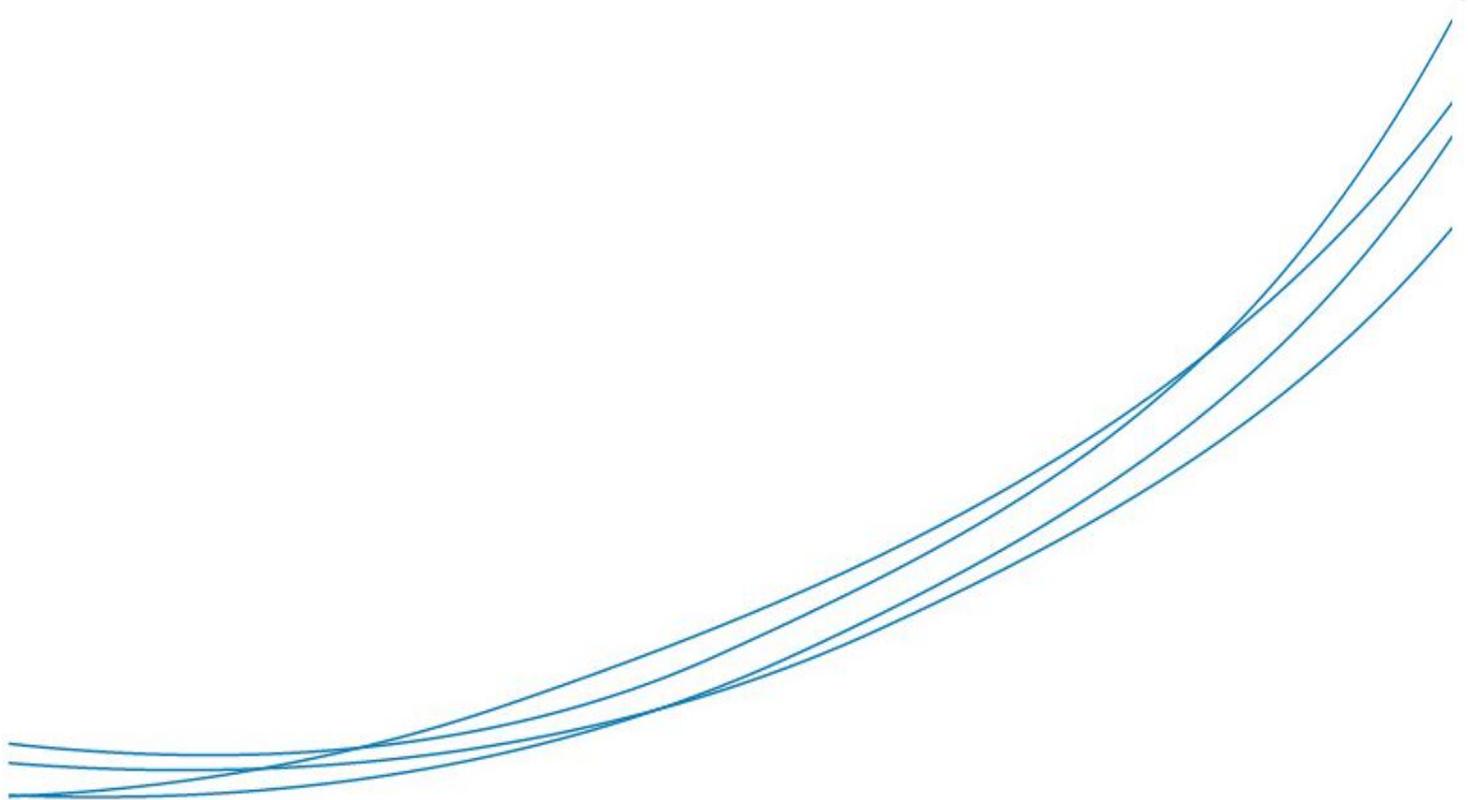




RIDBC

Thomas Pattison School



2017 **ANNUAL REPORT**

Introduction

The Annual Report for 2017 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 and the benefit to all students from the expenditure of resources..

Principal's Message

RIDBC Thomas Pattison School has a clear vision to empower students to be life-long learners who are socially skilful, develop resilience, thrive independently and have a clear sense of self, and of belonging within the school context. The school environment fosters the development of the students' confidence, self-esteem and identity. Identity as a Deaf person is fostered through opportunities to interact with other Deaf children, Deaf staff and Deaf adult visitors. The students are passionate and conscientious learners who embrace school based and extra–curricular activities on offer.

Throughout 2017, the school's planning for improvement was focussed around two strategic directions of improving teacher quality and community engagement. The staff have refined their knowledge and skills in their implementation of differentiated programs by focusing on purposeful programming and meeting the needs of individual children.

All classrooms have interactive capability and the state of the interactive whiteboards, laptops and iPads to ensure students are regularly accessing and developing future-focused learning capabilities. The continuation of STEM saw the embedding of teaching practices to enhance learning, e.g., coding and robotics were introduced throughout the school.

The end of 2017 has seen a change in leadership within Thomas Pattison School. Kim McArtney, Principal for four years, left at the end of Term 4. I would particularly like to extend a word of thanks to Ms McArtney for her support during the change of leadership and the school's commitment and desire for continual improvement.

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), was established in 1993, is situated in the northwest of Sydney and is owned and operated by the Royal Institute for Deaf and Blind Children (RIDBC). The school has developed 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 who 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 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 of at least 60 dB in the better ear and will benefit substantially from a bilingual education program (using Auslan and English).

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; and,
- Immunisation records.

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 2017, the School had twenty students from Kindergarten to Year 10. There were 11 boys and 9 girls. Twelve students were enrolled in the primary school and eight in the secondary school. Students travelled from all over the Sydney metropolitan area to attend the School and came from

a wide range of language backgrounds. 79% 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 2017 was 91%. There was no notable trend from previous years. 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	-
Year 2	97%
Year 3	89%
Year 4	90%
Year 5	96%
Year 6	-
Year 7	94%
Year 8	100%
Year 9	-
Year10	-
Whole School	91%

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

Four students graduated from RIDBC Thomas Pattison School in 2017. One Year 10 student enrolled in further Year11 study in an independent High school. Two students enrolled in DET Deaf satellite classes for Year 11 and one student left Australia to return to Thailand.

Student performance in 2017

In 2017, there were three Year 3 students and one Year 5 students who were eligible for NAPLAN (National Assessment Program – Literacy and Numeracy). All students were entered onto the PAR website, but only one Year 3 students participated in the tests. Other students were exempted due to their disabilities and the significant gaps in literacy and numeracy compared to their same-age peers.

Achievement for Year 3 is reported from Bands 1 to 6 with the National Minimum Standard being Band 2. One student in Year 3 participated in the NAPLAN assessments. She scored in Band 6 across all the subtests except Writing where she scored in Band 5.

Two Year 7 students sat NAPLAN examination in 2017. One student was exempt.

In Grammar and Spelling, one student showed greater than state average growth and above the 75th percentile. In Writing, both achieved in the 25 - 75 percentile range with one student demonstrating greater than average state growth. In Reading, both students were less than the 25th percentile with less than expected growth. In Numeracy, both achieved in the 25th to 75th percentile but demonstrated less than expected growth.

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 2017. All teaching staff have or are currently undertaking 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)	77%

Teaching Staff	9
Full time equivalent teaching staff	6.7
Non-teaching staff	7
Full time equivalent non-teaching staff	5.0

Level of Accreditation	
Pre 2004 teachers	5
Provisional Teachers	0
Proficient /experienced teachers	4

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

Professional Learning and Teacher Standards

RIDBC Thomas Pattison School has a strong commitment to professional learning. Members of staff undertake mandatory training every year in addition to being encouraged and supported to actively participate in other professional development. Mandatory training was delivered in a variety of delivery modes and minimum requirements were exceeded in all areas by the staff.

During 2017, 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 workshop sessions. In particular, all teaching staff participated in two full-day training and professional learning conference at the Bilingual Symposium especially focussing on the use of Deaf mentors. One of our staff was trained as a trainer for the only available standardised Auslan assessment tool and, subsequently, provided training to three more teachers. Numerous staff also attended a variety of courses presented face-to-face and online targeting the Key Learning Areas and issues related to Deaf education.

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. The school's Professional Learning Plan is designed to extend and inspire staff in their personal and professional development which enhances their dynamic, innovative and effective learning pedagogies in the classroom that are reflective of current research.

Parent, Student and Teacher Satisfaction

RIDBC Thomas Pattison School surveys the parents annually. The written feedback from the parents is collated, formatted and analyzed for emerging themes or areas for improvement. These areas for improvement become an essential part of improving the quality of our service during the next year.

A Parent Feedback Survey was conducted during Term 3 of 2017 to examine the level of parent satisfaction with different aspects of the School's program. Response numbers were very low but provided positive feedback. The increasing number of refugee families may in some way explain the lack of parent participation and involvement but some families expressed a desire for more involvement and participation within the school. The planning team and the school community are aware of the importance of developing and strengthening all facets of home, school and community interaction. Our next steps emphasise our commitment as a school community to continue to work towards greatly improved interaction.

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.

The policies below address student welfare, discipline and reporting complaints and resolving grievance. 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

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, 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 2017.

Policy	Changes in 2017	Access to full text
<p><i>Child Protection Policy</i> encompassing</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation 	<p>Child protection training In Safe Hands</p> <p>On line module</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.</p> <p>Excursion policy for off-site activities was updated.</p> <p>Staff manual encompassing all policies and procedures was updated.</p>	<p>Copy available in school policies manual/staff handbook.</p> <p>Copies distributed to partner schools.</p> <p>Parents may request a copy by contacting the school principal.</p>
<p><i>Codes of Conduct Policy</i> encompassing</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 year and signed by all staff.</p> <p>Behavior management policy was reviewed discussed with all staff and additional workshop training provided.</p> <p>Behavior management system implemented in the school.</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>Emergency procedures were reviewed.</p> <p>New lockdown procedure was developed and planned practice evacuated.</p>	<p>Distributed to all staff.</p> <p>Copy in the school manual.</p>
<p>Student welfare encompassing</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>A new grievance and harassment/ bullying policy was developed and staff provided with a workshop around this.</p> <p>Complaints and feedback policy was updated and all parents provided with a copy.</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>Availability of additional therapy services available in the Parent Information Handbook.</p>
<p>Anti bullying encompassing</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 2017, the schools anti-bullying policy and procedures were reviewed and policy updated and distributed to parents</p> <p>The policy was discussed during school workshop and new online programs implemented.</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the principal.</p> <p>Available in Parent Handbook and Staff Manual and Policy folder.</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.

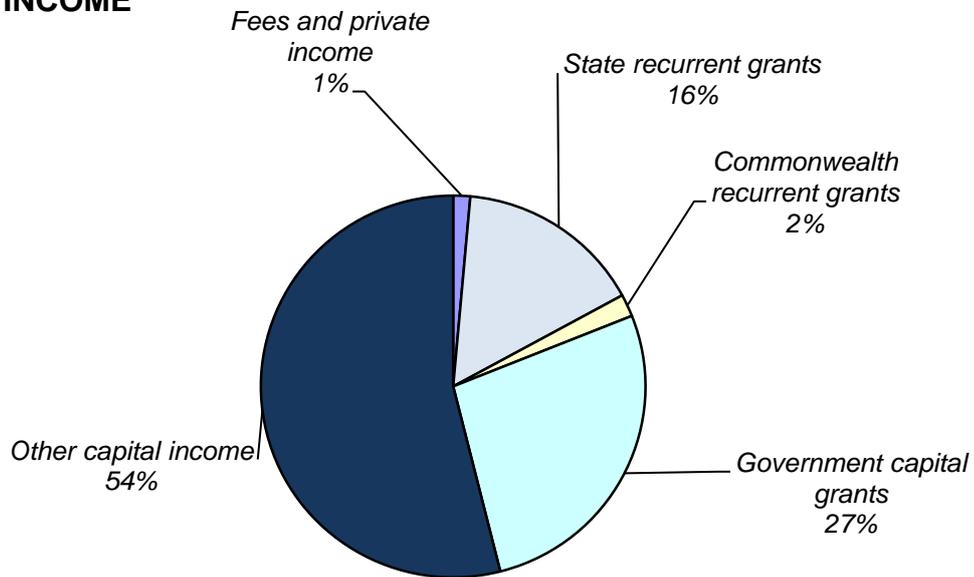
RIDBC Thomas Pattison School provides a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behavior. Students are given opportunities to develop appropriate behaviors, self-control and resiliency through interactions with teachers 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 Staff Handbook and School Policy and Procedure documents.

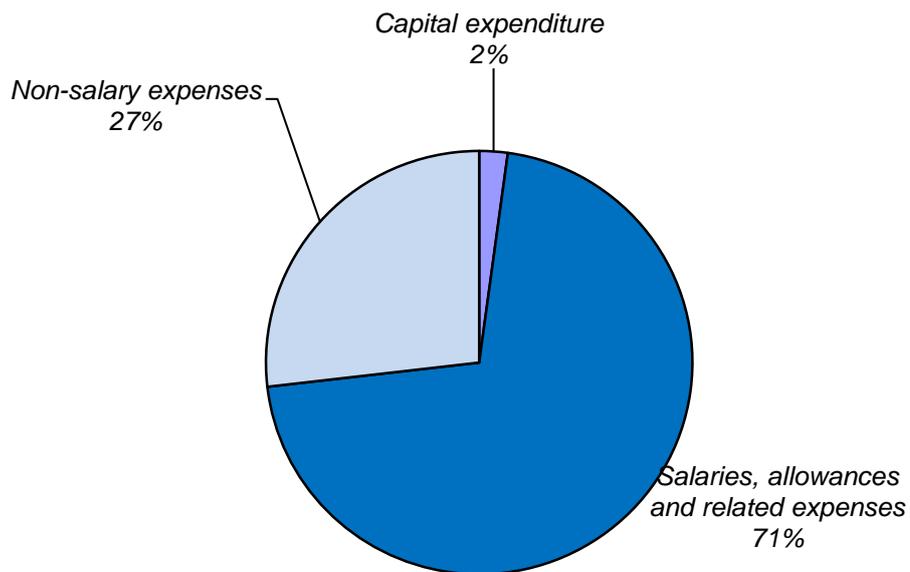
Priority areas for improvement

Area	Priorities	Achievements
Teaching and Learning	Revision of scope and sequence and units of work	<ul style="list-style-type: none"> New programs written, implemented and evaluated, including introduction of STEM Resources developed to support units of work Expansion of library resources to match units of work
	On-line teaching modules from AIS "Purposeful Programming"	<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
	Parent Education : Auslan lessons for families using Auslan across RIBDC services	<ul style="list-style-type: none"> Development of lessons Weekly parent education sessions to families Extend programs that strengthen home, school and community partnerships
Professional Development	Child Protection	<ul style="list-style-type: none"> All staff completed online Child Protection
	Emergency and Fire Mandatory training completed by all staff	All staff participated emergency evacuation practices Epilepsy, First aid, Asthma, CPR
	Literacy and Numeracy	Staff workshops throughout the year Mentoring/ Coaching for teachers AIS on-line courses
	Improve student's Auslan receptive and expressive language skills	Training of teachers to use Auslan assessment Implementation of Auslan Language assessments <ul style="list-style-type: none"> Mentoring for staff Improve goal setting and planning Implementation of differentiation in class programmes
	Bilingual Symposium	Two-day teacher conference
Student Welfare	Developing social and pragmatic skills	Social skills program coordinated by Educational Psychologists
	Recognition of student achievement and effort	Online program introduced across senior school Students achievements are acknowledged and celebrated
	Behaviour management throughout school	Staff workshops related to positive behaviour management within school with external consultant.
Facilities and resources	Playground facilities	Development of Digital Literacy room
	Upgrading of classroom environments	Purchase of Robotic equipment Installation of classroom Activboards

**RECURRENT/CAPITAL
INCOME**



**RECURRENT/CAPITAL
EXPENDITURE**



DEEWR - Schools - Financial Questionnaire
Financial Statements - Year Ended 31 December 2017

Description	TPS	
Fees and private income	30,003	1%
State recurrent grants	329,230	16%
Commonwealth recurrent grants	39,758	2%
Government capital grants	569,577	27%
Other capital income	1,134,347	54%
	<hr/>	
Recurrent/capital Income	<u>2,102,915</u>	100%
Capital expenditure	45,255	2%
Salaries, allowances and related expenses	1,493,512	71%
Non-salary expenses	564,148	27%
	<hr/>	
Recurrent/capital Expenditure	<u>2,102,915</u>	100%

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