



# St Paul's College

# VMCH

## **St Paul's College Annual Business Plan (2021 – 2022)** **St Paul's College 5 - 10 Year Facilities Strategic Plan (2019 – 2029)**

*St Paul's College 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).*

St Paul's College is fully committed to child safety.

We want our students to be safe, happy, and empowered. We support and respect all students, as well as our staff and volunteers.

St Paul's College is committed to the safety, participation, and empowerment of all students.

We have zero tolerance of child abuse, and all allegations and safety concerns are treated very seriously and consistently with our clear policies and procedures.

We have legal and moral obligations to contact authorities when we are concerned about a student's safety, which we rigorously comply with.

St Paul's College is committed to preventing child abuse and identifying risks early and removing and reducing these risks.

We have excellent human resources and recruitment practices for all staff and volunteers.

St Paul's College is committed to regularly training and educating our staff and volunteers on child abuse risks.

We support and respect all students, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for students with disabilities.

We have specific policies, procedures and training in place that support our leadership team, staff, and volunteers to achieve these commitments.

St Paul's College continues to maintain a current Child Safe Risk Register – an annual child safety strategy

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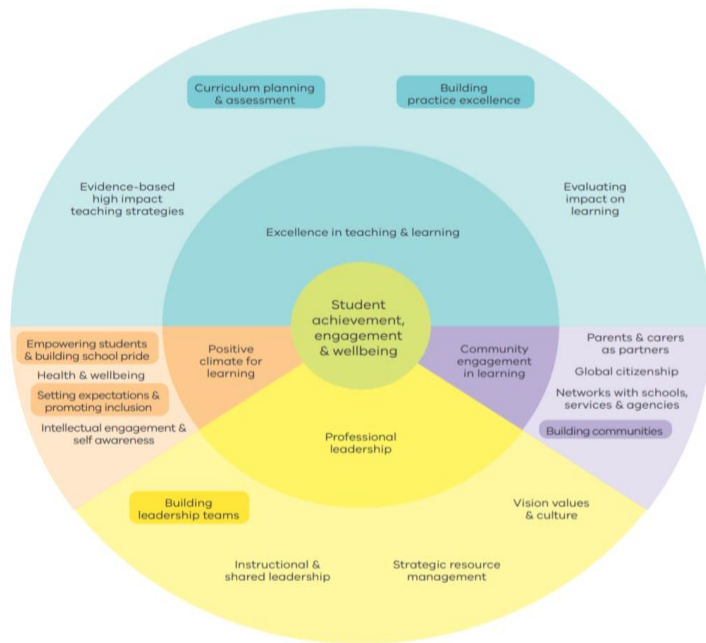
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This Annual Business Plan (2021 – 2022) and 5 - 10 Year Facilities Strategic Plan (2019 – 2029), informed by **The Framework for Improving Student Outcomes (FISO) Improvement Model** identifying the priority areas that are known to improve student outcomes.

The Framework for Improving Student Outcomes (FISO) Improvement Model identifies the priority areas that are known to improve student outcomes.



## Annual Workforce Business Plan (2021-2022)

### 1. St Paul's College Child Safety and Compliance Elements delivered

#### Working with Children Suitability Checks and Compliance with the Worker Screening Act 2020

Operational Compliance – annual child safety strategy linking in with VMCH Child Safe Governance

Compliance with the Worker Screening Act 2020: St Paul's College meets the requirements for suitability checks including Working with Children Checks for volunteers and visitors who work with children in a Victorian Independent school.

- Working with Children Checks are required by law only for people who engage in child-related work.
- Schools may also choose to require suitability checks (including Working with Children Checks) for visitors and volunteers engaging in child-connected work.

- Schools must make reasonable efforts to gather, verify and record information about a person who they are proposing to engage in child-related work and child-connected work.

## St Paul's College and VMCH School Governance has ensured that the school:

- follows laws that require a Working With Children Check (WWC Check) for adults undertaking child-related work in a school
- adhere to Department policies regarding suitability checks for employees, visitors, and volunteers
- establish and implement school-level policies and procedures to assess and verify the suitability of adults who engage in child-connected work through St Paul's College Visitors in Schools policy and Volunteers in Schools policy

TeamGo visitor management system has been implemented at St Paul's College to keep track of all people entering and exiting the school buildings/ areas. It keeps records of visitor name, phone number, address, photograph, people they are visiting, logs of a visit's duration, frequency, and other meeting details.

The primary reason St Paul's College has for implementing a visitor management system is to increase the safety of students and people visiting or working at the school in response to the Moore's review findings and VRQA requirement that all people visiting a school must have a WWCC or VIT Registration.

TeamGo has a live integration with the Department of Justice and Community Safety WWCC database so that a person's WWCC can be verified in real time before they can be admitted into the school's buildings and grounds. TeamGo also generates visitor ID badges for visibility, to set up parent access to the school quickly and easily and enabling staff and students to log in and do their COVID checks as part of sign in. It also provides the school with an up-to-date log of who is on campus in an emergency and enables the school's Compliance Officer to send mass alerts during emergency situations by instant message to people present inside school buildings.

VMCH will still require 'all' contractors to have completed their VMCH onboarding (LinkSafe) before being sent to the school which includes their WWCC. This effectively creates a two-tier system as contractors will also log in at the school with TeamGo and have their WWCC verified again in real time to ensure the school controls this final step of access into the school setting.

As registered teachers undergo extensive police checks and therefore do not require WWCC, casual relief teachers with VIT Registration will complete another two-tier process and will be checked against the public VIT register as well as signing in via the school's TeamGo system.

The TeamGo system ensures that Child Safe Standards are met at St Paul's College via the roles and responsibilities of the Principal (Child Safe Officer) and Compliance Officer which include overseeing the mitigation of risk of having anyone onsite without a valid WWCC and/or current VIT registration. As this is checked and validated at point of entry, any person attempting to come onto the site without the right credentials and registrations will be turned away.

The log in system will also integrate with the Student Management System in order to collate compliance lists and have the data collected to meet the school's regulatory compliance (VRQA) as well as meeting all Child Safe Standards and Compliance with the Worker Screening Act 2020.

The TeamGo system now supports meeting the following requirements at St Paul's;

- Clearly establish roles and responsibilities and accountability for the school to meet the Worker Screening Act 2020 Compliance

- The school's Business Support Officer is also the school's 'Compliance Officer' at St Paul's College, who works closely with the School Principal who is also the 'Child Safe Officer' and the Deputy Principal who is the Second 'Child Safe Officer'

The school's Compliance Officer roles, responsibilities and accountabilities include;

- Maintaining and auditing the St Paul's College Compliance Calendar 2021
- Conducting regular WWCC status check on all staff, volunteers, and contractors
- Implementing the quarterly validation check over all WWCC for staff, contractors, volunteers, responsible persons, and others accessing the school campus
- Validating visitor WWCC cards at sign in and obtaining their review and sign off on the Child Safe Code of Conduct
- improving emergency evacuation procedures via real-time TeamGo reports
- Providing data to update and regularly maintain staff lists in HR system Preceda to reflect current and active staff at St Paul's
- Establishing a complete volunteers and contractors WWCC register that St Paul's can access, evidence, and provide, as required under Ministerial orders
- Capturing all required details, ensure they are accredited to provide services to a school, and ensure this is regularly reviewed and validated.
- Ensuring all staff sign off on the Child Safe Code of Conduct for St Paul's College annually
- As volunteers and contractors in providing direct contact services to a school have additional requirements to be captured including sign off on the Child Safe Code of Conduct for St Paul's College annually

St Paul's College will no longer require agency assurances that checks have been completed, as the school can now receive and maintain evidence of the ministerial order compliance independently and on site.

## When a WWC Check is not legally required

A WWC Check is not legally required if the person:

- qualifies for an exemption (for example, Victorian Institute of Teaching (VIT) registered teacher, police officer, parent whose child is participating or normally participates in the activity, or a person working with a child who is closely related to them)
- is supervising a student in practical training organised by their educational institution
- takes part in an activity with a child in the same way that a child participates for example, as other players in a chess or rowing team

## St Paul's College may increase requirements

The law only sets out the minimum requirements for who must have a WWC Check. Schools can require, as school policy, that people who will be attending the school as visitors, volunteers or contractors have a WWC Check.

For more guidance on when a WWC Check is legally required, visit [Working with Children Check](#).

For information on suitability checks for employees, refer to: [Recruitment in Schools](#).

## Child-connected work

Child-connected work is the term used in Ministerial Order 870 — Child Safe Standards. It is defined as work:

- authorised by the principal, school council or Department
- performed by an adult in a school environment, including online, school camps and excursions, and
- when children are present or reasonably expected to be present

For child-connected work, it is up to each school to determine whether they will require WWC Checks for visitors and volunteers based on the nature of the person's interaction with children. Each school is unique and what checks are required should reflect the risks of each individual school setting, the school community, and what duties the person will be performing.

Schools are encouraged to develop their own specific policies and practices, keeping in mind the broad intent of the [Child Safe Standards](#) to embed a child safe culture that has zero tolerance for child abuse. Templates for school-level visitors policies and volunteer policies are available on the [School Policy Templates Portal](#) (login required). Schools can modify the templates to suit their local circumstances.

Examples of child-connected work include the following activities or positions.

### Activities

- fete or fundraising activities
- working bee assistance (outside school hours)
- parents' and friends' clubs

### Positions

External tradespeople, for example, gardening, building and grounds maintenance.

### Suitability check requirements

School-level decision as to what suitability checks are required but a WWC Check is recommended where the visitor or volunteer will regularly be present at the school or children can be expected to be present.

### Information gathering to assess suitability

St Paul's College continues to make reasonable efforts to gather, verify and record information about a person who they are proposing to engage in child-connected work. This includes:

- confirming identity for example, driver's licence or another photo identification
- WWC Check
- VIT teacher registration
- confirming professional qualifications
- National Police Record Check
- personal references that address the person's suitability for the job and working with children

## Relevant legislation

- Worker Screening Act 2020 (Vic)
- Education and Training Reform Act 2017 (Vic)
- Sch. 4 cl. 5 substituted by S.R. No. 25/2021 reg. 14(1).

*Compliance with Worker Screening Act 2020*

*The proprietor of a registered school must ensure that the requirements of the Worker Screening Act 2020 are complied with in respect of all staff at the school*

## Deciding if it is child-related versus child-connected work

To assist in deciding what suitability checks may be appropriate for a person (volunteer, visitor, or contractor) doing child-related versus child-connected work see:

- [Suitability Check Flowchart for Schools \(PDF\)](#)
- [Suitability Check Flowchart for Schools \(Word\)](#)

Suitability requirements for both child-related and child-connected work apply to adult volunteers and visitors to the school, including contractors.

## What St Paul's College do to assess suitability

In assessing what suitability checks should be made, schools must consider what, if any, level of risk is acceptable or reasonable in the circumstances and adopt appropriate risk mitigation strategies. Factors and strategies to consider may include:

- how much time the person spends on school premises to perform their work while children are present
- whether the individual will be able to move freely around the school without staff members accompanying them or near staff members
- adding a clause in contractor service agreements about the need to comply with the Child Safe Standards
- taking reasonable precautions to supervise visitors and volunteers, including their contact with children, where this is considered necessary.

## Child-related work

- involves an adult working with children in paid and unpaid work
- having direct contact with children, including physical, face-to-face, written, verbal, online or phone contact, and

- the contact is a usual part of the person's duties and is not occasional or incidental to their work

Examples of child-related work include the following activities or positions.

## Activities

- attendant care
- school camps
- excursions (including swimming)
- literacy and numeracy support
- homework clubs, breakfast lunch clubs and other student support activities
- distance education

## Positions

- classroom or library assistant
- sporting or musical and other extracurricular coaches
- canteen and uniform shop assistant
- allied health or NDIS therapists
- Department staff who are working with children
- Special Religious instructors

## Suitability check requirements

WWC Check required. Other suitability checks may be required including:

- proof of personal identity
- proof of professional qualifications
- history of working with children
- reference checks

Note: Parents are legally exempt from the requirement to hold a WWC check when volunteering in an activity in which their child normally participates. In this instance requiring a WWC Check is at the discretion of the school - but is recommended where the parent is regularly involved in the volunteer activity and working directly with children, and/or the nature of the activity poses a higher risk, e.g., overnight camps, swimming or activities involving close contact, etc.



## 2. The St Paul's College Parent Advisory Group incorporating 'Parents & Friends'

St Paul's College staff believe that parents and families provide the strongest, most reliable pathway to better outcomes for children aged birth to eight years. Specialist schools support families to be actively engaged in programs, services, and decision-making. Parent engagement is established in formal and informal ways and supported by the Principal to ensure that all members of the community feel welcome to contribute and participate in decision-making.

In St Paul's College Specialist school setting, a range of mechanisms are required to be developed to ensure ongoing dialogue with Aboriginal families and members of other priority groups so that their voices inform key decisions about services and programs.

The Parent Advisory Group provides opportunities for all families in the school community to have input into the future directions of the College based on community strengths and needs. Parent engagement connects the community to the College and the College to the community.

The St Paul's College Parent Advisory Group membership is currently comprised of:

- St Paul's College Principal (Chair)
- 5 Parent Representatives

In 2022 The Parent Advisory Group (established in 2019) will continue to:

- Meet and work with the Principal on strategies for encouraging family and community participation and engagement
- Promote St Paul's College positively within the wider community
- Undertake volunteer work within the school (Working with Children Check required by all volunteers)
- Participate in parent education and training opportunities from time to time
- Operate within the mission, vision, and values of St. Paul's College in fulfilling the purpose and objectives of the school
- Connect with all families in the school community to obtain their views on programs and services and other matters
- Contribute to the development and implementation of the St Paul's College vision and values and future directions
- Provide advice to the Principal on programs and/or services identified as desirable by families in or through the school

*Parent representatives will generally hold a position on the Parent Advisory Group for a period not exceeding two years – ideally two new parent representatives to be voted by parents onto the Group each year.*

### Other Family-School Partnership Frameworks:

#### Parents & Friends:

Proposal post COVID restrictions, the Parents and Friends group to be based at the new VMCH Op Shop for the St Paul's College Precinct.

Parents and Friends will provide 'parent buddies' for all new Prep 2022 parents and during the 'Step into Prep' program they will support and invite all parents to have a morning tea to welcome and support them into the St Paul's College community.

### 3. School Community Hub reinvigoration (coming out of COVID-19)

#### Improving parent involvement in the school setting

##### Communication and engagement plans with the parents and community:

##### Improving parent involvement during post - COVID-19 recovery and beyond.

The College views learning as a partnership in which parents are valued and respected as children's first and most influential teachers. The evidence around family engagement in education shows that trusting relationships between families and schools is one of the strongest predictors of a child's success at school. Targeted strategies to build and strengthen partnerships with families will continue to include:

- a) Regular communication about the child's progress, wellbeing, and achievements.
- b) Invitations to engage as partners in the child's learning as well as participation in events and celebrations in the school community.
- c) Information about practical strategies to support learning and behaviour.
- d) Partnerships with community agencies and a commitment to refer families for extra support as indicated.
  - Semesters 3 & 4 Regular communication about the child's progress, wellbeing, and achievements (ILP's and School Reports)
  - Partnerships with community agencies (Family Planning and Child First - The Orange Door) and a commitment to refer families for extra support as indicated.
  - Due to COVID-19 Updated Target postponed to Term 1 2022 with Completion Semester 1 2022

#### Delivering dynamic community connections programs

Reinvigorating community involvement during post - COVID-19 recovery and beyond. St Paul's College recognises that effective schools establish links and build relationships with a broad range of people and organisations to expand opportunities and improve outcomes for their students. It recognises that developing relationships with the local community, business, government, community organisations and other education providers, strengthens the capacity of schools and families to support their students' learning and development outcomes, as well as having the potential to enhance social inclusion and build social capital. These relationships will continue to be pursued to provide access to expertise, facilities, resources, support, and services, opening up additional opportunities for our students to reach their full potential and achieve optimal learning and wellbeing outcomes.

- Due to COVID-19 Updated Target Term 1 2022 Completion Semester 1 2022
- No onsite available for parent involvement/unable to begin reaching targets until school is open to parents and carers.
- Postponed to Term 1 2022 with completion Semester 1 2022

## 4. Building capacity and skilling up St Paul's staff for Distributive Leadership Pathways

Creating and appointing POL roles (Literacy and Numeracy Coordinators). Creating and appointing Allied Health and LSO roles (Coordinator officer roles) Formation of new 'St Paul's Committee working Groups' across \*Numeracy & Literacy, \*Wellbeing and Safety, " Independent Living Skills and Pathways, \*Religious Education and Catholic Inspired Mission, \*ICT, ROCC and Assistive Technologies, \*Disability Specific Pedagogy & Professional Development

Distributed Leadership during and post COVID-19. St Paul's College recognises the importance of building the capacity of all staff if our students are to achieve optimal learning and wellbeing outcomes. Distributed leadership has now become the default leadership response following the myriad of challenges created by the COVID-19 crisis. School leadership at all levels must be committed to connect, share, learn and network their way through the issues which schools now face (Azorin, Harris and Jones 2020). The Principal will report regularly on the formation and progress of both established and newly formed committee working groups within the school.

**Staff Engagement** will benefit from building capacity and skilling up St Paul's staff for Distributive Leadership Pathways. Creating and appointing POL roles (Literacy and Numeracy Coordinators). Creating and appointing Allied Health and LSO roles (Coordinator officer roles). Formation of new proposed 'St Paul's Committee Working Groups' across;

*\*Numeracy & Literacy CWG,*

*\*Wellbeing and Safety CWG,*

*\*Independent Living Skills and Pathways CWG,*

*\*Religious Education and Catholic Inspired Mission CWG,*

*\*ICT, ROCC and Assistive Technologies CWG,*

*\*Disability Specific Pedagogy & Professional Development CWG*

**Nomination Process** (staff surveys) for the 6 x committee chair positions (Officer roles for LSO's, Teachers and Allied Health staff).

**Expression of Interest** (staff surveys) process for Teachers applying for Committee Working Group's 'Specialist POL roles'.

- *Note: The POL Roles for the Literacy and Numeracy Specialists has been completed*

## 5. 'Curriculum Planning and Assessment' strategies and actions to deliver in 2022

The Instructional Leader's replacement (Deputy Principal Teaching, Learning and Instructional Leader) will be continuing with a body of work supporting St Paul's Specialist Teachers (including new graduate teachers) across Curriculum Planning and Assessment.

This work will further establish a baseline for teachers' knowledge alongside the existing Victorian Curriculum's ABLES Assessment and complete professional development and workshop challenges across the ongoing augmentation of Curriculum and Assessments at St Paul's College

This body of work will include The ABLES Scope and Sequence documents and the coordination around application of these resources across individualising delivery of the curriculum and assessments that meet the complex needs of students at St Paul's College.

<b>CURRICULUM PLANNING</b>	<b>ASSESSMENT</b>
<p>Are all teachers and leaders aware of:</p> <ul style="list-style-type: none"> <li>• what a well-documented curriculum looks like</li> <li>• what contributes to excellence in curriculum documentation</li> <li>• why curriculum excellence is critical for learning growth</li> <li>• why the curriculum is timetabled in a particular way</li> <li>• whether the content being taught is aligned with the Victorian Curriculum</li> <li>• what resources are available to guide schools through the stages of curriculum documentation</li> <li>• how to align lesson plans to the school's instructional model?</li> </ul>	<p>Are all teachers and leaders aware of:</p> <ul style="list-style-type: none"> <li>• what a learning continuum and curriculum continuum are</li> <li>• why a learning continuum and curriculum continuum are essential for promoting student learning</li> <li>• how to create a learning continuum that breaks down learning into units of work to support teaching and learning decisions</li> <li>• how to collect, interpret and use evidence to plan for teaching and learning</li> <li>• how to develop a repertoire of formative assessment strategies</li> <li>• how to analyse student achievement data and formative ('check for understanding') data</li> <li>• how to adjust teaching in response to formative assessment data?</li> </ul>
<p>Does formative assessment inform the ongoing evaluation and design of curriculum plans?</p> <p>Are there audit strategies in place to identify gaps in the curriculum? For example, if a large percentage of students make consistent errors in assessments, this may point to a gap in curriculum.</p> <p>Is there enough time allocated to learning/subject areas to cover the expected content?</p> <p>Are there other ways to structure the timetable so that gaps in learning are addressed?</p> <p>Does the timetable give due attention to the special needs of certain students?</p> <p>Are there catch-up programs for students who require additional literacy, numeracy and/or wellbeing support?</p> <p>Are there ways to use technology to support students' learning opportunities?</p> <p>Is the rationale for running an elective program translated into how the school schedules electives?</p>	<p>To what extent are common assessment tasks being used within teaching teams?</p> <p>Are teachers collaborating to develop assessment tools?</p> <p>To what extent are 'checking for understanding' practices being used across the school?</p> <p>How are teachers engaging students in formative assessment discussions?</p> <p>To what extent is student learning tracked through standardised and diagnostic assessments?</p> <p>Is tracking student learning a focus of staff? Is this focus visible? For example, are data charts/walls displayed in staff rooms to track the learning data of different cohorts of students?</p> <p>Are there audit strategies in place to identify gaps in students' learning, such as an error analysis against a curriculum standard?</p>

## The 2022 DP Instructional Leader will also be covering;

Scope and Sequence ABLES (Specialist) and Victorian Curriculum (Mainstream) Scope and Sequence \*for those students who can access, and process lessons aligned with these areas of the curriculum and in terms of their age and cognitive ability.

- |  |  |
|--|--|
| CRITICAL & CREATIVE THINKING Scope and Sequence A-D-F2 | CIVICS & CITIZENSHIP Scope and Sequence 3-10         |
| DRAMA Scope and Sequence A-D -F                        | CRITICAL & CREATIVE THINKING Scope and Sequence F-10 |
| ENGLISH & MATHS - Scope and Sequence A-D-F             | DRAMA Scope and Sequence F-10                        |
| HEALTH & PE Scope and Sequence A-D                     | ENGLISH - Scope and Sequence 1-10                    |
| HISTORY Scope and Sequence A-D F-Level 2               | HEALTH & PE Scope and Sequence Level 4               |
| MEDIA ARTS Scope and Sequence A-D-F                    | HEALTH & PE Scope and Sequence 5-10                  |
| MUSIC Scope and Sequence A-D-F                         | HISTORY Scope and Sequence 7-8                       |
| PERSONAL & SOCIAL CAPABILITY Scope and Sequence A-D-F  | HISTORY Scope and Sequence 9-10                      |
| SCIENCE Scope and Sequence A-D-F                       | HISTORY Scope and Sequence Foundation - Level 6      |
| VISUAL ARTS Scope and Sequence A-D-F                   | MATHS - Scope and Sequence F-10                      |
| VC Towards Foundation Levels A-D guidelines            | MEDIA ARTS Scope and Sequence F-10                   |
|  | MUSIC Scope and Sequence F-10                        |
|  | PERSONAL & SOCIAL CAPABILITY Scope and Sequence F-10 |
|  | SCIENCE Scope and Sequence 7-10                      |
|  | SCIENCE Scope and Sequence F- Level 6                |
|  | VISUAL ARTS Scope and Sequence F-10                  |

**Formative assessment:** The goal of delivering appropriately augmented formative assessments is to monitor student learning to provide ongoing feedback that can be used by staff to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help staff recognise where students are struggling and address problems immediately

Examples of formative assessments include asking students to:

- draw an 'accessible' concept map in class to represent their understanding of a topic
- speak, sign, or use a talker (AAC) to convey an understanding of the lesson / learning intention and outcome to identifying a level of understanding
- complete an activity and/or a piece of work for feedback from the teacher

**Summative assessment:** The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Examples of summative assessments include:

- a mid-year activity rich in providing feedback and outcomes
- a term project or activity i.e., Compass Awards goals and achievements
- revisiting elements of the lessons completed and reviewing the students capabilities
- a senior presentation and/or project

Information from summative assessments can be used formatively when students or staff use it to guide their efforts and activities in subsequent lessons and learning experiences

# 1. St Paul's College - Holmesglen TAFE and VMCH Disability Services (partnerships and pathways)

## Scope

This procedure applies to the Principal (or nominee) and staff in situations where students who are enrolled at St Paul's College and who are under the age of 18 years are attending external TAFE / Registered Training Organisation (RTO) delivery sites for training purposes and then participating in a job skills program as a pathway to independence and employment.

## Procedure

Training with an external Registered Training Organisation

The Principal (or nominee) will:

- confirm that the TAFE / Registered Training Organisation (RTO) is registered as per the requirements of the Standards for Registered Training Organisations (RTOs) 2015 and the Vocational Education and Training Act 1996;
- sight the duty of care provisions of the TAFE/RTO for students in its care;
- confirm that an agreed plan is in place between the School, the TAFE/RTO, the student, and the student's parents to manage the student's engagement and wellbeing; and
- nominate a staff member at the School to:
  - assist in implementing the management plan;
  - monitor the implementation of the management plan;
  - consult with the TAFE, the student, and parents; and
  - confirm any duties that relate to teaching and learning, and curriculum activities that are undertaken at the School by one or more teachers.

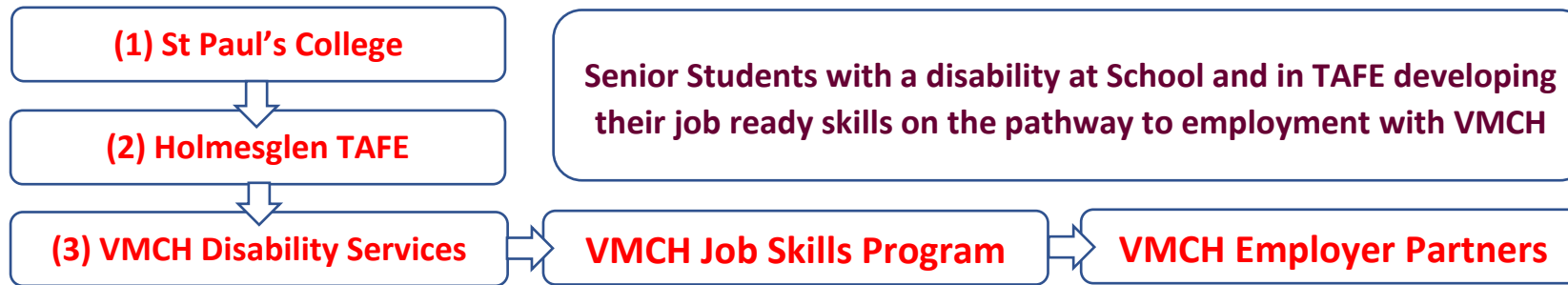
The staff member nominated by the Principal to oversee managing the School's contract with an external Registered Training Organisation (RTO) does not need to be a member of the teaching staff.

## Embracing diversity through educational partnerships

St Paul's College in conjunction with VMCH Disability Services embraces diversity in the workplace and provides a unique opportunity for St Paul's College students' living with a learning or intellectual disability to bridge the gap between studying at St Paul's College and Holmesglen TAFE and then developing their job skills to find employment within the VMCH Disability Services - Job Skills Program and Employment Partners initiative.

## The three-way placement delivery model

Unlike other placement programs, the real benefit of this model is in the three-pronged approach between Holmesglen, St Paul's College and VMCH Disability Services, each offering support and guidance to students participating in the Holmesglen TAFE Certificates, with subsequent placements in the VMCH Job Skills Program and right through to employment in the VMCH Employer Partners.



## Benefits of the program and partnership of services for students with a disability

Pathway to employment with VMCH Disability Services (VMCH Employment Partners)

Practical hands-on learning in a professional workplace (VMCH Job Skills Program)

Graduate with a 22302VIC Certificate I in Work Education with (Holmesglen TAFE)

## TAFE: Program for 2022 - PLANS ON HOW AND WHEN

**‘Curriculum Planning and Assessment’ as a deliverable and provide expected detail on strategies and actions to deliver**

To create the pathway to independence and employment in the future, St Paul’s College have 3 Middle School students who will have access to enrol and attend Holmesglen TAFE on Fridays in 2022. Two of the students are turning 16 next year and one other student is 18 - Studying the Certificate I in Work Education at Holmesglen. The students will take part in subjects and projects that will help them develop job-seeking skills, work-readiness skills, time-management skills, personal presentation skills, teamwork, and communication skills. They may also be able to study one of these courses as part of their program: SIT10216 Certificate I in Hospitality; AHC10316 Certificate I in Horticulture; or SIR10116 Certificate I in Retail Services.

The 2022 programs will involve the three participating students spending part of a school week, term or year undertaking training provided by Holmesglen TAFE at their facility away from the School site. These procedures do not apply where the training is provided by an external provider on the School site; the School’s normal duty of care for students applies in these circumstances. The TAFE/RTO’s provisions should align with the Victorian Department of Education’s Duty of Care for policies.

The next step involves the **Disability Services Job Skills Program** which will provide VMCH St Paul’s College students with a disability the opportunity to learn job skills in a supported environment. The program areas are aligned to streams of future work opportunity for people who can demonstrate the skills of each program: hospitality, horticulture, and retail.

## St Paul's College in partnership with VMCH Disability Services

### Job Skills Program details

The Disability Services Job Skills Program runs with a focus on 3 NDIS outcome types – work, health & wellbeing, and daily living.

The goal of the job skills programs is

- Improving relationships
- Learning a new skill
- Building confidence to travel
- Employment

These programs are skill building. When the skills of each participant have been developed, opportunities for work can be facilitated by VMCH.

Report around the individual progress of participant developing their skills will be regularly reported.

### Green Team

This program is for participants wanting to build skills in gardening and horticulture.

Activities	Job Skills
<ul style="list-style-type: none"><li>• Gardening</li><li>• Horticulture</li><li>• Landscaping</li></ul>	<ul style="list-style-type: none"><li>• Safe use of tools</li><li>• Planting</li><li>• Weeding</li><li>• Pruning</li><li>• Mulching</li><li>• Lawn mowing</li><li>• Garden care – sweeping, cleaning</li></ul>

### Cre-8 Program

This program engages participant in the creative arts and woodworking projects.

Activities	Job Skills
<ul style="list-style-type: none"><li>• Woodwork</li><li>• Creative Art</li><li>• Repair Cafe</li></ul>	<ul style="list-style-type: none"><li>• Safe use of tools</li><li>• Painting</li><li>• Sawing timber &amp; nailing materials</li><li>• Creative art</li><li>• Mosaic, sculptures</li><li>• Fixing tools</li></ul>



## Retail Therapy

This new program is for participants who want to achieve and develop their retail skills.

Activities	Job Skills
<ul style="list-style-type: none"><li>• Customer Service</li><li>• Merchandise</li><li>• Money handling</li></ul>	<ul style="list-style-type: none"><li>• Safe use of equipment</li><li>• Serving customers</li><li>• Unpacking and sorting donations</li><li>• Mending items to prepare for sale</li><li>• Cleaning and iron necessary items</li><li>• Research prices of saleable items online when needed</li><li>• Pricing goods</li><li>• Packing items for distribution to shops</li><li>• Receiving phone orders from shops</li><li>• Photographing garments and items for online sales</li></ul>

## TAFE: Disability

For students with disability engaging in training with an external TAFE/RTO, the school will refer to Selecting Students for RTO Training Guidelines.

Parents of Aboriginal students and those from culturally and linguistically diverse (CALD) communities may require additional support in understanding communications and providing consent. This may include the assistance of an Aboriginal staff member in some cases.

## TAFE: Child Safe Standards

*Includes required statements on outcomes and objectives on child safety and compliance elements, including commitment, strategies and plans summarised – to be further supported by annual child safety strategy. St Paul's College Risk Register updated in 2022 to address St Paul's College students attending Holmesglen TAFE in 2022.*

The Child Safe Standards are compulsory minimum standards for all Victorian schools to help ensure the safety of children. Ministerial Order 870 requires the school governing authority to develop and implement risk management strategies that to ensure child safety in school environments. School environments include TAFE and workplace learning environments where students undertake work experience, structured workplace learning, school community work (volunteering) and school-based apprenticeships and traineeships.

St Paul's College following these guides to ensure the St Paul's College and Holmesglen TAFE partnership will comply with the requirements of Ministerial Order 870:

- [Child Safe Standards and workplace learning: A guide for schools docx - 87.35kb](#)
- [Child Safe Standards and workplace learning: A guide for schools pdf - 66.03kb](#)
- [Fact sheet for employers: Child Safe Standards and workplace learning docx - 249.35kb](#)
- [Fact sheet for employers: Child Safe Standards and workplace learning pdf - 123.92kb](#)

## **TAFE: Duty of care provisions**

For information regarding the duty of care provisions which apply for students attending TAFE Colleges, St Paul's College will refer to the education and training reform act 2006 <https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006>

These procedures do not apply to students when they are undertaking training with an external RTO as part of a combination of options under a Notice of Arrangements (NOA). Where a student is undertaking training under such an arrangement, the School has duty of care only for that part of the week or term in which the student is still enrolled at the school.

## **TAFE: St Paul's College is a non-government school**

Non-government schools like St Paul's College will place their queries on funding for TAFE/VET programs with:

- Peter Devery, Catholic Education Melbourne on [9267 0237](tel:92670237) or via email: [pdevery@cem.edu.au](mailto:pdevery@cem.edu.au)
- Pam Hargreaves, Independent Schools Victoria on [9825 7246](tel:98257246) or via email: [pam.hargreaves@is.vic.edu.au](mailto:pam.hargreaves@is.vic.edu.au)

## **TAFE: Related policies and relevant legislation**

- [Career Education Funding \(Reference 91 of the Student Resource Package Guide\)](#)
- [Parent Payments](#)
- [Purchasing Secondary Courses and Vocational Training from External Providers](#)
- [School Based Apprenticeships and Traineeships](#)
- [School Community Work](#)
- [Structured Workplace Learning](#)
- [Student Dress Code](#)
- [Vocational Education and Training Delivered to Secondary School Students \(Reference 56 of the Student Resource Package Guide\)](#)
- [Work Experience](#)
- [Education and Training Reform Act 2006 \(Vic\)](#)

## 2. Review of all Teaching and Learning documents for 2021-2022 - strategies and actions delivered

### **'Curriculum Planning and Assessment' detailed strategies and actions delivered**

- *Key indicators across Teaching and Learning that continue to be monitored ensuring the sustained performance of the school deliver of education*
  - *Continue to provide a supportive educational environment for our students with a disability including their social and emotional needs*
  - *Continue to provide and deliver a comprehensive curriculum that is relevant to meeting our students' needs*
  - *Facilitate the development of our students positive self-esteem, responsibility and provide them with a pathway to independence*
  - *Promote teamwork, innovation and mutual support amongst staff and encourage participation in ongoing professional learning*
  - *Establish and maintain a network of support systems relevant to the School's cohort of students*
  - *Continue to engage parents and carers in a positive 'home and school' partnership*
  - *Work within the guidelines set out by the Victorian Registration & Qualifications Authority and employ suitably qualified and experienced staff*
  - *Manage the school as an efficient, effective, and financially viable business and promote the school as a world class facility and expert specialist teaching and learning programs for all our students with a disability*

### **Annual Internal review being completed across all 14 specialist teachers planning for their educational programs**

To meet with all the existing Curriculum Framework structures and expectations, ensuring all teachers at St Paul's College continue to perform at the highest level of attainment. Commenced Monday 6<sup>th</sup> September 2021 onwards, the school's instructional leader and the school Principal have been reviewing all Teaching and Learning documents on the shared Q-Drive to ensure that St Paul's teachers are all currently meeting their minimum AITSL standards across all their classrooms and specialist programs.

Teachers have provided all their 2021 lesson plans and all other planning documents, including Victorian Curriculum Scope and Sequence documents, to ensure all their planning and documentation is being kept up to date and meets the world class best practise standards that have been established under the leadership of the current Principal at St Paul's College from July 2018 onwards.

<https://victoriancurriculum.vcaa.vic.edu.au/static/docs/VC%20Towards%20Foundation%20Levels%20A-D%20guidelines%202017.pdf>

This included the Casual Relief Teachers folders for all Classrooms and Specialist programs, ensuring that across the school we are making the appropriate provision required for Casual Relief staff so that they are fully equipped to meet your students' individual and group learning needs when staff are on leave.

This review also included all the Individual NCCD Files to ensure all teacher have all the information required across students' work samples, the completion of the NCCD Data Documents, and of course digital copies of all communications with parents including SSG's, emails, diary notes etc.

Once the review is completed, St Paul's Instructional Leader will then meet with all the Classroom and Specialist Subject Teachers individually before the end of the 2021 year to work through the review to ensure that all teachers are meeting AITSL standards and to assist teachers as needed for them to meet their planning targets.

## **St Paul's College Teaching and Learning: Conducted Semester 2, 2021**

### **Purpose:**

To provide teaching staff with feedback related to their individual progress in meeting the AITSL minimum standards to provide targeted support as required.

### **Methodology:**

1. Review of Teaching and Learning documents including:
2. Lesson plans and work programs
3. Scope and sequence
4. Assessment data
5. LSO files/folders
6. CRT folders
7. NCCD files – to be reviewed by Principal
8. SSG files – to be reviewed by Principal
9. Other related documents on Q-drive.
10. Preparation of individual reports against the appropriate minimum standards.
11. One on one meetings with Reviewer (Pam) to provide feedback against AITSL standards to provide targeted support as required.
12. Review documents and follow up action recommendations provided to Principal for whole school planning purposes.

### **Timeline:**

Review of documents to be completed Term 3.

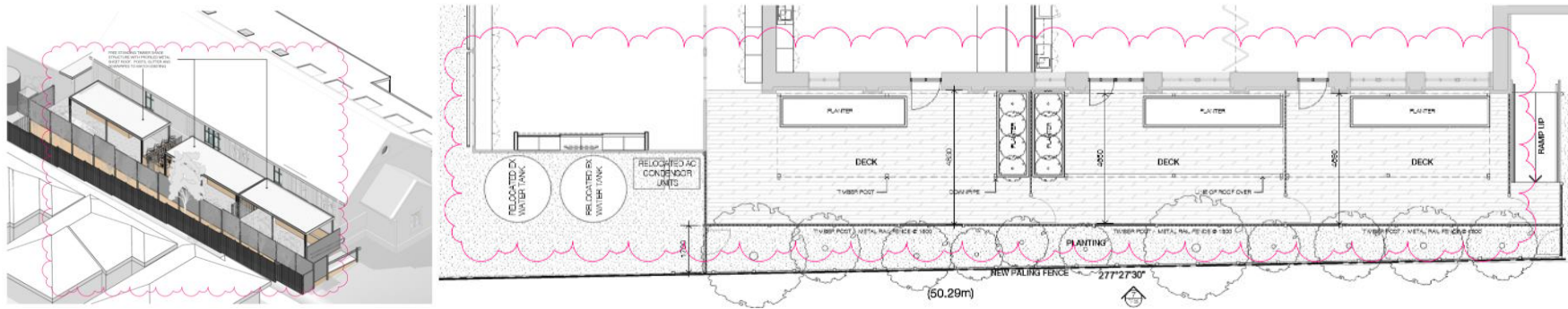
One on one meetings to follow early Term 4.

### **Report/ Feedback proforma:**

Key features:

- AITSL standards
- Comments re evidence against standards
- Feedback guideline questions:
  - Wonderings related to evidence
  - Teacher feedback re areas for further improvement
  - Teacher feedback re preferred professional development options.

### 3. Horticultural Decking Project and Program



#### PLANS ON HOW AND WHEN

##### New improvements to the Senior/Middle School Campus

Despite heritage listings on the school's hall (which was formerly a church), the decking project for the Middle and Senior school campus and classrooms is likely to go ahead. This will add another break out area with doors that open directly onto the decking spaces which will be used for our Independent Living Skills, Horticultural and Social/Business enterprise programs. The project is currently being costed by VMCH Property and the timeline is yet to be established. The funding of the project may include an existing Capex amount of 160K in conjunction with existing St Paul's State Funding of 90K accrued from the 2020 school calendar year, amounting to a total of 250k to theoretically be assigned to build and deliver the Horticultural Decking Project at St Paul's College.

The overview of the program itself is a horticultural therapy program for the students at St Paul's College, with a specific focus on the middle and senior students with the new Horticultural Decking project being utilised to improve the independence, physical, mental, and social health of our students.

##### Student Outcomes

- Horticulture is a great way to improve our students' overall fitness. It can increase their muscle strength, and range of movement including improving fine motor skills
- Learning how to grow food provides an opportunity to learn more about healthy eating and nutrition. If students have grown it they are more likely to try eating it
- The program also provides structured learning experiences in terms of how our student can become successful gardeners whilst learning about nature and the environment around them
- The Horticulture Program can help improve literacy and numeracy through simple tasks like learning to label plants and count out seeds
- Gardening can reduce stress levels, behaviours of concern, and contribute to the students relaxing. The combination of being outside interacting with their peers, plants and nature can lead to an improvement in their overall wellbeing

- The program can support Improved health and wellbeing, learning new skills and socialising with others can assist participants to develop more confidence in themselves and greater independence.
- Activities include building herbs boxes, growing plants from seed, decorating pots, garden art, creating flower gardens, building raised beds, creating a veggie garden, learning new job skills, running a kitchen garden market at our VMCH Op Shop, and cooking the produce in the Room 12 multi-purpose hospitality kitchen

Gardening is also a learning tool that is appropriate for our students to provide multisensory learning experiences and to give our middle/senior students a strong foundation in basic STEAM concepts. Our educators will utilise gardens to expand on children's previous knowledge and to reinforce what they are learning in class. Gardening can also expose our students to science and other STEAM disciplines at an early age, which will increase the likelihood of them studying or working in a STEAM-related field later in life.

St Paul's College will utilise Horticulture to support STEAM-based learning in the classrooms:

- **Science:** secondary students can study plants and insects, learn nutrition skills, observe the effects of weather, and learn about more advanced science topics. Our students can feel the textures of different plant leaves, help water plants, and learn a variety of basic science concepts.
- **Technology:** Weather and soil tools often used in gardens are a great way to discuss technology with our senior students. Classrooms can also discuss machines and technology used in larger gardens or in farming. For all students, its best to remember that technology is really anything made by humans. Garden tools and other basic items are great conversation starters for how technology is used in gardens.
- **Engineering:** Building and planting a garden is great engineering and design practice. Therefore, students will be involved early in the planning process. Have them decide where the garden would best be located, but make sure they consider the amount of sunlight, proper drainage, and other important factors that affect how gardens grow.
- **Arts:** Horticulture is included in Arts because of the manifestations of visual arts such as drawings, paintings, embroidery, and more. As you can see around, there are many different patterns of plants which includes fruits, vegetables, and flowers. These are being used as themes in artistic expression. This is true when you see the patterns in some floor textiles, window glasses, and even on the ceiling. Pottery, mosaics, sculptures, tapestry, silverware, and ceramics too use plants as a pattern. It also includes clay-based programs around the use of terracotta clay for planting pots, herb name tiles etc.
- **Mathematics:** Gardening is a great way to promote a variety of math concepts for preschool and elementary students. Counting, size, shape, proportion, fractions, multiplication, etc. are all math topics that children can learn while gardening. All students can count how many tomatoes are on a vine, for example, and other secondary students can problem solve to figure out how much they would have to sell 20 tomatoes for to make a profit.

The integration of the new Horticultural spaces will not only link in with the St Paul's & Holmesglen partnership, but also directly connect to 4 of the Middle/Senior School classes for 2022. This will seamlessly incorporate all elements of the school's onsite Horticulture program delivered throughout the school days. The open-air spaces designed to provide partially covered areas for use all year round, providing a wholistic and immersive experience for the secondary students in their campus. The physical, environmental additions to the classroom, with a door that connects the inside with the outside decking spaces available to be used at any time of the day for the cohort of that classroom. It will directly contribute to providing experiences that will help students to self regulate if they are presenting a level of dysregulation and/or behaviours of concern. The tactile and organic element of these classroom 'gardens' provide tangible sensory experiences as simple as fingers in the dirt, pouring water on the plant, tending to the garden itself and spending time in those

spaces. It provides the classroom with a connection to nature the sun, wind, rain and will link in with **STEAM** across the sciences (permaculture), technologies (i.e., solar), wind power and life cycles along with growing, eating and selling the produce providing essential learning for independence and employment.

#### **4. Appointment of a full time Deputy Principal ‘Teaching, Learning and Instructional Leader’**

Since February 2019, St Paul’s College has employed an expert consultant in the role of ‘Teaching and Learning Instructional Leader’. Many of the duties undertaken by this consultant would normally be delivered in a school setting by a Deputy Principal in a full-time position. Compounding the limits of a ‘one day a week’ program for the Consultant and due to COVID-19, the delivery of the consultant’s roles and responsibilities have been severely constrained and for the most part they have been unable to attend onsite over the last 18 months. 2022 will be the fourth year of operations for St Paul’s at the Balwyn campus. The decision over the last three years of waiting to appoint a Deputy Principal was primarily due to budgetary constraints - this is no longer an issue as the school’s financial position is now sound as St Paul’s College continues to grow substantially. In completing the Employee Engagement Action Plan process with staff, they have resoundingly agreed with the Principal’s initiative to appoint a suitable Deputy Principal candidate, for the school to keep moving forward, in terms of meeting our students with disabilities’ needs, this Deputy Principal position is essential.

In 2022, student numbers are projected to increase by a further 20% which will attract a significant increase in Government funding and will require a full time Deputy Principal to ensure that the students, teachers, and all staff have additional support and expert guidance to continue their learning journeys. This new role demands a very different skill set to that of the existing staff. It is my view that no member of our current teaching staff has the qualifications, skills, and experience to assume the responsibilities of a senior leadership role such as this and the two most experienced teachers at the school have indicated that they are moving towards their retirement phase.

A further consideration is that when the Principal is required to be off site, that there should be a recognised leadership position in place to make decisions in the Principal’s stead, including critical incident management across the school. This is of particular importance given the complex needs of the student cohort at St Paul’s College where the risk of incidents on a day-to-day basis is a great deal higher than is the case in mainstream school settings. A permanent DP position from the commencement of 2022 will ensure that all that teaching, and learning programs are managed and supported by the Deputy Principal in close consultation with the Principal. A strong leadership team is essential to produce and implement clear, evidence-based improvement plans and policies for the development of the School and its facilities.

The most crucial roles of the Principal are to lead and managing innovation and change; to ensure that the vision, mission, and goals of the school are put into action across the School; and that all KPI’s are fully realized. This requires appropriate delegation of tasks given increasing accountability requirements, as well as increased regulation around the complexities involved in meeting the needs of the vulnerable cohort of students at St Paul’s College.

## 5. Workforce Planning Processes for 2022

St Paul's Business Support Officer works closely with VMCH HR on workforce planning requirements for St Paul's College staffing including any COAs on iRecruit PageUp.

The school plans for any staffing movement (mostly around maternity leave, change of days, long service leave, staff moving on etc.)

In Semester 2, 2021, the Principal, with the support of the Business Support Officer worked to ensure that all staffing needs are met for 2022 and positions advertised with interviews completed as soon as is practically possible (includes the assistance of the VMCH HR team).

Workforce planning for St Paul's College in 2022 is aimed at catering for the maximum number of enrolments for St Paul's in 2020 (64 students) across 11 classrooms, including two new prep classes.

The Workforce Action Plan matches up the staff and aligns them to justify the positions and FTE;

- Advertise and interview for the new Deputy Principal position commencing January 2022
- Request to advertise 1 x full-time specialist teaching position
- Complete a 'Change of Arrangement' for 3 Teachers as detailed in the Action Plan document below
- Additional 2 Learning Support Officers for the two new Prep classes in 2022

## 6. Staffing

### **Effective Workforce Business Planning for 2021-2022 ensures that;**

- There is a lean and productive workforce profile within which every employee is productive and adds value to the College operations
- All teachers are fully allotted and if not, any unallotted time will be allocated to support school improvement programs
- All experienced teachers take on positions of responsibility to provide support school improvement programs (this is an expectation without time release or special payment)
- Staff are provided with leadership opportunities and a rigorous professional learning program to ensure they remain highly skilled and are challenged in their practice
- The staff professional learning programs supports the development and implementation of a strong curriculum, pedagogical practice and ensures that the College can actively implement and review policy (as well as processes and protocols) including Occupational Health and Safety, Emergency Management, Child Safety and Student Health and Wellbeing
- Performance review processes continue to be conducted annually
- Monthly Budget Reports (POS) ensures monthly extensive refinement including resources are aligned with key objectives
- The organisational design of the college is reviewed annually and refined to ensure high productivity and sound financial management



# St Paul's College 5 - 10 Year Facilities Strategic Plan (2019 – 2029)

## 1. Enrolment estimates and growth assumptions

St Paul's College Balwyn campus has maintained sustained growth in FTE student enrolments over the last 4 years in the new Balwyn campus:

- 40.0 FTE Students in 2019
- 48.2 FTE Students in 2020
- 48.8 FTE Students in 2021
- 58.6 FTE Students in 2022 (estimated)

Growth assumptions include the current space restrictions (11 classrooms in total) across the junior and middle/senior campus. Whilst growth is welcomed, it is also carefully monitored and managed to ensure and support the ongoing strategy of maintaining an existing high staff to student ratio.

This combination of maintaining the small school status and limiting the total number of students in classes at St Paul's College (approx. 5-6 students in each class), continues to strategically deliver excellent student outcomes. This is based on maintaining the current maximum limit of 70 students enrolled for any school calendar year from 2023 to 2029. Therefore, the Balwyn campus continues to operate within its means including factoring in the existing facilities capacity to maintain an 'effective and sustainable enrolment growth strategy' ensuring in terms of setting this maximum capacity and factoring in the facilities footprint of the St Paul's College Balwyn campus.

Growth assumptions across the FTE Student enrolments in the Foundation Years (Prep, Year 1 & 2) evidence a highly successful Prep program being delivered in the new Balwyn campus. To date St Paul's College has enrolled 25 Prep students since 2019 (including an estimated 12-14 FTE Student enrolments in the 2022 school year) which will bring that total to approximately 37 Preps over these four years of operations at Balwyn.

### **St Paul's strategic direction regarding enrolment numbers towards and up to 2029 factor in;**

- St Paul's College will continue to strategically manage enrolments to maintain these forecasted enrolment numbers to meet the maximum capacity of the school's facility and footprint on the current school site
- Growth in Prep FTE Students over the course of their 12 years at St Paul's will directly contribute to the number of FTE students graduating each year in terms of exiting St Paul's College
- Foundation enrolments every year will therefore directly contribute to the FTE of Students across the next school calendar year

## Estimated State & Commonwealth Grant Funding Figures and projections

Financial Year	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
	Actual	Actual	Actual	Forecast1	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
<b>Student Number (FTE)</b>	<b>40</b>	<b>40</b>	<b>48</b>	<b>49</b>	<b>58</b>	<b>62</b>	<b>60</b>	<b>60</b>	<b>59</b>	<b>56</b>	<b>57</b>	<b>58</b>
Dual School 10%	4	4	5	5	6	6	6	6	6	6	6	6
Prep 55%	22	22	26	27	32	34	33	33	32	31	31	32
Primary & Secondary 35%	14	14	17	17	20	22	21	21	21	20	20	20
	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
	Actual	Actual	Actual	Forecast1	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
<b>Financial Summary</b>												
Revenue	3,592,870	3,625,772	3,956,047	4,582,178	4,916,110	5,320,807	5,270,972	5,376,392	5,402,638	5,261,968	5,451,773	5,647,066
Salary & Wages	2,605,938	2,954,826	3,101,018	3,655,796	3,983,717	4,063,391	4,144,659	4,227,552	4,312,103	4,398,345	4,486,312	4,576,038
Operating Expenses	755,390	530,895	552,398	680,004	708,529	961,318	832,248	848,893	788,727	782,274	797,919	813,878
Internal Recovery & Charges	(55,499)	(22,625)	(19,727)	(52,225)	(53,270)	(54,335)	(55,422)	(56,530)	(57,661)	(58,814)	(59,990)	(61,190)
<b>EBITDA</b>	<b>176,043</b>	<b>117,426</b>	<b>282,904</b>	<b>194,153</b>	<b>170,595</b>	<b>241,764</b>	<b>238,644</b>	<b>243,417</b>	<b>244,148</b>	<b>22,536</b>	<b>107,552</b>	<b>195,960</b>

## Annual and Strategic Plan enrolment commentary supporting funding estimates:

### Points of reference supporting the existing and projected enrolments for St Paul's College

- After the 5.2 million rebuild of the All Hallows Primary school site in the second semester of 2018, in January 2019 the College community moved into the new facility providing a purpose-built facility that was designed to meet the needs of the current and future Prep to Year 12 cohort of students with a disability
- Our vision was 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
- St Paul's College provides a hybrid specialist and mainstream approach to educating and supporting students with a disability. The school is fully inclusive and approximately 15% of whole school cohort of students with a disability are on a 'dual enrolment'.
- St Paul's College supports mainstream school staff and provide incursions to ensure strong relationships between St Paul's College and Mainstream Schools partners

- The progressive nature and unique school environment has provided a steady stream of enrolments for St Paul's College. All enrolments come from referrals and 'word of mouth' from satisfied current and past parents, and it is of note that the school does not market or advertise the school in terms of current and future enrolments, which determines current and projected funding for the College
- The school already has potential Prep enrolment for 2023 and 2024 and will be delivering a 'Foundation Years' information night Term 2, 2022 for all of those families

## Parent Survey Data from 2020

- **2020 Prep Parent Survey 99.15% satisfaction**  
Survey encompassed; Teacher Quality, Curriculum, Learning Opportunities, Personal Development, Parent Communication, Adaptive Technologies, and Resources for Students with a Disability, Learning and School Management
- **2020 Middle School Parent Survey 97.5% satisfaction**  
Survey encompassed; Teacher Quality, Curriculum, Learning Opportunities, Personal Development, Parent Communication, Adaptive Technologies, and Resources for Students with a Disability, Learning and School Management

It is expected (barring any unforeseeable external factors beyond the School's control), that St Paul's College will maintain its current and future enrolment trajectory as set out in the table above. The Principal and Business Support Officer continue to monitor the enrolment status including tracking current and future enrolment enquiries. The school has a small and limited level of competition due to the environmental design of our school and the best practise delivery of a contemporary, inclusive, and aspirational specialist education pedagogy at St Paul's College. The College Principal maintains a collegiate and co-operative relationship with other specialist schools and their Principals who provide other specialist and allied health supported educational settings.

## Strategic Planning – (how and when)

The VMCH Board sets the strategic intent and direction for the St Paul's College Principal. This report aims to inform the VMCH Board of the consideration of implementing a strategy to maintain forecast enrolments, in terms of future operations to continue 'as is' on the existing St Paul's College in Balwyn, 3-13 Brenbeal St Campus from 2023 onwards.

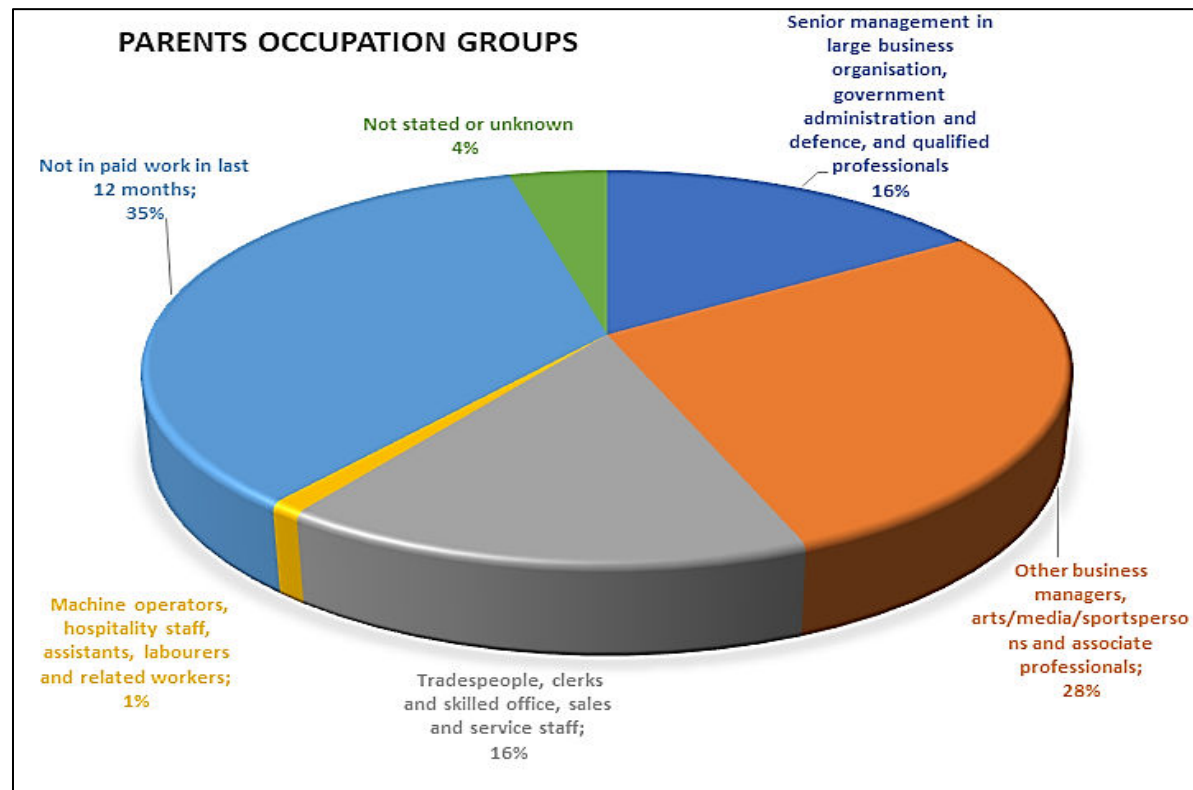
## The estimated socioeconomic status of students and underpinning assumptions

St Paul's College provides students with a disability the opportunity to thrive in our alternate specialist and allied health based therapeutic co-educational setting, who may otherwise have significant difficulty engaging in learning in a mainstream school setting. The College's vision for the Balwyn campus has been to support our students to thrive in an innovative, flexible, and quality learning environment and engage them successfully across all aspects of their education. The pathway to independence may include transition into programs such as TAFE and requires the social, emotional confidence to participate in all aspects of life including employment, living in a shared and/or independent housing, and be a valued community member.

Students must have a diagnosis of disability to enrol at St Paul's College. The school fees at the school ensure that the school is accessible and viable regardless of the socioeconomic status of families. If the level of disadvantage would otherwise preclude them from attending St Paul's, a fee reduction is available based on the family's Centre-Link status. Students come from all economic backgrounds, cultures, and family situations. Students are enrolled based on their presenting issues, not their location or socioeconomic status. The School maintains records of students' family situations (those living with both parents, one parent, grandparents, or in out of home situations) and provides that data to ACARA annually. Significant social and/or emotional behaviour dysregulation and evidence of disengagement or at risk of disengagement in the mainstream school setting may in some cases include a history of exclusions, chronic attendance issues, school refusals, moving schools frequently etc.

Enrolments are through referrals from:

- Mainstream and specialist schools
- St Paul's family referrals (word of mouth)
- Kindergartens and early childhood centres
- Early childhood intervention centres



## 1. Flowchart outlining the VRQA approval process of the St Paul's College Annual Business Plan and 5-10 Year Facilities Strategic Plan

