



RIDBC

Thomas Pattison School

2018 ANNUAL REPORT



Introduction

The Annual Report for 2018 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 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. The students are passionate and conscientious learners who embrace school based and extra-curricular activities on offer.

Throughout 2018, the school's improvement plan focussed around strategic directions of improving teacher quality, improving school leadership 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.

Building and fostering a sense of community has been a significant focus for the School this year. Events such as the Annual family barbeque, Multi-cultural day, and Father's and Mother's Day activities along with our Presentation Day have all helped to bring the broader community into the life of the School.

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 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 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 2018, 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. 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 2018 was 90.47%. 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	88.57%
Year 2	-
Year 3	91.61%
Year 4	87.76%
Year 5	93.88%
Year 6	100.00%
Year 7	-
Year 8	90.48%
Year 9	91.84%
Year10	-
Whole School	90.47%

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

No students graduated from RIDBC Thomas Pattison School in 2018.

Student performance in 2018

In 2018, there were three Year 3, one Year 5, and one Year 9 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 and the Year 5/9 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. 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 2018. 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%

Level of Accreditation	
Proficient	9
Provisional Teachers	0

Position	FTE*
Principal	1
Head of Teaching and Learning	1
Teacher(s)	8.0
School Psychologist	.2
School Assistants (Support Staff)	1.32
Librarian	.6
School Administration	1

In 2018 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

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 2018, 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 a numeracy consultant. In particular, all teaching staff participated in Explicitly Teaching Writing, Assessment and Teaching Strategies in Numeracy, Purposeful programming, and the English curriculum and assessment as, of and for learning.

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 intimately 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 2018, attested to by the many emails of support received, positive comments offered at parent gatherings, and attendance figures for community events

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

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 2018.

Policy	Changes in 2018	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 was updated by all staff using web-based training by In Safe hand</p> <p>Child Protection Policy was rewritten to ensure policy and procedures were clear. New policy was reviewed by staff and signed off by all</p>	<p>Full copy of policy available in school drive under School management: Policies and procedures.</p> <p>Copy is also available on RIDBC Document Library</p>
<p><i>Discipline</i></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><i>Student welfare</i></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"> - meet the personal, social and learning needs of students - provide early intervention programs for students at risk - develop students sense of self-worth and foster personal development 	<p>In 2018, 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><i>Anti bullying</i></p>	<p>In 2018, the school's anti-bullying policy and procedures were reviewed.</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>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.</p>
<p>Complaints and grievances resolution 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>No changes were made in 2018</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 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.

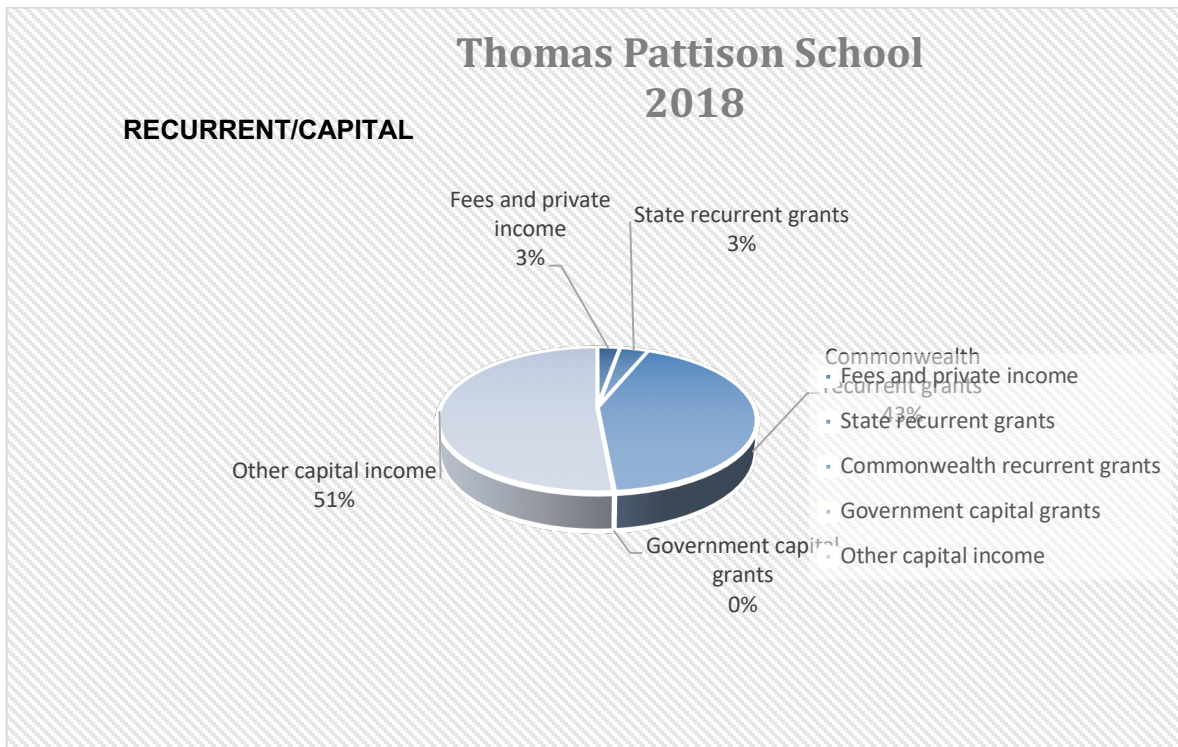
Where disciplinary action is required, consequences reflect the nature of the breach. Corporal punishment is not permitted under any circumstances by any person of the school community. The full text of the school's positive behavior support policy which includes discipline and associated procedures is provided to all members of the school community through the School Policy and Procedure documents.

Priority areas for improvement

Area	Priorities	Achievements
Teaching and Learning	Development of new scope and sequence in English and Integrated Unit Revision of Maths Scope and Sequence	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 and 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
	Improving teacher quality	Introduction of new planning templates Teacher feedback on programming and evaluations Coaching and mentoring introduced
	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 Strengthen 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 Parent workshops to extend programs that strengthen home, school and community partnerships and support literacy and numeracy. Numeracy consultant working within the school to provide coaching and mentoring and intensive workshops
Professional Development	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	Sports equipment
	Resources	Additional library and classroom resources purchased to support literacy programs Purchase of additional PM writing books and resources Purchase of STEM resources Additional numeracy resources.

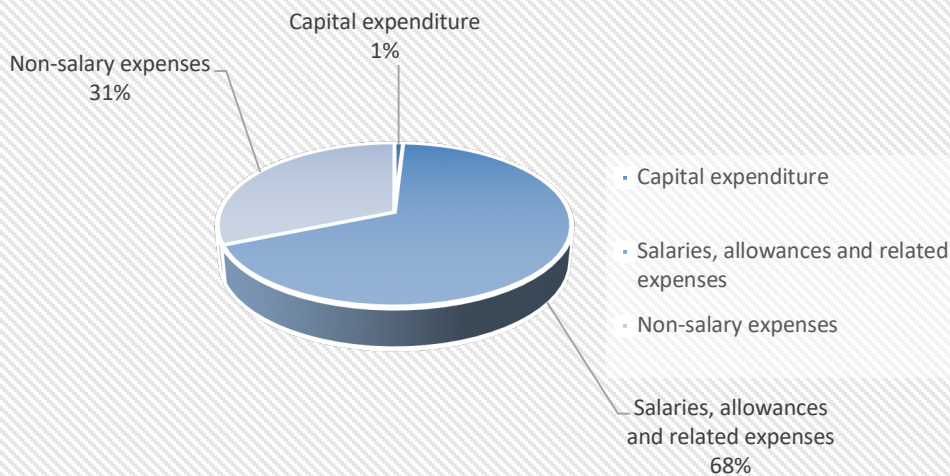
Financial information

DEEWR - Schools - Financial Questionnaire	
Financial Statements - Year Ended 31 December 2018	
Description	TPS
Fees and private income	50,438
State recurrent grants	63,530
Commonwealth recurrent grants	794,290
Government capital grants	-
Other capital income	961,390
Recurrent/capital Income	1,869,648
Capital expenditure	17,114
Salaries, allowances and related expenses	1,267,190
Non-salary expenses	585,343
Recurrent/capital Expenditure	1,869,648



Thomas Pattison School 2018

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 the 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.