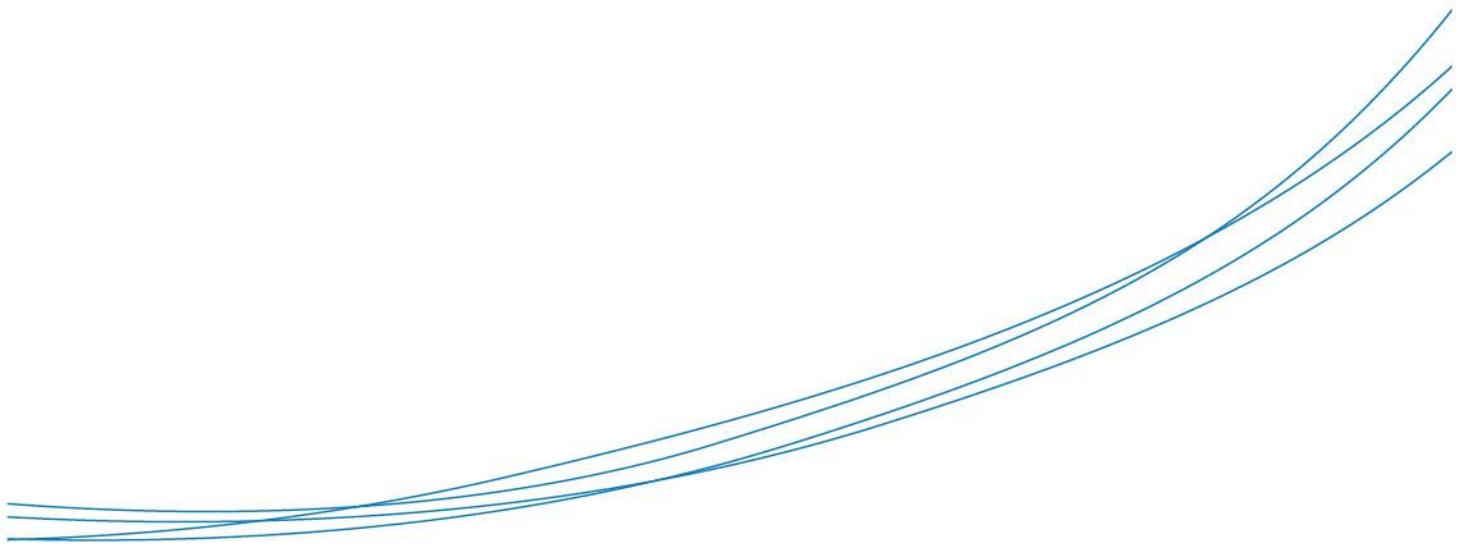




RIDBC

Garfield Barwick School



2016 ANNUAL REPORT

Principal's Message

The Annual Report for 2016 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. I am proud of the academic achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate. We have a highly dedicated staff who work together to provide an environment where all students are nurtured and encouraged to achieve their personal best. The school has a strong focus on quality teaching and learning across all Key Learning Areas as well as facilitating the ongoing development of spoken language. Our exemplary and highly motivated teachers are committed to providing the best possible outcomes for the students, ensuring our school is a place of innovation and success, and one where students engage in safe, inclusive and nurturing learning environments. Our students are motivated to learn and participate in the range of educational opportunities provided for them at the school.

Community participation in classroom learning, professional learning and decision-making has been encouraged to ensure that student learning is showcased and celebrated.

The Annual School report provides some insights into our student outcomes, what happens in our school and where we want to focus our efforts on the future. Please enjoy reliving the highlights of RIDBC Garfield Barwick School in 2016.

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 Vision

Students are engaged in high quality 21st Century learning enabling them to achieve their full potential. Everyone is inspired to develop the necessary skills to become empowered as confident, active, informed citizens and creative lifelong learners.

School Context

RIDBC Garfield Barwick School is owned and operated by the Royal Institute for Deaf and Blind Children. It is an independent school that caters for children who are in Kindergarten to Year 6 and have a significant hearing loss. The majority of students' hearing loss is in the severe to profound range requiring the students to use a combination of Cochlear Implants and Hearing Aids. All students utilise an FM, both at the RIDBC Garfield Barwick School and also at their partner schools. RIDBC Garfield Barwick School is a wonderful, caring school with a focus on developing students' spoken language skills plus their abilities across all areas, including academic, sporting, citizenship and interpersonal domains.

In 2016, there were 41 students taught by six dedicated teachers of the deaf. Students are taught in small classes by teachers of the deaf in consultation with the Speech Pathologist, Audiologist and Educational Psychologist. The school serves a diverse community with 47% of students with a language background other than English. The positive partnership between the school and home is highly valued and contributes to student success.

At RIDBC Garfield Barwick School, students have individualized programs that promote the development of listening skills, spoken language, academic skills and positive social outcomes. The school works closely with families, therapists and partner school staff to achieve individual goals for each student. Before enrolment, and annually after enrolment, all students are given standardised and observational assessments in listening, spoken language, speech, cognitive development and literacy. Such assessments allow us to monitor the development of spoken language.

In addition to enrolment in the RIDBC Garfield Barwick School, students are involved in supported integration programs in partnership with mainstream schools in the North Parramatta region. Students may begin integration into a partner school any time after the completion of Kindergarten. The commencement of integration is decided upon by school staff and parents. All integrated students maintain their 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 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 students aged 4.6 to 12 years-of-age who have a significant hearing impairment, generally, in the moderate/severe to profound range. It is expected that students will have hearing losses of 60 dB or greater in the better ear.

The school's program aims to accelerate the child's spoken language and prepare students for full integration into mainstream schools. The curriculum delivered is within the guidelines of the NSW Education Standards Authority syllabuses, with a strong emphasis on meeting the students' individual needs in the development of language, speech, listening, and literacy.

Depending on the individual student's progress in school, it is expected that full integration will occur no later than Year 6. Students who complete their schooling in Year 6 and have received support from RIDBC Garfield Barwick School for their primary years will have an Individual Transition Plan developed for them in collaboration with the receiving high 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 area

Student population

In 2016, the school had 41 students enrolled. There were 16 girls and 25 boys enrolled in the school. All students have a significant hearing loss, in general, ranging from severe to profound and have been fitted with either hearing aids or have received cochlear implants. Additionally, students use FM systems in both RIDBC Garfield Barwick School classrooms as well as in their partner school classrooms. Support in the partner schools is provided by an RIDBC Garfield Barwick School Assistant or a Teacher of the Deaf.

Total enrolments	41
Girls	16
Boys	25
Full-time equivalent enrolments	41
Language background other than English	47%

Our student enrolment pattern in 2014 increased significantly from previous years with a larger kindergarten intake and students in older years transferring from regular classes for more specialized support. Over the past two years, we have maintained similar enrolments. The most notable trend has been the increase in younger students with two-thirds of the school population in Kindergarten to Year 3. 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. The tapering effect after Year 3 is noticeable.

Children enrolled at RIDBC Garfield Barwick School, typically, have high levels of hearing loss. Seventy per cent of current enrolments have cochlear implants, with 65% of the students now having bilateral cochlear implants. Those that have unilateral cochlear implants are coupled with a digital hearing aid. Thirty percent are fitted with digital hearing aids. Both cochlear implants and digital hearing aids require careful monitoring to ensure that students are able to benefit substantially from them. RIDBC Garfield Barwick School is well-equipped and staffed to ensure optimal advantage from the devices fitted.

Six students received cochlear implants in late 2015-2016. They all received intensive post-cochlear implant habilitation, in an educational setting, to help them adjust to and maximize use of their new device. This is an important process undertaken to ensure that their new device will give them better access to sound and facilitate their development of spoken language and their learning. Two of these students have, since, fully transitioned to the mainstream.

Student Attendance

The whole school attendance rate for 2016 was 95.0%.

Year level	Attendance rate %
Year 1	93.3%
Year 2	92.0%
Year 3	94.3%
Year 4	No enrolments
Year 5	92.0%
Year 6	98.0%
Whole School	95%

There has been a significant improvement in attendance rates over the past three years. Throughout 2016, the proportion of students attending 90% or more of the time was 91%.

In 2015, the attendance policy was updated to school registration requirements. The school rigorously implements policies and procedures for the management of non-attendance. In 2016, we updated our attendance policy to manage overseas holiday leave during the school term and informed all families of this. At RIDBC Garfield Barwick School, excellent attendance is encouraged in order to optimize students' learning outcomes. Rolls and attendance reports are produced electronically. Students who arrive late or parents who wish to collect their children early must report to the office for a late note or early leave pass.

Letters are sent to parents requesting explanation for unexplained absences. Ongoing concerns are monitored by the School Principal and referred to the Home School Liaison Officer when necessary.

Student performance in 2016

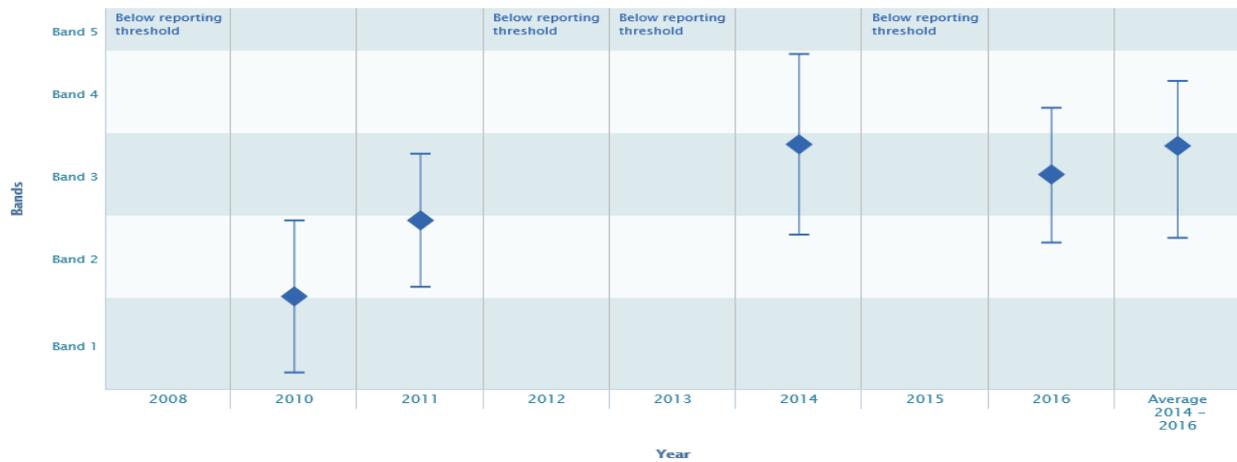
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link 'My School' and insert the school name in the 'Find a school' and select GO to access the school data.

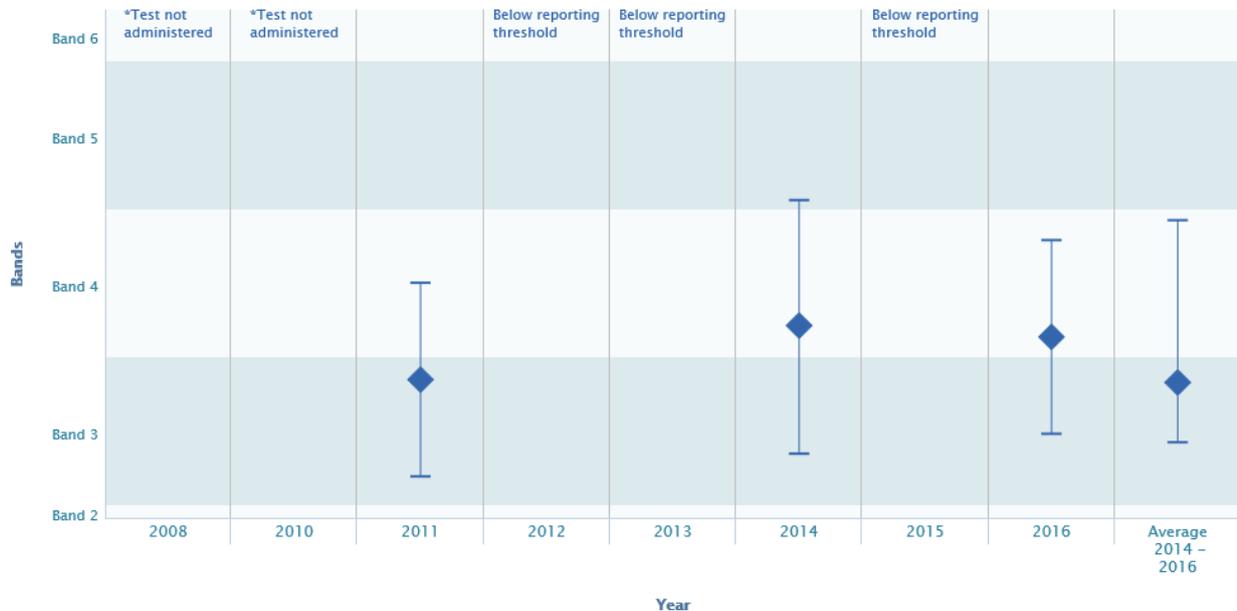
RIDBC Garfield Barwick School is very proud of the 2016 results in the National Assessment program; the results across the Year 3 literacy and numeracy assessments are reported on a scale of Band 1 to Band 6.

In 2016, 100% of Year 3 students and 100% of Year 5 students participated in the NAPLAN testing.

Year 3 Reading

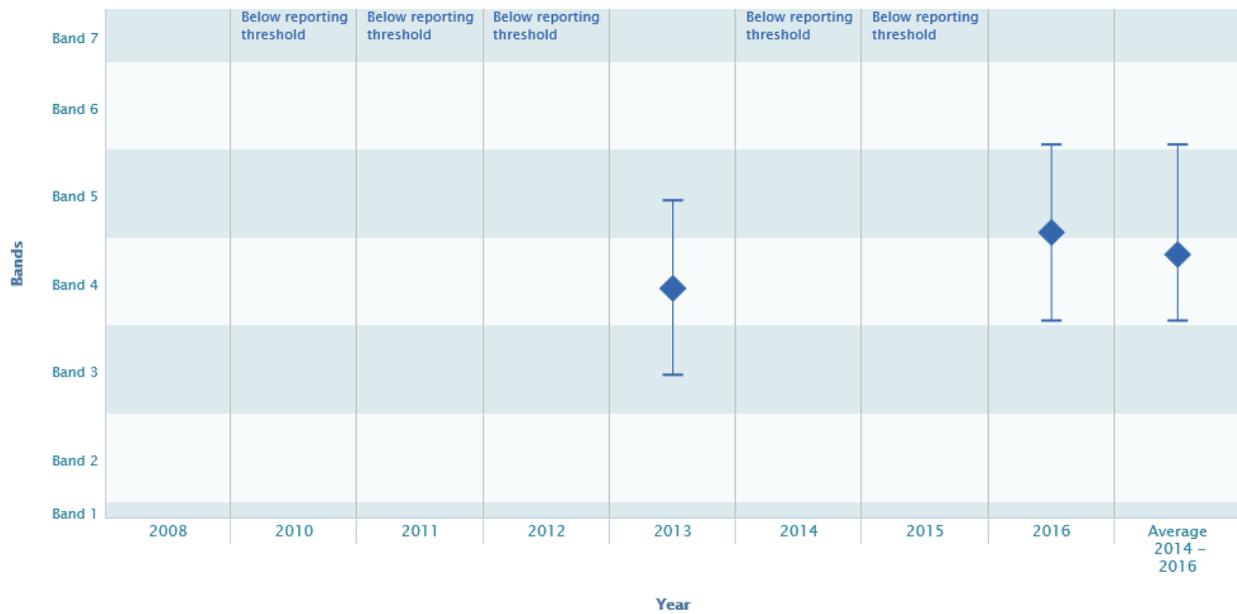


Year 3 Writing

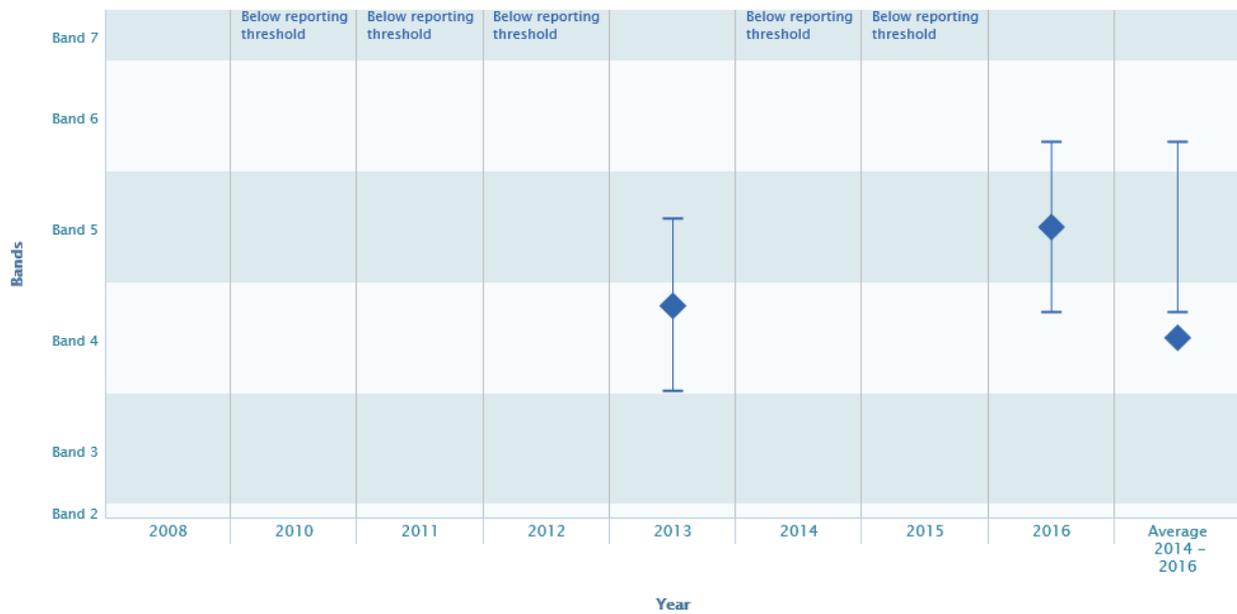


All Year 3 students completed the NAPLAN testing. Our numbers are significantly low due to students transitioning to their local mainstream schools. There has been significant improvement in results in both Literacy and Numeracy since 2011 and these results have been maintained. The results for the younger students show the characteristics of students who, typically, leave the School for a mainstream enrolment before entering Years 5 or 6.

Year 5 Reading



Year 5 Numeracy



Although 100% of Year 5 students completed NAPLAN in 2016, this was a very small number of students. The average achievement of students in the school students scored in the Band 5 range. This shows a significant improvement over the past four years.

Data from both our DIBELS reading results and PAT Maths assessment illustrates that 60% of the students at Garfield Barwick School are now making a greater rate of progress than students in mainstream schools.

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

The Staff

All teachers are experienced and committed to providing quality educational programs that meet individual student needs and develop the talents of each child. All teaching staff have, or are currently undertaking, specialist teaching qualifications in addition to their original teacher qualifications.

School Staff 2016	
Teaching Staff	9
Full time Equivalent teaching staff	8.6
Non-teaching Staff	10
Full time equivalent non-teaching staff	7.1

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 2016.

Professional Learning and Teacher Standards

Professional learning is an integral part of the school plan and contributes to the professional growth of staff and improved student outcomes. Professional learning activities are tied directly to our school development priorities.

RIDBC Garfield Barwick School Professional Learning Plan is designed to extend and inspire staff in their personal and professional development enhancing their dynamic, innovative and effective learning pedagogies in the classroom and ensuring practice is reflective of current research.

In addition to the mentoring program, staff have engaged with various other professional development opportunities including attending conferences and courses provided by RIDBC and external providers and participating in professional networks.

In 2016, the school continued its involvement in the Literacy and Numeracy Action Plan that was generously funded by the NSW government. The key priority for the action plan for 2016 was to establish a cycle of teachers using reading and numeracy evidence-based assessment and analysis to inform the teaching of students. Each staff member completed six hours of professional learning on research-based

effective literacy practices. Teachers also had three hours of professional development workshops focused on developing Numeracy within the classroom and additional individual sessions with an Associate of Independent Schools (AIS) consultant implementing the Number Knowledge Test. All teachers have been provided with training on the use of the Literacy and Numeracy Continuum. This has been adopted as the common tool for reporting achievement of learning outcomes.

The school principal was also involved in the Principals as Literacy Leaders project with the focus being on strengthening whole school instructional leadership.

Parent, Student and Teacher Satisfaction

RIDBC Garfield Barwick School surveys the parents and the partner schools annually. The written feedback from both groups is collated, formatted and analysed 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. In 2016, the school sought the opinions of parents, students and teachers about the school.

A Parent Feedback Survey was conducted during Term 4 of 2016 to examine the level of parent satisfaction with different aspects of the School's program. Evaluation findings from 2016 indicated that we are a student-centred school whose culture fosters a sense of belonging and collective responsibility. Strong relationships are formed between teachers and students. Teaching practice is supported by critical reflection and an understanding of effective practice. A wide range of human resources are available to support students and staff with their learning.

Open communication, collegiality and trust are priorities in our school. Parents are able, through an open door policy, to contact the school and address their concerns, at all times. Feedback from parents was very positive.

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 by the Children Services Heads of Department in consultation with the Director of Children Services. Policies are reviewed and/or updated to accommodate changes in legislation and to meet the needs of the students and families.

Policies for Student Welfare

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 2015.

Policy	Changes in 2016	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 policy was reviewed by all staff.</p> <p>Child Protection training was updated by all staff using web based training.</p>	<p>Full copy of policy available in staff handbook and school policy documents.</p> <p>Copy is also available on RIDBC intranet.</p>
<p><i>Supervision Policy</i> encompassing</p> <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors 	<p>Staff code of conduct was updated to include supervision /risk management guidelines and procedures in new school location.</p> <p>Staff manual encompassing all policies and procedures was updated.</p>	<p>Copy available in school policies manual/staff handbook.</p> <p>Parents may request a copy by contacting the school Principal.</p>
<p><i>Codes of Conduct Policy</i></p> <ul style="list-style-type: none"> • Code of ethics for staff relating to aspects of communication • Behaviour management 	<p>Staff Code of Conduct revised at beginning of 2016 and signed by all staff.</p> <p>Privacy policy was updated.</p>	<p>Full text available in</p> <ul style="list-style-type: none"> • School staff manual • Code of Conduct policy signed by each teacher <p>Parents may request a copy by contacting the school principal.</p>

<p>Security policy encompassing</p> <ul style="list-style-type: none"> • Procedures for security • Emergency procedures 	<p>New procedures for school security system were revised with re location of school.</p> <p>Emergency procedures were reviewed.</p> <p>New lockdown procedure was developed and implemented.</p>	<p>Distributed to all staff.</p> <p>Copy in the school manual.</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</p> <ul style="list-style-type: none"> • The pastoral care system • Availability of and access to special services such as counselling • Health care procedures including allergies and asthma management • Accident reporting policy • Homework policy 	<p>Staff updated their CPR /asthma/epilepsy and allergy training.</p> <p>Updated asthma/epilepsy medical management policies.</p> <p>Health management procedure was reviewed and updated.</p> <p>Attendance policy was updated to manage overseas travel during the school term.</p>	<p>Full text contained in school policies manual.</p> <p>Parent information handbook was updated.</p> <p>The school psychologist's role is explained in the parent information handbook.</p> <p>Parents notified in school newsletter. Parent handbook updated</p> <p>Availability of additional therapy services available in the parent information handbook.</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 2016, the schools anti-bullying policy and procedures were reviewed. The policy implemented included the role of and processes for contacting support services available to the school including the local Police Liaison officer.</p> <p>New social skills programmes were reviewed by school for implementation in 2017.</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the Principal.</p>

[Policies for Student Behaviour and Discipline](#)

Effective classroom management is the key to maximising positive behaviours. Strategies are systematically and consistently applied with all students, not just with those who sometimes exhibit challenging behaviours. The school is committed to a process of Positive Behaviour Support for all its students. Positive Behaviour Support involves the use of proactive strategies designed to encourage positive behaviours and minimise the need for students to use inappropriate behaviours.

The management of student behavior is encompassed in the teaching and learning process that creates safe and positive learning environments which promote pro-social behaviour and positive social interactions amongst staff and students; provides opportunities for students to learn and practice appropriate social behaviours and self-discipline; and, encourages appropriate and fair sanctions for students who display inappropriate behaviours.

RIDBC Garfield Barwick School provides a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students need opportunities to develop appropriate behaviours, self-control and resiliency through interactions with teachers and other staff and through the curriculum, and they need to be reinforced consistently in a manner which enhances their understanding of responsible social behavior. Mutual respect and courtesy towards others is the basis for communication and interaction within the school. Staff and students are encouraged to reflect on their behaviours and to ensure that they are based on these criteria. 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 behaviour is not acceptable, discussion and systematic problem-solving is used to identify planning strategies that encourage future acceptable behaviour.

The full text of the school's positive behaviour support policy which includes discipline and associated procedures is provided to all members of the school community through:

- The Staff Handbook; and,
- RIDBC Garfield Barwick School Policy and Procedure documents.

Priority areas for improvement

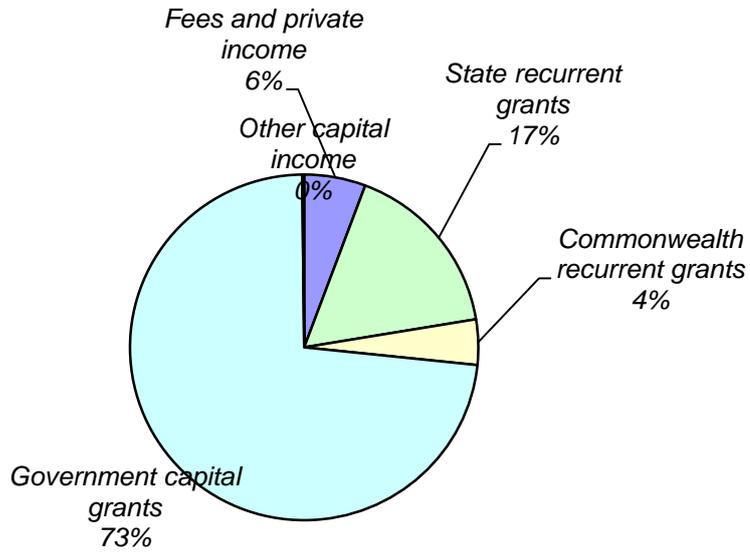
Achievement of priorities for 2016

Area	Priorities	Achievements
Teaching and Learning	Completion and revision of Early Stage 1, Stage 1, 2, 3, scope and sequence and units of work to implement the new geography and history syllabuses	<ul style="list-style-type: none"> • Development and implementation of units of works for all students • Assessment tasks embedded into the units • Explicit language /IP goals embedded in planning • Resources developed to support units of work • Expansion of library resources to match units of work
	Revision of Integrated Units of work for students to include history/Geography	<ul style="list-style-type: none"> • Units of work and resources developed and expanded • Key language goals for each Unit embedded in programs and resources made to support this
	Habilitation of cochlear implant recipients to give them better access to sound and facilitate language learning	<ul style="list-style-type: none"> • Six students successfully habilitated • Two of these students now fully mainstreamed
Professional Development	Training in Child Protection	<ul style="list-style-type: none"> • All staff received initial training or have been involved in a refresher course in Child Protection
	All mandatory training completed by all staff	<ul style="list-style-type: none"> • Epilepsy, First aid, Asthma, CPR • All staff participated emergency evacuation practices
	Use of Technology	<ul style="list-style-type: none"> • Training on use of Click View programmes • Programmes on interactive table that can be used across the school and student groups
	Cochlear Implant Habilitation	<ul style="list-style-type: none"> • Mentoring and staff workshop to develop staff skills
	Staff presentations at conferences and workshops	<ul style="list-style-type: none"> • Staff presented at several Conferences sharing the best practice teaching and evidence based practice. <ul style="list-style-type: none"> -Successful Learning Conference arranged by Sydney University -ITOD conference - ANZCED conference in NZ - Teacher's Aide workshop • Workshops with AIS related to implementation of curriculum • Workshop with AIS investigating differentiation within the class programme and how to plan for this.
	Literacy and Numeracy Action Plan	<ul style="list-style-type: none"> • On line training with Anita Chin developing Numeracy across all stage levels • Professional learning on research- based effective numeracy practices with on line training with Anita Chin • Staff workshops throughout the year with AIS consultants • Mentoring for teachers from AIS consultants • Staff attended Mini Lit and Multi Lit workshops to implement programme in school

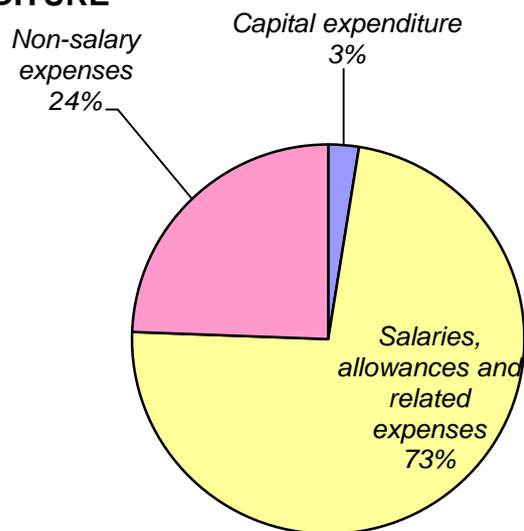
Student Achievement	Improve students' phonemic awareness	<ul style="list-style-type: none"> • Implementation of pre Lit/Mini Lit and Multi programmes • Workshops for staff on developing phonemic awareness
	Raise literacy results of students	<ul style="list-style-type: none"> • Implementation of three- tiered Response to Intervention. • Daily sessions of Pre Lit and Mini Lit • DIBELS 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 regards to student data
Student Welfare	<ul style="list-style-type: none"> • Developing social and pragmatic skills • Recognition of student achievement and effort • Developing resilience 	<ul style="list-style-type: none"> • Social skills program coordinated by Educational Psychologists • Students achievements are acknowledged and celebrated • Each year, a student from the school is awarded a prize for Citizenship • Staff workshops related to positive behaviour management
Facilities and resources	<p>Relocation of school to new site</p> <p>Playground facilities</p> <p>Upgrading of classroom environments</p>	<ul style="list-style-type: none"> • The school was entirely relocated to RIDBC North Rocks site at end of 2016 • All classrooms were renovated at new location • Additional playground equipment was purchased • Library and classroom resources purchased to support literacy/Numeracy Action Plan

Financial Statement - Year Ended 31 December 2016

RECURRENT/CAPITAL INCOME



RECURRENT/CAPITAL EXPENDITURE



**DEEWR - Schools - Financial Questionnaire
Financial Statements - Year Ended 31 December 2016**

Description	GBS
Fees and private income	87,678
State recurrent grants	256,468
Commonwealth recurrent grants	65,109
Government capital grants	1,124,451
Other capital income	2,797
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Recurrent/capital Income	<u>1,536,504</u>
Capital expenditure	38,753
Salaries, allowances and related expenses	1,122,683
Non-salary expenses	375,068
	<hr/>
Recurrent/capital Expenditure	<u>1,536,504</u>

[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 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; 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 the Board of Studies in an appropriate electronic form.

DEST Annual Financial Return

The Principal and Manager, Corporate Services are responsible for completing the questionnaire. The Manager, Corporate Services is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.