi Tokailagi, Fran Borrego-Hore, Monica Lup and Mitchell Taylor.

**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 2014 with the addition of two extra classes and 12 kindergarten students. Throughout 2014 there have been 85 students enrolled at Mary Brooksbank School. Currently there are four Infants classes (K-2), four Primary classes (3-6) and five High-School classes (7-12). Three students completed year 12 in 2014.

Management of non-attendance

Non-attendance of 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: Jessica Armstrong, Taylor Meredith and William Filimoehala. 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 2015 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. Six students, Jessica Armstrong, Joseph Maher, Nicholas Arvanitis, Joanne Bates, Tomasi Tokailagi and William Filimoehala all attended 10 weeks of work experience at Afford Industries. All students had positive work experience reports. Jessica also attended a Hospitality course at Campbelltown TAFE over three terms.

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

In 2014, Jessica Armstrong, Taylor Meredith and William Filimoehala 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, Work and the Community and Technology.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**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>10</td>
</tr>
<tr>
<td>Release from Face to Face Teacher</td>
<td>1.176</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.720</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>13</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>31.296</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff members have identified themselves as being of Indigenous background.

**Teacher 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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>44%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>31%</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>15%</td>
</tr>
<tr>
<td>Certificate III Disabilities</td>
<td>7%</td>
</tr>
<tr>
<td>Certificate III Teacher’s Aide Special</td>
<td>69%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

During 2014, all teachers and School Learning Support Officers participated in mandatory training sessions that included Code of Conduct, Work Health and Safety Induction and Child Protection. Other courses, events and activities to build the capacity of staff, that were aligned to the major priorities and strategies in the School Plan, included Accelerated Literacy and the NSW K-10 English Syllabus and Communicating and
Engaging with your Community. The expenditure on teacher professional learning was $7,485.68 plus $19,565.24 from Beginning Teacher Funds. The average expenditure per teacher on professional learning was $475.00.

Five school development days were held in 2014 in terms 2, 3 and 4. Professional learning and capacity building activities included mandatory training such as e-anaphylaxis and targeted learning to address the specific needs of our school, including Health Care Procedures, Picture exchange Communication System (PECS), Accelerated Literacy (AL), Applied Behaviour Analysis and Australian Professional Standards for Teachers.

<table>
<thead>
<tr>
<th>Teacher accreditation level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working towards accreditation</td>
<td>5</td>
</tr>
<tr>
<td>Maintaining accreditation at P</td>
<td>3</td>
</tr>
<tr>
<td>Seeking accreditation at HA or L</td>
<td>2</td>
</tr>
<tr>
<td>Maintaining accreditation at HA or L</td>
<td>0</td>
</tr>
</tbody>
</table>

P – Proficient level
HA - Highly Accomplished level
L – Lead level

Beginning Teachers

In 2014, Mary Brooksbank School had five Beginning Teachers on staff. Under Great Teaching, Inspired Learning these teachers were supported in their new roles through a mutually designed plan that made provision for mentor days, relevant and targeted professional learning and the purchase of resources to support each of these teachers.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>90599.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>234164.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>272878.26</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>67144.25</td>
</tr>
<tr>
<td>Interest</td>
<td>4809.37</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4513.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total income</td>
<td>674109.18</td>
</tr>
</tbody>
</table>

| Expenditure               |            |
| Teaching & learning       |            |
| Key learning areas        | 32952.06   |
| Excursions                | 1756.95    |
| Extracurricular dissections| 1314.90    |
| Library                   | 1231.88    |
| Training & development    | 4634.71    |
| Tied funds                | 211187.25  |
| Casual relief teachers    | 82451.14   |
| Administration & office   | 55884.85   |
| School-operated canteen   | 0.00       |
| Utilities                 | 75758.83   |
| Maintenance               | 78054.55   |
| Trust accounts            | 1364.94    |
| Capital programs          | 0.00       |
| Total expenditure         | 546592.06  |
| **Balance carried forward**| 127517.12  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Arts

This year Mary Brooksbank School students embarked on a new and exhilarating creative arts based learning opportunity. Seven of our students learnt and performed a new dance routine to submit to the Schools Spectacular Audition Panel. After a very nervous wait we were accepted into the D’arts Ensemble. This ensemble performed in the 2014 Schools Spectacular ‘This is Australia’ showcase held at the Qantas Credit Union Arena in November. This ensemble is specifically aimed to showcase and celebrate 180 students with varying additional needs from New south Wales Department of Education Schools across the state.

Under the guidance of Alana and Myriam students attended Busby West Primary School to practice. In this time we made many new and lasting friendships with students and staff from across the state. The song chosen for our performance was ‘Happy’ by Pharrel Williams and we could not have been more excited for this upbeat and joyful song. As showtime rolled around our students were ready to rock and roll. Not only did our students put on the best performances of their lives but so did their peers. The performance was an absolute crowd pleaser and received huge acclamations and cheers from the entire 13250 people in the audience. The students couldn’t be prouder of their efforts and neither could their teachers.

During 2014, staff and students have been involved in a whole school mosaic artwork. This artwork was designed around the themes of individuality, creativity, having a common purpose and belonging to a group. The artwork consisted of 6 different coloured tiles and students could choose to stick a selection of stones, tiles, buttons, rocks and beads onto their tiles. Infant tiles were green and yellow, representing intelligence, growth and freshness. Primary tiles were blue and purple, representing acceptance, patience and understanding. High School tiles were orange and red, representing power, courage and confidence. Staff created a person figure on their tiles and used all 6 colours. This figure was created with arms outstretched to resemble individuals being part of the school community with a common cause, as we all come together as a whole. Staff and students took great interest in doing their artworks as well as displaying creativity and individuality. The artwork will be displayed at the front of the

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school with the student’s tiles in the middle and staff tiles creating the border. This layout symbolises caring, nurturing encouragement, teaching and independence of the students.

In June, the Bruce Family held its third fundraiser at the Court Tavern, which was supported by families, friends, staff, community members and local businesses. Students from Bilby Class created an art work which was auctioned at the event and sold for $950.

The Rhythm Village visited our school this year. Their programs are specifically designed around students with special needs, with a focus on using music as a medium to encourage student creativity and enjoyment. The performance included fun and engaging songs using instruments such as a guitar, African drums and a didgeridoo. Students were given clapping sticks, maracas, and tambourines to play during the performance. A few students also played along to the beat, by banging on African drums.

This year our students have taken great delight in participating in our MBS Has Talent program. This program gives all our students the opportunity to express themselves creatively through music and dance. This year MBS Has Talent became more meaningful to our students as they started to take ownership of the program with teachers becoming less involved. Students have taken responsibility for most of the tasks involved in producing a successful show including sourcing and listing the student participants, hosting the show, operating the technology and judging the performances. We have been lucky enough to witness a range of students performing a wide variety of routines from singing, dancing and playing musical instruments.

Sport

This year all students from Mary Brooksbank School have taken part in the Premiers Sporting Challenge. This involves staff recording the amount of physical activity that each student does in their class per day over a ten week period. Being involved in this challenge highlights the amount and variety of sport and physical activities that students of Mary Brooksbank School participate in on a regular basis. These activities have included swimming, basketball, cricket, soccer, softball, dance, bike riding and sensory play. As a result, students have received Silver, Gold and Diamond certificates dependent on the amount of time they have engaged in physical activity. Part of the school’s involvement in the Premiers Sporting Challenge means we receive an allocation of $1500.00 to be used to purchase equipment or support physical activity and sporting programs. This funding has allowed us to employ a sport teacher on a Thursday as well as purchase sporting equipment for use in the pool and playgrounds.

In 2014 we continued our weekly organised sport session with Mat Jones as an Active After School Communities through the Australian Sports Commission. A designated time on Thursdays was given to each area of the school with extra time for small groups of students to work with Mat targeting specific skills or learning games such as cricket and basketball. Over the year we have again seen significant improvements made by all students in skill development, hand eye coordination, agility, endurance and overall fitness. A favourite with all students is the weekly skipping sessions. The highest number of skips without stopping is 146 for high school and 106 for primary!

This year our students have taken great delight in participating in our MBS Has Talent program. This
Through our organised sport sessions we have seen the students not only develop their physical skills but a strong sense of team spirit and fairness is also evident. It is great to hear them shouting encouragement to each other whether they are skipping, shooting baskets, running or involved in a tug of war.

At Mary Brooksbank School we recognise the benefits of movement in the water and the importance of water safety for our students. With financial support from the P&C Association, most of our students have been provided with the opportunity to participate in hydrotherapy and swimming activities every week. During individual sessions with the qualified instructor each student receives assistance to reach their maximum potential in the water, whether this be to meet swimming, water safety, sensory or hydrotherapy needs. Participation in the swimming program also creates an opportunity to develop and improve additional skills such as dressing, undressing, personal hygiene and independent showering.

**Academic achievements**

**Higher School Certificate**

In 2014, there were three students who attained the Higher School Certificate in year 12.

**Progress with Individual Priority Goals**

The Goal Attainment Scale (GAS) concept has been used to attach a numerical value to the progress made by each student in attaining their Individual Education/Transition Plan (IEP/ITP) goals. Student progress is based on reporting levels: orientation, beginning, occasional, frequent and independent.

**Summary of goal achievement in 2014**

<table>
<thead>
<tr>
<th></th>
<th>Infants</th>
<th>Primary</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil progress</td>
<td>30</td>
<td>23</td>
<td>41</td>
</tr>
<tr>
<td>1 step progress</td>
<td>33</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>2 step progress</td>
<td>4</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>3 step progress</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Implementation of the NSW Syllabus for the Australian Curriculum**

In 2014 the NSW Syllabus for the Australian Curriculum: English was implemented into programming at Mary Brooksbank. This is mandatory for all students in NSW. Over the previous year staff had participated in training sessions about the new Syllabus. Teachers now use the new syllabus alongside the Literacy Framework when programming and developing lessons for our students. As the Literacy Framework outcomes are directly linked to the new English syllabus outcomes, students of all levels of ability are ensured access to the curriculum and opportunities to engage with and succeed in their learning in English.

In preparation for the implementation of the new NSW Syllabus for the Australian Curriculum: Mathematics this year and in 2015, MBS teachers participated in number of professional learning sessions, planning meetings and professional discussions. Teachers were provided with the Mathematics Continuum for the new curriculum and attended a Syllabus overview presentation. Meetings were held across the school teams in term four to further develop teacher’s knowledge of the content of the Syllabus and to become familiar with use of this new document. Teaching staff have participated in online training opportunities provided by the Department in order to access ongoing support with implementation of this new document.

**Significant programs and initiatives – policy**

**Aboriginal education**

Mary Brooksbank School has 8.5% of students that identify as Aboriginal. The school values, respects and appreciates Indigenous culture and student identity as an intrinsic part of the school’s culture.

Our Aboriginal Liaison Officer, Roger De Malle has made connections 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 find out about ideas, issues, events and celebrations that were happening in the local area, both within and outside of schools.
High School students explored Aboriginal culture through units of work, where they learned about the history of our local area, including the Tharawal people prior to colonisation, famous Indigenous Australians, Aboriginal Art and words used today that have Aboriginal roots.

For our National Aboriginal and Torres Strait Islander Children’s Day, the Maleurindi Clan, including renowned Aboriginal performer Fred Reid, visited the school for the day. All students learned about and participated in activities around art and craft, tools and weapons, storytelling, Aboriginal musical instruments and dance.

A performance called ‘Ryka’ which displayed music and dance of Aboriginal and Torres Strait Islander origins also visited the school. The students were treated to authentic Indigenous culture through language, music, dance and costumes.

Indigenous learning kits were created using existing materials from the library and obtaining the latest DVD’s, CD’s, books and posters. This will prove beneficial for future study on Indigenous culture. These resources are readily available for all teachers at the library.

Multicultural education and anti-racism
For our annual Multicultural Day celebration, classes studied food, clothing, language and traditions from countries including Germany, Peru, Australia, Ancient Egypt, Brazil and Vietnam. Families and friends were invited to get their passports ready as MBS travelled around the world, class to class and explored the creative sights each classroom had on display. Students were able to enter the rainforest of Madagascar in Kookaburra classroom, do some Italian cooking in Echidna class, try on Sombreros in Grevillea class and look for treasure with pirates of the Caribbean in Waratah class! Each class dressed up in costumes of their country for a school Parade of Nations. We were happy to have the Jamaican Bobsled team from Emu Class and Russian Ballet dancers from Banksia join. This year’s winners for best class displays were Kookaburra, Possum, and Wombat class. Awards for most creative costumes went to Wallaby, Emu and Waratah class.
Significant programs and initiatives – equity funding

Aboriginal background
The school’s Equity Loading for Aboriginal Background was used to fund initiatives that support the teaching and learning of Aboriginal students, as well as enable all students to learn about Indigenous culture and history. Money was spent on a performance by Kadul (featuring Ryka Ali), the Maleurindi Clan workshop and Indigenous teaching and learning crates and resources.

Socio-economic background
The school’s Equity Loading for Socio-economic Background was used to fund a variety of initiatives across the school including a whole school and community sensory art project, the whole school communication program (Picture Exchange Communication System), curriculum resources for English, Mathematics, Science, History and Geography, Work, Health and Safety planning, Positive Behaviour for Learning (PBL) and replacement of glass in some windows with toughened safety glass.

Other significant programs and initiatives
Sensory Room
The completion of the first stage of the Sensory Room took place this year. At the beginning of the year we took delivery of equipment that had been ordered in 2013. Through consultation with staff and the P&C additional equipment was ordered including a leaf chair, a ball pit with lights and music and tactile resources. Also purchased were two projectors that throw stars and lava shapes onto the walls.

An additional internal wall was built that separated the room into two spaces to be used independently of each other. The Sensory Room now has an open, white room and a smaller black room.

Since its completion we have had very positive feedback from students and staff as well as therapists who have visited.

Transition
The Mary Brooksbank School transition to kindergarten program consists of a set of planned experiences over a period of five to eight weeks after student’s enrolment has been completed. The orientation day for 4 kindergarten students enrolled for 2015 took place in term 4 with activities for parents including meeting the Principal and teaching staff, information session about Macarthur Disability Services, Stepping Stones Triple P and introduction to members of the P&C. The School Counsellor and a team of therapists who attended the day provided parents with information regarding support for students and assistance for families. The students had the opportunity to interact with their peers in the classrooms and on the playground.

Each student moving from primary to high school participated in an individualised transition program in term 4 within the school including visits to classrooms and periods of time in the high school playground.

Parents of students moving into a post school program from year 12, were given the opportunity to participate in a tour of service providers led by our Support Teacher Transition and were supported to choose an appropriate setting for their child. Students were given the chance to spend some time in this new setting prior to 2015 to ensure a smooth transition from school.

Positive Parenting Program (PPP)
In 2014 the school was approached by Sydney University to participate in another project with the Stepping Stones Positive Parenting Program (Triple P). Parents and carers, along with teaching staff, completed a survey based on their experiences and needs while parenting and teaching children with special needs. As a result of this survey we are hopeful that staff from our school will be selected to participate in further training that is free of charge which will allow us to continue to deliver this valuable program.

Premier’s Reading Challenge
During 2014, all students enrolled at Mary Brooksbank School had the opportunity to participate in the Premier’s Reading Challenge. The challenge was to read up to 30 books from the Premier’s booklist and was completed as a
whole class group. Some students at our school have participated in the Reading Challenge for over four years and those students received a Gold Medal from the Premier for their outstanding participation. Participation in the Premier’s Reading Challenge each year is an important component of Literacy Programs at Mary Brooksbank School as it promotes developing literacy skills such as sitting and listening to or reading books for a sustained period of time, engaging with age appropriate text as well as fostering a love of books and reading.

Environmental Education

Mary Brooksbank School values the environment, and this is reflected in various programs within the school. The whole school participated in the annual Clean Up Australia day where classes were allocated specific areas of the school that required cleaning and tidying. Any rubbish was disposed of ensuring our playgrounds and courtyards were beautiful by the end of the day.

The high school held a gardening day where a variety of fruits and vegetables were planted into our no-dig vegetable patch after it was re-nourished with soil, manure and compost. The students enjoyed donning their gardening gloves and using the tools required to plant kale, beans, strawberries, broccoli and spinach. Within a few weeks of nurturing, our vegetable patch was in full bloom, allowing students and staff to pick the crop.

Our school was grateful for the donation from Campbelltown Council of native seedlings. These were re-potted into larger pots as part of the Planet Ark National Tree Day. These plants will eventually be used to beautify the school grounds.

As part of our high school work programs, the paper recycling program was also continued. Every room in the school had a container for waste paper and cardboard which was collected by the students on a weekly basis. Some of this waste was shredded as part of the work program donated to Narellan Pet World.

Henny Penny Hatchings

During Term 3, the Henny Penny Hatching Program visited our school. Students were able to interact with this wonderful program by having the opportunity to observe baby chickens hatching in the incubator and to care for them as they grow over a 12 day period. After hatching, baby chicks were placed into a pen where students could observe and interact with the yellow, black and white chicks. Most students were excited to be able to touch and hold the baby chicks, while some students were happy to simply observe them in their pen. Overall, it proved to be a very fun and educational experience for all students, as they learned about the life cycle and needs of chickens.

Crunch ‘n’ Sip

Crunch ‘n’ Sip is an initiative between the Department of Education and the Healthy Kids Association to promote and influence healthy food choices for students in NSW schools.

As part of the whole school plan, we were fortunate to have Woolworths Rosemeadow donate a box of fruit for the Crunch ‘n’ Sip program every month. The fruit was distributed across classes for a ‘Crunch n Sip’ break, where students were encouraged to eat fresh fruit (crunch) and rehydrate with water (sip). Sadly the monthly donations have ended and we are currently in negotiations with other local suppliers of fresh groceries to weekly donate a box of a variety of seasonal fruit to continue our school program.

A Crunch ‘n’ Sip resource kit was prepared for teachers to use to support teaching a ‘Healthy Living’ unit in the classroom.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff Survey undertaken at the end of 2014 to evaluate the programs and initiatives currently running in the school and to help determine priorities for 2015.
- 360° Reflection Tool undertaken by all staff to give formative feedback to the Principal about 15 attributes that are evident in Principals and school leaders. The results were used to reflect on leadership to understand and explore opportunities for improvement.

School planning 2012-2014:

School priority 1
Increased accountability across all areas of leadership and management

Evidence of achievement of outcomes in 2014:

- Review of the current EARS and TARS processes and a new system of supervision and support designed that focuses on staff accountability, competency based leadership programs and the professional teaching standards.
- A professional support and performance policy was established.
- School executive are provided with information and training in school management and Local Schools Local Decisions.

Strategies to achieve these outcomes in 2014:

- A Supervision and Support document was designed that focuses on staff accountability around the Professional Teaching Standards. Teachers worked collaboratively, depending on their level of teaching experience, to link these standards to practices that occur in an SSP context.
- The Professional Support and Performance Policy was designed to ensure all teachers were accountable for their teaching practices and could use the evidence recorded in here to inform and plan for their individual professional learning.
- Relevant staff, including administration staff were given opportunities to participate in professional learning around the LSLD reforms that will allow principals and their school communities a greater say over how they allocate and use their available resources.

School priority 2
Implementation of a broad, inclusive and relevant curriculum

Evidence of achievement of outcomes in 2014:

- All teachers were required to show evidence of their programming using the new English syllabus (K-10) and how the Literacy Framework aligned to these outcomes.
- Beginning Teachers were supported to begin the process of collaboratively refining the QT Coding Document to ensure its relevancy to an SSP classroom context. Beginning Teachers identified the practice of peers that they would like to observe.

Strategies to achieve these outcomes in 2014:

- Staff were able to access both on line and face to face training about the new syllabus documents for English and Mathematics.
- Opportunities were provided for staff to observe classroom leaders practice and reflect on the QT model.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent/Caregiver satisfaction
At the end of 2014, a number of parents and carers participated in a telephone survey around aspects of Mary Brooksbank School. These included communication between school and parents, parental involvement in their child’s learning, additional services the school could provide or advise on, whether students at Mary Brooksbank were happy in their school environment and the types of activities students enjoy most at school. The results of the survey
were generally very positive and indicated that most parents/carers were happy with the educational and social experiences their child received at school and that 99% of students looked forward to coming to school each day. The results of the survey have been used to formulate parts of our next three year School Plan.

The survey showed that parents felt students enjoyed programs such as swimming and sport. Most parents indicated they felt that communication between home and school worked well in general. However, a number of parents indicated that notes and other important information weren’t always received on time. To alleviate this the school has implemented a new system for ensuring communication books and notes go home each day.

Parents and carers also indicated that they wanted to spend more time in classrooms watching lessons. As a result two days have been planned this year when parents will be able to visit classrooms and watch the children participate in lessons on Science and Accelerated Literacy.

**Student satisfaction**

A survey was completed by students who were able to supply accurate answers by using Picture Communication Symbols to indicate their like or dislike of different activities and lessons at school. Over 42% of our students indicated Food Technology / cooking and swimming were their favourite activities at school. The top 6 student preferred programs at school are detailed below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Ranking</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Technology</td>
<td>1</td>
<td>42.5</td>
</tr>
<tr>
<td>Swimming</td>
<td>1</td>
<td>42.5</td>
</tr>
<tr>
<td>iPad</td>
<td>2</td>
<td>32.0</td>
</tr>
<tr>
<td>Interactive whiteboard</td>
<td>3</td>
<td>29.8</td>
</tr>
<tr>
<td>Sport</td>
<td>3</td>
<td>29.8</td>
</tr>
<tr>
<td>Assembly</td>
<td>4</td>
<td>25.5</td>
</tr>
<tr>
<td>Sensory Room</td>
<td>5</td>
<td>23.4</td>
</tr>
<tr>
<td>Bikes</td>
<td>6</td>
<td>19.0</td>
</tr>
</tbody>
</table>

**Staff satisfaction**

The staff survey was conducted amongst the permanent, temporary and casual staff members. Teachers, school learning support officers and administration personnel completed the survey which consisted of 34 questions, seeking feedback about professional development, communication, meetings, school culture, responsibilities, our students, community and resources.

With more than 1,000 answers analysed, 62.77% of responses appeared in the “strongly agree” range and only 2.2 % disagreed with survey statements.

There were four questions with significantly lower scores than others. These were independently’ seeking professional learning opportunities, provision of relevant training during staff meetings, parent involvement in the education of students and school resources. These areas were identified by survey participants as needing further development.

We achieved 100% survey return, which demonstrates great commitment of staff to provide information which will contribute to school planning and improvement of school procedures.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**Strategic Direction 1**

To deliver high quality programs which provide student leadership opportunities and support student learning by reflecting the NSW Syllabus for the Australian Curriculum.

This student learning focused strategic direction encompasses the following initiatives:

- Units of work K-12 based on the NSW Science Syllabus for the Australian Curriculum
- The Science Framework
• Accelerated Literacy
• Picture Exchange Communication System
• Student leadership opportunities

**Strategic Direction 2**

**To develop a culture of collaboration within the Community of Schools to build the capacity of all in leadership and educational innovation.**

This Community of Schools (with Passfield Park and Beverley Park schools) focused strategic direction encompasses the following initiatives:

• Professional learning for all staff based on the individual Professional Development Plans
• Community of schools conferences
• A framework of pre Early stage 1 student learning

**Strategic Direction 3**

**To develop strong leadership and management skills to drive school improvement towards excellence.**

This staff learning focused strategic direction encompasses the following initiatives:

• Professional Learning Plans for all teachers and school learning support officers
• Targeted professional learning opportunities for all staff
• Improved leadership opportunities and skills for all teachers

**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.

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Ewa Ciszewska, Assistant Principal
Sandi Sutherland, Assistant Principal
Christine Hunter, Assistant Principal (Relieving)

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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: