Mary Brooksbank School
Annual School Report
Our school at a glance

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

The experienced and dedicated staff at our school work collaboratively to provide quality education programs for our students who have a diverse range of ability and need. Teachers work in close consultation with School Learning Support Officers (SLSOs) 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 2012 there have been 68 students enrolled at Mary Brooksbank School. Currently there are three Infants classes (K-2), three Primary classes (3-6) and four High-School classes (7-12).

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

Significant programs and initiatives

Throughout 2012 Mary Brooksbank School has been working on a number of significant programs and initiatives in order to increase the capacity of our teachers and school learning support officers (SLSOs) and provide increased opportunities for learning for our students. These include:

- Student Voice for students with special needs.
- The iPad Band, supported by Project Local.

As mentioned Mary Brooksbank School has been working on three major projects as a part of our Every Student, Every School, Centre of Expertise Initiatives. These initiatives have focused on Literacy, Numeracy and Student Engagement through technology. Mary Brooksbank School has been working in a collaborative team with two other School’s for a Specific Purposes (SSPs) in South Western Sydney as a community of schools to pool our resources and expertise for greater learning for our teachers and better outcomes for our students.

Messages

Principal’s message

Welcome to our 2012 Annual School report. I am pleased to report a successful 25th year of quality teaching and learning at Mary Brooksbank School and some wonderful student achievements. The school has continued to develop and refine innovative teaching practice that pays 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 benefitted 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 and support staff, executive and teachers, school learning support officers (SLSOs), cleaners, general assistant, drivers and escorts, therapists and visiting teachers have contributed to the success of the school. The School Education Director 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. 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.

Peter Skinner

P & C and/or School Council 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. 2012 turned out to be a very busy one which seen our P&C members assist with the organisation and involvement in many events such as the following:

- School presentations such as welcoming of the new principal Peter Skinner, luncheons, morning teas, beverages and support of school events such as Multicultural Day, Mother and Father Days, plates for children to decorate, 25th birthday celebrations, My Macarthur School Challenge, Fishers Ghost Art Expo, Presentation Day Assembly and our wonderful Christmas Fun Day.

- Supporting school programs with educational value such as ‘Apps in Action’ which assisted parents/carers find and use apps on iPads. The Stepping Stones Triple P Program was provided to give parents/carers of children with special need information to help them raise their children.

- Providing volunteers for the pool for MBS weekly swimming program.

- Continues to operate the P&C uniform shop, providing families with an ability to purchase school uniforms and has introduced a layby service for 6 weeks to assist families.

- The P&C also maintain two bus transport services through a contracted arrangement with Student Assisted Travel. Our school for student community access programs also utilise our two buses on a weekly basis.

In addition we also completed fundraising activities which assists us in providing funding for school programs.

<table>
<thead>
<tr>
<th>2012 Fundraising activities:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadbury Chocolate Fundraiser</td>
<td>$2,040.51</td>
</tr>
<tr>
<td>Bingo Night</td>
<td>$5,238.22</td>
</tr>
<tr>
<td>Easter Raffle</td>
<td>$506.00</td>
</tr>
<tr>
<td>Christmas Raffle</td>
<td>$666.60</td>
</tr>
<tr>
<td>Total</td>
<td><strong>$8,451.62</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2012 Donations:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding towards digital</td>
<td>$1,834.00</td>
</tr>
<tr>
<td>whiteboard and laptop</td>
<td></td>
</tr>
<tr>
<td>Sensory Room resources</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Audio Visual Equipment for the</td>
<td>$6,768.18</td>
</tr>
<tr>
<td>school hall</td>
<td></td>
</tr>
<tr>
<td>50 new chairs for the school hall</td>
<td>$1,598.85</td>
</tr>
<tr>
<td>Total</td>
<td><strong>$15,201.03</strong></td>
</tr>
</tbody>
</table>

One of our valued committee members Karen Buczek was also awarded the Les Cryer Humanitarian Award for her outstanding dedication and continued contribution to the
school and the community along with Volunteer of the Year Award.

The P&C currently meets at the school on Tuesday’s in the 5th and 9th week of Term at 9.30am.

Our commitment for 2013 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 2012 and we look forward to your continued involvement and interest in 2013.

Tia Carvarra
2012 P&C President

Student representative’s message

Throughout 2012 Mary Brooksbank School was represented by Peter Smith and Gloria Tuliloa, our school captains. Our senior prefects were Corey Toplis and Brenton Paradijk, our junior prefects were Emma Messina and Jackson Kerewaro. They were also an excellent representation of school pride and spirit during all school events and in the community. The position of School Captain and Prefect requires demonstration of specific skills and personal qualities. It also comes with the responsibility of being a good role model for all other students.

With assistance, Captains and Prefects have been engaged in organising and running school assemblies including presenting classroom awards to individual students every fortnight. They have also had a responsibility to perform duty of school ambassadors during functions, fund raising activities and special celebrations.

School context

Student information

The students at Mary Broosbank 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 were fairly consistent with past trends. 6 students completed year 12 in 2012. There was also a slight increase in female students as a percentage of total students in 2012.

<table>
<thead>
<tr>
<th>Year</th>
<th>male</th>
<th>female</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>44</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>2009</td>
<td>51</td>
<td>18</td>
<td>69</td>
</tr>
<tr>
<td>2010</td>
<td>48</td>
<td>17</td>
<td>65</td>
</tr>
<tr>
<td>2011</td>
<td>52</td>
<td>17</td>
<td>69</td>
</tr>
<tr>
<td>2012</td>
<td>46</td>
<td>19</td>
<td>65</td>
</tr>
</tbody>
</table>
Management of non-attendance

Non-attendance by school students is monitored by teachers. Parents are regularly reminded that a good 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 6 year 12 school leavers: Ben Pam, Lauren Besgrove, Brenton Paradjik, Peter Smith, Gloria Tuliloa and Arthi Sagar. 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 2013 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 in-school 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, crushing, canteen, phone cleaning, bus washing, munchies basket and cleaning tables and chairs. Four students, Corey Toplis, Jessica Armstrong, Brenton Paradjik and Gloria Tuliloa all attended 11 weeks of work experience at Afford industries. All students had positive work experience reports.

Staff information

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.

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) (Teaching)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>School Learning Support Officers (SLSOs)</td>
<td>10</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Release from Face to Face Teacher</td>
<td>0.84</td>
</tr>
<tr>
<td>Teacher Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Unique and Emergent</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.822</td>
</tr>
<tr>
<td>Unique and Emergent SASS</td>
<td>1.15</td>
</tr>
<tr>
<td>Total</td>
<td>25.712</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. No staff members currently have identified themselves as being of Indigenous background.
**Staff retention**

Two of our permanent teachers moved on at the end of 2012. One was able to find employment in a support class via merit selection and another took up a role with the Teachers Federation.

**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>Teacher</td>
<td></td>
</tr>
<tr>
<td>Degree or Diploma</td>
<td>41%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>59%</td>
</tr>
<tr>
<td>SLSO</td>
<td></td>
</tr>
<tr>
<td>Cert III disabilities</td>
<td>55%</td>
</tr>
<tr>
<td>No Cert III qualifications</td>
<td>33%</td>
</tr>
<tr>
<td>Diploma early Childhood</td>
<td>12%</td>
</tr>
</tbody>
</table>

**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>
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</thead>
<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
<td>166031.42</td>
</tr>
<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>190055.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>88202.15</td>
</tr>
<tr>
<td>Interest</td>
<td>6910.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6974.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>634885.21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
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</tr>
<tr>
<td>Excursions</td>
<td>205.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2792.58</td>
</tr>
<tr>
<td>Library</td>
<td>2705.71</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9332.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>235998.06</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>38966.62</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>40667.13</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>72987.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>25087.99</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6963.35</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**

This year Mary Brooksbank School was announced as a winner of Project Local for the Macarthur region, which saw us receive a grant of $2500 to establish an iPad Band. The establishment of the iPad Band has resulted in equality of access and opportunity to participate in musical experiences for all students.

Staff were trained in the correct setup and use of the equipment so that students could begin using the iPad Band in Term 4, 2012 to create, perform and record their own music using iPad applications tailored to meet their learning, sensory and physical needs. Students have demonstrated high levels of engagement when using the iPad Band and this has resulted in an improved understanding of musical concepts such as beat, pitch, dynamics and tempo. It has also given students the confidence to explore sound and express themselves creatively. The iPad Band has quickly become a much-loved activity at Mary Brooksbank School.
We are very proud of our commitment to using innovative and emerging technologies to create opportunities, such as playing in an iPad Band, to support the needs of all students at Mary Brooksbank School.

Echidna class were also the worthy recipients of the Fisher’s Ghost Art Award in 2012 presented by Campbelltown Council. The class submission was selected from a range of artworks and was successful in its category. The artwork was also purchased on the evening that the award was presented.

Sport

As part of the school’s Physical Education program, all students have been involved in weekly sports activities with an experienced coach. They have been challenged to learn and improve their gross motor skills and fundamental movement skills. The Infants students participated in individual activities and team games that focused on ball skills and gross motor development. In Primary, the students were involved in basketball, cricket, T-ball and soccer and had the opportunity to transfer skills they had learnt into these team sports. High School students learnt the rules and skills required to play team sports, including basketball, cricket and soccer on the court, the pitch or the grass. Other students participated in modified team and individual sports activities including track and field events, aerobics and soccer. All students have had the chance to use our interactive gaming equipment to participate in a variety of interactive games that test their agility, reflexes, co-ordination and team work. This sports time also allowed all the students to demonstrate sportsmanship, fair play and team ethics.

Special Swimming Scheme this year took place at the Bradbury Swimming Centre in term one. The decision has been made to provide a group of selected students with more challenging environment, than familiar for them MBS Pool. Girls and boys, from Primary and High School classes participated in daily swimming lessons with provision of one to one coaching, over the period of two weeks. This extensive training resulted in significant improvement of student’s confidence and skills.

Wednesday has been a swimming day at MBS for past few years. Melissa Corby, the AUSTSWIM coach and the winner of NSW 2012 Award of excellence for teacher of aquatics for people with disability, is involved in assessing the abilities of students in the water, and developing appropriate individual programs to teach swimming skills.

While improving swimming skills could be a main goal for some of our students, there are number of other water activities taking place to cater for needs of others. One of them is building student’s water awareness and confidence, we also provide hydrotherapy exercises to promote relaxation. Groups of High School students participate in aerobic sessions and learn basics of
water safety behaviours. All students are subject to the skill assessment each semester and feedback is given to parents twice a year.

This year, with the funds raised for us by the Children’s’ Hope Foundation, we were able to provide a second swimming day for students who were known to benefit most from the movements in the water. This program has run on Fridays from April to December.

Sports Carnival

The end of term 3 saw our students participate in our annual combined schools athletics carnival. We were joined by Beverly Park and Passfield Park Schools. This event was held at Minto Sports Stadium, and was a very successful and enjoyable day.

All students participated in a range of activities including running races, target games, parachute games and tug-o-war. We had a great representation of students who all participated excellently with the highest levels of motivation. This year, our senior champion was Brenton Paradijk while our junior champion was Caitlyn Lam. The students of Mary Brooksbank also received the march past trophy for 2012. Well done to all that participated in the day.

Significant programs and initiatives

Accelerated Literacy

In line with our School Plan 2011 – 2014 in which our outcomes for Literacy were a priority, this year we have implemented the National Accelerated Literacy Program into all classes. This program was originally devised to tackle low literacy levels in remote communities around Australia, particularly Indigenous communities in the Northern Territory. At Mary Brooksbank School we have adapted the program to ensure our students are engaged with age appropriate and meaningful texts.

Throughout the year, staff have undertaken 30 hours of professional development with the South West Sydney Region Accelerated Literacy Support Officer resulting in all permanent teachers and one School Learning Support Officer at Mary Brooksbank School being accredited and certified in the program. The other School Learning Support Officers have also been introduced to the Program and done some basic training to ensure its effective implementation at school.

To support the Program in classrooms, the school has committed funds to purchase class sets of a variety of fiction and non-fiction texts. We have eight copies of nearly 30 different texts that we have included in our ‘Book Boxes”, along with other resources that help to bring each book alive and increase student comprehension of the books. Some of these books include Bugalugs Bum Thief, Charlie and The Chocolate Factory, Rosie’s Walk, Mr McGee, Where The Wild Things Are, Tadpole to Frog and All About Australian Insects. Teachers have used their class text to integrate the learning from other Key Learning Areas including Science, HSIE and PDHPE.

The program has been a great success with teachers reporting greater student engagement and enjoyment during Literacy sessions since the program has been implemented and an enthusiasm to continue with the program in 2013.
Aboriginal education

Aboriginal education has seen many exciting new initiatives being introduced this year. The schools Aboriginal contact Kathleen Wortley, has continued to network with the local Aboriginal community by attending AECG meetings as well as DEC network meetings. These meetings have provided opportunities for the school to enhance and enrich Aboriginal education within the school.

The staff at the school are continually being trained in Aboriginal education. A growing number of staff are attending local network meetings which are provide a great opportunity for staff to share ideas with other school as well as resources. During term 3 all teaching staff were trained in applying the ‘8 ways of learning’ initiative to our Accelerated Literacy Program to provide techniques in programming for literacy so that it has an Aboriginal perspective. Additionally to this students were engaged in an Indigenous sports day in 2012 where they were given the opportunity to sample a number of sporting activities that have their roots in Aboriginal tradition.

Multicultural education

This year multicultural celebrations at our school have been influenced by the Olympic Games. Students selected not only country, but also Olympic sport discipline to learn about during the time leading to the Education Week. On the day, everybody participated in the Mary Brooksbank School Torch Ceremony, and the Olympic Parade. Families and friends, together with the guests from our local community had the opportunity to view classroom displays and select winners of the competition.

The best classroom display trophies went to Wallaby, Bilby and Koala Class. Trophies for the most creative costume and props were presented to Echidna, Possum and Banksia Class. Multicultural day was a fun-filled day of learning and entertainment, which concluded with lunch provided for all participants by MBS P&C.

National partnership programs

As part of the Every Student, Every School initiative, Mary Brooksbank School has worked collaboratively with Chalmers Road and Holroyd School 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.

The Literacy and Numeracy Frameworks provide a sequence of activities that provide support for engaging in Early Stage 1 in their respective curriculum areas. These skill sequences are built upon by the provision of quality learning experiences, assessment tasks and resources to support learning for students who have a disability. The Technology Initiative involved the development of teaching documents to support iPads and gaming via Xbox Kinect and Playstation in the classroom to support not only student engagement but highlighting learning from each of the Key Learning Areas. The Numeracy Framework was first published in 2009 and
revision began in Term 4, 2012 as part of the ESES project. Work on the Literacy Framework and the Technology Initiative continued throughout 2012 and will be accessible to teachers in a printed form in 2013.

2013 will involve sharing these specialist support documents with schools throughout the region and beyond through the establishment of a website for that will provide access to interactive versions of each document with weblinks, images, video and other supporting resources such as Boardmaker™ files and SMART Notebook™ files. In 2013, training modules for each of the documents will be developed to ensure that they are easily understood and used effectively. The Numeracy Framework, Literacy Framework and Technology Documents will be valuable resources for teachers who need to make adjustments for students who have a disability by supporting them to effectively plan, program, assess and report on learning. Specialist support will be available via these documents to all teachers supporting students who have a disability in any setting with the aim to improve student engagement and achievement in Literacy, Numeracy and Technology.

The final aspect of the ESES project that has occurred in 2012 is the provision of quality professional learning opportunities for teachers and support staff to meet the complex communication needs of students who have a disability. Many students who have a disability experience some difficulty with communication and many are non-verbal. For this reason we have invested in the provision of training in the Picture Exchange Communication System developed by Bondy and Frost (1985). All teachers at Mary Brooksbank School attended a two-day training course presented by Pyramid Education Consultants in order to be trained in PECS. Our School Learning Support Officers attended a one-day training course covering the use of visuals to support special learners. This course included a webcast outlining the key components of the PECS program in order to equip our SLSOs with the skills required to support teachers who are implementing the PECS program with students throughout 2013.

Premier’s Reading Challenge

Throughout 2012, 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. Students always enjoy participating in the Reading Challenge and this year 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. These students were awarded their medals at the 2012 Presentation Day in front of their very proud families and carers. 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 for a longer period of time through to reading age appropriate texts with improved accuracy and fluency.

Premier’s Sporting Challenge

In 2012 all students at Mary Brooksbank participated in the Premiers Sporting Challenge.
This year was the Challenge’s most successful year with over 150 school and 234,000 students taking part.

Over a period of ten weeks Mary Brooksbank students recorded the amount of hours of daily physical activity they participated in. The Challenge highlighted that most of our students are involved in up to 7 hours of physical activity per week. This includes school based activities such as weekly sport and swimming lessons and weekend and after school sporting events such as bowling and swimming. As a result of their great efforts the majority of students received a certificate at gold level with one student receiving the highest award of Diamond level. This is a great achievement by all students and is a pleasing indication of the value of physical activity within the school community.

As a result of our participation the school was allocated over $1,500.00 to be spent on sporting equipment and/or activities that support engagement and motivation to participate in an active and healthy lifestyle. We look forward to participating in the Challenge in 2013.

Progress on 2012 targets

2012 was an extremely busy year for all students and staff at Mary Brooksbank School. The beginning of our Every Student, Every School project brought about opportunities for student learning and staff development. It also brought about opportunities for collaboration between staff from within our school and with staff from schools across the state.

Target 1

School leaders are able to meet the professional learning plan goals of all school staff to best meet the school management plan and school needs.

Our achievements include:

- Executive staff and leaders of our Every Student, Every School teams were trained in the principals of Professional Growth Coaching
- The school executive worked to establish a professional support and performance policy.

This involved development of performance timeline for each year and a professional support document for teachers meeting the expectations of the National Standards for Teachers.

- The PPP Stepping stones project was implemented by school leaders. This program supported and engaged parents in sessions aimed at developing consistent approaches that support students at school and in the home. All parents involved reported an extremely positive experience.

Target 2

100% of class programs reference appropriate curriculum goals, teaching and evaluation strategies and reporting measures.

Our achievements include:

- The interactive ‘Morning Circle’ program is evidenced in classes across the school to support curriculum engagement for all learners.
- Documents supporting the use of technology (iPads, IWBs) as an instructional tool for teaching are used throughout the school to support teaching in a variety of KLAs.
- Teaching sequences and assessment supports are developed using Microsoft’s XBOX Kinect and Sony’s PlayStation Move.

Target 3

100% of students have access to individual Literacy programs using the school’s literacy framework and curriculum documentation to learning that suits their needs and development.

Our achievements include:

- All teachers successfully completed over 30 hours of training in Accelerated Literacy (AL).
- The Accelerated Literacy Program was evidenced in each classroom. Resources were allocated across the school including books and learning tools to support the engagement of all students in the program.
• All staff are trained in using visuals to support communication of special learners. This includes the training and accreditation of all teachers in the Picture Exchange Communication System (PECS).

• Staff members began the trial of the Literacy Framework supporting all students to engage in the English Curriculum. Staff were able to use this document to assess students’ abilities, changes in performance and source appropriate resources for learning.

**Target 4**

100% of students have access to individual Numeracy programs using the school’s numeracy framework and departmental resources to support curriculum engagement.

Our achievements include:

• Student goals are evidenced throughout the school, particularly in the primary school using the school wide numeracy framework. This is able to demonstrate an increase in student performance in all numeracy strands.

• ICT resources were available to all staff that meets the needs of all students in numeracy. These resources reference quality teaching elements.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the effectiveness of goal setting in the Individual Education Program process. The key questions asked of this evaluation were whether goals were able to effectively predict student success in the time period of a year and whether goals could accurately identify student achievement.

**Background**

All students plan their goals for each school year collaboratively between teachers and parents. These goals can meet academic needs or other needs that are determined important in the student’s development towards independence. As a part of the goal setting process teachers determine a baseline level of performance, a medium-term performance goal and a long term performance goal should students’ progress beyond what they believe will be achieved in a school year.

**Findings and conclusions**

Data was collected from teachers at the end of the school year based on end of year school reports. Analysis of this data pointed towards a positive increase in student performance using the goal setting process set out by the school. A majority of students were able to achieve beyond their baseline of performance set out at the beginning of the school year based on what was selected as a goal at the start of the year. A number of students were able to progress well beyond what was predicted for the school year.

![IEP Progress](chart.png)

**Future directions**

While a number of students were able to progress steadily in their goals for the year some students did not make the same level of progress. Future directions of the school include:

• Professional development in setting SMART goals for students.

• Professional development in the development and use of school wide literacy and numeracy systems to better target meaningful and consistent goals for students.
Parent, student, and teacher satisfaction

Parent Satisfaction

Parents were surveyed at the end of 2012 to ascertain their satisfaction with all aspects of the school. This included information about the quality of education programs provided, the communication between school and the home and the values and attitudes of the school as a whole.

Overall the feedback from this survey was extremely positive. There were also aspects of the survey which we will be able to include in further planning regarding our systems of communication to parents and knowledge of departmental policy.

Student Satisfaction

The 2012 Student survey took place in December and involved questioning Mary Brooksbank School students about their views in regard to 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.

Students were provided with augmentative communication support targeted at individual student needs. The results of the survey identified four most engaging or 'popular' activities:

Interactive whiteboard and iPad based activities have been recognised as a preferred activity by 20.2% of students. Swimming followed with 15.7% of votes and group sport activities mentioned by 10.5% of survey participants. Only 3 out of 40 students selected picture representations of activity that they placed on the “Dislike Board”. 5 senior students did not participate in the survey.

Staff Satisfaction

In Term 4 of 2012, 40 permanent, temporary and casual teachers, School Learning Support Officers, Administration staff and the General Assistant completed a survey about our school. The survey asked questions about a range of different areas including professional development, communication, meetings, school culture, staff responsibilities, the community and school resources. By completing a survey in this way, everyone at the school had the opportunity to analyse the performance of these aspects of our school and the results provided meaningful information that will be used to drive future school planning.

It is a reflection of our school’s supportive and positive environment that, of the 34 questions asked, only a few areas were identified as needing improvement. The questions which recorded a low score were about staff independently seeking professional development, staff meetings providing training that helps staff to perform their role,
understanding the process for ordering resources and equipment, understanding the process for organising excursions and the ready availability of and access to resources which are required to support students.

All other areas returned results that were very positive with the most encouraging being questions about staff enjoyment with learning new things in professional development activities, staff feeling comfortable in being able to approach the principal and discuss things openly with him, staff awareness around the methods and confidentiality in which we communicate with parents and carers and staff being familiar with the Department’s code of Conduct requirements. It is very encouraging that all staff indicated in the survey that they enjoy coming to school each day.

Professional learning

Throughout 2012 teachers were engaged in professional learning to support our Every Student Every School National Partnership and to support the engagement of students in all Key Learning Areas.

Accelerated Literacy was a large commitment of our school professional learning in 2012. All teachers undertook over 30 hours of professional development in the Accelerated Literacy program supported by regional equity programs. Teachers and SLSOs also undertook training to support communication of our learners either through Picture Exchange Communication System (PECS) training in our final two staff development days, or through supporting our supporting visual exchange session run for a majority of our SLSOs.

All of our teachers attended the Special Education Leader’s Conference in June of 2012. Major themes of this conference included school based innovation, engagement via technology, literacy based programs and supporting student welfare programs.

School Learning Support Officers (SLSOs) all attended a combined schools SLSO conference at Beverly Park School in Campbelltown. This conference supported the complex role of the SLSO, literacy program support, parent perspectives and safe work practices.

Our School Administration and Support Staff developed their skills in the use of OASIS Library and Microsoft Excel in 2012. The school also developed the administrative skills of our casual office staff.

Further professional development was undertaken in the following conferences, training and/or programs.

- Inspire, Innovate South Western Sydney Technology Conference.
- Best Start
- Functional Behaviour
- PART
- Key Word Sign: supported by ADHC.
- School Finance
- Administering Prescribed Medications.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Enhanced literacy and numeracy teaching through the effective use of consistent assessment.

2013 Targets to achieve this outcome include:

- 100% of students have access to individual Literacy programs using the school’s literacy framework and curriculum documentation to learning that suits their needs and development.

Strategies to achieve these targets include:

- School teams use the Accelerated Literacy program to develop adjusted resources that support individual student and class needs.
- Use mentoring, peer observation, demonstration lessons and collaborative planning to support literacy teaching across the school.
- Complete the literacy framework to support student engagement in the English curriculum in line with the SWS regional initiative supported by Holroyd and Chalmers Rd Schools.

School priority 2

Outcome for 2012–2014

Increased quality teaching supported by strategic professional learning and technology

2013 Targets to achieve this outcome include:

- 100% of class programs reference appropriate curriculum goals, teaching and evaluation strategies and reporting measures.

Strategies to achieve these targets include:

- Provide professional guidance and development in the implementation of the new Board of Studies Syllabuses
- Provide opportunities for staff to observe classroom leaders practice using the QT model.
- Investigate the efficacy of emerging technologies as a tool to engage, teach and report on students’ progress in curriculum based activities.
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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Marcia Shanahan – Assistant Principal
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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: