

# 2019 ANNUAL REPORT



## Principal's Message

The Annual Report for 2019 is provided to the community of RIDBC Thomas Pattison 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.

Throughout 2019, RIDBC Thomas Pattison School has continued to make great strides on implementing our Strategic Plan for school improvement. The school's improvement plan focussed around strategic directions of improving teacher quality, policy compliance and procedures and instructional school leadership. In June, we completed the school's five-year registration process which demonstrated the high-quality programming and policy compliance within the school.

The school has a clear vision to empower students to be life-long learners and fosters the development of the students' confidence, self-esteem and identity. Identity is fostered through opportunities to interact with other Deaf children, Deaf staff and Deaf adult visitors. We support the wellbeing of all students so that they can connect, succeed, thrive and learn. Student learning needs are catered for and created in consultation with parents/carers. This collective responsibility ensures learning takes place in optimum conditions and that students experience success. Teachers have challenged each student to achieve his/her potential in a signing environment that promotes the development of language and a positive self-concept.

This annual report will share highlights of our work offering a look inside the way in which we provide living and learning opportunities that integrate academic, social and emotional development that help each student to succeed.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Sandi Ambler

## School Context

RIDBC Thomas Pattison School (TPS) has a strong reputation for achieving excellence in providing a sign bilingual program in Australian Sign Language (Auslan) and English for Deaf children from Kindergarten to Year 10. It caters for the academic, social and cultural needs of children who are Deaf and use Auslan as their first language. Acquisition of a high level of English language competency underpins all aspects of the bilingual approach. Students acquire this competency not only through written English but, for those who have the capacity, also via spoken language.

The curriculum is based on the NESA Key Learning Areas and is delivered by specialist staff including teachers, teacher's aides, and Allied Health therapists. Planning and programming in each learning area requires a high level of differentiation, with teaching and learning strategies selected to meet the strengths and needs of individual students within each class. Each student has an Individual Education Plan which is informed by parents' priorities and assessment information. Additional programs are offered to further develop each student's academic, creative and social skills. The school is viewed as being an inclusive and caring place where students are engaged and happy.

## Admissions

Applications for enrolment may be made at any time by the parent/carer(s) of students. Students enrolling at school for the first time will have to be five-years-of-age on or before 31 July. The school will base any decision about offering a place to a student on the evidence that the student has a bilateral sensorineural hearing loss and will benefit substantially from a bilingual education program.

The following documents are required to support an application to the school:

- A recent audiogram from an approved authority;
- A birth certificate and, in the case of non-Australian citizens, evidence of residential status;
- A recent ENT Specialist report;
- Immunisation records; and,
- Evidence of cognitive delay no greater than mild.

The School meets with parent/carer(s) of the student before offering a place.

The School is mindful of its obligations under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. It provides a range of adjustments that enable Deaf students, who meet RIDBC's enrolment requirements, to access the curriculum, observe all behavioural codes of conduct and other requirements of the School which are applicable from time to time.

## Student population

In 2019, the school had twenty students from Kindergarten to Year 10. There were 11 boys and 9 girls. Sixteen students were enrolled in the primary school and four in the secondary school. Students travelled from all over the Sydney metropolitan area to attend the School. Seventy-nine of

the students were from language backgrounds other than English. Many students have been fitted with and wear assistive hearing technology such as hearing aids and cochlear implants.

## Student Attendance

The student school attendance rate for 2019 was 88.4%. The average rate reflects the additional medical needs and family circumstances of a small number of students and the impact this has on measurements in a small school population.

Parents/caregivers were asked to notify the school administration assistant if their child was absent from school by email, SMS or phone call stating the reason for their absence. Parents were required to submit an absence note to explain the reason for absence. Extended periods or patterns of non-attendance were managed by the school principal in consultation with the child's family and regulatory requirements.

Year level	Attendance rate %
Year 1	78.4%
Year 2	88.3%
Year 3	
Year 4	92.3%
Year 5	86.1%
Year 6	89.5%
Year 7	-
Year 8	-
Year 9	95.8%
Year10	89.5%
Whole School	88.4%

## Student retention rates

RIDBC Thomas Pattison School provides a K-10 program and, therefore, there is no provision for graduating students from Year 10 to undertake Years 11 and 12 at the School. The retention rate calculation cannot be applied.

## Post school destinations

One student graduated from Year 10 RIDBC Thomas Pattison School in 2019.

## Teaching and Learning

Class programmes show evidence that respond to specific learning needs for Deaf students. These specialized programmes focus on Language, English, Literacy and Numeracy to which a significant amount of time is allocated. The skills developed are integrated into the wider context of the school curriculum in all learning areas. Each student has an individualised programme created by their teachers and parents that best meet their need to establish a strong educational and social foundation.

In addition to the full-time staff teaching staff based in the school, staff from RIDBC Allied Health team visit regularly to support specific students. These specialists include the psychologist, occupational therapist, speech language therapist and the physiotherapist. Students' wellbeing needs are also met by regular visits from the School Psychologist.

As a result of formative assessment and differentiated programs, post–assessment data shows significant growth in student outcomes. Formative and summative assessments are used to provide feedback to students on their progress, to guide modifications in teaching and learning programs based on student interest and achievement and to allow students to control the direction of their learning.

In 2019, there were three Year 5, and 3 Year 9 students who were eligible for NAPLAN (National Assessment Program – Literacy and Numeracy). All students participated in the tests online which was significant as in previous years several students were granted exemptions. Due to the low numbers of students engaging with the tests, it is difficult to note any significant trends.

## The Staff

All teaching staff meet the professional requirements for teaching in NSW and the school monitors the accreditation status of all staff. All teachers are experienced teachers and the teaching staff remained stable throughout 2019. All teaching staff have specialist teaching qualifications in addition to their original teacher qualifications. Five of the teaching staff are Deaf.

Qualifications	% of staff
Undergraduate degree	100%
Master's degree (Sensory Disabilities)	100%

Position	FTE*
Principal	1
Head of Teaching and Learning	1
Teacher(s)	5.2
School Psychologist	.2
School Assistants (Support Staff)	1.32
Librarian	.3
School Administration	1

In 2019, the number of Aboriginal and or Torres Strait Islander staff members was 0. In addition, the School Assistants are qualified with teacher qualifications or hold a Teacher's Aide (Special) Certificate 3.

## **Professional Learning and Teacher Standards**

Professional learning meetings are aligned with our school strategic plan and encourage professional discussion to take place. Negotiated observations of classroom teaching practice, with timely feedback, has improved professional knowledge and sustained quality teaching practice.

During 2019, RIDBC Thomas Pattison School focused on building a schoolwide, effective approach to accelerating progress for all students using more consistent and robust assessment and moderation practices. Significant progress has been made to ensure effective systems, processes and practices are utilised to gather, analyse, report and use student achievement to monitor and evaluate curriculum effectiveness. This can then inform planning and decision-making to accelerate students' learning. A wider range of assessment tools, including some that are standardised have been introduced to better monitor learner outcomes

Five complete days were allocated to Professional Development activities for all school staff. In addition, teachers, teacher's aides and specialist staff had significant access to additional professional development in weekly staff meeting workshops and coaching and mentoring from the Leadership Team and Numeracy/Literacy Consultants. All teachers have improved and consolidated their understanding of formative assessment practices and how to implement this into daily/weekly programs and adapt their lessons and programs according to students' need.

Teachers are also actively engaged in planning their own professional development to improve their performance by driving the development of their Professional Development Plan. Staff are guided to professional learning opportunities to fulfil and develop their skills to ensure the very best learning outcomes are available for students.

## **Parent, Student and Teacher Satisfaction**

Evaluation and review are part of the School's practice in working for continued improvement. Ongoing staff review and input through a range of school forums is used to critically evaluate strategic goals and contribute to the setting of future directions. These have provided valuable insights into areas for future growth relating to school culture, accountability and leadership structures.

The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged. Parents are encouraged to be involved in their child's learning and are valued partners in their child's education. A team approach is adopted throughout the school with scheduled personal planning meetings with families. RIDBC Parent, Student and Teacher satisfaction was high throughout 2019, attested to by the many emails of support received,

positive comments offered at parent gatherings, and attendance figures for community events. A school survey was sent in Term 3 which provided overwhelming positive feedback.

The School has an extremely high staff retention rates indicating a very high level of teacher satisfaction. All staff have access to the Principal and Head of Teaching and Learning and have access to counselling paid for by the School should the need arise.

## School Policies

RIDBC Thomas Pattison 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. We recognize and respect every individual, helping all to achieve their full potential. The well-being of each student is the responsibility of all staff members and it is recognized that collaborative and supportive teamwork is necessary to ensure the safety and wellbeing of each student

In 2019, all school policies were reviewed and updated as part of the NESAs school registration process. A new online document library which stores all current school policies and procedures for staff was developed. The policies below address student welfare, discipline and reporting complaints and resolving grievance. Policies are reviewed and/or updated to accommodate changes in legislation.

## Policies for Student Welfare

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. RIDBC Thomas Pattison 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 are implemented, the following policies and procedures were in place during 2019. Policies were reviewed during the school accreditation process and deemed to be of high quality and compliance.

Policy	Changes in 2019	Access to full text
<p><b>Child Protection Policy</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 Hands.</p> <p>Child Protection Policy was rewritten to ensure policy and procedures were clear and identified legislation changes.</p> <p>New policy was reviewed by staff and signed off by all.</p>	<p>Copy available to families on RIDBC website or from school office.</p> <p>All policies and procedures for staff on RIDBC Document library.</p>



<p><b>Discipline</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>Behavior management policy reviewed by school psychologist and leadership team.</p> <p>Changes made to statements regarding restrictive practices in schools.</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, and parent information book.</p>
<p><b>Student welfare</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, school attendance 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. 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 and within the parent information book.</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>Reviewed and updated.</p> <p>Family friendly version in plain English 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>

## 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 which promote pro-social behavior and positive social interactions amongst staff and students; provide opportunities for students to learn and practice appropriate social behaviors and self-discipline; and, encourage appropriate and fair sanctions for students who display inappropriate behaviors.

RIDBC Thomas Pattison School provides a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behavior. Students are given opportunities to develop appropriate behaviors, self-control and resilience through interactions with teachers and other staff and through the curriculum; and they 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, consequences reflect the nature of the breach. 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 School Policy and Procedure documents.

## School Priority areas for improvement

Area	Priorities	Achievements
Teaching and Learning	Fingerspelling programme	Intensive staff workshops and training of teaching staff in Phonics fingerspelling programme. Resources developed for implementation in 2020.
	Improving teacher quality	Teacher feedback on programming and evaluations. Coaching and mentoring within classrooms from Numeracy and Literacy consultants.
	Literacy and Numeracy: Effective and evidence-based teaching of literacy and numeracy	Numeracy evidence-based assessment and analysis to inform the teaching of students. Assessment scheduled revised. Focus on school-based professional development for teachers in numeracy, explicit writing and learning intentions/success criteria. Numeracy consultant working within the school to provide coaching and mentoring and intensive workshops. Literacy consultant providing intensive workshops to all teaching and support staff.
Professional Learning	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.
	Mentoring and Accreditation	Additional time used for release, lesson observations, meetings with supervisor and additional PL opportunities.  Workshops on Teaching Standards, Maintenance of Accreditation and Teacher reflection tools.
	Literacy and Numeracy	All staff had 2 days of professional learning on Explicitly Teaching Writing.

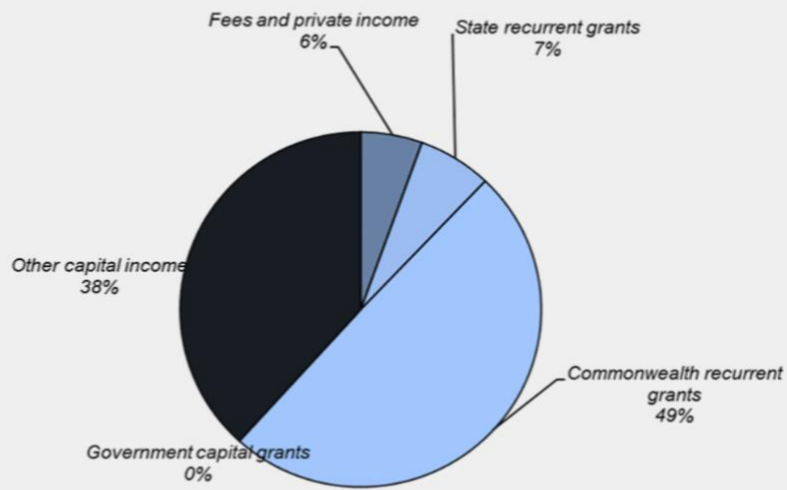
		Four staff workshops throughout the year on Numeracy. Formalised Mentoring/ Coaching of teachers and classroom observations/feedback.
Student Achievement	Improve students' fingerspelling	Workshops for staff on developing fingerspelling program.
	Raise literacy results of students	Implementation of Bedrock Literacy/Language program Auslan language transcription.
Student Welfare	Recognition of student achievement and effort Developing resilience Behaviour Management	Students' achievements are acknowledged and celebrated Staff workshops related to positive behaviour management and social skills program.
Facilities and resources	Playground	Upgrading of Sports equipment.
	Resources	Additional library and classroom resources purchased to support literacy/fingerspelling programs. Purchase of additional PM writing books and resources Additional numeracy resources.

## Financial information

<b>DEEWR - Schools - Financial Questionnaire</b>	
<b>Financial Statements - Year Ended 31 December 2019</b>	
<b>Description</b>	<b>TPS</b>
Fees and private income	85,981
State recurrent grants	102,932
Commonwealth recurrent grants	773,475
Government capital grants	-
Other capital income	596,658
<b>Recurrent/capital Income</b>	<b>1,559,047</b>
Capital expenditure	4,569
Salaries, allowances and related expenses	891,849
Non-salary expenses	662,629
<b>Recurrent/capital Expenditure</b>	<b>1,559,047</b>

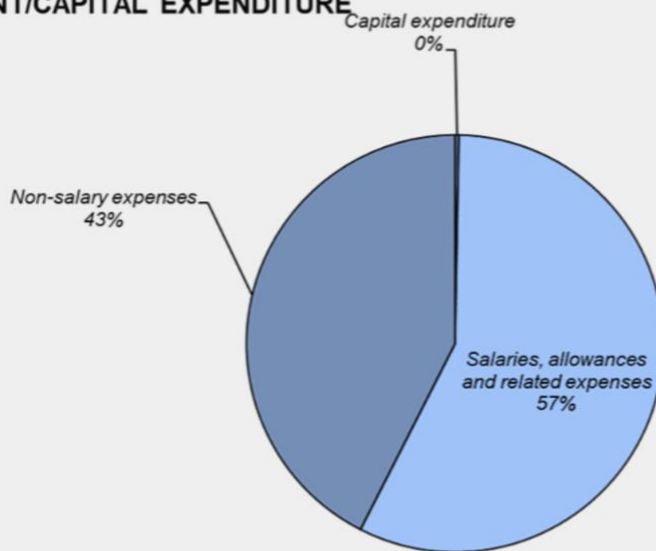
**Thomas Pattison School**  
**2019**

**RECURRENT/CAPITAL INCOME**



**Thomas Pattison School**  
**2019**

**RECURRENT/CAPITAL EXPENDITURE**



## The Preparation of This Report

RIDBC Thomas Pattison School has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

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 Manager of 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 the Board of Studies.
- The Principal is responsible for setting the annual schedule for:
  - preparation and publication of the report
  - distribution of the report to NESA and other stakeholders

## Requests for additional data from the NSW Minister for Education

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 relevant data and for ensuring it is provided to the NESA in an appropriate electronic form. From time to time, the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information.