

2018 ANNUAL REPORT



Principal's Message

The Annual Report for 2018 is provided to the community of RIDBC Garfield Barwick School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students.

2018 was the first year of implementation for our 2018 - 2019 School Improvement Plan, a plan focussing the school's strategic directions on ensuring Quality Learning, Quality Teaching and Quality Leadership.

Our school prides itself on giving every child opportunities to grow and achieve their fullest potential. Through a rigorous and challenging curriculum and a broad range of initiatives, students are able to participate in many and varied creative and engaging learning activities. We have a strong student welfare system and an effective leadership team which monitors student progress and supports students to fulfil their potential. The school enjoys the support of a dynamic and diverse school community and a highly-committed and supportive RIDBC leadership team. Our strong, well-trained and effective teachers deliver high quality and engaging curricula, which includes, music, choir, dance, sport and drama. As a whole school community, we are very proud of the wonderful work our students produce and the excellent progress they make each year.

I certify that the information contained in this report is the result of rigorous evaluation of the school's policies and is a genuine account of the school's achievements and areas targeted for improvement.

Sandi Ambler

School Context

RIDBC Garfield Barwick School is an independent school that caters for children from Kindergarten to Year 6 who have a significant hearing loss. The degree of hearing loss, generally, ranges from moderate to severe to profound requiring the students to use a range of devices such as cochlear implants, hearing aids and personal FM systems. Students are taught in small classes by Teachers of the Deaf in consultation with Speech Pathologists, Audiologists and Educational Psychologists.

On enrolment, students at RIDBC Garfield Barwick School, generally, have a significant language delay but are enrolled on the basis that they show the potential to develop spoken language. Students have individualised programs that promote the development of listening skills, spoken language, academic skills and positive social outcomes. Teaching and learning programs across the school show evidence that the teaching programs are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and discuss expected outcomes. As a student's spoken language mastery increases, students are involved in supported integration programs in partnership with mainstream schools in the North Parramatta region. All students maintain the enrolment at RIDBC Garfield Barwick School but are included in their partner school programs for up to, but not exceeding, 50% of the school time. Specialist

educational support is maintained by the RIDBC Garfield Barwick School until such time as the student is ready to attend full time at a regular mainstream school. Transitional programs are initiated for all students enrolling full-time into the school of their parents' choosing.

Admissions

RIDBC Garfield Barwick School is established for student's aged 4.6 to 12 years of age who have a significant hearing impairment which might be classified in the moderate/severe to profound range. In general, it is expected that students will have hearing losses of 60 dB or greater in the better ear. Notwithstanding that, the school is established for those children who will benefit substantially from an aural/oral education program. The school's purpose is to prepare students for full integration into mainstream schools. The following documentation is required to support an application:

- i) A recent audiogram from an approved authority;
- ii) A birth certificate and, in the case of non-Australian citizens, evidence of residential status;
- iii) A recent ENT Specialist report; and,
- iv) Immunisation records.

All Students who complete their schooling at RIDBC Garfield Barwick School for their primary years will have a transition program developed for them in collaboration with the receiving school, parents and support staff. Students may receive support from RIDBC School Support Service (HI) if they enroll in an independent school in the Sydney metropolitan

Student population

At the beginning of 2018, the school had 36 students enrolled. There were 14 girls and 22 boys enrolled. Our students come from a variety of cultural backgrounds, with approximately 46% of enrolments coming from a language background other than English. The most notable trend has been the increase in younger students with two-thirds of the school population being in Kindergarten to Year 2. An examination of the enrolment patterns across the grade levels illustrates the effects of the movement of students out of the program and into regular mainstream classes.

Student Attendance

The whole school attendance rate for 2018 was 93.54 %. There were no enrolments in Year 6.

Year level	Attendance rate %
Year 1	94.46%
Year 2	90.38%
Year 3	95.92%
Year 4	88.05%
Year 5	97.29%
Year 6	No enrolments
Whole School	92.54%

RIDBC Garfield Barwick School monitors and keeps appropriate attendance records, thus, meeting its obligations with regard to student's education, safety, protection and well-being. Student attendance is recorded daily on the student management database. Parents/guardians contact the school if their child is away to notify of absence and provide the reason. If no contact is made, a SMS is sent to the parents on the day. On return to school, it is expected parents will formally notify the school in writing as to the child's reason for been absence. The school follows-up when written explanation of absence is not received from the parents.

The school rigorously implements policies and procedures for the management of non-attendance. All cases of unsatisfactory attendance and unexplained part or full day absences from school are investigated promptly.

Teaching and Learning

RIDBC Garfield Barwick School has a strong focus on every student achieving their personal best every year. Teaching practices across the school are founded on the belief that high-quality, innovative teaching must underpin all learning programs Throughout 2018, the school developed a more consistent approach to Visible Learning, with the concept of Learning Intentions and Success Criteria evident within literacy and numeracy programs across the school. Teachers provide explicit and timely feedback related to the success criteria for lessons. Along with this, an emphasis on high expectations and quality feedback underpin formative and summative assessment and reporting practices. Positive, respectful relationships are evident and widespread among students and staff to ensure optimum conditions for high-quality learning exist across the school.

Our teachers work within the framework of the professional standards for teachers and actively develop an annual Performance Development Plan to identify and monitor specific areas for professional development and improvement. They understand and explicitly teach literacy and numeracy to students at all levels of achievement across the Key Learning Areas and measure the success of these programs against appropriate learning outcomes and syllabus expectations.

The school leadership team has developed and implemented processes to collaboratively review teaching practices. This is done through the establishment of a high-performance culture and a clear focus on student progress and achievement, and high-quality service delivery. The school engages to share practice and applies research, evidence-based and innovative thinking in designing and implementing a school plan that delivers measurable improvements in student achievement.

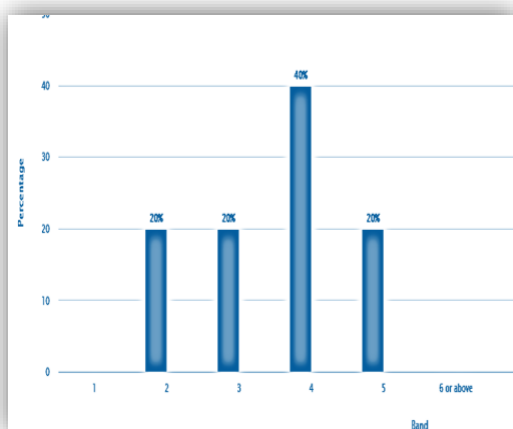
Student performance in 2018

There is school-wide, collective responsibility for student learning and success which is shared by parents and students. There is demonstrated commitment within the school that all students make learning progress and student data is rigorously monitored throughout the year. Well-developed and evidence-based approaches, programs and assessment processes are used to identify and regularly review individual student learning needs. Partnerships with parents and students support clear improvement aims and planning for learning. The school has adopted Response to

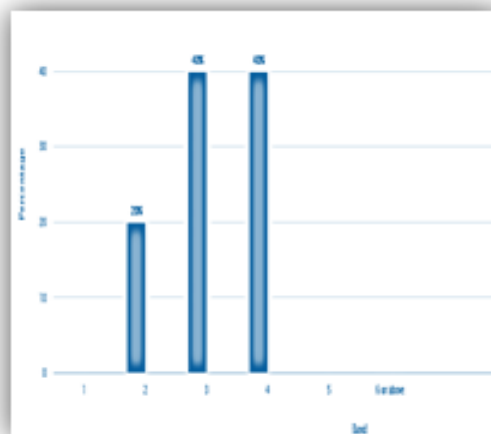
Intervention model (RTI) to improve student learning through explicit teaching. School data shows strong student progress and achievement on internal and external measures.

In the National Assessment Program, the results across the Years 3 and 5 Literacy and Numeracy assessments are reported on a scale of Band 1 to Band 6. In 2018, 100% of Year 3 students participated in the NAPLAN testing. A notable trend in NAPLAN results is that we have no longer have students in Band 1 across the tests and more Year 3 students are now demonstrating results in Band 3 and 4. This is a significant achievement with this cohort of students.

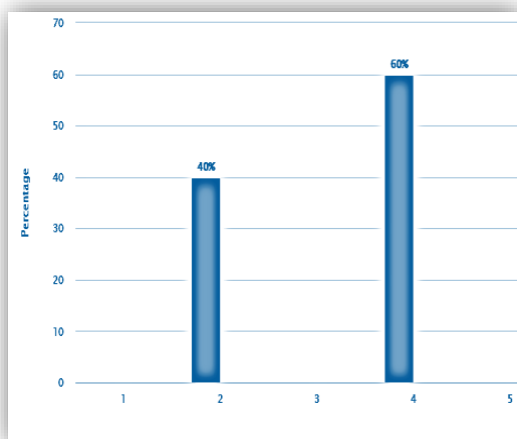
Year 3 Reading



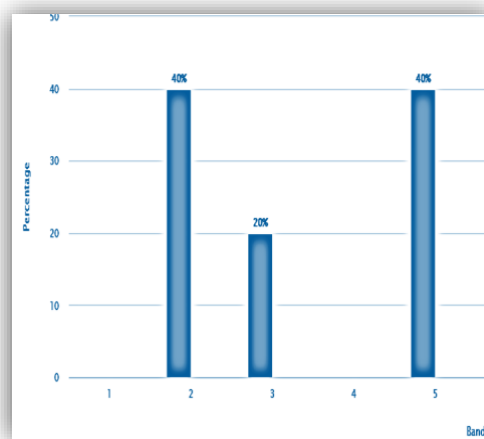
Year 3 Writing



Year 3 Spelling



Year 3 Grammar



Students leave the school as they achieve positive academic outcomes so it is difficult to note trends in the NAPLAN data in the higher bands. The results for the younger students show the characteristics of students who, typically, leave the school for a mainstream enrolment before entering Years 5 or 6.

At the end of 2018, 11 students between Year 2 - 5 left the school to enroll in their local school.

The My School website www.myschool.edu.au provides detailed information and data for the national literacy and numeracy testing (NAPLAN).

Workforce information

All teaching staff meet the professional requirements for teaching in NSW. Professional learning and teacher accreditation are highly valued. All teaching staff have, or are currently undertaking, specialist teaching qualifications in addition to their original teacher qualifications. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. One new scheme teacher gained accreditation to proficient teacher level during 2018.

Qualifications	% of staff
Undergraduate degree	100%
Master's degree	80%

Workforce composition

Position	FTE*
Principal	1
Head of Teaching and Learning	1
Classroom Teacher(s)	6.2
School Psychologist	.4
School Assistants (Support Staff)	3.3
Librarian	.6
School Administration	1

In 2018, the number of Aboriginal and or Torres Strait Islander staff members was 0.

Teacher Accreditation

The following table provides details of the Accreditations of teaching staff who were employed during 2018.

Level of Accreditation	
Pre 2004 teachers	2
Provisional Teachers	1
Proficient teachers	5

In addition, the School Assistants are qualified with teacher qualifications or hold a Teacher's Aide (Special) Certificate 3.

The Audiologist, Speech Pathologist and Psychologist all have recognized qualifications from a university as well as professional accreditation.

The teaching staff remained stable throughout 2018.

Professional Learning and Teacher Standards

Teachers provide and receive planned constructive feedback from peers and school leaders to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional learning opportunities. Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

Teachers are also actively engaged in planning their own professional development to improve their performance. Individual staff learning is planned through meetings with staff to develop their Professional Development Plan. Staff are guided to professional learning opportunities to fulfil and develop their skills to ensure that the very best learning outcomes are available for students. The schools Professional Learning Plan is designed to extend and inspire staff in their personal and professional development which enhances their dynamic, innovative and effective learning pedagogies in the classroom that are reflective of current research.

In addition to a distributive leadership and mentoring program, staff have engaged with various professional development opportunities, including conferences, courses and professional networks. Throughout the year, the staff also engaged in professional learning workshops. These included: Mandatory sessions on Child Protection, CPR, Emergency Care, and Anaphylaxis Training. All teaching staff engaged in rigorous data analysis to inform and guide school practices by using end and growth data, especially in the areas of language, literacy and numeracy. This professional learning allows all staff to share in the success of school programs and to assist in the focussed programs to improving learning outcomes for all students across the school. Research-based classroom intervention programs such as Mini Lit targeting reading and writing, and numeracy are implemented. Teachers engaged in extensive professional learning— courses, observations and mentoring to implement these programs.

Parent, Student and Teacher Satisfaction

The school collects, analyses and uses data, including valid and reliable student, parent and staff surveys/feedback, to monitor and refine a whole-school approach to well-being and engagement to improve learning. RIDBC Garfield Barwick School surveys the parents and the partner schools annually. The written feedback from both groups is collated, formatted and analyzed for emerging themes or areas for improvement. These areas for improvement become an essential part of improving the quality of our service during the next year.

A Parent Feedback Survey was conducted during Term 3 of 2018 to examine the level of parent satisfaction with different aspects of the School’s program. Parents reported that their needs were understood and respected in that they were listened to and given choices. They felt that the school worked together with them to identify goals that aligned with their child’s and family’s needs. They further articulated that the school is responsive to their concerns and that they were provided with information and support to make a complaint or provide feedback. Surveys of various curriculum and management practices over the past few years have expressed a high level of satisfaction with various aspects of the school and will continue to be used as an ongoing guide for continued improvement of practices to maintain satisfaction.

School Policies

RIDBC Garfield Barwick School seeks to provide a safe and supportive environment for students and teachers. Clear guidelines outlining expectations of communication and conduct are provided for staff and students which aim at maintaining an environment of mutual respect, openness and trust. The policies below address student welfare, discipline and reporting complaints and resolving grievance. Policies are developed and reviewed on a regular basis in consultation with the RIDBC Quality and Risk personnel. Each policy was reviewed and/or updated to accommodate changes in legislation and to meet the needs of the students and families.

Positive, respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the whole school. RIDBC Garfield Barwick School seeks to provide a safe and supportive environment which minimizes risk of harm and ensures students feel secure; supports the physical, social, academic, spiritual and emotional development of students; and, provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the school’s mission for providing for a student’s welfare are implemented, the following policies and procedures were in place during 2018.

Policy	Changes in 2018	Access to full text
<p><i>Child Protection Policy</i> encompassing</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation 	<p>Child Protection training was updated by all staff using web-based training by In Safe hand</p> <p>Child Protection Policy was rewritten to ensure policy and procedures were clear. New policy was reviewed by staff and signed off by all</p>	<p>Full copy of policy available in school drive under School management: Policies and procedures.</p> <p>Copy is also available on RIDBC Document Library</p>
<p><i>Discipline</i></p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>All behavior management actions are based on procedural</p>	<p>Following a review of the discipline policy and procedures in 2017, the policy implemented in 2018 includes revised processes for disciplinary action that are based on procedural fairness.</p>	<p>The full text of the school’s discipline policy can be accessed by request from the principal, from the school website and intranet, student diary and parent information</p>

<p>fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p>		
<p>Student welfare</p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> - meet the personal, social and learning needs of students - provide early intervention programs for students at risk - develop students' sense of self-worth and foster personal development 	<p>In 2018, the policy was revised to include the provision to follow up on student attendance issues as an integral part of student welfare.</p>	<p>The full text of the school's student welfare policy can be accessed by request from the principal, from the school website and intranet, and parent information</p>
<p>Anti bullying</p> <p>The school policy provides processes for responding and managing allegations of bullying, including the contact information for the local police School Liaison Officers.</p>	<p>In 2018, the school's anti-bullying policy and procedures were reviewed. The policy implemented included the role of and processes for contacting support services available to the school community including the local police School Liaison Police and the Youth Liaison Officers.</p> <p>Policy was discussed during school workshop and new online programs implemented.</p>	<p>The full text of the schools anti-bullying policy can be accessed by request from the principal.</p>
<p>Complaints and grievances resolution</p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will resolve these.</p>	<p>No changes were made in 2018</p>	<p>The full text of the school's complaints and grievance resolution policy can be accessed by request from the principal, from the school website and intranet, and parent information</p>

Policies for Student Behaviour and Discipline

The school is committed to a process of Positive Behavior Support for all its students. Positive Behavior Support involves the use of proactive strategies designed to encourage positive behaviors and minimize the need for students to use inappropriate behaviors. The management of student behavior is encompassed in the teaching and learning processes that create safe and positive learning environments. Effective classroom management is the key to maximizing positive behaviors. Teaching staff, in consultation with the Educational Psychologist, develop Positive Behavior strategies appropriate for all students. These strategies are systematically and consistently applied to students. Students are given opportunities to develop appropriate

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behaviors, self-control and resiliency through interactions with teacher /staff and the curriculum; and are reinforced consistently in a manner which enhances their understanding of responsible social behavior. Students are required to abide by the school's expectations and rules and to follow the directions of teaching staff and other people delegated by the school. When a student's behavior is not acceptable, discussion and systematic problem-solving is used to identify planning strategies and behaviors that encourage future acceptable behavior.

Where disciplinary action is required, known consequences reflect the nature of the breach of discipline as well as prior behavior. Appropriate fair sanctions are implemented. Corporal punishment is not permitted under any circumstances by any person of the school community.

The full text of the school's positive behavior support policy which includes discipline and associated procedures is provided to all members of the school community through the Staff and Parent Handbook and RIDBC Garfield Barwick School Policy and Procedure documents.

Priority areas for improvement

Area	Priorities	Achievements
Teaching and Learning	Development of new scope and sequence in English and Integrated Unit Revision of Maths Scope and Sequence	Assessment tasks embedded into the units. Assessment as, of and for learning Explicit language /IP goals embedded in planning Resources developed to support units of work Expansion of library resources to match units of work
	Development of Integrated Units and English units of work	Units of work and resources developed and expanded Key language goals for each unit embedded in programs and resources made to support this
	Literacy and Numeracy: Effective and evidence-based teaching of literacy and numeracy	Established a cycle of teaching using a thorough reading and numeracy evidence-based assessment and analysis to inform the teaching of students Implemented a three-tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning Teacher feedback on programming and evaluations Strengthen the focus on whole-school instructional leadership Focus on school-based professional development for teachers in numeracy, assessment as. of, and for learning, explicit writing and learning intentions/success criteria Parent workshops to extend programs that strengthen home, school and community partnerships and support literacy and numeracy. Numeracy consultant working within the school to provide coaching and mentoring
Professional Development	Child Protection	All staff received initial training or have been involved in a refresher course in Child Protection.
	All mandatory training completed by all staff. Emergency and Fire Training	Epilepsy, First aid, Asthma, CPR All staff participated in emergency evacuation practices.
	Beginning Teacher Induction /Mentoring and Accreditation	Additional time used for release, lesson observations, meetings with supervisor and additional PL opportunities. Beginning teachers undergo a school induction process that assists them in their first 2 years of teaching to achieve accreditation and specialist teaching skills.
	Literacy and Numeracy	All staff had 2 days of professional learning on Explicitly Teaching Writing

		Four staff workshops throughout the year on Numeracy Formalised Mentoring/ Coaching of teachers and classroom observations/feedback
Student Achievement	Improve students' phonemic awareness	Implementation of Initial Lit into Kindergarten class. Workshops for staff on developing phonemic awareness. Spell-It professional learning and introduction in Years 4– 6. MacqLit implemented in Year 3/4 classes.
	Raise literacy results of students	Implementation of three- tiered approach Daily sessions of PreLit and Mini Lit DIEBELS reading assessment data collated across the school Graphing of student outcome data for language achievements Graphing of standardized literacy and numeracy assessments Disciplined dialogue with staff in regard to student data
Student Welfare	Developing social and pragmatic skills Recognition of student achievement and effort	Social skills program coordinated by Educational Psychologist Junior social skills program developed and implemented in K-2 classes in Semester One "No Bullying" program delivered in Second Semester
	Developing resilience	Students achievements are acknowledged and celebrated
	Behaviour Management	Staff workshops related to positive behaviour management and social skills program.
Facilities and resources	Playground	Sports equipment
	Resources	Additional library and classroom resources purchased to support literacy programs Purchase of additional PM writing books and resources Purchase of STEM resources Additional numeracy resources.

Financial reporting

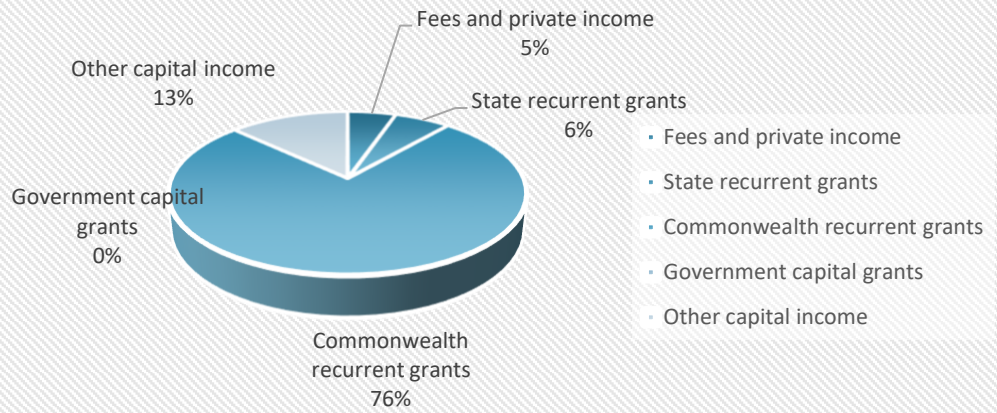
DEEWR - Schools - Financial Questionnaire	
Financial Statements - Year Ended 31 December 2018	
Description	GBS
Fees and private income	88,688
State recurrent grants	103,380
Commonwealth recurrent grants	1,300,357
Government capital grants	-
Other capital income	220,244
Recurrent/capital Income	1,712,668
Capital expenditure	19,559
Salaries, allowances and related expenses	1,119,432
Non-salary expenses	573,677
Recurrent/capital Expenditure	1,712,668

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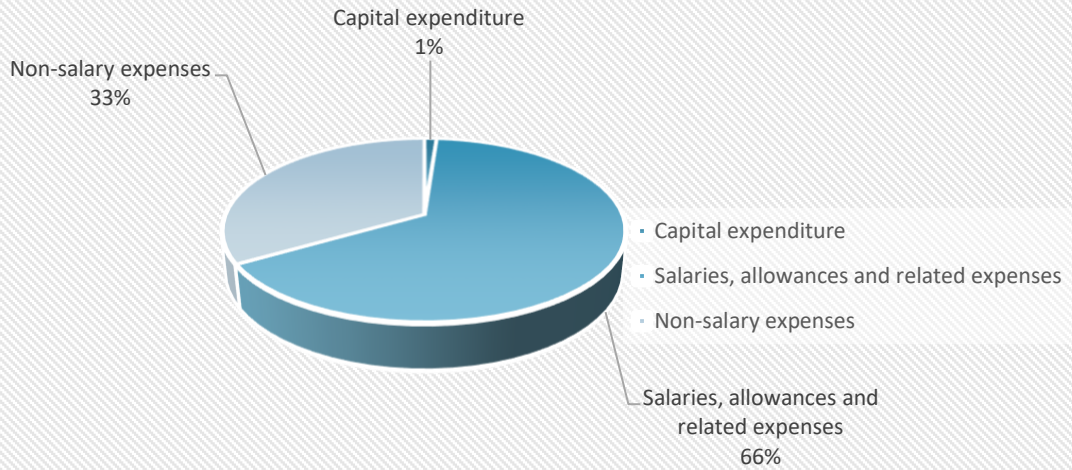
RECURRENT/CAPITAL INCOME



Garfield Barwick School

2018

RECURRENT/CAPITAL EXPENDITURE



The Preparation of This Report

Procedures for preparing this report include:

The School Principal is the person responsible for coordinating the final preparation and distribution of the Annual Report to the Board and other stakeholders as required.

- For the first eight areas of reporting, the Principal is responsible for the collection, analysis and storage of the relevant data and for inserting the relevant information into the report. The Accountant of Financial Corporate Services is responsible for the collection, analysis and storage of the financial data and for providing this to the Principal for inclusion in the report.
- The Principal is responsible for determining the specific content to be included in each section of the report and reviewing this annually to ensure ongoing compliance, relevance and usefulness.
- The Principal is responsible for preparation of the report in an appropriate form to send to NESA.
- The Principal is responsible for setting the annual schedule for:
 - preparation and publication of the report; and,
 - distribution of the report to the Board of Studies and other stakeholders.

Requests for additional data from the NSW Minister for Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the Principal is responsible for coordinating the school's response. The Principal is responsible for the collection of the relevant data and for ensuring it is provided to NESA.

The Principal and Accountant from Financial Corporate Services are responsible for completing the questionnaire. The Accountant of Financial Corporate Services is responsible for the collection of the relevant data and for ensuring it is provided.