



St Paul's
College

Annual Report

to the school community

2018



St. Paul's College

Kew, VIC

Registered school number: 3102

VMCH

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Contact Details

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Chair of the Board	Bill Scales
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Minimum Standards Attestation

The Principal attests that:

- All teachers at the School are Victorian Institute of Teaching (VIT) registered
- The School has met the Victorian Registration and Qualifications Authority (VRQA) minimum standards for registration (except where any exemptions apply)
- All expenses and commitments of funds have been to support educational outcomes and operational needs
- The School complies with the Child Safe Standards as prescribed in Ministerial Order 870

Belong, Grow, Discover, Achieve

“Our vision is to create a contemporary, safe and nurturing school environment with state of the art facilities where children and young people with a range of disabilities have a sense of belonging and every opportunity to achieve optimal learning outcomes”

Timothy Hemphill, Principal St Paul’s College

VMCH

School Profile

St Paul's College Kew

School sector: Non-government

School type: Special

St Pauls College is a non-systemic Catholic school and member of Independent Schools Victoria, providing education for Prep – Year 12 with a wide range of needs including intellectual, physical, profound multiple and sensory disabilities, autism and complex medical needs. Established in 1957, St Pauls is a warm, accepting community which welcomes and respects children and families of all faiths with a strong commitment to our core values of compassion, accountability, respect and courage. We believe all children have the right to an educational program of the highest standard and we do this by adapting the Victorian Curriculum, ensuring what we provide is relevant, functional and meets the needs of each member of our school community.

Our highly skilled multidisciplinary team comprises teachers, speech therapists, physiotherapists, occupational therapists, music therapist, school nurse and assistants. Focusing on communication, we are committed to working in partnership with families, enabling students to develop their full intellectual, physical, emotional and spiritual potential. We also support families who may wish to have dual enrolment, so their child can integrate into their local community.

Priority	Initiatives
A. Excellence in teaching and learning	<p>Building practice excellence: Under my leadership teachers and principal and school networks will be improving the collective capacity to work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data to inform planning, and enhance feedback to students and staff.</p> <p>Curriculum planning and assessment: The School will further embed a culture of curriculum planning and assessment of the impact of learning programs, adjusting these to suit individual student needs so that students can reach their potential. The School will strengthen use of TEACCH and ABLES student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs and interventions within Individual Learning Plans for every student.</p>
B. Professional leadership	<p>Building leadership teams: The School will strengthen its succession planning, develop the capabilities of its leadership team in using evidence and proven coaching and feedback methods, build a culture of trust and consultation that is focused on improvement, including the delivery of the 2018 Graduate & Mentor Program to strengthen the induction of new teachers into the professional learning culture of St Paul's College.</p>

Priority	Initiatives
C. Positive climate for learning	Empowering students and building school pride: The School will develop approaches that give students a greater say in the decisions that affect their learning and their lives. The whole school community will engage with students so that they have a voice in the learning process, and fully and proudly participate in school life including the development and delivery of VET/VCAL program in 2020. Setting expectations and promoting inclusion: The School will work across its community to implement a Transdisciplinary approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behavioural expectations, building teachers' understandings of positive classroom behaviour (PBS) and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours.
D. Community engagement in learning	Building community: As a visible, transparent and consultative leader I will ensure that the School continues to strengthen its capacity to build relationships with the broader community by partnering with the community sector and providers, making strategic use of existing community resources and capabilities, and increasing the services delivered 'inside the school gate'. The School will then better realise the benefits and value of harnessing the full capacity of the community and parents to collectively encourage students' learning and enhance student outcomes that will also encompass the move to the new Balwyn precinct .

Foundations of St Paul's College Strategic Intent:

Principal's strategic intent across the following areas:

Educational Direction – achieving optimal student outcomes

- Modelling the VMCH Board's vision and ethos
- Promoting educational philosophy and guiding principles of the College
- Further developing curriculum planning and delivery
- Clarifying Teaching and Learning aims and objectives
- Introducing Evidence-based pedagogical approach e.g. High Impact Teaching Strategies
- Improving Student Engagement, Assessment and reporting data
- Ensuring compliance with Child Safe Risk Management

Educational Considerations – Linking curriculum/buildings/sites

- Monitoring enrolment numbers/ceiling/trends/projections/target group
- Ensuring effective teacher/student ratios
- Stabilizing the workforce
- Delivering improves access and delivery of Assistive Technology into the classrooms
- Providing a vibrant Arts, Library, Kitchen Garden and STEM programs including outdoor and indoor Sensory Spaces
- Providing Sports/Gym/Recreational space
- Working closely with the Pastoral Care/Counselling for students and families
- Auditing and overseeing the Safety/Security/Accessibility of the College

Administrative – Linking operations/buildings/site

- Coordinating a skilled administration staff, offices and facilities
- Managing staff/student data including the National Consistent Collection of Data
- Working closely with the VMCH marketing/communication/media/fundraising
- Updating OHS/Essential Services Maintenance and implementation of the 2019 Balwyn precinct
- Overseeing the preparation and submitting of the new school site application to the VRQA
- Managing the College's transport needs: buses/vehicle movement/parking
- Incorporating an Environmental/Sustainability plan for the College

St Paul's College 2018 Dual Enrolment Programs:

Throughout 2018 St Paul's College continued to offer our Bridging to Dual School Program; preparation for successful transition into a mainstream school setting for students diagnosed with a disability or developmental delay that affects their learning. The educational programs delivered in 2018 by St Paul's College integrated play-based learning with early school structures and curriculum. In 2018 the Bridging to Dual School Program worked in partnership with parents and mainstream schools of the parents' choice to facilitate successful transitions into mainstream schools for students across Prep to Year 6.

Volunteers at St Paul's College in 2018:

The school acknowledged the volunteers who generously gave their time and talents to enhance the lives of the students in our school and their families. The school also celebrated National Volunteer Week this year to recognise the important role community support has in the school.

School Staff Composition

Teaching staff 13 (including principal)

Full-time equivalent teaching staff 11 (including Principal)

Non-teaching staff 30

Full-time equivalent non-teaching staff 21

St Paul's College Kew is staffed by teachers qualified and experienced in the education of students with a range of disabilities and offers an excellent staff-to-student ratio of 1:4.5. The teachers are also supported by teacher aides, allied health staff and other support staff.

Staff (Teacher) Absences

In 2018, the total headcount for teaching staff excluding the Principal is 12 (FTE 10). This figure excludes the librarian and the principal. The average attendance rate for the all teaching staff is around 97%

Staff Retention

Total headcount staffing of approximately 43 (FTE 32), predominately permanent staff was comprised of teachers, teacher assistants, allied health staff and other support staff.

- 12 teachers employed as 10 FTE positions
- 17 teacher assistants employed as 14.2 FTE positions
- 6 Allied Health employed as 3.2 FTE positions

Additional support staff includes nurses, maintenance staff, librarian (0.4), administration staff (2.0), and a Principal (1.0)

At the end of 2018, 1 teacher and 3 teacher assistants left their positions.

Teacher Qualifications 2018

All teachers at St Paul's College have Bachelor of Education qualifications and are registered with the Victorian Institute of Teaching. The requirements for this registration can be found on VIT site.

In addition to teacher qualifications, all staff are qualified to teach in a special school, are currently completing or have obtained post graduate studies and/or Graduate Diploma of Special Education and/or a Master's Degree.

Students

Student attendance rate:

Grade	Sem 1 Attendance Rate 2018	Term 3 Attendance rate 2018
PU (Primary Ungraded)	95.98%	90.72%
SU (Secondary Ungraded)	93.52%	90.41%
Overall Total 2018 Attendance	95.24%	90.52%

Student attendance level:

Student attendance is recorded as required twice per day at primary level and in every class at secondary level for every student enrolled at the school.

To meet duty of care responsibilities, the school attendance records indicate whether the student was physically present in a classroom, or not present but attending a school-approved activity. In the latter situation, the teacher or staff member in charge of the activity records attendance and ensures that parents are notified of any absences in the same manner as for regular absences from school

All students enrolled at St Paul's College are required to have their attendance recorded, even if attending the school premises part time. Attendance for the times the student is not expected to attend is recorded so it does not count towards the absences for the school.

The attendance of students at curriculum programs outside school premises is recorded by the provider and reported back and recorded by the school. St Paul's College manages absences in conjunction with the provider of re-engagement programs or approved education provider.

Monitoring attendance and absences:

In addition to accurately and consistently recording student attendance and absence, the Principal ensures that school attendance data is regularly monitored and analysed to identify student absence patterns on a school, class and individual basis.

This enables early identification of students at risk of poor attendance and possible disengagement from school. Once identified as being at risk of poor attendance, students are provided with timely targeted support to improve attendance and address underlying issues.

The Principal follows up with the parent/guardian to ensure that every effort is made to support the student's attendance at the school including intervention by a multi-disciplinary team in order to combat any ongoing medical, welfare or psycho-social difficulties the student and/or family may be experiencing. In the instance of chronic school absences, the Principal works closely with students and their families in order to facilitate access to educational resources and support. For families with school refusal issues, the development an 'action plan' for students to return to, and engage with school, is implemented as a preventive measure for students at risk of disengagement.

Student Progress

St Paul's is a registered special school. St Paul's students do not participate in the NAPLAN literacy and numeracy assessments.

At St Paul's we implement Individual Education Plans for each child, taking into account the child's strengths and areas of development to set achievable and challenging goals. These goals are set and assessed in consultation with the Student Support Groups (SSG) which include parents, teaching and allied health staff.

The teachers use online Abilities Based Learning and Education Support (ABLES) assessment tools to monitor progress.

Child Safe Legislation Requirements

St Paul's College Kew takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all Child Safety Standards as specified in Ministerial Order No. 870 (2015)

Ministerial Order No. 870 sets out the specific actions that registered schools need to take to meet the child safe standards. The Ministerial Order places accountability for managing the risk of child abuse with school governing authorities. The child safe standards came into effect for all Victorian schools on 1 August 2016 whereby new minimum standard for school registration required schools to meet the requirements of the Ministerial Order.

As of 1 July 2017, all Victorian school principals are required to bring allegations of reportable conduct by employees to the Commission for Children and Young People (CCYP). The Reportable Conduct Scheme complements the Child Safe standards and other existing child safety measures. School Principals will be required to:

- report any allegations of misconduct that may include reportable conduct to the CCYP within three days of becoming aware of the allegation
- notify the CCYP of all allegations of conduct that may involve reportable conduct by employees, contractors, volunteers, allied health staff and school council employees

The Reportable Conduct Scheme does not change a principal's mandatory reporting and other reporting obligations. Principals must contact Victoria Police if they suspect a criminal offence has occurred involving a child. Principals' responsibilities to manage employee misconduct will not change.

The Reportable Conduct Scheme will require schools and other organisations to respond to allegations of child-related misconduct made against their workers and volunteers and report those allegations to the Commission for Children and Young People.

Parent, Student and Staff Satisfaction levels

Surveys are completed from time to time to collect information on issues deemed as important by the school community. The data collected is used by the leadership team to determine areas for future improvement.

Surveys are anonymous in order to provide participants with every opportunity to share their views and experiences of St Paul's College. It is the school's policy to collect feedback from parents and staff to ensure high levels of satisfaction with the school's policies and practices.

The general themes of the surveys include the level of quality in regard to staff, learning environment, safety, resources, behavioural management, leadership, opportunities for professional learning, student engagement, participation in their learning, information dissemination and support. Responses are evaluated ranging from strongly agree to strongly disagree.

We thank all members of the School community who took the time to participate and contribute to our further growth and significant move to a new purpose-built facility in Balwyn in 2019.

Consultation Survey 2018 (St Paul's): Constructing and moving to a new campus in Balwyn (2019):

In 2019, St Paul's College will relocate to a new home at 3 Brenbeal Street Balwyn. This is an exciting opportunity for the students and families of St Paul's College to experience a new 'fit for purpose' campus, complete with a Discovery Centre and designed to include the best of educational resources. St Paul's College invited all parents and the community to participate in a consultation process including the compilation of a survey from these meetings which will provide the opportunity to share ideas in developing our vision for the new school and provide feedback to the school. Sessions were held from Thursday 28th June 2018 onwards. The outcomes of this process was collated and the feedback was both comprehensive and positive, covering all operational and physical aspect of the new school site including transition.

St Paul's College Relocation

Parent Consultation Sessions and Survey Semester 2, 2018

Content Summary:

- What is your vision for St Paul's in the next 5 years?
- What would be the best outcome for a student attending St Paul's College?

2018 School & Educational Report

Curriculum Framework:

St Paul's College is committed to the development of a high-quality curriculum for all students; one that promotes excellence and equity in education. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs.

Teaching and Learning programs are designed to encourage and promote a love of life-long learning. Teaching staff draw on the new Victorian Curriculum to develop a curriculum that build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of each student.

St Paul's College continues to strengthen its professional development and implementation of the TEACCH pedagogical approach which provides structured learning for students with intellectual, physical, profound multiple and sensory disabilities, autism and complex medical needs. The school has begun to successfully embed, in a specific cluster of classrooms, this pedagogical practice with an array of teaching and treatment principles and strategies based on the learning characteristics of individuals with ASD. These include strengths in visual information processing, and difficulties with social communication, attention, and executive function. The introduction of this framework will also better support the achievement of educational and therapeutic goals delivered through the A-F levels of ABLES Victorian Curriculum assessments and the learning content and individual SMART-goals in student's learning plans.

The school is now also implementing a Whole School Communication Plan moving from 2019 to the new Campus in Balwyn in 2019. This encompasses the ROCC system of communicative competence. The goal is to empower our Educators and Learning Support Officers in AAC in identifying, planning and implementing communication change within our special education setting.

This includes;

1. Symbolic language - body movements through to symbols, speech and spelling
2. Initiation of communication
3. Intelligibility
4. Understand their communication system as their voice.
5. Complexity of message.
6. Range of intentions/functions
7. Responsibility for access to their communication system at all times.
8. Confidence and resilience
9. Socialisation
10. Strategic competence.

The goal of delivering improved 'structured teaching' this year at St Paul's College also encompassed:

11. External organisational supports to address challenges with attention and executive function
12. Visual and/or written information to supplement verbal communication
13. Structured support for social communication
14. Physical organisation
15. Individualised schedules
16. Work (Activity) systems
17. Visual structure of materials in tasks and activities

Student Learning Outcomes:

St Pauls College also utilises the Abilities Based Learning and Education Support (ABLES) as a curriculum assessment and reporting tool:



Abilities Based Learning and Education Support (ABLES) is a curriculum assessment and reporting tool that:

- allows teachers to assess students with disabilities readiness to learn
- generates reports that help to plan for personalised learning
- provides guidance material and strategies to help teach students based on their individual learning needs, with links to the appropriate curriculum level and resources
- tracks student progress and achievement
- Staff can apply the ABLES assessment tool to identify their students' readiness to learn across the four developmental learning areas: English – Speaking and listening; English – Reading and writing; Personal learning; Interpersonal development

The student's progress along each learning area will guide the teacher to the appropriate curriculum level and teaching and learning strategies that can be used to develop an individual learning plan.

Assessments:

The assessments have been designed to describe skills and abilities that teachers can observe in everyday school and classroom contexts and interactions with students.

The assessments cover two learning areas and one capability:

1. English – Speaking and Listening: the development of functional communication skills leading towards recognition and use of the social conventions of communication
2. English – Reading and Writing: the development of the use and interpretation of symbolic forms of representation leading towards early reading and writing
3. Personal and Social Capability: the development of skills to support personal/emotional and social/relational dispositions, intelligences, and sensibilities including:
 - o Personal and Social Capability, Self-Awareness: Self (specifically for students on the autism spectrum): the development of basic skills related to attention, memory and becoming an independent learner.

Together, these assessment tools provide a comprehensive picture of each student's strengths and abilities.

Data:

The ABLES assessments produce four reports:

- Learning readiness report: summarises the skills and abilities the student is currently developing and those that the student might learn next, which can be linked to relevant curriculums and a set of recommended teaching strategies.
- Profile Report: maps a student's level of learning and progress across consecutive assessments, and in all four of the learning pathways as appropriate for the student.
- Class Report: provides an opportunity to reflect on the learning of groups of students who are working at the same or adjacent levels on the learning pathways.
- School Report: maps individual student's growth in learning at two points in time, two years apart (where data is available).

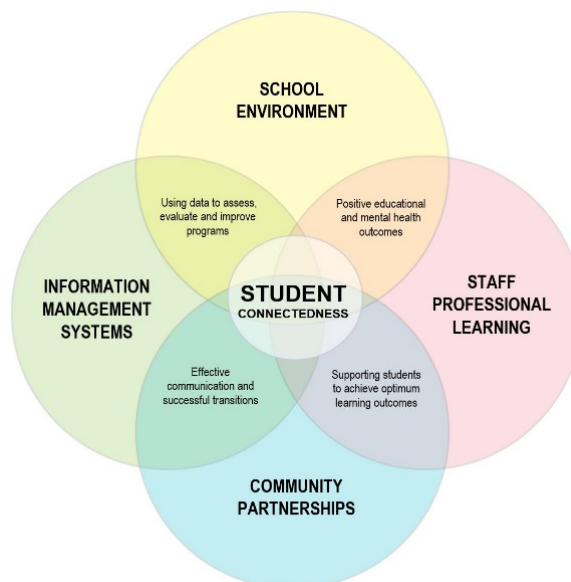
By reviewing these reports, a teacher can identify where a student is working on the Victorian curriculum continuum and use the Victorian curriculum to provide a teaching and learning program that is appropriate to the student's current achievement. If the student is working at a level that is preliminary to Foundation of the Victorian curriculum in some learning areas, the teacher would use the 'Towards foundation level' materials to access appropriate curriculum advice.

The 2018 objective of strengthening the explicit structured teaching approach at St Paul's College has been initiated in advancing and promoting meaningful engagement for all students in activities, flexibility, independence, and self-efficacy.

Teachers, Allied Health Specialists and Educational Support Staff have been working together to begin the process of integrating TEACCH pedagogical thinking and strategies into evidenced-based practices. This has been launched with a pilot group of classrooms and teachers, with the intent of expanding the program into more classrooms and for more teachers throughout 2018.

Student Connectedness with School & Community

Students are confident that all adults in the school community care about their learning and about them as individuals. School is seen as important to their future and they have the self-assurance to engage fully in their own learning, with their peer group, and in school activities.



Professional Development and Learning

St Paul's focus on professional learning programs in 2018 was to provide optimum opportunities for professional growth, enhanced diversity and improved student learning. The school provided opportunities for staff to further develop their awareness, knowledge and skills in current teaching and learning practices to lead to improved student outcomes which has enabled teachers to develop skills to improve student learning.

In 2018, Teachers, Allied Health and Education Support staff received the following training:

1. Structured Teaching and Classroom Instruction PD (Physical Structure)
2. Augmentative and Alternative Communication
3. Numicon Training
4. Restraint and Seclusion Training
5. Violence Prevention and Aggression management training by Rod Catterall
6. Positive Behaviour Intervention Support Training
7. Fire Warden Training
8. Safety Leadership Training
9. Sensory (ASD) TEACCH training
10. Occupational, Health and Safety

Governance

Board of Directors

MR BILL SCALES AO – CHAIR
MR TOM CARR
MS ANNA CLARKE
MS BRIGID CLARKE
MR PETER GILL
MR RICHARD GRAY AM
MR PETER HOGAN
MR TERRY JANES
MR MICHAEL MEERE
DR RO SAXON
MR MICHAEL TEHAN

Pastoral Care

Pastoral Care at St Paul's College offers spiritual and emotional support to individuals of all cultures, faiths and nationalities who attend our school and their families. Our Pastoral Carer 'walks with our students and families along the journey', supporting the school community in times of pain, loss and anxiety, as well as triumphs and joys, always respecting confidentiality and privacy.

Financial Performance Report

Villa Maria Catholic Homes - St Paul's College
For the year ended 31 December 2018

Statement of Profit or Loss and Other Comprehensive Income

For the year ended 31 December 2018

	2018	2017
Federal Government grant revenue	1,679,407	1,590,811
State Government grant revenue	1,740,613	1,600,386
Private Income	39,683	44,896
School fees and charges	164,558	179,381
Income from excursions and trips	12,444	20,700
Employee benefits expense	(2,693,217)	(2,696,687)
Depreciation	(20,490)	(89,435)
Utilities and maintenance (and property expense)	(386,966)	(272,479)
Other expenses	(463,922)	(283,009)
Bad debts expense	-	(7,661)
Profit/(Loss) for the year	72,111	86,903
Other comprehensive income for the year, net of income tax	-	-
Total Comprehensive income/(loss) for the year	72,111	86,903

The logo for Villa Maria Catholic Homes (VMCH) is displayed in a bold, orange, sans-serif font. The letters 'V', 'M', and 'C' are connected, and the 'H' is separate. The logo is set against a white background within a light blue rectangular area at the bottom right of the page.