Mary Brooksbank School
Annual School Report
Our school at a glance
Welcome to Mary Brooksbank School 2011 Annual School Report. This report provides our parents and community members with an overview of our educational outcomes and achievements in 2011. We have had an outstanding year and our school continues to build our reputation for excellence in special education. The staff at Mary Brooksbank School have ensured the delivery of quality educational programs to all students. Quality of teaching and addressing the needs of our students continues to be our focus.

Mary Brooksbank School is a K-12 school that is part of the Campbelltown area of schools. We provide an engaging learning environment for students with special needs. We provide Individualised Education Programs for students with intellectual disabilities and work closely with parents and inter agency groups to address student’s educational needs. We belong to the South Western Sydney Region of The Department of Education and Communities, under the leadership of our Regional Director, Mr Tom Urry. Our School Education Director in 2011 was Ms Marianne Carahalios. We are proud of the work we do, proud of the outstanding level of education provided, proud to challenge best practice in special education and proud of our student outcomes. We are also extremely proud to be a NSW government public school that is part of a dynamic and innovative region. We have a wonderful school supported by a committed school community.

In 2011 we were awarded in many areas including being announced as the Australian National winners of the Mobile Muster for 2011.

Students
Our students are unique and engaged learners, ranging in age from four to eighteen years. All students enrolled in our school have an intellectual disability. Each student is provided with Individualised Education Plan (IEP) that addresses their specific learning needs. All students access the NSW Department of Education and Communities Key Learning Area curriculums. Our high school aged students complete NSW Board of Studies Life Skills courses. In 2011 we had an enrolment of 69 students accommodated in 10 classes from K-12. We continue to have strong demand for placement at Mary Brooksbank School.

Staff
Our staff includes Teachers, School Learning Support Officers (SLSOs), School Administrative Staff, casual and temporary staff and a General Assistant. 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, 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. To support students with identified high support needs we use additional staff allocated through regional disability programs.

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

Family and Community
Our families
We have a very supportive community of families who play an integral role in the education of their children. We also have many carers and group home workers who provide essential care to our students. Parents and carers are valued for the wealth of knowledge they have in relation to their child or client’s needs and for the support they provide to our programs. Our parents support educational planning through interagency collaboration and meetings with teachers to determine goals for learning. Teachers and parents communicate regularly
through meetings, communication books, phone contact and newsletters.

We always have a high rate of parent attendance at sports carnivals, special events, assemblies, fundraisers and other events. Many of our families volunteer at school to support educational programs. Our P&C is well attended and supportive of school programs, led in 2011 by Mrs Tia Cavarra our P&C president. The P & C have had significant input into the school across all areas of planning, school events and fund raising.

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

Student Achievement in 2011
Our students continue to perform at high levels in the attainment of goals specifically related to their Individualised Education Programs (IEP). We maintain a strong and focused effort on improved academic achievement for all students.

In 2011 all students in Years 3, 5, 7 and 9 were exempted or withdrawn from NAPLAN testing as requested by their parents or carers. This national assessment tool allows schools to monitor achievement based on the achievements of all students across the nation. For many of our students, this tool is not applicable. Parents continue to be consulted on the suitability of access to NAPLAN testing.

In 2011 all students K-6 were assessed on our numeracy framework to determine achievement levels. As a result of a strengthened focus and intensive instruction many students have gained significantly on their assessment profiles.

Messages
Principal's message
At Mary Brooksbank School we continue to challenge the notion of quality education and what that means for our students and the educational programs that we provide. We continue to develop capacity across the school in leadership and teacher quality. We have placed a strong emphasis on curriculum access and suitability, as well as access to the latest in digital technology. Increasing student engagement continues to be a primary focus of the work we do. The quality of our teachers is second to none and each of them brings unique talents and skills to the work that they do.

Our three year planning cycle comes to an end in 2011 and a new plan 2012-2014 is currently in draft format. The new focus for planning will relate to the continuous use of technology to engage our learners, to the introduction of the Australian Curriculum, to improved literacy
programs and the maintenance of our numeracy programs. Our leadership targets will continue to ensure all teachers have a chance to lead where they express interest.

Our achievements in 2011 were outstanding and the talent, dedication and commitment of all staff encouraged me. I applaud the work of the P&C throughout 2011 and thank the school community for their continued support. We are fortunate to have an unprecedented level of community support for our students and school.

Excellence is not an accident and it certainly does not happen without support and planning. Our students have complex needs that require a great deal of teamwork. It is the teamwork that makes the difference and drives excellence. Mary Brooksbank School has an outstanding team of educators.

Leading a school like Mary Brooksbank School is challenging and rewarding. Our educational programs continue to expand and our physical environment has improved in 2011. Our students have achieved great learning outcomes and have been provided with the best chance to excel in their own areas.

I would like to acknowledge and thank Mrs Marianne Carahalios, School Education Director who supported our school in 2011. I would also like to thank my executive team- Ewa Ciszewska, Marcia Shanahan and Jennifer Neradovsk, whom have supported and lead the school with conviction, integrity, inspiration and high expectation.

I leave Mary Brooksbank School in 2011 to take up the role as Principal of Clarke Road School in Hornsby in 2012. I have loved being a part of Mary Brooksbank School and watching the positive changes over the last 5 years. Our school is a school to feel proud of. Our children are our future, lets work together to ensure we give them the very best chance to reach their full potential. So long and thank you all for your enduring support over my time as leader of Mary Brooksbank School.

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

Diane Robertson

P & C Message

Mary Brooksbank School has a very active and committed Parent’s and Citizen’s Association. Our school community values the strong sense of belonging encouraged by positive partnerships between students, staff and parents. Representatives from the P&C are actively involved in staff selection, policy development and school evaluations.

During 2011, the P&C Association has been responsible for the provision of-

- Two bus transport services through a contracted arrangement with DEC Student Assisted Travel. These buses are also used by our school for the student community access programs and many other school access programs.
The P&C currently meets at the school on the Tuesday in the 4th and the 8th week of each term at 9.30am all welcome.

Our commitment for 2012 is to increase parental involvement and interest in our P&C. We seek to invite comments, opinions and suggestions from the school community that will support the positive climate in our school resulting in improved educational opportunities for our children.

This year we are particularly keen to highlight issues and concerns that may be affecting our families and develop strategies to address these issues through professional community involvement.

We aim to continue our fund raising and conducted several events during 2011. To our wonderful school community, can we thank you for your support in 2011 and we look forward to your involvement and interest in 2012.

Student Representative’s Message

The School Captains for 2011 were Lauren Besgrove and Dean Sommerville. The senior School Prefects Luke Carroll and Adam Midson supported them. The Junior School Prefects were Dylan Riley and Nicolas Arvanitis.

Dean Sommerville represented the school at functions with official guests and dignitaries, as well as fund raising activities and official openings held at school. Both Captains and Prefects have helped to organise and run our school assemblies.

School Learning Support Message

At Mary Brooksbank School we are very fortunate to have a team of highly skilled professional SLSO’s who continually rise to any challenge. This includes our consistent pool of casual staff. This year, the team had a day to visit other Schools for Specific Purpose settings of their choice to see how other schools function and broaden their outlook. Much to everyone’s delight – they all came back full of praise for MBS saying how obvious it was that our school is of a high standard with great expectations, resources and professionalism which they all felt very proud to be a part of. SLSOs have also updated their training as required on health care procedures, code of conduct, child protection, supporting the use of numeracy and literacy framework, as well as PE activities for students with disabilities. The professional development focus for 2011 has been to receive more specialised 1:1 technology training to enable greater support for our students growing academic needs – they have been increasing their whiteboard skills and will work towards an increased knowledge and understanding of the iPad – leading the way to our students future learning path.
School Counsellor Message

The School counsellor is available to parents, staff and student on Thursday’s and works to evaluate and support their needs. The role provides advice and support for parents, many of whom give up their time to assist him in evaluating the needs of their children so that appropriate levels of resourcing can be allocated. The School Counsellor’s professional learning during 2011 has included, elective mutism, issues and treatment of traumatic grief, acceptance and commitment therapy, art therapy, and supervision of provisional psychologists. The School Counselling service will continue to be an important part of the school in 2012.

School Context

Student Information

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

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

<table>
<thead>
<tr>
<th>Disability confirmation</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>32%</td>
<td>37.3%</td>
<td>42%</td>
</tr>
<tr>
<td>Physical disability</td>
<td>10%</td>
<td>14.9%</td>
<td>16%</td>
</tr>
<tr>
<td>Intellectual disability moderate</td>
<td>50%</td>
<td>45%</td>
<td>46%</td>
</tr>
<tr>
<td>Intellectual disability severe</td>
<td>50%</td>
<td>53.7%</td>
<td>54%</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Vision impairment</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Down Syndrome</td>
<td>Not avail</td>
<td>18%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Student Assisted Travel Program

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

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

Students attending Mary Brooksbank School have excellent attendance rates. For some students there are medical conditions that may impact on attendance. We have 1 student who attends for partial days due to medical concerns and negotiated transition plans. Parents and key stakeholders are involved in this decision making process. We also had new students transitioning into the school from other settings at the start of 2011. We support careful transition planning with parents.

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

Below is a profile of student primary disability
### Structure of Classes

There are ten classes from Kindergarten (K) to Year 12. The school is organised into Infant School (K to 3), Primary School (4 to 6) and High School (7 to 12). Within these three groupings, students are organised into classes with other students of similar ages working towards outcomes in similar stages. The complexity of student needs also impacts on class size and composition.

Every class has a teacher and a School Learning Support Officer. Numbers in some classes are lower where students are newly enrolled in school and assessment of needs is a priority. The curriculum requirements of high school students as opposed to primary school students may impact on student placement and class organisation.

#### Student enrolment profile 2008-2011

![Graph showing enrollment profile]

**Management of Non-Attendance**

Where attendance becomes a matter of concern, the school engages the Department of Education Student Attendance in Government Schools Procedures. We work closely with our Home School Liaison Consultant to support families so minimal time is lost. Where student absence is greater than two days, without notification, requests for documentation is sought from families. Where critical health issues impact on attendance, the school works closely with parents to negotiate transition to school plans with the support of medical personnel. Student wellbeing is central to all planning. Generally Mary Brooksbank School has excellent levels of attendance thanks to family and staff support.

### Class Sizes

The structure of class sizes in Schools for Specific Purposes (SSPs) varies from mainstream settings. Where students have severe intellectual disabilities class sizes can be reduced to six students. This allows for appropriate levels of educational support. Where students have moderate intellectual disabilities class sizes can be maintained at 10. A combination of students at Mary Brooksbank School means that class sizes are often between 6 and 10 students.

### Retention to Year 12

One hundred percent of Year 10 students continued to Year 11. We have one hundred percent of students also moving from Year 11 to 12. We have 4 school leavers at the end of 2011.

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

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

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

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

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

The National Education Agreement requires schools to report on Indigenous composition of their workforce. We have no members of staff of indigenous backgrounds.

Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Release from face to face teachers</td>
<td>0.84</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>10</td>
</tr>
<tr>
<td>School Administrative</td>
<td>1.326</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
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</tbody>
</table>

Staff retention

We have a high level of staff retention. At the end of 2011, Claudia Vera accepted a relieving position with the NSW Teachers Federation for two terms in 2012. Ms Angela Earl completed her first year as classroom teacher at Mary Brooksbank School. We have a well-trained cohort of temporary School Learning Support Officers (SLSOs) who support our Regional Students Services Support Programs (RSSSP) across the school. We value their work and continue to support their professional growth across all teaching areas of the school. Staff stability is very important to program delivery for our students. It provides predictability and consistency.

At the end of 2011 I, as Principal, will take up a fulltime position as Principal of Clarke Road School in Hornsby. Following a merit selection process Peter Skinner has been appointed as Principal of Mary Brooksbank School commencing at the start of 2012. I congratulate Peter and welcome him to our fabulous school community.

Teacher Qualifications

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

Mary Brooksbank School has well-trained and professional staff. We have 59% of staff with postgraduate qualifications in Special Education. All staff access professional learning. We have 62% of SLSOs with Certificate III Educational Support - Teachers Aide Special. We have 1 SLSO who is currently training to become a teacher.

<table>
<thead>
<tr>
<th>Qualifications Teachers</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>41%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>59%</td>
</tr>
<tr>
<td>Qualifications 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

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

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

There was significant support from the community for our capital programs and this is reflected in the financial figures for school and community. Utilities continued to rise in 2011. There was an increase in expenditure on maintenance this was due to the employment of a contractor to mow the grounds fortnightly.

A full copy of the school’s 2011 Financial Statement is tabled at the Annual General Meetings of the school council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2011

High School Literacy

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

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

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

In 2012 we expect to see students progress further with their reading as they successfully move up the PM Reader levels.
High School Numeracy

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

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

K-6 Numeracy

All students K-6 were assessed using our new numeracy framework. This allows teachers to determine the level of achievement in numeracy for all students. We worked closely with our numeracy consultant to improve teaching and learning for all students. Teachers were provided release time to participate in demonstration lessons and students assessment. Resources were increased, including the creation of 3 numeracy kits to support teaching. Children with disabilities can achieve great outcomes in numeracy and deserve every opportunity to do so. An allocated numeracy time was established for all K-6 classes and on one day per week students were ability grouped for focused numeracy lessons. Students engaged with an extensive array of numeracy activities now available on our Interactive Whiteboards. Concrete activities helped to promote a functional understanding of numeracy. 2011 represented perhaps the greatest growth in our numeracy programs.

All staff have access to and are using the Holroyd/Mary Brooksbank Numeracy Framework and Assessment Tool in classrooms across the school. Maths lessons are implemented in ability based groups, to address educational needs of each individual student. All students are assessed before and after delivery of specific parts of the program. The final results are entered on the school server at the end of the year to keep track of student achievement. Numeracy assessment tools and teaching resource boxes have been maintained throughout the year and updated when appropriate. All teachers and SLSO’s receive ongoing training in use of the interactive whiteboard /IWB/. Skills acquired have been applied in numeracy lessons, with the aim to increase student engagement through the use of IWB in all classrooms.
K–6 Literacy

The Literacy Team have completed a draft Literacy Framework and Teaching Support Document to support teachers in programming and teaching literacy to learners who are working towards Early Stage 1 outcomes. The Literacy team are also planning to work on an assessment package/tool to compliment the framework and teaching document. They are aiming to trial the Literacy Framework and assessment package in line with our school targets throughout 2012.

At the beginning of this year, Belinda Bailey ran an intensive literacy support program for a group of 9 students in years 3-8. The program involved a small group and individual instruction in many areas of literacy including phonics, phonemic awareness, decoding, comprehension and writing. Student outcomes for this program were reported to teachers. This program provided Belinda with the opportunity to observe Accelerated Literacy and Reading Recovery programs being implemented at Rosemeadow Primary School. She worked collaboratively with the Assistant Principal and completed the reading recovery support teacher training.

In Term 3, Belinda provided staff training and development about the theoretical background and implementation of Accelerated Literacy and Reading Recovery programs. At present, teachers are implementing some Reading Recovery and Accelerated Literacy strategies to meet the individual learning needs of their students.

In Week 4 of Term 4, Joy Mayfield, the Accelerated Literacy Regional Support Officer provided teaching staff and SLSO’s with a vibrant and inspiring introduction to the implementation of Accelerated Literacy for students with special needs. She returned in week 11 of Term 4 to provide a full day of training in Accelerated Literacy.

Achievements

Arts

With the money granted to the school by the Gary Walden Trust, all students participated in a Digital Art Project. Specialised staff were employed to work with each student to create a series of individual photographs using special effects. Students took their own photos and were able to make the decision as to which photos they preferred. A montage’ with a photo of all students will be created and hung in the school foyer.

Creative Arts were incorporated into many whole school and class programs throughout the year. Whole school projects in which students used their creativity included Multi-cultural Day, Easter Hat Parade and Daffodil Day. Individual classes created specific artworks based on their study of a variety of artists including Picasso, Monet, Da Vinci, Van Gogh and Wegman.

As part of the High School Physical Education program, all students participated in a dance program in Term 4. This allowed the students to learn new and modern dances, as well as practice some old time favourites. This program not only provided health benefits to all students, but allowed them time for self-expression and movement. The dances learnt will help them to feel more confident in social situations, including the Year 12 School Formal.
Special Events

MBS Staff and students participated in three activities to raise funds for important causes this year. In the first semester we had Stewart House Day which raised $120.35 and the Red Nose Day which raised $194.50. In the second semester Daffodil Day supported Cancer Foundation with $186.80.

Throughout the year MBS students were also involved in other events and celebrations such as the Easter Hat parade and an egg hunt. Musica Viva visited school in Term 2 with “TIGRAMUNA” performance.

We took part in Reconciliation Week celebration by designing and creating posters for the school to display in the hall. All students were involved in the Premier’s Reading and Sporting Challenge. We also held an open school for Multicultural Day during Education Week which was a fabulous success.

Our fortnightly School Assemblies provided teachers with opportunity to acknowledge classroom achievements and reward students with class and school awards. The end of the successful school year was celebrated with a Family Fun Day organised jointly with MBS P&C Association.

Sport

2011 has been a very busy year of sporting activities and competitions for students at Mary Brooksbank. All students again participated in the Premiers Sporting Challenge. Over a period of ten weeks students recorded their hours of daily physical activity. The challenge highlighted how much time students are engaged in some form of exercise and it is pleasing to report that all of our students are involved in significant amounts of physical exercise throughout their school day. As a result the majority of students received a certificate at gold level.

Due to our participation the school was allocated $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.

The annual swim school was held in July running for two weeks and involved targeted students in intensive structured lessons with qualified swimming instructors. As a direct result of this program significant improvements in stroke and technique are evident in all students who participated.

The end of third term saw our students participate in our annual combined school athletics carnival with Passfield Park and Beverly Park Schools. This was held at Minto Sports Complex and was a very successful and enjoyable day. We had high levels of participation from all students.

This year our senior champion was Corey Toplis while our junior champion was Jackson Kerewaro. Well done to both students.

A new initiative in our sporting programs this year has seen the employment of a sports coach, Matt Jones, one day per week. Matt has introduced soccer, basketball and Oztag across the primary and senior sections of the school. In the infants section the focus has been on hand eye co-ordination and increased participation. Students eagerly look forward to these sessions each week and as a result of this program we have seen some great progress across many areas. Children who in the past have been disengaged with sport are now participating with much more frequency. Development of specific
skills has increased and students are developing an understanding and acceptance that games have rules to be followed. This program has benefited many students and we are keen to continue in 2012.

**Special Awards and Ceremonies**

In 2011 we won $7,000 in the My Macarthur Square Shopping Challenge. The win would not have been possible without the overwhelming support of our parents and local community members who worked extremely hard to collect the winning docket.

We were awarded first place nationally for the Mobile Muster Competition. This contest involved the collection and recycling of used mobile phones. We also received a funding grant from the Biological Farmers.

**Information Communication Technology and Digital Education Revolution**

Mary Brooksbank School is an innovative leader in the use of Information Communication Technology (ICT) to support and engage students in the curriculum. The ICT team has managed many changes over this past year. We now have interactive whiteboards in nine classrooms as well as the Media Room. All classrooms have at least one desktop computer and a laptop to support student’s access to educational activities.

In 2010 we had a major push to install interactive whiteboards across the school, in 2011 we have focused on the use of these learning tools to further engage students in the curriculum. Staff have received ongoing training on the use of the Interactive Whiteboard and Smart Notebook software as well as other learning software including Choose It Maker 2, Switch It Maker2 and PM Readers. With the introduction of interactive whiteboards we have seen dramatic changes in student engagement across all curriculum areas.

We have also finally had our Connected Classroom installed. This facility has provided opportunities for staff to participate in training they would not have previously been able to access. In 2012, as staff become more familiar with the facilities of the Connected Classroom, students will be able to access learning activities from around the world.

The Federal Government’s initiative to provide laptops or alternative resources to Year 9 students continues. This year with family consultation we chose to purchase a couple of Apple iPads with the flexible funding money provided under the DER program. We also had 2 iPads donated to the school by Society 389. iPads have captured the imaginations of educators and are an exciting addition to our range of learning tools. Like interactive whiteboards they are engaging students in learning and with the wide range of applications available. The ability to connect the iPad to the interactive whiteboard now ensures all students can participate in the learning experience.

In November we went wireless for our DER laptops and iPads. This will increase student access to the DEC Portal and the internet and make access a safer school environment.

Finally we have embarked on an initiative with two other special schools, Holroyd and Chalmers Road, to pool our expertise in ICT and to produce teaching and learning resources that will support not only our schools but also other schools and special education units.

**Significant Programs and Initiatives**

**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.
Reconciliation week this year focused around the theme ‘You, Me, Us’. Each class was asked to look at the history of reconciliation and discuss what this year’s theme meant to them. Classes were then asked to produce a poster that would promote this theme and its personal meaning. It was exciting to see the many different ideas each class had and the creative construction of each poster.

During NAIDOC Week the school held a special assembly to celebrate. During the assembly we had special performances by the Aboriginal students from Thomas Acres Public School, who performed the National Anthem in both English and Native Tharawal languages, as well as the Wombat and Possum class who performed the Wombat Wobble.

All students within the school participated in an Indigenous sports day which was lots of fun. Students learnt different Indigenous games along with the story and meanings behind the games.

Through networking the school is looking into introducing a peer group for the schools Aboriginal students which would involve Aboriginal high school students from the local area coming and sharing culturally important activities with our students. It is hoped that this peer tutoring will give students some pride and understanding of their culture.

The staff at the school are continually learning about Aboriginal Education. A growing number of staff attend local network meetings which provide a great opportunity for staff to share ideas and resources with other schools. During term 4 all teaching staff were trained in the ‘8 ways of learning’ initiative to provide techniques in programming with an Aboriginal perspective to ensure that all programs are enriched with a culturally inclusive practices.

Multicultural Education

Multicultural Education units of work are traditionally taught at MBS during a 5-6 week period leading up to the Open Day during Education Week. As a school community, we acknowledge the importance of promoting the cultural diversity of students and celebrating culture within our community. Our enrolments of students from language backgrounds other than English (LBOTE) are currently at 24%.

This year Multicultural day held in Term 3 was a fun-filled day of learning and entertainment.

We celebrated the cultures of the Pacific Islands (Echidna class), China (Wallaby class), Egypt (Bilby class), Thailand (Wombat class), Brazil (Kangaroo class), Madagascar (Banksia class), New Zealand (Koala class), Australia (Possum class), Japan (Grevillea class) and multi country fashion (Wattle class). Students across the school participated in units of study focusing on a particular country and culture. Classrooms were decorated with student work and filled with culturally significant items, food, music, and pictures. At the whole school assembly, each class performed an item significant for the country they have chosen. Students and their families used a passport to travel around the school and visit classrooms to experience the cultural background of countries from around the world.

MBS P&C Association has supported this event and provided lunch for students, staff, families and visitors to our school on that day.

School to work

All students in High School have participated in lessons and activities to develop the skills and abilities they will need to undertake a successful
role in a post school program. These programs will either be a Transition to Work or a Community Participation Program, after the completion of their Higher School Certificate.

During 2011, in-school work related activities included paper and aluminum recycling, hospitality, vehicle detailing, phone order taking, delivery of goods, retail sales and calculating with money. The groups focused on the skills required for successful employment, including following directions, remaining on task, personal hygiene, appropriate behaviours and appropriate attitudes.

A group of students have participated in a Work Readiness program where they have learnt about a variety of occupations that they are interested in and that they could eventually gain employment in. The group has participated in lessons within the classroom to familiarise themselves with occupations including horticulture, retail, fast food and to consolidate this learning, the group have visited businesses in the local area including Tim’s Garden Centre, Narellan Town Centre and Bunnings.

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

We had no students undertaking vocational or trade training in 2011.

**Respect and Responsibility**

Through daily school management and teaching practices, schools can promote and reinforce the values of respect, equality, inclusion, cooperation, participation, responsibility and conflict-resolution.

At Mary Brooksbank we place a strong emphasis on respect and responsibility across all school environments and involving all of the school community members. Through teaching and promotion of our school rules, our individual classroom teaching strategies and development and fostering of collegial relationships between staff, our students are encouraged to develop an awareness of respecting the rights, feelings and opinions of all school members. At Mary Brooksbank we assist our students in developing these qualities by:

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

**Use of School Facilities**

In 2011, Northcott Disability Services continues to operate an after school care facility during the school terms from 3pm to 6pm catering for students with disabilities from 12 to 17 years of age. Northcott also operate vacation care during the school holidays and pay the school for the use of the premises.
The pool has been hired by New Horizons and Ability Options for use by their disabled clients during the year. The hiring out of this facility offsets some of the costs of running the pool and enables disabled clients to use the hydrotherapy pool.

Melissa Corby’s Swim School continues to operate from the pool during the school term after school basis. Melissa is responsible for managing the day to day upkeep and maintenance of the pool.

Other Programs

PSP 2011

PSP staffing supplementation was used in 2011 to assist quality teaching in the classroom. This was done through the use of interactive whiteboard activities in motivating students in all KLAs.

Teachers and SLSO’s participated in a self-evaluation process and received training in use of IWB. A buddy system has been formed to support continuous development of expertise in using Interactive Whiteboards for literacy and numeracy programs.

We have also supported two of our teaching staff in their involvement in the Literacy Framework Initiative with Holroyd School.

Staffing supplementation was also used for the implementation of the Numeracy Framework (Regional PSP funded project 2009) across all infants and primary classes. Students were assessed using either the Numeracy Framework or a Sena test.

All students participated in ability based maths groups four times a week, which taught skills from either Count Me In Too or the Numeracy Framework. Regular assessments on student progress as well as teaching programs occurred. Teachers reported increased student engagement in small groups and whole class lessons during regular team discussions.

PSP funds have been used for professional development of Teachers and SLSO in using IWB in the classrooms to deliver quality programs and improve student engagement.

A number of resources required for specific reading programs have been made and/or purchased for use across the school, including new books for the Premier Reading Challenge.

One staff member was supported by PSP funds to attend The 5th Biennial Equity Conference earlier this year.

Two teachers were involved in the Literacy Framework Initiative with Holroyd School. All teachers were provided with the framework overview, to improve understanding of literacy programming requirements for students with high support needs.

We are working towards improving home school and community partnerships by:

- Promoting a culture of collaboration and respect. Parents of our students are regularly engaged in school activities as volunteers. There has been information sessions about school related programs organised for parents.
- Two of MBS teachers have been involved in Stepping Stones Triple P Parent Management Training this year.
Positive Behaviour Intervention Support

At Mary Brookesbank School we use a behaviour management system called PBIS. (Positive Behaviour Intervention System). PBIS aims to prevent behaviours before they occur rather than dealing with them after the event.

As a result of our PBIS approach, we have had an increase in the capacity of students to regulate their behaviour more successfully. Each child that presents with behavioural difficulties has an individualised behaviour support plan designed by teachers in consultation with parents. Where behaviour presents serious safety concerns for staff and other students, suspensions may be imposed in line with the NSW Department of Education and Communities Suspension and Expulsion Policy. The suspension periods provide an opportunity for the school, parents and inter agency support to work together to make adjustments to programs and interventions. A child with a disability must be responsible for managing their behaviour and the support we provide for them is essential in assisting the development of social and communication skills. It is the development of these skills and environmental support, which defines improved behaviour.

This year we have continued with the Bronze Silver and Gold ribbon awards system. This whole school behaviour system celebrates students for their positive behaviours. These awards are directly linked to our school rules. Students are aware of the target rule the school is working on and those who achieve progress in relation to this rule are awarded the relevant ribbon. In 2011 we had 100% of the student population receive their Gold ribbon in fourth term. This is a great result and we are looking forward to positive results in 2012.

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

Drug Education

Drug Education in K-6 is incorporated into classroom units of work. In this program students in infants and primary learn about the taking of medicines at school. They identify “who” administers the medication and where they go in the school to have it. They also have learnt that they can’t take the medication without an adult.

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

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

Environmental Management and the School Environmental Management Plan (SEMP)

The School Environmental Management Plan has been drafted this year ready for discussion with school staff and the implementation in 2012. This plan will ensure a whole school consolidated focus on managing all aspects of the school environment and incorporating this into student learning.

This year funding grants have come from the Biological Farmers Association and Rotary Club of Campbelltown. With these monies, the school has purchased 15 citrus trees, compost bins, material to construct mulch storage bins and herb/flower beds and a shade shelter for a new picnic/barbecue area. Proceeds from winning the
National Mobile Muster Champion School in 2010 were spent this year on environmental resources, compost, soil and mulch for the garden beds.

Donations of equipment and plants from Campbelltown Council and Yates/Junior Landcare included vegetable seeds and native plant seedlings. Produce from the school gardens is used during class food technology lessons and the Canteen work group, as well as being sold to the school community.

The National Solar Schools Program has awarded our school $15,000 which is yet to be spent on a larger water tank and energy saving devices for rooms including the library.

Aluminium can crushing, paper recycling and the management of Council green waste and recycling bins are all incorporated into the high school work education program.

Swimming Program

All students have participated in at least one hydrotherapy and swimming session each week in class groups. Some classes have attended extra sessions and there has also been a specific program provided for students with higher support needs.

During pool sessions, students have learnt to improve their swimming skills and stroke techniques while others have participated in individualised hydrotherapy programs designed specifically to meet their needs.

The Hope Foundation has funded a trained swimming instructor whom ensures our students are receiving expert tuition and support whilst in the pool. A dedicated group of community and family members give their time each week to ensure the continuation of this program.

Fantastic results have been gained from the swimming program with students improving their confidence in the water and some reaching the level of squad swimming, doing laps of the pool for extended periods of time.

For students with high support needs, swimming has allowed them relaxation time, increased mobility and exercise to meet their individual needs. These students have also made great progress and are showing an increase in the movement of their limbs when in the water.

National Partnership Programs

We received no funding through National Partnership in 2011.

Connected Learning Program

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

Community Access

The students in high school were placed in a Community Access or Leisure Groups at the beginning of 2011. The groups were determined with consideration of the age, educational, social and personal goals for each student. The purpose of Community Access and the Leisure Groups is to explicitly teach skills that students will need to participate in the community as valued and respected members of society.

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

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

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

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

Infants and Primary Report

Wallaby, Echidna and Wombat room were home for nineteen K-3 students in 2011.

Students programs were developed at the beginning of the year, following planning meetings with parents. Priority areas have been determined for individual students using A Guide to Educational Planning for Students with Disabilities /COACH. COACH includes a set of valued life outcomes that are based on information collected from parents who have children with disabilities. These valued life outcomes are designed to facilitate student independence, as well as pursuing personal growth by expanding access, creating new opportunities, developing individual abilities and providing ways to contribute to the community.

To obtain information about literacy and numeracy knowledge of newly enrolled students, our kindergarten teachers conduct Best Start Assessment. All children in the first year of full time school are assessed and results are entered on line to provide current information about early childhood education across Australia.
All students have access to appropriate areas of K-6 curriculum and participated in number of early stage one units of work. Some of the units of work covered this year by infants were: “Under the sea”, “Me”, “Our needs”, “Workers in the community”, “Transport” and “Products and services.”

Our students have been offered additional curriculum options through the implementation of interactive whiteboard programs to better address their needs and way of learning.

Regular use of interactive whiteboards this year has stimulated student interests, and we have seen significant improvement in student engagement across all educational programs.

School Maintenance and Improvements
2011 has been a significant year for major improvements within the school. We received $50,000 from the Companion Building the Education Revolution Program. This funding was used to complete further school playground improvements including new paths, stairs, railings, turf and a shade shelter.

We received $20,000 from the Premier Sporting Challenge to complete a half size basketball court in the senior playground. The students have really enjoyed this facility.

The Campbelltown Rotary Club provided funding to complete a new BBQ area in the primary area of the school. The area will have a BBQ, stainless steel preparation benches, seating, garden beds and a shade shelter. We thank Rotary for their continued support of our school.

The Primary Club of Australia donated funding that allowed us to construct new shade shelter across the front of the school. This provided much needed shade over the infants and senior outdoor play area.

High School Report
The High School consists of 4 classes with all students undertaking study from a variety of Life Skills Syllabus Documents. Literacy and Numeracy have been a focus, with the integration of technology used to support student learning in all areas.

High school students have attended personal development and health lessons this year in groups based on their ages and gender. A visit from the local Police Liaison Officer reinforced to older students community expectations for appropriate behavior and how to be safe in the community.

A high school gardening day was held in Term 2 in line with the Science syllabus with all students working with their peers in groups to undertake restoration, planting, weeding, mulching and watering of vegetable garden beds, native shrubs and citrus trees. Peer assessment of this day indicated that students themselves valued working with their friends. A group of students have also participated in a ‘work readiness’ program by visiting local work places. In-school work education programs support this learning and consolidate skills required for successful employments.

School Development 2009 – 2011
Progress on 2011 Targets
Target 1
To develop a Literacy framework and assessment tool for pre ES1 students that includes a range of experiences and activities to enhance student learning.

Our Achievement included-

- A literacy committee completed a draft continuum of The Literacy Framework in collaboration with Holroyd School. Further work will continue into 2012. The document provides a teaching framework to provide quality curriculum to students with special learning needs. A complimentary document also provides teaching content that parallels with the NSW English curriculum. The framework
also compliments the new draft of the Australian Curriculum.

- We worked with consultants from DEC to ensure rigour and relevance. These consultants also provided training in areas of literacy that enhanced quality teaching for our students. We investigated the application of “Accelerated Literacy” in our context and decided to implement this program in 2012 to further enhance our teaching.

- Best Start assessments were completed for all kinder students.

- Technology enhancements and resources increased across the school, with new IWB literacy resources provided and ipads introduced to all classes. These will support communication, reading and writing.

- Further investigation of meaningful assessment tools will continue in 2012 so as we can accurately assess the performance of students, including those with severe communication impairments.

**Target 2**

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

*Our achievements included—*

- The formation of a community of schools technology committee (Mary Brooksbank School, Holroyd School and Chalmers Rd School) that have investigated improved technology access and systems that promote quality teaching in the area of literacy and numeracy. An array of wonderful resources were completed for use in classrooms.

- Our 2009-2011 Information Communication Technology plan was completed ahead of time and further ICT enhancement work continued. We provided extensive professional learning to SLSO’s and teachers in the area of technology- IWB and iPad via internal mentoring support. All teachers are using technology to enhance teaching and all SLSO’s are using technology at individualised levels to support learning.

**Target 3**

*Reduced incidence and intensity of challenging behaviour*

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

*Our achievements included—*

- Significant Improvements in the schools physical environment, including playgrounds, play equipment, technology access, teaching resources, sports equipment and shade shelters. This supported students in engaging in meaningful activities to improve social skills and physical development.

- Continued strengthening of individualised planning for students behaviour support in collaboration with families and targeted inter agencies. Sharing responsibility for planning and support of strategies directly correlates with improved student’s behaviour and
support. Complex case management will continue to be a focus into 2012 and beyond. Suspension figures reduced overall, however long suspensions were stable in number, but reduced in the number of school days lost.

- We increased support for families from ADHC and external agencies resulting in improved students support to engage appropriately in both the home and school environment. External agencies also supported parents in identifying community support that assisted students. Many staff attended complex case conferences both at school and at external agencies to the school in our efforts to improve support for students and families in the area of challenging behaviours.

- As a whole school we have maintained a strong focus on improving meaningful curriculum access for all students through various strategies. Increased engagement in learning supports a reduction in inappropriate behaviour, this challenge is complex and requires rigorous professional commitment in areas of behaviour support and meaningful, targeted curriculum access.

- Professional learning was provided for all staff in risk assessments. All students with complex behavioural needs have a completed risk assessment. Staff were also able to attend suspension resolution meetings, so as planning was collaborative and professional dialogue was possible. This is critical to effective support for changing and improving student’s behaviour.

Key Evaluations

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

Curriculum

Individual Education Plans

Background

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

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

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

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

- Nil growth- stable
- 1 step progress- marginal improvement
- 2 step progress- good improvement
- 3 step progress- significant improvement
• 4 step progress - outstanding improvement.
Each student may have had 2 or 3 goals.

Findings and conclusions

There were 183 IEP targets across 60 students.
Of the targets
36% of progress was at 1 step improvement
23% of progress was at 2 steps improvement
25% of progress was at 3 step improvement
5% of progress was at 4 step improvements.

2011 growth in IEP goals

There was outstanding results across the school. These results are greatly improved on 2010 results.

Future Directions

Overall, the framework implemented around IEP development has not only up skilled our teachers but provided an important forum for pedagogical exchange amongst teachers and parents/carers. It has been a rich learning experience of which benefits our students.

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

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

Teacher professional learning and support has contributed significantly to the great achievement of targets.

Parent Satisfaction

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

Their responses are presented below.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Brooksbank is attractive and well</td>
<td>74%</td>
<td>26%</td>
<td>0%</td>
</tr>
<tr>
<td>resourced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students are the schools main concern</td>
<td>87%</td>
<td>12%</td>
<td>1%</td>
</tr>
<tr>
<td>The school provides quality teaching</td>
<td>80%</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>The school offers challenging and</td>
<td>74%</td>
<td>26%</td>
<td>0%</td>
</tr>
<tr>
<td>meaningful programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school maintains a focus on literacy,</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>numeracy and individual planning.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>There is good computer access and strong</td>
<td>67%</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td>technology programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has strong leadership and</td>
<td>74%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>direction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school feels good and is a great school</td>
<td>86%</td>
<td>7%</td>
<td>0%</td>
</tr>
</tbody>
</table>

There was an overwhelmingly positive response from parents.
Parent comments included:

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

“It’s already perfect”

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

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

“I simply can’t praise the school enough”

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

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

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

Suggestions and areas for improvement

- More shade shelters in the playground and perhaps an outdoor wet weather area.
- Continue on with the numeracy plan.
- An increase in one on one time for literacy and numeracy teaching.
- Improve playgrounds
- Consideration for the half yearly report to cover all KLA areas more extensively.

- Some parents indicated they would like to know more about what their child can do on an IWB.

Student satisfaction

In 2011 the school sought the opinions of students about their school. Their responses are presented below.

Student Views

In 2011, student’s views were gained through the use of an augmented survey. Students used a combination of speech, writing and Picture Communication Symbols (PCS) to express how they feel about their education at Mary Brooksbank School. The survey was divided into two parts. Part A asked students to answer Yes or No to a series of five questions which asked how they feel about their education at Mary Brooksbank School. The results indicate that the five most liked activities at Mary Brooksbank are;
Students were also asked in part B to indicate up to three activities that they dislike. The 4 most disliked activities in ranking order are:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Swimming Program</td>
</tr>
<tr>
<td>2</td>
<td>Sensory Room</td>
</tr>
<tr>
<td>3</td>
<td>iPads</td>
</tr>
<tr>
<td></td>
<td>Gardening</td>
</tr>
<tr>
<td></td>
<td>Work</td>
</tr>
<tr>
<td></td>
<td>Liberty Swing</td>
</tr>
<tr>
<td>4</td>
<td>Music</td>
</tr>
</tbody>
</table>

Students were also asked in part B to indicate up to three activities that they dislike. The 4 most disliked activities in ranking order are:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Puzzles</td>
</tr>
<tr>
<td>2</td>
<td>Maths</td>
</tr>
<tr>
<td>3</td>
<td>Gardening</td>
</tr>
<tr>
<td></td>
<td>Work</td>
</tr>
<tr>
<td></td>
<td>Liberty Swing</td>
</tr>
<tr>
<td>4</td>
<td>Sport Carnival</td>
</tr>
</tbody>
</table>

**Professional Learning**

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

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

Each week staff have two learning support team meetings (student focused and administrative) and one training and development meeting. We have worked to strengthen the role of learning support teams throughout 2011.

In 2011 training was provided in the following educational areas:-

- Best Start for new enrolments.
- Selection panel procedures
- Interactive Whiteboards training and mentoring
- Inclusive technology software use training and mentoring.
- New Scheme Teachers Accreditation process
- Health care procedures.
- Emergency care and first aid.
- 1 staff member recertified for first aid
- 1 staff member completed 2 day first aid course
- Reviews of Protect, Assess, Respond to challenging (PART) behaviour Training.
- Procurement and finance training.
- Child protection and child wellbeing training.
- BlogEd training: The Department of Education and Communities blog site.
- Technology and the use of ICT in curriculum engagement.
- iPads for Special Needs Students training.
- Chemical training for the schools general Assistant
- SASSPA Conference attend by School Administration Manager

These activities are on top of weekly professional development activities.
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.

Targets for 2012

Target 1

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

Strategies to achieve this target include:

- Expand Best Start programs to include resources available on the Best Start support web site.
- Provide professional development and collaboration to enhance the school approach to teaching numeracy.
- Ongoing maintenance of assessment kits and expansion of numeracy resources.
- Strengthen parents understanding of the numeracy and literacy framework and student programs.
- The work of the technology initiative is implemented in classrooms from K-12 to enhance numeracy goals.

Our success will be measured by:

- Expanded student programs for Kindergarten students that include a wide range of resources to support their needs.
- The assessment and monitoring of student progress against the school’s numeracy framework.
- Surveying parent/caregiver understanding of the mathematics syllabus and numeracy framework so that they are able to support their children’s learning.

Target 2

100% of students have access to individual literacy programs using the school’s literacy framework to meet student’s needs.

Strategies to achieve this target include:

- Literacy teaching across the school is expanded and strengthened through Accelerated Literacy Training.
- 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.
- Trial the literacy framework for class and individual student programming across a range of school years.
Our success will be measured by:

- The completion and trial of the literacy framework at Mary Brookesbank School to support students in accessing the English curriculum.
- The achievement of literacy framework goals in student reports in 2012.
- The development of resources used in classrooms to deliver lessons that include elements of the accelerated literacy program.

**Target 3**

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

Strategies to achieve this target include:

- Provide professional guidance and development in the implementation of the Australian Curriculum.
- The ICT equity initiative creates an online resource aimed at sharing technology resources across the school.
- Provide opportunities for staff to observe classroom leaders practice using the QT model.
- Investigate the efficacy of emerging technologies (iPads, Interactive gaming) as a tool to engage, teach and report on students’ progress in curriculum based activities.

Our success will be measured by:

- Staff levels of professional development in the application of the Australian curriculum and the application of accommodations and adjustments to meet student needs.
- The availability of emerging technologies to classroom teachers and the volume and quality of their use in class activities.
- The level of participation and downloads from the schools online resource to support the use of technology in teaching students with complex needs.

**Target 4**

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

Strategies to achieve this target include:

- Review current Teacher Assessment Review Schedule (TARS) and Executive Assessment Review Schedule (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.
- Staff reviews and professional learning plans on a yearly basis.
- School executive are provided with information and training in school management and Local Schools Local Decisions.
- The PPP Stepping Stones pilot implemented in line with the development of the leadership potential of non-executive school leaders.

Our success will be measured by:

- Assessing the effectiveness of TARS and EARS in assisting staff to meet their professional standards.
- Gathering feedback following the completion of the PPP stepping stones project.
• Feedback from the executive team regarding their understanding of the implementation of Local Schools: Local Decisions.

• Meeting goals identified in professional learning plans in determining effective strategies to enhance performance.

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


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

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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