



RIDBC

Alice Betteridge School

2019 Annual Report



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Message from key bodies and contextual information about the school

Principal's Message

RIDBC Alice Betteridge School was established in 1974 and is situated in the north west of Sydney. It is part of the Royal Institute for Deaf and Blind Children. RIDBC Alice Betteridge School offers classes from Kindergarten to Year 12, for students who are deafblind and for students who are blind or vision impaired combined with a mild to moderate intellectual impairment.

Learning outcomes, teaching and learning activities, assessment strategies, adjustments and accommodations and resources are identified through a rigorous process of individual planning. Instruction is provided in each of the key learning areas identified in the New South Wales Education Standards Authority syllabus documents and select areas of the Expanded Core Curriculum for students with vision impairment/hearing impairment. The students have individualised educational programs that combine academic and functional skills. Students are taught in small classes by skilled special educators, assisted by teaching assistants. The educational programs are supported by a team of allied health professionals who provide access for students to teaching and learning activities. We believe that through intensive teaching and systematic instruction in relevant environments, students can build on their achievements and become active members of the community.

2019 was a year of both review and implementation as we worked towards completion of our school improvement plan. The school was able to provide high quality services to students with continuing focus on both RIDBC's and the school's vision and strategic plan for the future. The major area of focus was the provision of appropriate access technology for all students to support individualised learning across the curriculum.

Students were involved in a variety of school events including Sports day, Multi-cultural day, Literacy and Numeracy day, off-campus excursions and performing and public speaking opportunities which allowed for maximum involvement.

On the following pages, you will find important information about the school's performance in 2019. Additional information about RIDBC and RIDBC Alice Betteridge School is available through the RIDBC Annual Report, a copy of which is available from the RIDBC website at <http://www.ridbc.org.au/annual-report>

Julie Kirkness
Principal RIDBC Alice Betteridge School

Student Performance in National and State-Wide Tests and Examinations

State-Wide Tests and Examinations

Every student has an Individual Plan (IP) developed in consultation with families and students where appropriate. Each student's Individual Education Plan (IEP) details the content of their learning in each of the Key Learning Areas and areas of the Expanded Core Curriculum for students with vision impairment/hearing impairment. In addition to this content, functional daily living skills are addressed. All students also have their adjustments and accommodations listed to facilitate their access to all teaching and learning activities.

NAPLAN

Students attending RIDBC Alice Betteridge have complex, high support learning needs. As a result, the majority of these students are exempt from the National Assessment Program for Literacy and Numeracy (NAPLAN). However, all students made progress towards the attainment of their individual learning outcomes, utilising modified resources, assessment tasks and teaching and learning strategies, according to their individual needs.

Year	Number of Students	Results
3	4	All exempt
5	2	All exempt
7	1	Exempt
9	1	Exempt

Higher School Certificate (HSC)

In 2019 there were no Higher School Certificate graduates.

Recognition of School Achievement (ROSA)

There were no Year 10 school leavers.

One student was awarded the ROSA upon leaving school, having partially completed Year 12 and transitioning to community participation programs.

This student achieved the requirements of the ROSA by addressing Life Skills content and outcomes.

Senior Secondary Outcomes

One student was awarded the ROSA upon leaving school having partially completed Year 12 and transitioning to community participation programs.

This student achieved the requirements of the ROSA by addressing Life Skills content and outcomes.

There were no Higher School Certificate graduates.

Where it was deemed appropriate, senior students participated in on and off-site work experience programs to develop vocational skills.

Workforce Composition; Professional Learning and Teacher Standards

Professional Learning

All teachers, teacher assistants and specialist staff participated in internal and external professional learning activities during 2019. The school executive participated in courses conducted by the AIS Leadership Centre. All teaching staff participated in professional learning to ensure students with vision and/or hearing impairment are able to access to the curriculum via the provision of learning material in their preferred and optimum format/s.

The following professional learning activities were undertaken by teachers throughout 2019:

Professional Learning Activity	Number of staff participating
Creating Safer Independent Schools with AIS NSW	18
Assistive Technology with Michael Corrigan	17
Certificate of Completion - Quality, Safety and You' - NDIS Worker Orientation Module	1
CPR Training	14
dAp Dots and Pre-Braille Skills with Tricia D'Apice	17
Diploma of Auslan Interpreting	1
Emergency Medications for Seizures - Midazolam	1
ABS Emergency Procedures Refresh	17
Epilepsy Essentials Certificate of Completion - Epilepsy Action Australia	3
In Safe Hands – Child Protection Training	17
Orientation and Mobility Refresh with Guide Dogs Australia	17
Diploma of Project Management - TAFE NSW	1
Travelling Safely in the Vehicle by Mobility Engineering	2
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VISCON 2019	1

Teaching Staff

All seven teachers hold teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. Professional learning and Teacher Accreditation is highly valued. All were NESAs accredited to teach in NSW schools.

Teacher Aides

Thirteen teaching assistants were employed throughout the school to fill twelve full-time equivalent positions. The vast majority of these had completed the Certificate III in Education Support – Teacher's Aide (Special) from TAFE or equivalent.

Specialist Staff

The educational programs were supported and enhanced through the provision of specialist services. Specialist staff included Orthoptists, Audiologists, Access Technology Consultants, Psychologist, Librarian and Library Technician. All specialist staff held recognised tertiary qualifications relevant to their professional field. Several had higher academic qualifications, including Masters Degrees.

The school's Health Centre employed school nurses throughout the year to manage the student's health care needs. All were qualified registered nurses.

The administrative staff of the school included the Principal, Lead Teacher and School Secretary.

Student Attendance and Retention Rates in Secondary Schools and Post School Destinations

The student attendance for 2019 was 83%. This figure is lower than our 2018 figure of 86.8% due to greater incidence of student illness. One student enrolled in year 12 in the secondary school and left before the completion of his Year 12 studies.

Management of non-attendance

The school implements policy and procedures for the management of student non-attendance. If a child is absent the primary parent will receive an automated text message to which they can then respond with the reason for the child's absence. Parents are also able to email and write in the student's communication book to inform the school for the reason for the absence.

Absences are monitored and parents are contacted and meetings held to resolve the non-attendance. Mandatory reporting procedures apply where absences are extended, or the student may be at risk.

Enrolment Policies and Characteristics of the Student Body

RIDBC Alice Betteridge School is a school for students who are deafblind and for students who are blind or vision impaired combined with a mild to moderate intellectual impairment and require substantial and specific curriculum requirements. Students require specialist teaching relating to those disabilities. To be eligible for admission to RIDBC Alice Betteridge School, students must present:

- i) Between the ages of 4½ and 18 years of age.
- ii) With deafblindness or vision impairment that necessitates specialist teaching and an educational program specific to those impairments. Such program requirements may include, inter alia, the need for:
 - Access to a program for developing literacy skills based in alternative media such as picture communication symbols, large print, braille, or other tactile media
 - Access to sign language or alternative communication programs and/or speech and language development programs specific to children with impaired hearing
 - Access to a cochlear implant program
 - Specialist orientation and mobility programs
 - Specialist access technology programs
 - Specialist Expanded Core Curriculum Programs (vision impairment)
 - Specialist Expanded Core Curriculum Programs (hearing impairment)
- iii) With an intellectual disability of no greater than the moderate level as confirmed by a psychologist's report.

Students will only be admitted in cases where the School Principal advises that a place is available within the school program.

Students will not be admitted when they present with significant medical issues which may impact on the ability of the RIDBC program to provide appropriate education, or where such medical conditions present a risk to the child, other children or classroom staff, none of whom are trained to cater for significant medical problems.

Students will not be admitted when they exhibit behavioural problems which will disrupt the orderly work of the school, put fellow students at risk of injury or otherwise pose unjustifiable hardship i.e. Staff ratios of 1:1 or greater.

School policies

The policies below address student welfare, discipline and reporting of complaints and resolving grievance. Policies are developed by the School Principal in consultation with RIDBC Quality and Risk Advisor, RIDBC Head of Education and RIDBC Director Services. Policies are regularly reviewed and/or updated to accommodate changes in legislation and to meet the needs of students and families.

A. Policies for Student Welfare:

RIDBC Alice Betteridge School seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Policy	Changes in 2019	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • Definitions and concepts • Legislative concepts • Preventative strategies • Reporting and investigating “reportable conduct” • Investigation processes • Documentation • <i>Working with Children checks</i> required for all staff and volunteers • Mandatory Reporting Procedures 	<p>Staff Training Schedule 2019:</p> <p>Modules available: Module 1 2015– In-safe hands on-line training <i>Legal & Practical Response to Child Abuse</i></p> <p>Module 2 2016 In-safe hands RIDBC <i>Building a Protective Environment for Children</i></p> <p><i>RIDBC added additional unit 2017</i> Module 3 – In-safe hands on line training <i>Early Intervention to Child Protection NSW</i></p> <p><i>RIDBC added additional unit 2018</i> Module 4 – In-safe hands on line training <i>Domestic and Family Violence and the impact on Children, NSW</i></p> <p><i>RIDBC added additional unit 2019</i> Module 5 <i>Types of Child abuse and their indicators</i></p> <p>In 2019 all staff completed AIS NSW Reportable Conduct and Allegations against Employees - Online Module.</p>	<p>The full text of the school’s child protection policy can be accessed by:</p> <ul style="list-style-type: none"> • request from the principal • School reception - <i>Policies and Procedures manual.</i> • RIDBC Sharepoint Document Library.

<p>Security Guidelines Policy Encompassing</p> <ul style="list-style-type: none"> • Procedures for security of the grounds and buildings • Use of grounds and facilities • Emergency procedures 	<p>No changes to school Fire Evacuation procedures, school Lockdown and Lockout Policy and Procedures</p>	<p>The full text of the school's security policy and procedures can be accessed by:</p> <ul style="list-style-type: none"> • request from the principal • School reception - <i>Policies and Procedures manual.</i> • RIDBC Sharepoint Document Library.
<p>Code of Conduct Policy encompassing</p> <ul style="list-style-type: none"> • Code of conduct for staff and volunteers • Relationships with students 	<p>No changes in 2019</p>	<p>The full text of the school's Code of conduct policy and procedures can be accessed by:</p> <ul style="list-style-type: none"> • request from the principal • School reception - <i>Policies and Procedures manual.</i> • RIDBC Sharepoint Document Library
<p>Pastoral Care Policy Encompassing</p> <ul style="list-style-type: none"> • Effective teaching and learning guidelines • Home-school communication • Social and emotional development • Role of school Psychologist • Student leadership 	<p>No changes in 2019</p>	<p>The full text of the school's Pastoral Care policy and procedures can be accessed by:</p> <ul style="list-style-type: none"> • request from the principal • School reception - <i>Policies and Procedures manual.</i> • RIDBC Sharepoint Document Library

B. Policies for Student Discipline:

A positive and encouraging approach to student behaviour is adopted by the school. Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion, provides processes based on procedural fairness.

The school's positive behaviour support policy which includes discipline and associated procedures is referenced in

- The Staff Handbook
- Staff Code of Conduct
- The Parent Information Booklet

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.

Policy	Changes in 2019	Access to full text
<p>Behaviour Management and discipline policy and procedures</p> <p>A philosophy of Positive Behaviour Support underpins all student welfare policies and procedures. Positive Behaviour Support involves the use of proactive strategies designed to encourage positive behaviours and minimize inappropriate behaviours. However, in most extreme cases, where there are repeated incidents of behaviour that is potentially threatening or harmful the principal may implement disciplinary action, including recommendation for suspension and expulsion</p>	No changes	<p>The full text of the school's Behaviour and Discipline and Pastoral Care policy and procedures can be accessed by:</p> <ul style="list-style-type: none"> • request from the principal • School reception - <i>Policies and Procedures manual.</i> • RIDBC Sharepoint Document Library

C. Policies for Anti-bullying:

Policy	Changes in 2019	Access to full text
<p>ABS Anti-bullying policy:</p> <p>Implementation of Anti-Bullying Plan</p> <p>School staff have a responsibility to:</p> <ul style="list-style-type: none"> • Respect and support students 	No changes in 2019	<p>The full text of the school's Anti-bullying policy and procedures can be accessed by:</p> <ul style="list-style-type: none"> • request from the principal • School reception - <i>Policies and Procedures manual.</i> • RIDBC Sharepoint

<ul style="list-style-type: none"> • Model and promote appropriate behaviour • Have knowledge of school policies relating to bullying behaviour • Respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Plan. Specific incidences will be managed via individual student behaviour management plans. • Report serious incidences of bullying using procedures outlined in the RIDBC Alice Betteridge School Behaviour Management Policy. 		Document Library
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D. Policies for Complaints and Grievances Resolution:

We believe that feedback processes including compliments, suggestions and complaints that people may have regarding the quality of service and/ or its delivery are crucial in ensuring high quality service delivery and the continual improvement process.

We recognise, respect and encourage the rights of individuals who choose us as their service provider to provide feedback and raise complaints without fear of retribution. Complaints are resolved in a fair, respectful and efficient manner, without negative implication for service provision or client interaction.

Family feedback mechanisms include face-to-face, home school communication book, email and via school's compliments and complaints feedback box located in reception.

An outline of the policy and processes is also provided in the school's Parent Information Booklet and Policies and Procedures Manual. The full text of the school's Feedback and Complaints policy and procedures can be accessed by request from the principal, in the school reception and on the RIDBC website.

School Determined Improvement Targets

The following areas were targeted in 2019 as being priority areas for school improvement. They were addressed with support from AIS School improvement team and through professional development activities and group meetings throughout the year:

Area	Priorities	Achievements
Teaching and Learning	Further refine Individual Planning process	<ul style="list-style-type: none"> • A standardised, clear IP process and IP system of documentation which incorporates student reporting and is in-line with recommendations of NSW Association of Independent Schools
	Curriculum Mapping	<ul style="list-style-type: none"> • A clear and concise method of documenting curriculum focus
	Student access to text, graphics and 3D models for learning	<ul style="list-style-type: none"> • Staff trained in Alternative Format Publications methodology • Increased provision of and access to braille, large print, tactile graphics and 3D models books
	Areas of Expanded Core Curriculum students with vision impairment and hearing impairment specified as discrete teaching curricula: VI: <ul style="list-style-type: none"> • Concept and literacy development using alternative formats (braille and tactile graphics, large print, and/or electronic) • Sensory efficiency (including visual perceptual skills and maximising use of remaining vision) • Access technology • Orientation and Mobility • Physical abilities • Independent living • Social interaction • Recreation and leisure • Career education • Self-determination HI: <ul style="list-style-type: none"> • Audiology • Career Education • Communication 	<ul style="list-style-type: none"> • Expanded Core Curriculum goals taught and achievement reported against in semesters one and two. • Focus on Access technology – whole school goals for 2018-2019 priorities identified and achieved: • i) All students using appropriate access technology by the end of 2019 • ii) A whole school staff performance and development process that embeds the Australian Professional Standards for teachers established • iii) Teacher professional development is aligned to the whole school Access Technology priority • iv) Teachers capacity for using Access Technology for student learning is increased and is reflected in their teaching practice

	<ul style="list-style-type: none"> • Functional Skills • Self-Determination and Advocacy • Social-Emotional Skills • Technology 	
	Australian Curriculum	<ul style="list-style-type: none"> • Scope and Sequences for K-12 continuously reviewed. Following unreserved BOSTES school registration and accreditation to operate as a school providing education of a kind for maximum period of five years (2016- 2020) • Units of work for all courses in the scope and sequence refined and implemented
	Braille training	<ul style="list-style-type: none"> • Some staff completed RIDBC Unified English Braille Online training program for sighted people
	Mandatory training	<ul style="list-style-type: none"> • Staff completed the following mandatory training units: Privacy & Confidentiality Information and Communication Technology Resources Policy Code of Conduct & Ethics Anti-Bullying & Harassment Cyber Security Training Modules' – Consisting of 3 Modules Annual In Safe Hands Child Protection Modules
	Professional Learning Communities	<ul style="list-style-type: none"> • All staff participated in weekly PLC meetings
Student Achievement	Students achieved high number of individual planning outcomes	<ul style="list-style-type: none"> • Outcomes attained and then generalised. Reported upon in Semester 1 and 2 school reports
Facilities and Resources	School playground	<ul style="list-style-type: none"> • Grounds maintained by charitable corporate groups. Playground equipment painted. High visibility strip painted on equipment for the safety of students with vision impairment.

Initiatives Promoting Respect and Responsibility

RIDBC Alice Betteridge School wants all students to recognise that they are valued and integral members of the school community. All staff interactions with students promote and engender self-esteem, responsibility and mutual respect in teaching and learning activities. All students have an individual learning plan to develop their talents and skills. During Term One a multicultural Harmony Day is held to promote the cultural diversity within the school.

A focus on learning is the promotion of respect for the individual rights and learning needs of others in the school community.

During 2019 students were involved in and ran school assemblies and special events with community visitors and special guests.

Student Leadership:

Each year the students of the graduating class are deemed to be "student leaders" for the year. Student leaders are presented with a badge to this effect in the first half of term one, in a ceremony attended by their parents and the school population.

Student leaders develop a sense of maturity and responsibility by acting as role models of good behaviour to other students, acting as mentors to younger students and representing the school by taking a role at school functions.

Parent, Student and Staff Satisfaction

Parent Satisfaction:

Feedback from Parents and family is highly valued and encouraged. A Parent Feedback Survey was conducted during term four of 2019 to examine the level of parent satisfaction with different aspects of the school's program. A questionnaire was distributed to all families of Alice Betteridge School. Respondents responded 'yes' to all or the majority of the following questions:

- Do you feel you are provided with information about your rights and are supported to understand your rights in regards to choosing and utilising RIDBC services?
- Do you feel your personal information is kept confidential and only disclosed with your consent?
- Do you feel that RIDBC works together with you to identify goals that align with your child's and family's needs?
- Do you feel supported to involve other family members or an advocate to assist in the planning and decision making process?
- Do you feel supported to exercise choice and adjust your child's individual plans as circumstances or goals changed?
- Do you feel supported to access and participate in other community services/activities in the way you choose that meet your child's and family's interests and needs?
- Do you feel supported to involve other family members or an advocate to assist in the planning and decision making process?
- Do you feel the school is responsive to your concerns?

- Do you feel you are provided with information and support to make a complaint or provide feedback?
- Do you feel the school provides a physical environment that is accessible and welcoming for your child and family?
- Do you feel you are given clear and accessible information about the services provided?
- Do you feel your cultural values, beliefs and practices are recognised and respected?
- Do you feel interpreting and translation services, or other alternative communication methods and technology are provided and adapted to meet your child's and family's needs?
- Do you feel RIDBC cares about people and puts families first?
- Do you feel services are delivered by skilled staff with the right values, attitude and experience?
- Do you feel things have changed for the better for our child and family since we received services from RIDBC?

Our students travel to school from varying locations across the Sydney Metropolitan area, travelling distances of up to 40 kilometres each way daily. Most parents do not transport their children to and from school and therefore do not come in to contact with other parents daily. Steps continued to be taken in 2019 to create opportunities for parents to feel supported to connect with other families. These included parent to parent linking, school information sessions and encouraging families to join the opt-in parent network. All parents were invited to share their email and phone contact details in order to provide the opportunity to link with other families. The school hosted a weekend family get together lunch and activities on school grounds supported by school staff. Class Dojo was introduced in all classrooms which teachers used to keep parents up to date on student progress and classroom happenings.

In addition numerous opportunities were provided for families to link with other families throughout the school year including regular whole school assemblies and termly open days, Parent/Teacher Afternoons, and end of Year 6 luncheon.

Student satisfaction:

Students are continuously encouraged to express their opinions and views on all aspects of their learning and school life. Following are examples of feedback given by students:

- I love learning at school
- I like reading and writing and doing Maths in braille
- We are lucky at our school because we have lots of special equipment to use like Mountbatten brailers, Focus 40 refreshable braille and Maths grids
- Our school has good students and good teachers
- I like using my Grid 3 to do my work and talk
- I like learning with my teachers
- I like work, especially English and Music
- I like craft lessons
- I love coming to school and seeing my friends
- I like playing with my friends at recess and lunch
- I like Work experience at Bunnings
- I love Friday morning sport

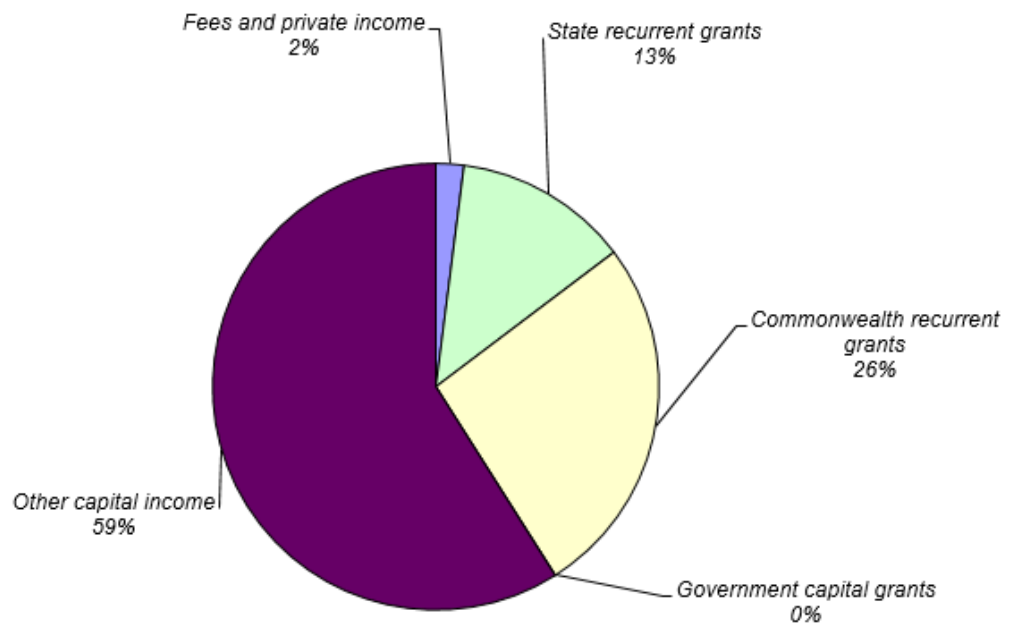
Staff satisfaction:

Staff feedback is encouraged both informally and formally. Staff were surveyed in Term 4, 2019. Feedback was both positive and constructive and provided staff a formal opportunity to present suggestions for future school improvement. All staff participated in weekly professional learning session to further develop their skills. Staff engaged in regular professional enhancement sessions and set their own professional learning goals. Staff were also involved in regular *All Staff* meetings with RIDBC senior leadership to provide feedback about future organisational directions.

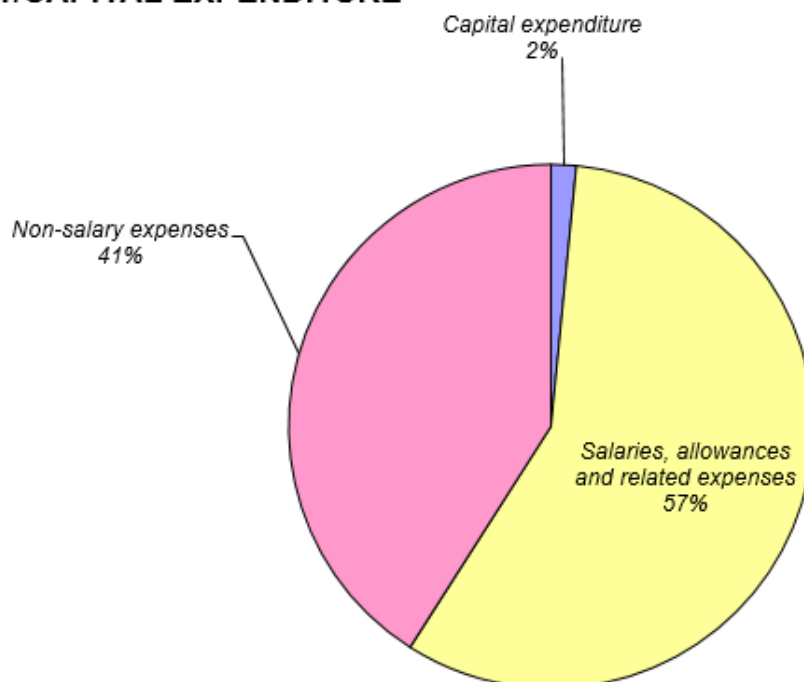
Summary Financial Information

RIDBC Alice Betteridge School 2019

RECURRENT/CAPITAL INCOME



RECURRENT/CAPITAL EXPENDITURE



DEEWR - Schools - Financial Questionnaire Financial Statements - Year Ended 31 December 2019

Description	ABS	
Fees and private income	67,850	2%
State recurrent grants	426,889	13%
Commonwealth recurrent grants	885,653	26%
Government capital grants	-	0%
Other capital income	1,984,495	59%
Recurrent/capital Income	3,364,887	100%
Capital expenditure	51,820	2%
Salaries, allowances and related expenses	1,934,502	57%
Non-salary expenses	1,378,565	41%
Recurrent/capital Expenditure	3,364,887	100%

Preparation of this Report

This report is submitted to meet the educational and financial reporting requirements for 2019 as laid out in the Registered and Accredited Individual Non-Government Schools (NSW) Manual.

In preparing this report, the School Principal is the person responsible for:

- Coordinating the final preparation and distribution of the annual report to the New South Wales Education Standards Authority and other stakeholders as required
- Determining the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- Preparing the report in an appropriate form to send to the New South Wales Education Standards Authority (NESA).

For the areas relating to school description, policies and procedures, the Principal is responsible for the collection, analysis and storage of the relevant data and for inserting the relevant information into the report. The Director of 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, in consultation with the RIDBC Head of Education, is responsible for setting the annual schedule for:

- Preparation and publication of the report
- Distribution of the report to NESA and other stakeholders.