



Education &
Communities

Mainsbridge School Annual School Report 2014



**Mainsbridge
School**

Connecting students
with their future

5630

School context statement

Mainsbridge School is a Department of Education and Communities (DEC) school, located in Liverpool, 36 kilometres south west of Sydney and is part of the Liverpool Network of schools. The school site is historic with the original 130 year old residence, housing the school's administration office. The Department of Education commenced using this site as a special school 50 years ago.

Our school caters for students from Kindergarten to Year 12 with moderate and severe intellectual disabilities and their associated needs. Students need to have a confirmed disability and are offered a place at Mainsbridge School following a placement panel process. Enrolment trends have remained consistent over the last 5 years with the average enrolment being 110 students across 16 classes. Students live in the surrounding areas of Liverpool, Fairfield, Wattle Grove, Cabramatta, Macquarie Fields, Hoxton Park and Kemps Creek. Eighty-four per cent access Assisted School Transport (AST).

High quality data driven educational programs are provided for students based on Board of Studies Teaching and Educational Standards (BOSTES). The school has a curriculum focus incorporating the Australian Curriculum and strength in areas of alternative and augmentative communication (ACC), Intensive Interaction, the use of ICT and emerging technologies. In addition all students have a Personalised Learning Plan, (PLP) which has been developed in collaboration with parents and carers.

Throughout the school specialised spaces have been designed to cater for the specific learning needs of our students. These include a gross motor room, multisensory room, an iPad laboratory, music centre and a living skills room.

The school population consists of 68% Language Backgrounds Other than English (LBOTE) with the most common languages being Vietnamese and Arabic.

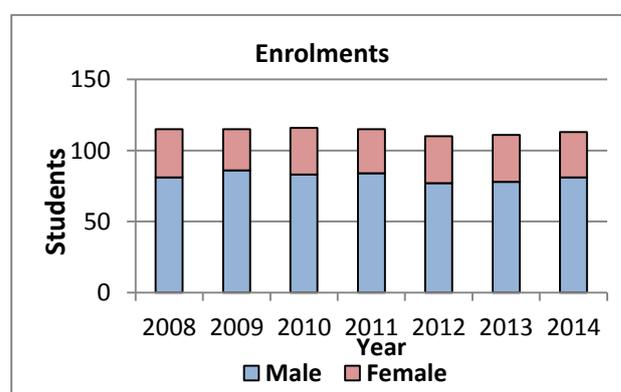
Student information

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

Student enrolment profile

School enrolment by the end of 2014 was 114 students, 81 boys and 32 girls. Enrolment has remained consistent with 16 classes, however with increased enrolments in Years 7-12, the school had 8 high school classes and only one kindergarten class in 2014. As a result exactly half the school population was high school age students.

Gender	2008	2009	2010	2011	2012	2013	2014
Male	81	86	83	84	77	78	81
Female	34	29	33	31	33	33	32



Student attendance profile

Whole school attendance averaged 90.7% in 2014.

Year 12 students undertaking vocational or trade training

Post-school destinations

Students in Year 12 were assessed in Term 2 to determine suitability for Community Participation or Transition to Work programs in 2015.

One student was assessed as being suitable for Transition to Work (TTW) funding and the remaining four students were allocated funding for Community Participation (CP) Programs. Students secured placements at The Junction Works at St. John's Park, Share Care at Heckenberg and Woodville Services at Fairfield East. Staff from Mainsbridge School accompanied parents on visits to the local service providers. Parents were able to compare the services available and make informed choices about the suitability of the programs for their children.

Year 12 students undertaking vocational or trade training

One student is undertaking Transition to Work training and the other four students are undertaking Community Participation programs.

Year 12 students attaining HSC or equivalent Vocational educational qualification

All five Year 12 students attained the HSC in Life Skills subjects.

Stage 5

There were seventeen students who completed a full Life Skills program of study in Year 10. The Life Skills courses included the mandatory subjects of English, Mathematics, Geography, History and Science as well as the ungraded mandatory studies of Design and Technology, PDHPE, Visual Arts, Music and Languages.

In 2014, five Year 12 students were awarded the Higher School Certificate (HSC) in Life Skills. The courses studied included English, Mathematics, Citizenship and Society, PDHPE, Work and the Community and Technological and Applied Studies (TAS).

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

Parents of students in Years 3, 5, 7 and 9 chose to exempt their children from participating in the National Assessment Program (NAPLAN). Our current students are not able to complete the NAPLAN assessment tasks.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12
Release from Face to Face Teacher (RFF)	1.428
Teacher Librarian	0.6
Teacher of ESL	0.2
School Counsellor	0.6
School Administrative & Support Staff	19.882
Total	40.710

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Mainsbridge School has no members of staff who have identified as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	57
Postgraduate	43

Professional learning and teacher accreditation

Two staff successfully completed their maintenance of accreditation requirements. Throughout 2014 all Mainsbridge staff participated in scheduled professional learning sessions for two hours on a fortnightly basis. These sessions were facilitated by the executive team and sessions provided opportunities for staff to work together on developing functional ways to apply effective and current theory into classroom practice.

Advanced Picture Exchange Communication System Training (PECS) - In May 2014 all Mainsbridge staff attended a Saturday and Sunday Professional Learning Conference on campus to complete their Advanced PECS qualifications. This two day intensive course with Melbourne based Pyramid Director Sophie Kerr, equipped all classroom staff to deliver PECS programs to students at the highest level. This training was followed up with in class support and observation with Sophie Kerr working specifically with students and teachers in the classroom and playground context.

Beginning Teachers

The school had no beginning teachers in 2014.



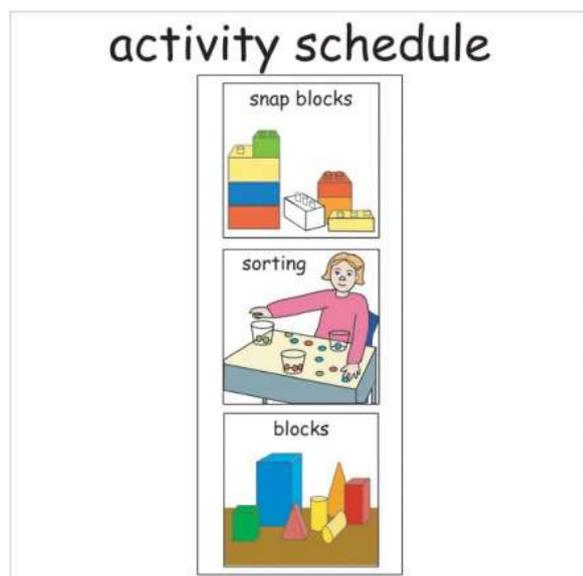
Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	236660.36
Global funds	240191.27
Tied funds	208664.21
School & community sources	28974.29
Interest	5427.11
Trust receipts	2897.80
Canteen	0.00
Total income	722815.04
Expenditure	
Teaching & learning	
Key learning areas	1486.82
Excursions	4998.25
Extracurricular dissections	49365.77
Library	2704.39
Training & development	1670.00
Tied funds	242931.42
Short term relief	103461.68
Administration & office	69966.28
School-operated canteen	0.00
Utilities	39847.90
Maintenance	25763.47
Trust accounts	2885.97
Capital programs	20000.00
Total expenditure	565081.95
Balance carried forward	157733.09

Short term relief includes replacing both teaching and Administrative and Support Staff (SASS) on leave.

A full copy of the school's 2014 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.



Other achievements

Music Therapy

In 2014 Mainsbridge School commenced the employment of qualified music therapists from Rhythm Village. These qualified therapists worked with groups of students with the support of class teachers and SLSOs to engage all students from K-12 in timetabled sessions.

Within these sessions, students utilised drums purchased previously for therapeutic purposes. Drumming, percussing, vocalising, moving and interacting are all incorporated to make the sessions fun and accessible for all students.



Liberty Swing

2014 saw the donation and installation of a Variety Club Liberty Swing in the middle playground. This valuable resource provides fun vestibular and sensory opportunities for students who use wheelchairs and those who do not. The school expressed appreciation to the Variety Club of Australia for their support in supplying the swing and to The Friends of Mainbridge Charity who provided installation at the official opening ceremony, attended by Variety Club Representatives, Parents and Media.



Refurbishment of Sensory Room

The school's Sensory Room was refurbished, including repainting, updating furnishings as well as the acquisition of new sensory resources. The funds for this refurbishment came proudly from our parent and school based fund raising monies and were greatly appreciated.



Kindergarten Playground

The opening of the newly installed Kindergarten Playground designed and installed by The Playground Doctor in January was a well anticipated and welcome addition to the school grounds. The new facility included, resurfacing and the installation of a variety of play equipment and activity centres. The Friends of Mainsbridge Charity generously provided this well appreciated facility.



Swimming Scheme

In term 4, twenty seven students participated in the Special Swimming Scheme offered by the Department of Education at Michael Wenden Aquatic Centre in Miller. The students enjoyed the activities and learnt basic water safety skills such as maneuvering under water, floating and freestyle swimming. This program offered our students the opportunity to improve muscle strength and physical endurance, stimulate fine motor skills and foot/hand/eye co-ordination. The program also enhanced their self-confidence and self-esteem. Each student received a recognition certificate at the end of the program outlining their progress. A big thanks to the fantastic swimming instructor Cheryl and her team for all their patience and hard work.



foods, fresh produce and car washes. These were sold to staff (and at times one another) with money going straight back into the program to keep the learning cycling running. Due to the programs great success it will be continued in 2015.



Community Access

Year 12 and a limited number of Year 11 students accessed the Share Care Unite Program on Thursdays throughout Terms 3 and 4 during which they attended a variety of community based settings for recreational purposes. The program assisted Year 12 students to adjust to life beyond school and gave them the opportunities to achieve learning outcomes related to community and leisure.

Significant programs and initiatives – policy

School Based Industry - Work experience

2014 saw the development and commencement of a school based industry to facilitate the High School students' Work Place and Community Learning programs. The Work Experience program was divided into modules that were interlinked; each activity played a functional role in facilitating the smooth running of other modules. In this way the program was a practical application of a 'real life' workplace and ran with the added security of our school's highly competent staff, familiar with the individual needs of the students on our secured premises.

The aim of the program was to provide students with workplace learning opportunities that lead to real products and services. For example; café



Aboriginal education

Aboriginal studies were incorporated into cross-curriculum class work in grades K-12, with the inaugural delivery of a whole school cross curricular study of contemporary and ancient Aboriginal culture.

The school facilitated an incursion available to all students K-12 called: "Outback Experience" with the Koomurri Aboriginal Performance Group. There were three performances throughout the day and all students attended with their peer group K-4, 5-9 or 10-12. During the performance they experienced a Didgeridoo Show, Artefacts Show, Face Painting (optional), Song and Dance as well as Dreamtime Story Telling all led by experienced performers in traditional dress.



Other significant programs and initiatives

Positive Behaviour for Learning (PBL)

A Kindergarten to Year 12 scope and sequence for social skills was developed; this initiative was led by the executive team leader. The process involved reviewing prior programs and procedures within the school in consultation with all staff. The review process highlighted the need for a structured and consistent K-12 scope and sequence as well as a series of PBL related social skills lessons.

The consequent scope and sequence detailed the four main domains of PBL / Social Skills development across K-12, linked to appropriate Australian Curriculum and Life Skills Syllabi standards.

Within this context teachers and SLSOs participated in a series of Professional Learning sessions to collaboratively develop the lesson series and to collate support materials. Upon completion the suite of lessons, materials were made available to all teaching staff via the schools computer networking system.

A trial of the lessons and materials was conducted across K-12 in Term 4 and staff provided feedback and added to the suite to refine it. Full implementation will occur in 2015.

Australian Curriculum Implementation K-10

The major curriculum initiative of 2014 was the development of a fully comprehensive K-12 integrated curriculum. This project was headed up by the executive team leader of curriculum. The process followed through from the professional learning provided to staff in 2013 in relation to the introduction of The Australian Curriculum K-10. At that time staff had completed a formal audit of teaching and learning programs and consequently identified priorities and aligned this with the Australian Curriculum for English, Mathematics, History and Science as well as the K-12 syllabi requirements for the Arts, Humanities, Sports, Health, Work and community.

The development of a K-12 scope and sequence that comprehensively covered all subject areas according to age, grade and linked documents was established.

This scope and sequence was designed to ensure all students had access to the full variety of curricular objectives, outcomes and themes from the Australian Curriculum K-10 and Life Skills Syllabi which have been organised into a four year cycle. This ensures students have full access to a wide range of topics, content and skills embedded in curriculum for their age groups. From this, teaching and learning programs will be developed according to the individual needs of students within class groups.

A trial of cycle one of the scope and sequence was implemented K-12. Within this trial, teachers were provided with professional learning and mentoring support for the development and

implementation of effective whole curricular teaching and learning programs. Resulting from feedback and consultation, refinements to the collaborative process of planning and schedule for accountability were redefined.

At the end of 2014 the completed four year cycle of K-12 Scope and Sequence was provided to staff for implementation in 2015 and beyond. This implementation will involve ongoing collaborative planning and evaluation to ensure the scope and sequence and resulting teaching and learning programs are fulfilling the students' individual needs with clear links to the appropriate curriculum standards for their age groups.

School planning and evaluation 2012—2014

School evaluation processes

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

- Curriculum Planning K-12

Under the direction of the curriculum development team, staff implemented the first cycle of a comprehensive 4 year whole school curriculum scope and sequence. The findings of this trail were that students' curricular needs were met in accordance with grade specific syllabus standards and were tailored to individual needs across K-12.

Resulting from this, supervisory staff observed a significant increase in consistency of programming and accountability from teachers. There was also a marked increase of collaborative planning amongst teachers and the emergence of highly proficient teachers supporting others within a peer mentoring capacity.

- Student Welfare Discipline Referral System

Consistent monitoring and tracking of student welfare and behavioural issues on the Sentral data system provided the school executive with a clear school profile in relation to disruptive and injurious behaviours. Teacher's consistent recording of this information

resulted in students being targeted for School Clinic and other behaviour intervention programs supported by regional funds.

The monitoring showed a reduction in problematic behaviours in the general student population and highlighted less than 5% of students who account for more than 80% of reported incidents.

School planning 2012-2014:

School priority 1

Literacy: Improved outcomes through targeted strategic early intervention for students at key transition points.

Outcomes from 2012–2014

2012: 50% of students participating in a whole school communication program (Picture Exchange Communication System) with a specific focus on Kindergarten.

2013: To increase the percentage of K-3 students developing skills in using PECS from 85% to 90%.

2014: To increase the percentage of Grade 1-3 students developing skills in using an effective communication system.

Evidence of achievement of outcomes in 2014:

- All staff participated in accredited training and qualified in Advanced PECS delivery;
- Every student K-12 participating in an individualised communication learning plan;
- Students in grades 1-3 engaging in PECS and or other alternative communication systems and
- Initial investigation into assistive technology based communication systems for students with severe intellectual or physical limitations that preclude them from effective PECS or key sign programs.

Strategies to achieve these outcomes in 2014:

- Allocated professional learning and mentoring for classroom staff in PECS;
- Students' data tracking systems reviewed and refined and
- Communication Programs aligned to Australian Curriculum standards K-10.

School priority 2

Numeracy: Improved outcomes through targeted strategic early intervention at key transition points

Outcomes from 2012–2014

2012: 50% of students participating in a whole school Count Me In Too (CMIT) program with a specific focus on Kindergarten.

2013: To increase the percentage of students participating in a functional numeracy program from 51% to 75%.

2014: To increase the percentage of students participating in a functional numeracy program.

Evidence of achievement of outcomes in 2014:

- Continued implementation of CMIT teaching, assessment and tracking strategies within classroom numeracy programs;
- Maintained consumable resources to increase range of functional number learning taking place within classrooms and
- Continue to implement systematic student record keeping on Sentral Reporting system.

Strategies to achieve these outcomes in 2014:

- Consistent use of Modified SENA to evaluate student levels;
- Implementation of functional numeracy teaching and learning according to student needs;
- Maintenance of consumable resources and
- Implemented systematic student record keeping on Sentral Reporting system.

School priority 3

Engagement and Attainment: Students experience challenging, flexible, personalised and safe learning environments.

Outcomes from 2012–2014

2012: Increase 50% of engagement in the classroom resulting in positive behaviour.

2013: To reduce number of Behaviour Support Team (BST) referrals related to behaviour resulting in physical injuries to staff from 27 per semester to 14 per semester.

2014: To reduce number of Behaviour Support Team referrals related to behaviour resulting in physical injuries to staff.

Evidence of achievement of outcomes in 2014:

- Parent information session regarding post school option programs with local service providers and
- Implementation of Social Skills lessons to scope and sequence aligned to PBL criteria.

Strategies to achieve these outcomes in 2014:

- Staff collaborate and consult on the scope and sequence.
- Trial implementation of Social Skills lesson series 2015.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Teachers provided feedback about the systematic introduction of Cross Curriculum learning through Kindergarten to year 12 through a series of collegial discussions and collaboration sessions. The resulting information established that 100% of teachers found the school's newly developed whole school Scope and Sequence based on the Australian Curriculum K-10 and Life Skills Syllabi helped them to effectively plan for cross curricula learning that was appropriate to their students' skill levels and aligned with grade appropriate learning outcomes.

Teachers across the school responded that having a four year scope and sequence helped them to gain a forward planning perspective that eliminated repetitious themes. In addition the distribution of support materials available through the library were more equitably allocated.



In 2014 several parents keenly participated in “My Time” sessions delivered in 2014 at Mainsbridge School. These sessions offered our parents and carers some time just for them. They often participated in leisure activities and discussion groups sharing wisdom and support to each other.

Our Parent and Carer’s group met regularly throughout 2014 to discuss school issues such as school planning for 2015, the purchasing of new vehicles and fundraising options.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website during May 2015.

At Mainsbridge School we want to see each of our students empowered to reach their full potential as a whole person. This means that within our school we provide students with opportunities that celebrate their capabilities and promote the highest levels of skills acquisition in communication, self-care and curricular learning as well as social and emotional development. Dedicated and motivated staff who value each student as people and learners, strive to provide effective and balanced programs to fulfil this both on and off campus.

We began our journey by developing a school vision. To do this all classroom staff met together with a Leading Principal to work through a series of review and visioning activities that addressed where the school was at in a number of domains.

Staff were given the opportunity to contribute their ideas, suggestions and concerns. This information was collected by the Executive team and used to establish the most valued goals and educational perspectives and from this the vision was drafted. Further consultation with staff and then the parent community followed until the final statement was complete.

The next stages of planning were undertaken by the executive, establishing the school’s Strategic Directions. In refining these directions consideration was given to the ways in which the school would develop further in the delivery of high quality well informed special education for its students. These directions were brought to the staff for feedback and then lead the executive to the development of the ‘5 P’ planning process; Purpose, People, Processes, Products and Practices.

These aspects along with milestones and targets will provide a plan with a systematic method to achieve its purpose.



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.

Marianne McLean - Principal

Nicole Katen - Deputy Principal

Melinda Field - Assistant Principal

Carla Robinson - Relieving Assistant Principal

Niamh Greene - Class Teacher

Mrs Diab - Parent

School contact information

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

