

# 2019 ANNUAL REPORT



## Principal's Message

The Annual Report for 2019 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. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning on student learning outcomes and well-being.

One of the greatest strengths of Garfield Barwick School is its staff, a group of dedicated and hard-working teachers and support staff whose aim is to provide an excellent education and nurturing environment for our students. Our school prides itself on giving every child opportunity to achieve their fullest potential. Our focus on a growth mindset, tracking student achievement data and providing individualized learning for each student strongly aligns with this belief. Through a rigorous and challenging curriculum and a broad range of initiatives, students can 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 leadership team. 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 show evidence that they 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 students' 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. 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 the development of listening and spoken language 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 region.

## Student population

At the beginning of 2019, the school had 36 students enrolled. There were 20 girls and 16 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 2019 was 93.8 %. This represented a slight improvement in overall school attendance.

Year level	Attendance rate %
Year 1	89.5%
Year 2	95.3%
Year 3	96.1%
Year 4	92.7%
Year 5	93.4%
Year 6	94.7%
Whole School	93.83%

RIDBC Garfield Barwick School monitors and keeps appropriate attendance records, thus, meeting its obligations regarding 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. It is expected parents will formally notify the school in writing as to the child's reason for being absent. 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 students achieving their personal best. The teaching and learning cycle is evident in teaching programs as teachers identify learning outcomes, implement quality curriculum delivery and then use formative and summative assessments to measure students' knowledge, understanding and skill. Differentiation is evident

through the development of personalized language and literacy goals for all students, meeting the needs of students at different levels of achievement through varied learning intentions and success criteria. This is broadened to include differentiated and personalized report comments.

There are school-wide practices such as assessment timelines and consistent teacher judgement meetings that ensure there is continuous tracking of student progress and achievement. The evidence demonstrates that all teachers know their students and how they learn and incorporate personalized learning goals across K-6. This has resulted in students taking ownership of their learning through self-reflecting on their work and developing their own learning goals to further improve achievements. Teachers also regularly use student data and achievement of their goals to adapt their programs and inform quality teaching and learning.

Learning is transparent and clear to students and allows them to understand what they need to learn to ensure continuous improvement. A culture of high expectations has been established through effective working partnerships across the school community driven by continuous engagement. Teachers, students and staff consistently connect with parents through Class Dojo to address individual needs through direct messaging and share success through the 'Stories' function.

The school supports the wellbeing of all students so that they can connect, succeed, thrive and learn. Promoting student inquiry strongly supports engagement in the classroom and allows students to have a purpose and voice in their learning journey. Student learning needs are catered for and created in consultation with parents.

All teachers are committed to identifying, understanding and implementing the most effective teaching methods with the highest priority given to evidence-based teaching strategies. Teachers collaborate to share their knowledge of the curriculum, data and feedback to meet the learning needs of all students. Growth Mindset programs are explicit and contain a variety of teaching techniques/questioning strategies to explain and break down knowledge for students. Growth Mindset language is encouraged across all areas of the curriculum to encourage persistence and resilience when dealing with difficult or challenging situation. Students are exposed to the language through everyday learning tasks.

Professional learning meetings are aligned with our school plan strategic direction projects. As a result of regular professional learning meetings, all staff are inspired to trial and implement innovative teaching strategies in their classroom. Team meetings promote collaborative practice and consistency in teaching across the classes. Through team meetings and professional learning meetings, teachers collaborate and share feedback to sustain quality teaching practice. Teachers work together to develop teaching and learning activities that will engage students and meet learning needs

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.

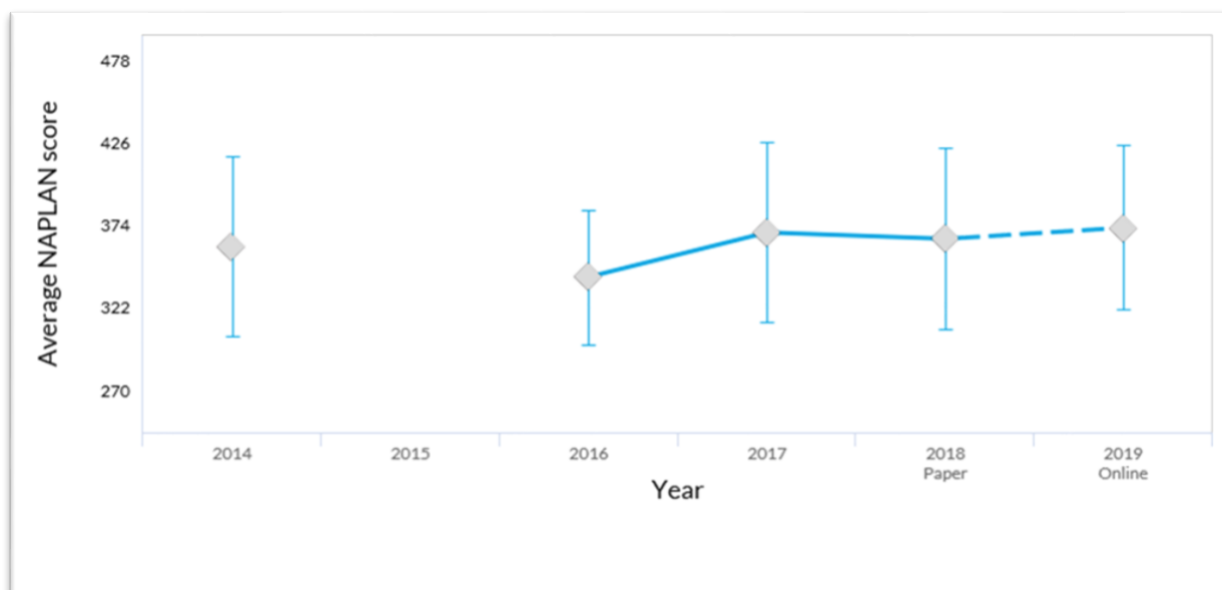
Several digital technologies are available for deployment by staff to effectively enhance learning of all students. The school has resourced digital tools in a way that supports learning and has organized digital technologies to be readily available

## Student performance in 2019

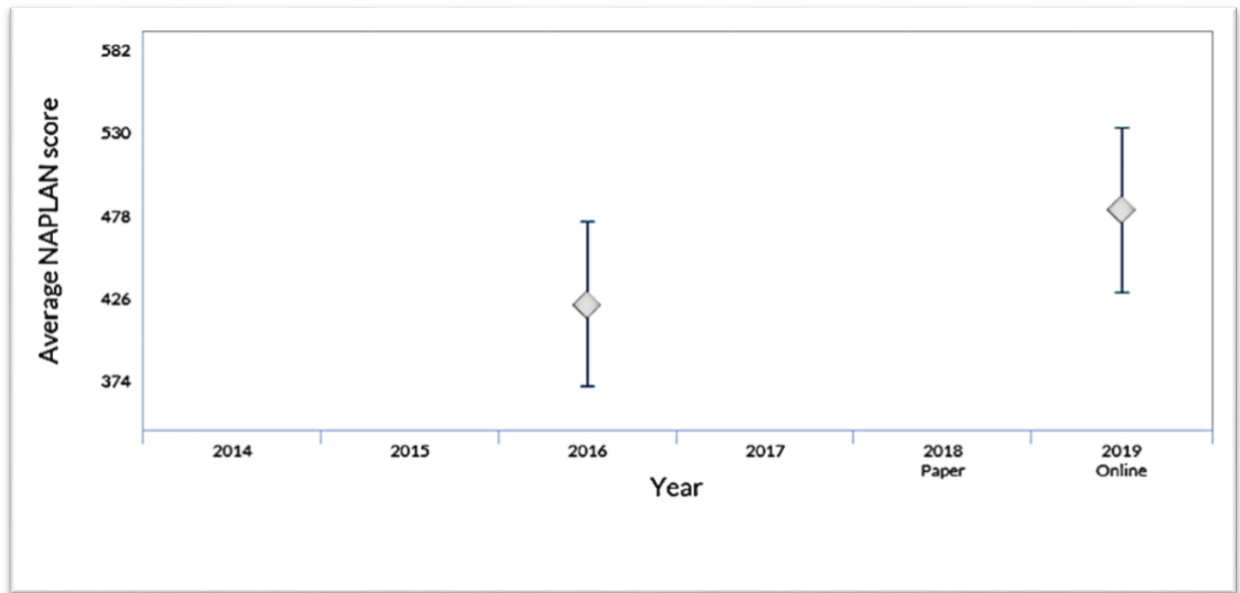
In the National Assessment Program, the results across the Years 3 and 5 Literacy and Numeracy assessments are reported on a scale of Band 1 to Band 6. In 2019, there was 100% participation in NAPLAN and assessment was completed online. Results for both online and paper formats are reported on the same NAPLAN assessment scale.

As students leave the school as they achieve positive academic outcomes, it is difficult to note trends in the NAPLAN data. 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. A notable trend is that we no longer have students in Band 1 across the assessment range and more Year 3 students are now demonstrating results in the higher bands. This is a significant achievement with this cohort of students and the number of students who are quickly transitioning out of the program.

## Year 3 Reading



## Year 5 Reading



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

## Workforce information

All casual, temporary and permanent teachers are accredited with the NSW Education Standards Authority and hold a recognised teaching degree. All teachers hold a valid NSW Working with Children Check clearance. 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.

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	.5

In 2019, 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 2019.

Level of Accreditation	
Pre 2004 teachers	2
Provisional Teachers	2
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 2019.

## Professional Learning

Professional learning is core to enabling staff to improve their practice. Through the establishment of a professional learning community and valuing staff input and feedback, both within the school (professional learning meetings, Performance and Development Plans, lesson observations, team teaching and regular discussions) and within the wider network of schools, there is a focus on continuous improvement of teaching and learning ensuring that all students are taught by high performing teachers. In addition to a distributive leadership and mentoring program, staff have engaged with various professional development opportunities, including conferences, courses and professional workshops.

Teachers provide and receive planned constructive feedback from peers and school leaders to improve teaching practice. Negotiated observations of classroom teaching practice, with timely feedback, has improved professional knowledge and sustained quality teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.



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 professional development which enhances their dynamic, innovative and effective learning pedagogies in the classroom that are reflective of current research.

## 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.

Community feedback supports recognition of the school as excellent and responsive and an effective partner in the pursuit of achievement for all students. As a school, we strive to establish effective partnerships in learning with parents and students through using individual Class Dojo. The use of Class Dojos has received positive feedback from parents who have shared the positive impact it has had on their relationship with their child. Parents have stated that "their child feels proud to share their work", "enjoys sharing their personal learning goals", "it's a great way to start conversations at home about my child's day" and "I love being able to see what he is doing and being able to provide my child with positive, specific feedback on their achievements The Class Dojo promotes student wellbeing through regular parent/carer monitoring of their child's activities and achievements. High levels of parent engagement with our Class Dojo application are evidenced by our connection rates.

A Parent Feedback Survey was conducted during Term 3 of 2019 in which 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.

## 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. Policies are developed and reviewed on a regular basis in consultation with the RIDBC Quality and Risk team. Throughout 2019, all school policies were updated and review as part of the school registration process.

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, 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/wellbeing are implemented, the following policies and procedures were in place during 2019.

Policy	Changes in 2019	Access to full text
<p><b><i>Child Protection Policy</i></b> encompassing</p> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	<p>Child Protection training was updated by all staff using web-based training by In Safe hand.</p> <p>Child Protection/ Reportable Conduct policy and procedures were rewritten to ensure policy and procedures met legislative requirements.</p> <p>Family-friendly plain English documents produced for families.</p> <p>New policy was reviewed by staff and signed off by all.</p>	<p>Full copy of policy documents and procedures are available on:</p> <ul style="list-style-type: none"> <li>- school drive (Policies and procedures).</li> <li>- RIDBC Document Library</li> <li>- RIDBC website</li> </ul>
<p><b><i>Behavior Management/ Discipline</i></b></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 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>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><b><i>Student Well - being</i></b></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"> <li>- meet the personal, social and learning needs of students</li> <li>- provide early intervention programs for students at risk</li> <li>- develop students’ sense of self-worth and foster personal development</li> </ul>	<p>In 2019, 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><b>Anti-bullying</b></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 2019, the school's anti-bullying policy and procedures were reviewed.</p> <p>Policy was discussed during school workshop and new online programs implemented.</p>	<p>Available on RIDBC Document Library.</p>
<p><b>Complaints and grievances resolution</b></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>New policy developed.</p> <p>Family friendly versions developed.</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> <p>Available to staff on RIDBC Document Library.</p>

## Student Discipline Policy

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 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

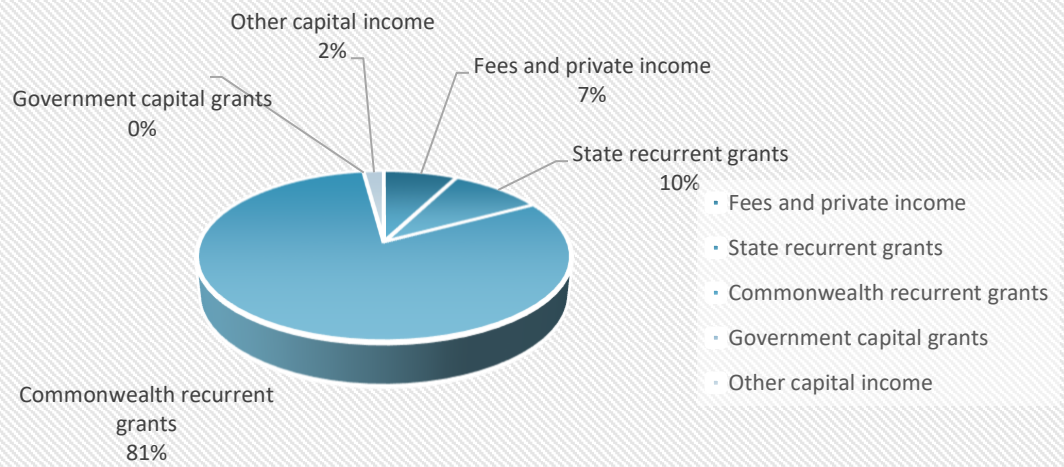
Area	Priorities	Achievements
Teaching and Learning	Scope and sequence revised and updated	Assessment tasks embedded into the units. Assessment as, of and for learning. Explicit language /IP goals embedded in planning. Resources developed to support units of work. Expansion of library resources to match units of work.
	Development of Integrated Units /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. Strengthened 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. Numeracy consultant working within the school to provide coaching and mentoring.
Professional Learning	Child Protection	All staff received initial training or have been involved in a refresher course in Child Protection.
	Mandatory training completed by all staff. Emergency and Fire	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. MacqLit implemented in Year 3/4 classes.
	Raise literacy results of students	Implementation of three- tiered approach. DIBELS reading assessment data collated across the school. Graphing of standardized literacy and numeracy assessments. Disciplined dialogue with staff regarding student data. Development of data wall.
Student Well Being	Developing social and pragmatic skills Recognition of student achievement and effort	Growth mindset embedded in class programmes. Learning intentions and success criteria "visible teaching" implemented. Students achievements are acknowledged and celebrated. Staff workshops related to positive behaviour management and social skills program.
	Developing resilience	
	Behaviour Management	
Facilities and resources	Playground	Upgrading of Sports equipment Additional library and classroom resources purchased to support literacy programs.
	Resources	Purchase of additional PM writing books and resources Purchase of new computers/laptops. Additional numeracy resources.

## Financial reporting

<b>DEEWR - Schools - Financial Questionnaire</b>	
<b>Financial Statements - Year Ended 31 December 2019</b>	
<b>Description</b>	<b>GBS</b>
Fees and private income	134,849
State recurrent grants	171,679
Commonwealth recurrent grants	1,459,490
Government capital grants	-
Other capital income	37,467
<b>Recurrent/capital Income</b>	<b>1,803,485</b>
Capital expenditure	6,152
Salaries, allowances and related expenses	1,050,999
Non-salary expenses	746,333
<b>Recurrent/capital Expenditure</b>	<b>1,803,485</b>

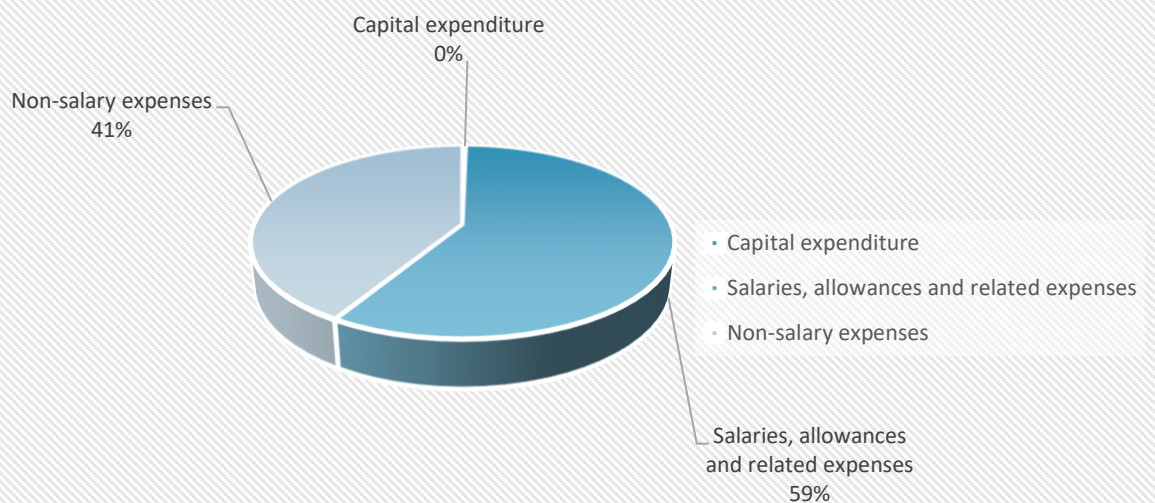
## Garfield Barwick School 2019

### RECURRENT/CAPITAL



## Garfield Barwick School 2019

### RECURRENT/CAPITAL



## 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.