



**St Paul's
College**

Annual Report

to the school community

2022



**St. Paul's College
Balwyn, Victoria**

Registered school number: 1647

VMCH

Contact Details

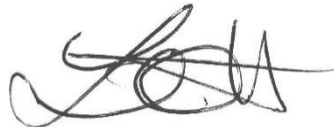
| | |
|--------------------|---|
| Address | 3-13 Brenbeal Street, Balwyn Victoria 3103 |
| Principal | Timothy Hemphill |
| Chair of the Board | Mr Julien O'Connell AO |
| Telephone | (03) [8595 2470] |
| Email | Timothy.hemphill@vmch.com.au |
| Website | https://vmch.com.au/services/st-pauls-college/ |

Principal's Attestation

The Principal attests that:

- All teachers at St Paul's College 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 College is fully compliant with the Child Safe Standards as prescribed in Ministerial Order 1359.

Signature:



Mr. Timothy Hemphill
School Principal

Date: 30.05.2023

The 2022 Annual Report to the school community:

- was tabled and endorsed at a meeting of the Finance & Audit Committee on 8 August 2023, Quality, Compliance & Risk Committee on 9 August 2023 and endorsed by the Villa Maria Catholic Homes Ltd Board on 17 August 2023.
- will be publicly shared with the school community.

Attested on 25/08/2023

DocuSigned by:

Natalina Velardi

FB23E7AB2A7A4B6...

By

Natalina Velardi
Chief Legal & Risk Officer & Company Secretary

Contents

| | |
|--|---------|
| The Principal's Attestation | 2 |
| The 2022 Annual Report | 4 - 5 |
| School Profile | 6 - 7 |
| 2022 Highlights | 8 - 9 |
| Child Safe Statement | 10 |
| Celebrating NAIDOC Week | 10 - 11 |
| St Paul's College partnership with Xavier | 11 |
| Educational Directions: Speech Pathology | 12 - 13 |
| Science Week (STEM) 2022 | 13 |
| Accessible Rock Climbing | 14 |
| Specialist Program - Visual Arts | 14 - 15 |
| Footy Day - Skills Clinic and Parade | 15 |
| Educational Directions | 15 - 16 |
| A new vision for Literacy Instruction at St Paul's College | 16 - 17 |
| Professional Learning Programs for staff | 17 |
| Psychology Update | 17 - 18 |
| Respectful Relationships & St Paul's PFA Community | 18 |
| Staff Composition | 19 - 20 |
| Allied Health Services & Programs | 20 |
| The Prep Program | 21 - 22 |
| Student Cohorts Prep – Year 12 | 22 - 23 |
| Holmesglen TAFE Program | 23 |

| | |
|--|---------|
| Operational Success & Outcomes | 24 |
| Effective Workforce Business Planning | 24 - 25 |
| Allied Health Therapies & Interventions | 25 - 28 |
| Graduate and Mentor Program for Teachers | 28 |
| The Performance & Development Cycle | 29 |
| Student Assessment and Reporting | 30 |
| The Roadmap of Communicative Competence (ROCC) | 31 - 32 |
| Learning Data | 32 |
| Student Attendance Data | 32 |
| Parent Surveys & Parent Survey Data | 33 |
| Annual Surveys | 33 |
| Child Safe Surveys | 34 |
| Pastoral Care & Volunteer Program | 34 |
| Socioeconomic status | 34 - 35 |
| Enrolments | 35 |
| Governance | 35 |
| Financial Performance Report | 36 |

The 2022 Annual Report

Principal's introduction for the 2022 Annual Report to the School Community.

In 2022 we focused on strengthening school wide capability through professional development across the College's curriculum teaching and learning whilst continuing to support student wellbeing across the College. During the first half of the year, as the pandemic still continued to disrupt day to day school operations, we subsequently made several changes to the school's operation and processes for our school day, which included a staggered start and finish time for all students. Thank you to the school community for continuing to follow all existing and new COVID-19 safe strategies implemented across the 2022 school year. I am extremely pleased that here at St Paul's College we have managed to avert having a school wide outbreak 'infection' of COVID-19 here at our Balwyn Campus since the Pandemic began including the completion of the 2022 school year.

In 2022, the Allied Health Team and College Principal here at St Paul's College have made it our commitment and goal of continually striving to open up communication possibilities for our students who are non-verbal and those with autism, cognitive and sensory disability and other students with complex medical disabilities and student who are considered neurodivergent. *"Communication is a basic human right. Sometimes people think that just because a child with autism has trouble communicating or isn't verbal, they can't communicate at all. That is not the case."* We seek to increase awareness about the current and future lives for our students with autism to tackle misinformation and myths about living with autism.

Throughout the year, St Paul's College used a range of tools to help students communicate, including Augmentative and Alternative Communication (AAC) which includes key word signs, communication boards and books, including the provision of dedicated communication devices provided to help increase students' understanding of verbal language and give them a way to communicate, when talking is not possible. With our best practice 'staff to students ratios', our team of teachers, learning support officers, allied health professionals and families all work closely together with the College and this 'team around the child' literally opens the door for students who need to access and utilise alternative communication. Here in 2022 we continue to be proud, passionate, and vigorously delivering our mission, by making significant and life changing outcomes that will make the difference in the lives of those students now and into the future, alongside the delivery of our unique education model that meets the individual needs of every student here at St Paul's College.

As we all look forward to the next school year, we have already identified and established a number of initiatives and programs in place this year that will continue to provide robust and excellent Independent Learning Skills programs for all students embedded into their daily learning, including pathways to inclusion for our senior students, who will have access to these initiatives implemented here at St Paul's College before they graduate from St Paul's College. In this instance (across the whole Prep to Year 12 cohort of students), we have also committed to implementing a 3-to-6-year plan for the effective delivery of Comprehensive Literacy Instruction for all of our students with complex communication needs for our students who require 'Emergent Literacy' *across shared reading, writing, working with letters and sounds and also for other students the provision of 'Conventional Literacy' across comprehension instruction, working with words, writing and independent reading.*

In 2022 we established the partnership with Holmesglen TAFE (Chadstone Campus) and piloted the CIALN Certificate for one of our 16-year-old students who attended the program along with the support of one of our Special Ed Teachers to ensure Duty of Care was met including also making sure the augmentation of the program was effectively delivered for our student and his family. He successfully graduated with his Holmesglen TAFE CIALN Certificate at the end of 2022.

We anticipate that at least two of our senior students in 2023 will also be able to access this excellent program next year. Both of them will be able to apply and participate in the CIALN Certificate provide those two students with a different dimension of learning appropriate for their age and skills in terms of attending Holmesglen TAFE and will be on the journey to complete their own certificates throughout the 2023 school year. These initiatives have also included St Paul's College's internal partnership with VMCH Disability Services.

From the 1st of July 2022, St Paul's College was fully compliant across all of the 11 National Standards for Child Safe Standards (Ministerial Order 1359), ensuring St Paul's College is fully compliant with these new Standards and all staff have completed the online Child Safeguarding Program. All of the newly required policies have been completed and have been contextualised and augmented so that they meet our students' needs in terms of their particular disabilities. This ensure that our policies and procedures align

with the requirements of our unique specialist school setting here at St Paul's College and ensuring that we are a culturally safe College, where equity is upheld, and diverse needs respected, in policy and practice with Child Safe Standards and wellbeing embedded into organisational leadership, governance and culture - ensuring all people working with our students are suitable and supported to reflect child safety and wellbeing values. In practice, all staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training here at St Paul's College.

Timothy Hemphill, Principal St Paul's College

“Like Mary in the garden, we are recognised by the risen Christ, who knows us intimately; we are invited to share in his healing peace; and we are sent out in his name, so that we might share these gifts with others, living ‘each day illumined by his resurrection, as the reason for our hope’.”

His Grace Peter Comensoli, Archbishop of Melbourne



School Profile

St Paul's College Balwyn
School sector: Independent
School type: Special P-12

Motto

‘Belong, Grow, Discover, Achieve’

Vision

To be the Catholic Archdiocese of Melbourne's leading provider of high-quality disability, specialist education.

“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

Values

Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

As a Catholic organisation we observe the teachings and practices of the Catholic Church by celebrating the life of individuals and their communities as expressed in their physical, social, and spiritual wellbeing encompassing;

Respect

We recognise and respect the dignity and uniqueness of each person.

Compassion

We truly care and are always open to the needs of others.

Integrity

We are honest and transparent in all our dealings and accountable for all our actions.

Inclusion

We are welcoming inclusive and responsive in our hospitality and services.

Collaboration and partnerships

We empower people, realise potential and maximise the outcomes from our work.

Stewardship

We value the resources for which we are responsible and commit to their effective and efficient use to achieve our Mission.

Mission

To continue the caring ministry of Jesus by creating choices, offering hospitality, and building inclusive, compassionate, and sustainable communities. We are especially committed to people who are disadvantaged and marginalised.

VMCH St Paul’s College seeks to provide all students with equal opportunities to develop a competent sense of self and of the world within a collaborative and diverse school community.

To empower students who have a disability to achieve their highest level of independence and potential through the provision of quality education services including access to the Victorian (Australian) Curriculum and primarily the ABLES component of the curriculum delivered in all of the school’s lessons and programs and disability specific environment.

Democratic Principles

The programs and practices at St Paul’s College support and promote the principles and practices of Australian democracy. These principles include:

- Elected government
- The rule of law
- Equal rights for all above the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

This is reflected in our everyday involvement in the total life of the College where we encourage each member to support our values.

About Our School

St Paul's College is an Independent Catholic Specialist School, providing education for Prep – Year 12 students with a wide range of needs including intellectual, physical, profound multiple and sensory disabilities, autism, and complex medical needs. Established in 1957, St Paul's 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 that all children have the right to an educational program of the highest standard and we do this by adapting the Victorian Curriculum and ensuring that what we provide is relevant, functional, and meets the needs of each student in our school community.

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

2022 Highlights

Room 9 Middle School Cohort Program in 2022



Angelica joins the Room 9 Cohort



Physical Education and Ball Skill sessions



Visual Arts Program



Basketball Sessions

Daily Living Skills

Develop practical living skills such as safety, finding information (internet) traveling (reading a map), money skills, shopping, etc.

Travel Education and Training (Community-Based Instruction)

Focus on social skills and safety as students gain experience in different community environments. Leisure and Recreational Skills

Functional Reading

Apply visual communication methods such as recognising symbols, write recounts, read recipes, maps and signs, navigating the internet, to help students make important day-to-day choices.

Functional Math

Teach students to count money, tell time, manage personal budgets, measure, and understand volume, etc., to improve real-life decision-making skills.

Work-Related Behaviours

Where appropriate introduce students to work experience, where they will have the opportunity to volunteer with emphasis on good work habits such as following directions, being punctual, and working as a team.

Shopping Skills

Prepare students to apply skills in a variety of different business experiences from creating a shopping list to using money to purchase food items at the supermarket.

Cooking and Laundry Skills

Learn and apply more in-depth daily living skills and chores, such as cooking and laundry skills. This not only establishes a responsibility for routines and organisational skills but also sets a foundation for self-sufficiency.



Middle School Buddies Program with Preps Independent Living Skills & Travel Education



Room 9 Students also went on a walk to the Balwyn Library with our Room 9 Prep Buddies. Our Middle School Students have been learning about road safety which has been exciting to put into action. Everyone stayed very quiet while we listened to a story.

Child Safe Statement

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. 1359.

Ministerial Order No. 1359 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 are 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.

St Paul's College has Child Safe policies, procedures and reporting mechanisms in place which underpin its full commitment to Ministerial Order No. 1359.

Celebrating NAIDOC Week

Semester 2 began with a wonderful celebration of NAIDOC week. Across the school we celebrated the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. history, culture, and achievements of Aboriginal and Torres Strait Islander peoples.



Semester 2 began with a wonderful celebration of NAIDOC week. Across the school we celebrated the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. All students and staff across the school contributed to our collaborative art piece that was based on two Aboriginal stories, How the Birds got their Colours and The Rainbow Serpent. This artwork was displayed in the discovery centre and has been admired by us all.



An existing rich & comprehensive level of inclusion across disability has helped St Paul's College ensure that Aboriginal cultural rights are understood and embedded into the school's culture and pedagogy. The College's NAIDOC week and the cultural activities are dynamic, showcasing and participating in the strengths of Aboriginal culture, including our College's community's level of celebration, understanding and participation.



During the staff planning day we came together to learn about Yarning Circles and made yarning sticks as we harmoniously, creatively, and collaboratively communicated and connected with each other about our term ahead. Many classes also learned about yarning as a way to encourage responsible, respectful, and honest interactions between each other, building trusting relationships and providing a safe place to be heard.

During our NAIDOC week immersion, we also discovered that 'Brenbeal' (the street our wonderful school is on) is a Boonwurrung and Woi wurrung word meaning 'Rainbow'.

St Paul's College thinks that it is wonderful that our College is on a rainbow!

St Paul's College and our partnership with Xavier College

With the restrictions easing in Term 2, we have been able to reintroduce and offer an increasing number of excursions for our students. We were thrilled to participate in a hugely successful full dress rehearsal performance of Beauty and the Beast at Xavier College.

We were delighted our students had the opportunity to experience this live performance. Their faces were all beaming with smiles following the event. Thank you to all the dedicated staff who ensured this was a successful event for our students.



Educational Directions: Speech Pathology at Paul's College in 2022

St

School-Wide Communication Goals

At St. Paul's we are using the Roadmap of Communicative Competence (ROCC) to assess and analyse students' communication competency and to develop evidence based schoolwide communication goals.

Goal 1: Initiation

This semester we have started to work on initiation, as in, for our students to initiate communication in a way that is accepted and recognised by others when they have something to say. Our school has a diverse student profile and we have identified three ways that our students can learn how to initiate in a socially appropriate and clearly recognised way:

- *Putting hand up*

- Gentle tap on the arm
- Saying 'Excuse me' and / using vocalization to call out

Staff have been trained on how to support initiation in their classrooms and this is an ongoing collaboration between classroom staff and Allied Health team. It is amazing to see our students beginning to put their hands up and use their words/voice/communication devices to get attention in a socially appropriate way.

Raising hands



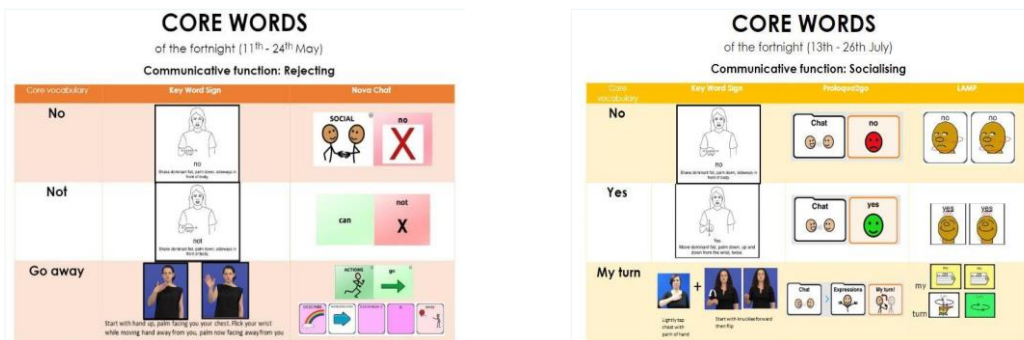
Using words/voices/communication devices



Goal 2: Communicative Functions

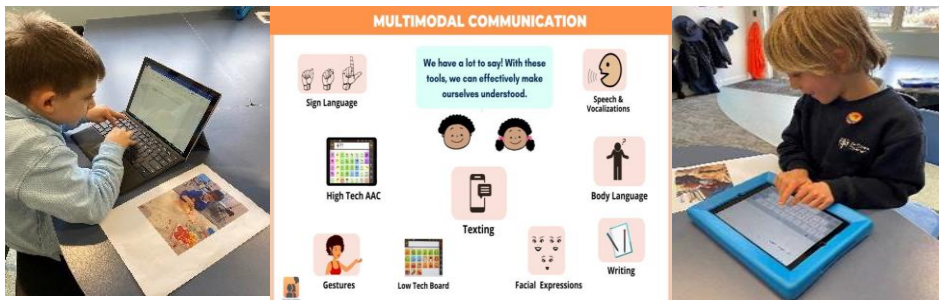
In addition to our initiation goals, we are also working on expanding the reasons why our students communicate. We have been equipping staff during fortnightly meetings with the skills to empower our students to use language to request, reject, and socialise. Staff have been taught specific vocabulary using a variety of communication modes (verbal language, key word sign, communication devices) to request, reject and socialise. It has been positive seeing staff and students learn to use multimodal communication in the classrooms to express a variety of messages. These informative professional learning sessions are building upon staff knowledge and understanding, and they have been able to directly apply strategies into their classroom practice.

Below are examples of specially designed posters to encourage the ongoing use of requesting, rejecting and socialising vocabulary.



Multimodal Communication Systems in 2022

In 2021 each class received a dedicated communication device installed with communication apps. We have been working on making sure the communication systems (both class and students' personal communication systems) are available in the classrooms for us to model. It has been amazing in 2022 to see the positive changes that modelling brought last year. St Paul's College believes that every child has the potential to use a device and communicate. The first step to teaching communication is modelling without expectation.



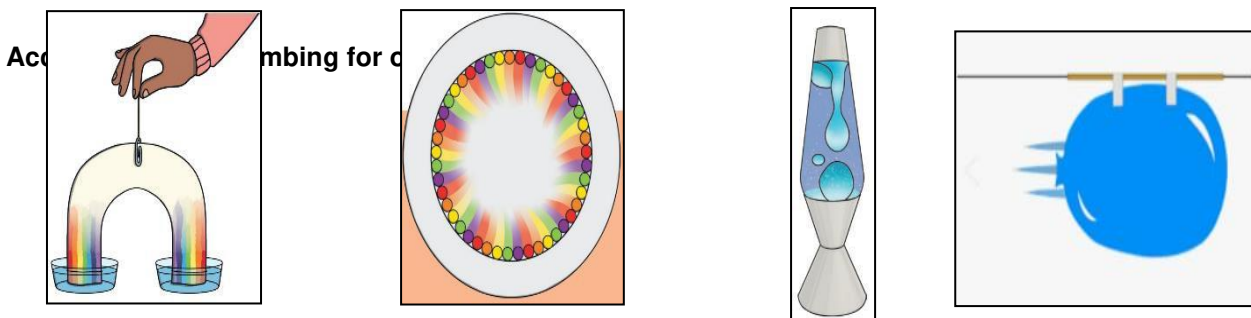
Science Week (STEM) 2022

The Science committee delivered 'hands' on experimental kits for the students to be engaged in hands on learning this week. Science is about observing, making predictions, testing those predictions, and trying to figure out what those results mean.

We had 8 different experiment kits prepared that include exploring the concepts around physical and chemical science. We had a fun filled Science week!

Experiments included;

- * Balloon Rocket, Floating Art, Grow a Rainbow, Ice Cream in a Bag, Oobleck, Skittles Rainbow, Lava Lamp &* Milk Art





Our Specialist Program - Visual Arts in 2022

Creativity from the Art Room with Jacqui.

In Term 1, the Visual Arts program focused on exploring different textures and materials. The students were exposed to all sorts of tools and materials when they entered the Art Room – everything from sponges, sprays and bottles to screws, bolts, glitter, and leaves!

Jacqui noted that it was such a joy watching the students use obscure objects to make beautiful artworks.



Across Term 1 the students were learning about various art techniques. That included some vases the students have brought home. The students used many different clay techniques to construct their vases –

including making a 'ball', rolling a 'snake' (cylinder), carving holes with tools and smoothing out the clay with their fingers.

Across Term 2 Jacqui focused on Pablo Picasso's 'Cubism' and Paul Klee's 'Cityscape' artworks. The students are attempting to replicate these using individual geometric shapes to create larger shapes and in turn, making some wonderful abstract pieces

In 2022 we all celebrated Footy Day with a Skills Clinic and Parade



Educational Directions 2022

In 2022 we continued to work to achieve our VMCH Vision and Mission by:

- *Modelling the VMCH Board's vision and ethos*
- *Promoting the educational philosophy and the guiding principles of the College*
- *Further developing curriculum planning and delivery*
- *Clarifying Teaching and Learning aims and objectives*
- *Implementing evidence-based pedagogical approaches*
- *Improving Student Engagement, Assessment and Reporting data*
- *Ensuring full compliance with Child Safe Risk Management*
- *Ensuring effective and optimum teacher/student ratios*
- *Improving access and delivery of Assistive Technology into the classrooms*
- *Providing vibrant Arts, Library, Kitchen Garden and Music programs, outdoor and indoor Sensory Spaces, and Facilities*
- *Working closely with Pastoral Care for the wellbeing of our students and families*
- *Auditing and overseeing the Safety/Security/Accessibility of the College*
- *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 teams*
- *Closely monitoring OHS/Essential Services Maintenance procedures*
- *Managing the College's transport needs, buses/vehicle movement/parking*

Continuous Innovation

A new vision for Literacy Instruction at St Paul's College

What will this achieve;

Continuous improvement across the differentiation of literacy for our students learning with significant disabilities and those also using AAC devices.

Literacy improves our students learning and lives when they can further improve their capacity to learn to read and write. With many of our students who can struggle with comprehension will need "the whole learning process slowed down – lots of modelling and scaffolding in a small group situation" (Cameron, 2009, p. 21).

Our vision for the future of literacy at St Paul's College is all about delivering high-quality literacy instruction to students with significant disabilities and complex communication needs (over a 3-to-6-year time frame), and utilises foundational teaching principles blending with concrete strategies, step-by-step guidance, and specific activities, making sure all of our students acquire critical literacy skills they will need both inside and outside the classroom.

In order to begin this process the Principal provided our speech pathologists and other teaching staff to attend an 'in person' 5-Day Comprehensive Literacy Professional Development session. In Semester 2 the program was introduced to the staff with the aim of developing a collective understanding the basic components and foundations and trialling the first steps in some of the classrooms.

As we look to the future we have made the commitment to implement the program over next 3 to 6 years.

What are some of the significant outcomes we can expect from Comprehensive Literacy?

This program will assist our students to further their:

- *Reading with comprehension at one level higher*
- *Developing a range of strategies to use to assist them to make meaning*
- *Ability and skills that reading involves thinking, making connections, and using their world knowledge whilst using a wide variety of books and other print materials.*

Over time, this program will deliver effective explicit teaching for all of our students with Complex Support Needs on an individual basis and includes teaching Communication Skills to our Students with Severe Disabilities. The individual strategies our students need, why we use it, when we should use it and how we use it.

The Explicit Teaching in all of our Classrooms will deliver:

The individual strategies our students need, why we use it, when we should use it and how we use it.

Our ultimate goal is for students to have a "toolbox" of strategies that they can activate simultaneously and use flexibly (Cameron, 2009).

The Comprehensive Literacy program is setting our purpose in order for our students to become developing readers and begin to set their own purposes for reading.

We provided our speech pathologists and other staff to attend the 'in person' 5 Day Comprehensive Literacy Professional Development session. In Semester 2, of this school year the program was introduced to all of the staff with the aim of developing a collective understanding the basic foundations of this program and looking into the future as we all journey together across the implementation of the program over next 3 to 6 years.

The program also deliver writing interventions:

- *Inherently multilevel and individualised*
- *Goals: creating skills, experiences, and interest to help students write well and use writing to accomplish their own purposes*
- *Plan volume of writing versus quality of writing, number of pieces versus length of pieces*

The literacy direction we have now put into place here at

Once we begin to fully implement the program, our emergent and conventional readers and writers will be better able to navigate their literacy needs, whilst being supported with evidence-based strategies for shared and independent reading, early writing instruction, and alphabetic and phonological awareness, ensuring that into the future students will improve and acquire conventional literacy skills, with adaptable strategies for reading comprehension, vocabulary, writing, decoding, and spelling as well as engaging and motivating our students by making literacy instruction meaningful to them in the classroom and in their everyday lives.

Professional Learning Programs for staff, evidence-based practices

In 2022 St Paul's College staff have been engaged in an extensive Professional Learning program based on evidence-based practices. Our focus in 2022 has been building on our understanding of autism and our neurodivergent students, and how we can best support the educational needs of all our students with complex communication, medical, physical, and sensory needs.

Many of the teaching strategies include effective strategies for all learners, not just those with a diagnosis of autism. For example, breaking down the learning steps for success; preparing for transitions and establishing routines with the use of schedules; using visual supports to aid expressive and receptive communication and understanding the sensory needs of a student to increase engagement in learning.

These informative professional learning sessions are building upon staff knowledge and understanding, and they have been able to directly apply strategies into their classroom practice.

Staff Professional Learning Term 3 - Sensory Differences

The Teaching and Learning Support staff have continued to participate in fortnightly professional learning this term. The focus was on Sensory Differences and how this can impact an individual's ability to regulate their bodies, engage and learn and what we can do to support students in this area.

Staff discussed sight, touch, taste, hearing, smelling, vestibular (balance), proprioceptive (ability to sense movement, action, and position in space) and interoception (perception of senses inside the body e.g. hunger).

There was also a focus on students being hyper (extreme sensitivity) and hypo (under responsive) sensitive and strategies to support students feel secure and comfortable in their bodies so they can be ready to learn.

Ongoing Professional Learning Sessions in 2022 contributed to equipping our staff with the knowledge and skills necessary to have a deep understanding of individual students wellbeing and learning preferences and will result in the development of individualised "Ready to Learn" profiles for all students.

At St Pauls College, we are continually reviewing our practices and incorporating the use of evidence-based strategies as part of our teaching and learning programs.

Structured Teaching in our Classrooms

Structured Teaching is a systematic approach to present information in a way that is easily received and understood by the student. The goal of a structured work system is to promote independence by providing the student with visual information to understand how to follow and complete schedules, activities, and expectations.

Structured teaching resources such as visual schedules and work systems enhance the capacity of students to stay on task and transitions between activities.

We are already seeing a positive impact with students remaining on task for longer periods; engaging in individualised learning targeted to the specific needs of each student; increased independence with activities and effective use of visual schedules to support transitioning from one activity to another

Psychology Update for 2022 - Our College Psychologist, Pina Profeta

The beginning of the 2022 school year has seen the commencement of some new initiatives. Firstly, the Carers Support Group is held once a month in the upstairs meeting room at VMCH Opportunity Shop on Whitehorse Rd. Thank you to those parents who have attended the sessions.

It is a great opportunity to share experiences with others in an informal setting. Each month there is a topic that is covered with a focus, for example in Term 2, in 2022 there was the topic around 'anxiety.'

Secondly, there is a whole school initiative of teaching respectful relationships and personal development. The Victorian Curriculum outlines specific learning intentions and key messages to be taught in schools. A vital extension of this for our students is to develop understanding of private and public body parts and distinguishing between environments where public and private is appropriate. In addition, the concept of consent and safety is of importance.

A parent information session run by Sexual Health Victoria (formally Family Planning) was held on 27/4/22.

An information pack has been sent to all families of the information covered in the session. Moving forward, a teaching module is being developed for teachers to use in their classrooms.

Our College Principal also met with the Parents and Friends Association and shared with them some of the resources and discussed the importance of ensuring respectful relationships across the College's cohort of students and our collective approach for all of our students personal development around sexual education and respectful relationships based on their age and their current cognitive level of development and understanding

2022 Respectful Relationships - Current Program initiatives

In complying with the Child Safe Standards, St Paul's College is mindful of the diversity of students and school communities and include the following inclusion principles as part of each Child Safe Standards. The focus will be on building a foundation about what a healthy relationship looks like so that our students can advocate for the health, safety, and wellbeing of themselves and others. It involves teaching our students about the physical, social, and emotional aspects of growing up, a process which starts in infancy and continues into adulthood. It is also about promoting understanding of puberty, teaching correct terminology of anatomy, understanding public vs private behaviour, and comprehending appropriate/inappropriate behaviour and touch. (Body Safe) (Safe Hands) (Circle of Trust) (Zones of Regulation)

Reinvigoration of the St Paul's Community in 2022

Strategic Operational Plan Outcomes coming out of COVID-19

St Paul's College Parents & Friends Association bringing our parents together.



The St Paul's College was very active in 2022, with a fundraising BBQ and a number of social activities for families to connect outside of the school day.

The PFA also sent our surveys to gauge what the community how parents and friends would like to connect and engage with the St Paul's Community. The PFA was thrilled to hear so many of the parents and friends would like to attend social events whether it be parent dinners or activities with our children.

- They also initiated and explored connecting the community in WhatsApp groups.
- There was also the first whole school Parent Dinner in over 2 years (Due to Covid Restrictions)
- The PFA also organised a Day at the Movies for families to attend.

Staff Composition 2022:

St Paul's College Balwyn is staffed by teachers qualified and experienced in the education of students with a range of disabilities and offers an excellent classroom staff-to-student ratio of 2 students to 1 staff member. The teachers are supported by an experienced and committed team of teacher aides, allied health staff and other support staff.

The data below is a snapshot of the staff cohort at the time of the annual census.

Total number of staff **46**
 Number of teaching staff **17** (including 2 from Principal team)
 FTE Teaching staff **13** (excluding Principal team)
 Number of non-teaching staff **30**
 FTE Non-teaching staff **21**

Teacher Qualifications

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, teaching staff are qualified to teach in a special school and a number are currently completing or have obtained post graduate studies in special education.

All teachers have a Bachelor's Degree - Bachelor of Teaching or Education

65% of teachers have a Master's or Graduate Cert in Special Education.

50% of teachers have a Master's Degree of Teaching or Education

Staff (Teacher) Absences

The attendance rate for teachers in 2022 was estimated at 89%. Teachers were encouraged not to come in if suspected of having Covid 19 and /or symptoms.

Staff (Teacher) Retention

The retention rate for teachers in 2022 was 82% at the end of the school year - 1 part time teacher left for overseas and 1 full time teacher left for interstate when the borders were opened after the pandemic and another 1 teacher was on Maternity leave returning in 2023

St Paul's College recruited teachers over the Christmas holiday break as some teachers exited our program over the break for various reasons including; post covid borders opening up to go interstates/overseas and due to the shortage of teachers countrywide, this provided an abundance of opportunities nearer to their homes and/or relocating for larger schools offering leadership positions including large financial incentives for applicants that St Paul's College does not provide.

Table 1 – St Paul's College Staffing and Enrolment Updated Current Semester 2, 2022

| 2022 | Staffing | Students |
|--|---|---------------------------------|
| Junior and Middle Schools | Teachers – 8 (7.4 FTE) | 44 |
| Middle School | Teachers – 2 (2.0 FTE) | 14 |
| Senior School | Teachers – 1 (1.0 FTE) | 3 |
| College – overall Specialist Teachers | Teacher–15 (13 FTE) includes Specialist Program teachers | Total Enrolment: 61 (headcount) |

St Paul's College Staff

Education Staff

15 Special Education Teachers (including 2 Specialist Program Teachers)

15 Learning Support Officers

1 Librarian

School Leadership Team

2 Principal Class Leaders

Administration

1 Business Support Officer

1 Student Support Officer

Allied Health Team (Part-time)

2 School Nurses
1 School Psychologist
2 Occupational Therapists
2 Speech Pathologists
1 Physiotherapist

Curriculum

Victorian Curriculum Standards
Play Based Programs & learning
Relationship focused curriculum
Awareness of learning readiness
Fostering of independence and cooperation

Assessments and Reporting

Victorian Curriculum ABLES
Individual Learning Plans
Support Group Meetings
(Education & Allied Health)
Semester 1 and 2 Student Reports

Pathways and Specialist Program

Independent Living Skills
Horticulture, Hospitality and Social/Business Enterprise
Senior - Duke of Edenborough Award
Middle School - Compass Award
Music, Art & Religious Education
Middle School Travel Education Program
Physio - Hydrotherapy Pool Program
Senior – 'Sailability' Program
Bike Education Program

Allied Health Services and Programs

To ensure all students with a disability can access and participate in all aspects of their learning.

- *Complex health management and clinical nursing assessment for children with complex health needs, including children with life threatening / limiting conditions.*
- *Preparatory Perceptual Motor Program*
- *Bike Education Program*
- *Yoga and Meditation Programs*
- *ROCC - Roadmap of Communicative Competence*
- *Physio - Hydrotherapy Pool Program*
- *OT support for students with specific travel needs*
- *Exercise programs*
- *Gait aids such as walkers and wheelchairs*
- *Manual handling*
- *Transfers*



In 2022 St Paul's College enrolled 11 Prep Students across two Prep Classroom Teams

In 2022 Individual Learning Plans was implemented for each Prep student.

In 2022 Individual Allied Health Plans were also implemented for each Prep student.

At St Paul's College we are very aware that children blossom at different rates educationally, socially, and emotionally. Step into Prep is a part time prep program for school age children.

The St Paul's College Prep program continues to provide a successful pathway for each child to learn, discover and grow at a pace which best suits their needs. Based on the ABLES in the Victorian Curriculum, teaching and learning programs are designed to ensure each child's engagement with school by developing their creativity, cognitive and social skills, emotional wellbeing, higher-order thinking skills and a sense of belonging. Indoor and outdoor play environments provide opportunities for the development of curious, confident, and competent learners. Our teaching staff draw on evidence-based teaching strategies and research so that learning is accessible and meaningful for every child as they transitioned into their year of Prep.

St Paul's College provides individualized learning programs in Prep based on the Victorian Curriculum.

Student learning is differentiated to address the specific learning needs of each student. Learning goals are developed in consultation with parents and informed by assessment results.

All students have an Individual Learning Plan (ILP), based on the Victorian Curriculum and the unique entry skills of the student.

Learning focuses on progressing students from awareness to intentional engagement in learning. Communication, Social Interaction and Personal Independence are key focus areas of our learning program.

In collaboration with your child's classroom teacher: the school-based Speech Therapists and external Speech Therapists all supported your child to increase their expressive and receptive communication

skills. We use a multi modal approach to communication. This could include use of key word signs, Augmentative and Alternate Communication (AAC) systems, visual supports to aid receptive language, verbal articulation programs, etc. Social skills:

The Prep student program: include explicit teaching of social skills learning to allow others to share a space, share toys and class materials, take turns, play a game, interact with one other and within a small group, initiate interaction, ask to play with someone, etc.

Personal independence: We aim to equip prep students to be as independent as possible. Learning could include toileting programs, mealtime independence, personal hygiene programs such as washing hands, taking care of personal belongings, packing things away, organizing materials for learning, etc.

The Allied Health team work collaboratively with the prep classroom staff to support students to access learning in class and across the school day.

The Allied Team provide advice on 'in class supports' and demonstrate how these can be embedded across the school day with the student. The Allied Health team and classroom teachers work in collaboration with external NDIS therapists to ensure consistency with goals for students. This assists with effective achievement of the targeted goals across multiple environments. Benefit of having our onsite Allied Health team means that we can address concerns immediately without having to wait for appointments with external providers.

Classroom program: Play-based learning allows all prep students, no matter their needs, to learn and discover skills at their own pace including activities that also interest them.

- Explicit Literacy and Numeracy.
- Group learning experiences catered to needs.
- Daily sessions dedicated to developmental play.
- Structured environment to scaffold independence.
- Specialist classes at St Paul's College.
- Art, Physical Education, Independent Living Skills, Bike Education, Hydro-Therapy Pool Program

The Prep Program for 2022 (Prep Information Night)

St Paul's College – Positive feedback

After completing the 2022 Prep information night we received this email from a new family enrolling their child for Prep in 2022

"Thank you for last night. we were extremely impressed by the school and staff.

The passion and detail that has gone into creating the school is just amazing.

A lot of what Tim explained resonates with us.

For example, we have both just that morning struggled to get our child in to see their speech therapist (something they have done many times before) so to hear about and see the creation of the outdoor room for the portable was just incredible.

We feel St Paul's could do wonders for our child's development and confidence".

Student Cohorts (Prep-12)

The range of disabilities, student educational needs, therapeutic and attendant care

St Paul's College Allied Health and Education Teams support students with Sensory processing disorders, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, Rare Genetic and Chromosomal Disorders, Intellectual Disabilities, Cerebral Palsy, Muscular Dystrophy, Down Syndrome, significant behavioural concerns, and complex communication needs.

The needs of our students at St Paul's vary from moderate to extensive support to participate in learning and accessing the curriculum. All students at St Paul's require an individual learning plan and specific strategies to modify curriculum to meet their learning needs. These include:

- *Regular sensory/movement breaks*
- *Specialised seating/standing frames*
- *Hoists/slings*

- *Modified pencils, slant boards, grasp-bars*
- *Modified scissors*
- *Keyboards, mouse, and word prediction software*
- *Switches, switch interfaces, switch mounts and switch-based curriculum*
- *Aided Language Displays and Speech generating devices*
- *Visual schedules and timers*
- *Fine and Gross motor development strategies*
- *Behavioural support strategies*
- *Oral motor support strategies*
- *Pressure care equipment, assessment, and review*
- *Contracture management*
- *Splint management*
- *Staff training*

Daily school routines for students which require support:

- *Listening to and following instructions without visual support and adult assistance*
- *Toilet and personal hygiene routines*
- *Meal times*
- *Interacting and playing with peers*
- *Social interactions*
- *Transitioning between rooms, bus, toilet, playground*
- *Transitioning between activities in the classroom*
- *Sitting and maintaining focus and attention*
- *Using language to support their communication needs*

2022 Holmesglen TAFE: Program for 2022 – Launched Semester 2, 2022

St Paul's College provided the opportunity to continue with the 'full-time' Middle School Class for those students transitioning into 'Senior Primary/Secondary' class. This was raised in the Parent Advisory Group including a proposed room in the Middle/Senior campus with strong links to the educational pathway to a TAFE VET/VCAL TAFE Certificates in the final two years at St Paul's College (Curriculum Development).

'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 Middle School student will have access to enrol and attend Holmesglen TAFE on Fridays in 2022, studying the Certificate I in (CIALN) Work Education at Holmesglen. The student took part in subjects and projects that developed develop job-seeking skills, work-readiness skills, time-management skills, personal presentation skills, teamwork, and communication skills.

The 2022 program will involve one of the Middle/Senior students spending part of a school week (Fridays), from Semester 2 onwards. The School's normal duty of care for students applies in these circumstances with a Teacher from St Paul's College to redeploy on Fridays meeting the College's Duty of Care requirements.

Operational Success & Outcomes

Successful implementation of the new 11 Victorian Ministerial Order (1359) meeting the full compliance of the new Child Safe Standards prior to them being legislated on the 1st of July 2022

In Semester 1, St Paul's College was fully compliant with the new 11 Victorian CHILD SAFE STANDARDS.

St Paul's College's Principal followed the CECV process across all policies and documents drafted as part of the process of the provision of all Child Safe elements in place for St Paul's College

This included Complispace Training Module 'Child Safeguarding Program' (VIC, Catholic, 2022, 2nd Edition) which subsequently ensured St Paul's College was fully compliant with these new 11 Child Safe Standards prior to it become legislated on the 1st of July 2022.

This also aligned with the ongoing preparation for St Paul's College's future CECV membership. As per completing school processes, the Principal has been delivering the CECV processes and guidelines, including rolling out the training for all St Paul's staff and volunteers in May/June.

In terms of the new 11 Child Safe Standards for St Paul's College, the Principal has also been updating some of the existing policies along with those new policies in place for St Paul's. The Principal then passed on those new policies for the VMCH Board to endorse.

Complispace Training Module 'Child Safeguarding Program' (VIC, Catholic, 2022, 2nd Edition).

The training module (above) also provided professional development for the St Paul's College Staff along with the DET Module.

Over the first half of the 2022 School Year, the Principal's time has been focused on finishing this large piece of important work which has ensured that St Paul's College is meeting its compliance, in regard to the new standards coming into legislation on 1st July. All Victorian school principals are working to the same deadline.

This process below was rolled out on Wednesday 15th June for St Paul's College with all staff and volunteers ensuring all staff were fully compliant before Friday the 24th of June 2022

The VMCH Moore's review of the Ministerial Order 1359 confirmed in 2022 that St Paul's College was fully compliant with the new Victorian 11 Child Safe Standards.

Effective Workforce Business Planning in 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*
- *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*
- *From an Australian wide perspective many teachers across Australia including Victoria, also left their permanent positions preferring to work for Agencies that paid above standard rates providing them also with significantly decreased workloads. The number of permanent teachers resigning from the profession in Australia was 1,854 in 2022.*

In Semester 2, 2022 the St Paul's College Principal, with the support and assistance from the VMCH Board Chair Julien O'Connell, initiated a partnership with ACU with St Paul's College, to strategically help mitigate the ongoing the issue of shortages of teachers into the future. The new partnership is reciprocal, with ACU potentially providing new teaching graduates for St Paul's College and conversely

St Paul's College providing placements for their 3rd and 4th Year students (currently studying teaching at ACU).

Allied Health Therapies & Interventions

Allied Health continues to deliver therapies within a transdisciplinary model to support the best practice delivery of therapies and interventions for all of our students here at St Paul's College. The Allied Health Team worked closely with parents, teachers, and education support staff to ensure therapy strategies are carried out in all settings, optimizing the chances of success for the students attending our school and mitigating the challenges their disability can present them with.

The Allied Health team work closely together ensuring students continue to work through and towards important milestones across their physical mobility, speech, independent living skills, etc. addressing and providing functional impact of students' disabilities.

Our Occupational Therapists, School Psychologist, Physiotherapist, Speech Pathologists ensure all students are able to build capacity and have strategies that are trialled and used around arousal levels and behaviour management which are shared with families to enable them to also implement these at home. Allied Health Staff also liaise with students' external therapists to ensure collaboration and working towards common achievable goals for students' levels of engagement and success across their home, community, and specialist school setting, ensuring their ongoing and individual goals are identified and address across all areas of their functional and sensory development.

The Allied Health Team

- St Paul's College have an existing qualified team of therapists, consisting of experienced physiotherapist, registered nurses, speech pathologists, psychologist, and occupational therapists
- The school's Allied Health professionals have specialty skills in Autism Spectrum Disorder, dual diagnosis, complex seating, functional communication, sensory processing and acquired brain injury
- The school's Allied Health professionals provide high quality, evidence-based supports for students with high and complex needs
- The school's Allied Health therapy team are across students from 5 years up to 18 years of age, meeting their stages and needs, to ensure every student with a disability receives the therapies they need at the time and place they need them, across the school setting
- The school's occupational therapists, speech pathologists and other allied health staff provide an allied health program to build the skills and knowledge of staff and parents to support students development. Therapies include:
 - *developmental screening*
 - *staff development sessions*
 - *parent consultation*
 - *parent and student support group meetings and programs*
- The school's Allied Health therapy team also provides assessment, training, report writing, plan development and intervention for individuals, parents, teams, and school staff
- Addressing and providing functional impact of students' disabilities
- Overseeing personal care and support for students in the school setting
- Therapies focuses on physical, psychosocial, sensory, cognitive disabilities and a range of complex and rare conditions
- Augmenting specialist support programs for students transitioning to higher education, training, or work because of their disability
- Early Intervention supports for students in Foundation Years (Prep – Year 2)
- Assistance with daily life mobility,
- assessments, recommendations, reports across Therapy interventions and/or Training for staff and supporting families (including Assistive Technology)
- Improved relationships and communication skills

- Specialist Behavioural Intervention Support
- Positive Behaviour Management Plans
- Training in Behaviour Management Strategies

School Psychologist

- Our school Psychologist works within a disability framework and tailor sessions to suit the abilities of each student they work with.
- Individual intervention and counselling
- Behaviour support (including positive behaviour support plans)
- Capacity and skill building (e.g., emotion regulation)
- Cognitive and diagnostic assessments
- Functional Behaviour Assessment
- Positive Behaviour Support Plans
- Review of restrictive interventions
- Individualised behaviour strategies
- Face to face intervention
- School staff and family training

School Speech Pathologists

- The school's speech pathologists support students to overcome communication barriers and specialise in augmentative and alternative communication (AAC).
- The speech pathologist provide individual and group therapies for students and build capacity with the staff in terms of them being able to support students use and application of AAC devices
- ROCC Program - student's speech and communication pathology
- Recess and Lunch mealtimes and swallowing
- Managing coughing, choking or difficulty chewing
- Food aversion assessment and intervention
- Non-verbal communication
- Utilisation of assistive technology
- Key Word Sign Language
- Visual aids and communication tools
- Verbal communication using words to share information
- Improving the clarity of speech
- Social skills

School Occupational Therapist

- The school's Occupational Therapists have the equipment, skills, and qualifications to carry out assessments and clinically based interventions
- Our Occupational Therapists assist students with a disability with:
 - movement and mobility: to increase access and independence, to reduce pain and discomfort or to improve general fitness , and posture and positioning: to increase comfort and functional ability while managing the risk of injury to students
- Functional Capacity Assessments
- Psychosocial Functional Capacity Assessments
- Functional assessments
- Overseeing Assistive Technology equipment use and adjustments for individual students, training, maintenance, and repairs
- Independent Living Skills assessments
- Minor and complex school modifications
- Skills development

- Sensory processing assessment and intervention

School Physiotherapist

- Our school physiotherapists assist students with a disability with:
- movement and mobility: to increase access and independence, to reduce pain and discomfort or to improve general fitness , and
- posture and positioning: to increase comfort and functional ability while managing the risk of injury to yourself or others.
- Hydro Physio pool program
- Physio therapies for student with complex conditions including;
- Cerebral Palsy
- Motor Neuron Disease
- Chromosomal Disorders
- Spinal Disorders, Genetic and other complex conditions

Registered School Nurses

- Our registered nurses, are available to provide personal care and specialist support to students in the school setting and apart from nursing day to day care can provide assessments and medical administration for our students, among various other nursing services for students with disability and/or complicated health needs
- The specialist school Nurses make a significant difference for our students across a range of disability, ensuring they have a qualified professional to assist them with their specialist skills in providing non-educations medical interventions and support so that students are more able to participate in the school setting. Our Nurses are on site and available for immediate assistance.
- The school's Specialist Nurses ensure that all student who have complex medical, physical, health and other related problems have their health needs met and assessed and care needs are planned and delivered across the school
- The school's Specialist Nurses work alongside other members of the multi-disciplinary team, Physiotherapists, Occupational Therapists, Speech Therapists, and the School Psychologist to ensure our students needs are fully met.
- Specialist Nurses work with teachers and parents or guardians on behalf of their patients in order to create care plans for them when needed, including medication management if necessary.
- Complex health management and clinical nursing assessment for students with complex health needs, including students with degenerative life threatening and limiting conditions
- Nurses advise on safe feeding practices, including enteral feeding
- To provide primary and emergency nursing care for sick or injured students or staff.
- Record and follow up health, injury, or risk incident information.
- Liaise, as part of a multi-disciplinary team with students, staff, and parents to provide a high standard of care for students with special needs.
- To organize and co-ordinate relevant staff education and health promotion programs e.g., anaphylaxis management, enteric feeding, first aid, manual handling.
- Develop health plans for students with chronic illnesses and disabilities
- Undertaking an assessment and writing a care-plan for each new pupil starting in a special school which is updated as needs change whilst the pupil is attending a special school;
- providing clinical treatments during the day while students are in school;
- Identifying possible problems with vision, hearing or dental health and making referral to appropriate service;
- Monitoring a young person's growth and development and raising any concerns;
- Supporting immunisation programmes within the school setting;
- Identifying students who are at risk of failing to reach their full potential either through ill health affecting attendance or from the pressures families experience in caring for a junior and senior

student with learning disabilities or difficulties; and providing appropriate support, advice, or signposting to other services;

- Working with teachers, speech and language therapists, physiotherapists, occupational therapists, paediatricians, psychiatrists, dietitians, hospital consultants, nurse specialists, GPs and other agencies to provide ongoing care and support for students and their families;
- Providing training, information, and guidance to education colleagues, enabling them to provide safe & effective care to students with additional health care needs;
- Contributing to the education, health and care plan (EHC) ensuring students health needs are appropriately met and managed while in school;
- Completing annual health assessments for students and young people who are in care;
- Offering health education, support, and advice to individual students during confidential drop-in sessions, as part of taught sessions with teaching staff or at the specific request of parents/carers.

Families

- Allied Health Student Support Group Meetings
- Supporting external NDIS Therapists to have observations of individual students

Early Childhood Interventions

- Early intervention in building a student's functional capacity.
- Specialist therapies and supports for students with developmental delay and disabilities
- The school's Allied Health multidisciplinary team work together with the parents and staff to improve the capacity of the students
- This team of therapists, physiotherapist, occupational therapist, physiotherapist, and psychologist work together to support students and their families delivering essential therapies seamlessly within the school setting

Social Living Skills

- Assist students with a disability to develop their social skills, form meaningful relationships and actively participate in the school community

Sensory Processing

- Our school therapists assess sensory processing patterns in our students, and how these may impact on being able to access everyday school-based activities.
- They advise on how the sensory environment can be modified in the classroom and outdoor areas to enable the student to better cope; or on ways to assist the student to respond more effectively to sensory input
- The Allied Health Team build capacity with the school staff in terms of the therapies required for individual and class cohorts of students

Graduate and Mentor Program for Teachers

Under the direction of the Principal.

- Leadership working with the Graduate teachers on an individual basis through classroom observation and coaching support.
- Leadership working through a Professional Learning Program for Graduate Teachers and their Mentors designed to increase the quality of their collaboration and engagement, to be undertaken in weekly after school sessions.

Graduate teachers are provisionally registered for up to two years. To be eligible to change their registration status to registered teacher they must make an application to VIT for (full) registration.

This requires the Graduate Teacher to:

- teach for at least 80 days as a registered teacher and
- demonstrate that they meet the Australian Professional Standards for Teachers at the Proficient Teacher level. This is achieved through a classroom-based Research Project over 4 to 6 weeks, using an Inquiry Approach, undertaken in the education setting where they teach.

The inquiry approach is designed to synchronise with workplace induction; it requires graduate teachers to work with more experienced colleagues who have been trained as mentors. Opportunities are provided for collegial practice and professional observation that supports the Graduate Teacher to reflect on the effectiveness of their practice in relation to their students as learners.

- Graduate Teachers achieved full VIT registration within the required timeline
- Mentors and Mentees continue to collaborate effectively beyond the life of this program
- Teachers involved in this program continued their personal and professional growth as Teacher Leaders within this school.
- Collaboration continues to grow as an element of professional learning within the St Paul's College school culture.

The Performance & Development Cycle:

Evidence clearly demonstrates that teacher quality is the most significant in-school factor affecting student outcomes. These outcomes can be measured in terms of student learning, engagement, well-being, and pathways. Performance and Development is about creating a school culture of teacher quality, feedback, and professional growth for all teachers.

The Performance and Development Process, as outlined in this document, is based on current best practice methodology with a focus on appraisal, coaching and feedback leading to targeted development in order to improve teacher performance and ultimately impact student outcomes.

St Paul's College uses the Australian Professional Standards for Teachers developed by the Australian Institute for Teaching and School Leadership (**AITSL**) to underpin the Performance and Development process. The Standards provide the basis for developing shared understandings across the school of what effective teaching looks like, as teachers progress through their careers

- *reflect on their practice*
- *set goals in order to measure progress*
- *collect evidence from multiple sources to reflect on and measure performance against agreed goals*
- *target Professional Development opportunities to support on-going professional growth*
- *be involved in a process of on-going feedback, reflection, and review.*

While the Performance and Development Process has an evaluative component in measuring progress against goals, it is part of a Performance and Development cycle (see below) focussed on continual improvement in teacher professional practice and provides an opportunity for open and honest communication about an individual's professional growth.

Student Assessment and Reporting

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:

English – Speaking and Listening: the development of functional communication skills leading towards recognition and use of the social conventions of communication

English – Reading and Writing: the development of the use and interpretation of symbolic forms of representation leading towards early reading and writing

Personal and Social Capability: the development of skills to support personal/emotional and social/relational dispositions, intelligences, and sensibilities including:

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.

2022 Mid-year School Reports – some valuable positive feedback from one of our parents

“Thanks so much for this report.

We think he has improved 100% and his communication has been amazing.

We have really noticed our child’s eye contact and responds well to direction.

I’m actually amazed how happy he has become with loads of smile and hugs.

Whatever you guys are doing is working for my beautiful little man.

Please pass on our thanks to everyone involved.

Regards” St Paul’s parent

The Roadmap of Communicative Competence (ROCC)

A rubric tool to assess, plan and evaluate communication outcomes.

The school implemented ROCC to ensure that we meet the needs of all of our students with complex communication needs who use Augmentative and Alternative Communication (AAC).

The school has delivered on improving communication assessments to ensure they adequately and specifically address all of the St Paul’s College students with complex communication. This assessment tool rolled out across the whole school has helped teachers, allied health, and support staff to gain a better understanding of every student’s ability to communicate.

The **ROCC** now allows St Paul’s college to generate data on individual, classroom, and whole school levels. It has empowered the school to:

- set goals and map progress.
- collecting data on all our students and classes
- create a shared understanding amongst team members

In 2022 our focus was on whole school communication, we continued to trail dedicated communication iPads installed with common applications (e.g., Proloquo2Go, TouchChat, LAMP) in certain classrooms and assessed their impact on communication. Since introducing the Dedicated Communication iPads there were significant increases in communication accessibility, interest and use as demonstrated by our ROCC data (please refer to graphs below).

ROCC - comparing the data from Semester 2 2021 to Semester 2 2022

The report provided the following improvements in our students’ communication:

*- Increase of **15%** in the number of students using symbolic language (verbally, via communication devices, signs, other visuals) to express a specific message.*

*- Increase of **16.5%** of the number of students having a communication system allocated to them or a communication system allocated to them that has been set up to meet individual needs.*

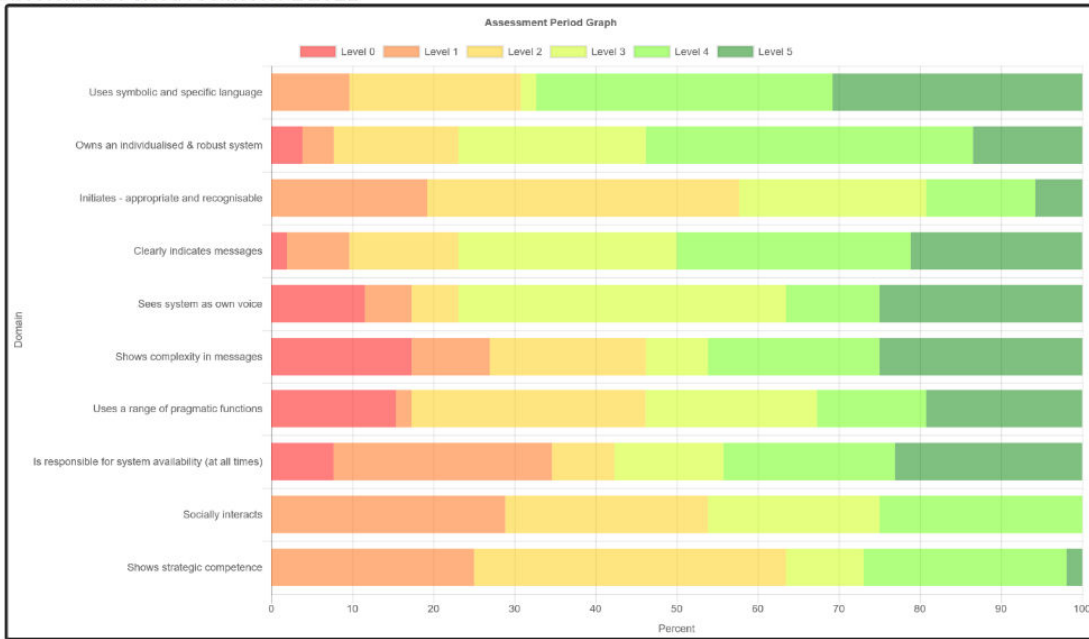
*- Increase of **10%** in the number of students starting to communicate in familiar situations often in response to prompting from others.*

*- Increase of **10%** in the number of students making requests and/or indicating simple messages such as: more, finished, help using appropriate methods (e.g. verbal speech, communication device, sign, other visuals)*

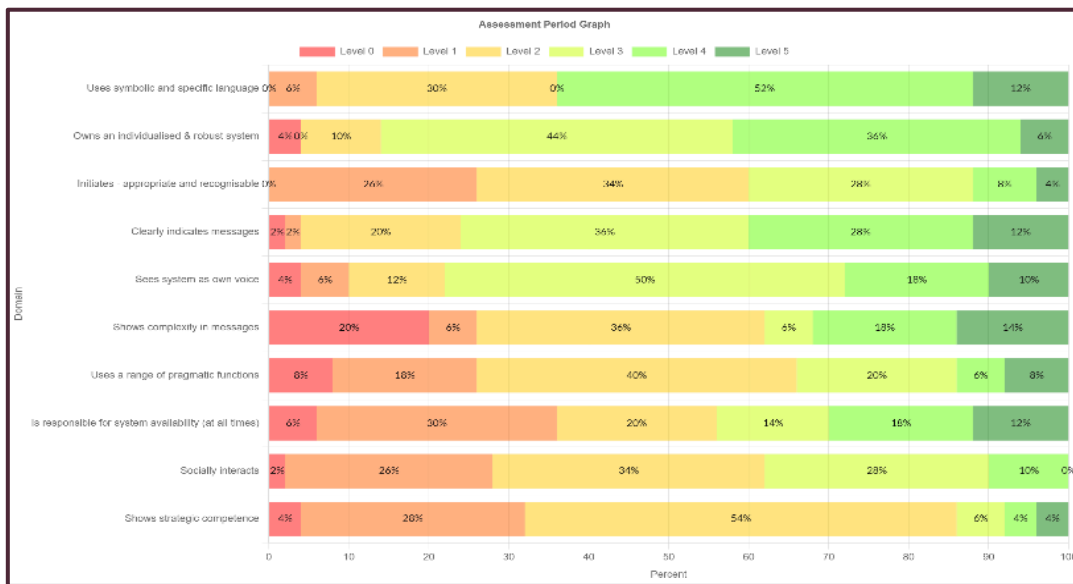
*- Increase of **12%** in communication partners being responsible for communication systems and transporting them across settings (e.g. classroom, specialist, outdoors).*

- Increase of **15%** of students beginning to communicate successfully in some familiar situations.

For Assessment Period : Semester 2 2021



For Assessment Period : Semester 2 2022



With the dark green beginning to diminish from 2021 into 2022 reflects the higher-level communicators. There is a significant amount of improvement on the higher end of emergent and transitional communication which is an excellent result. To remain in line with the school's ongoing implementation of Comprehensive Literacy our goal areas will continue to be:

- Increasing availability of systems across the school.
- Can target through having visuals on every classroom table 'remember your talker' and reminders at bag areas (e.g. take talker out of bag).
- Can distribute social story supporting students in understanding the importance of having devices with them.
- For students to see themselves as having a voice and understand their verbal speech/communication devices/signs are their voice.
- Can target through support staff modelling devices throughout the day (e.g. mealtimes, completing literacy, morning circle).

Learning 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).

Student Attendance Data 2022

Year Level data for Student Attendance: 2022 Overall Attendance 94.07%.

| Data to be provided to ACARA for My School | | | | | |
|--|-----------------------------|-------------------------|---|--|--|
| Overall Attendance % | Non Indigenous Attendance % | Indigenous Attendance % | Overall Proportion of Students Attending at Least 90% of the Time | Non Indigenous Proportion of Students Attending at Least 90% of the Time | Indigenous Proportion of Students Attending at Least 90% of the Time |
| 94.07% | 94.33% | 80.95% | 77.56% | 79.12% | 0.00% |

Students – 56 Full Time Equivalent Students Enrolled

Student attendance is recorded as required twice per day at primary level and in every class at secondary level for all students 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.

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.

Parent Surveys 2022

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.

We thank all members of the School parent community who took the time to participate and contribute to our further growth in our purpose-built facility in Balwyn in 2022.

Parent Survey Data

The ongoing impact of the pandemic in Semester 1 was disruptive, as parents were unable to come onto the site (dropping off and picking up their child at one of the three gates and also ensuring social distancing between parents and staff).

Despite all of the situational challenges across the school due to COVID-19 in Semester 1 primarily, parent survey data has continued to provide very high levels of satisfaction across all aspects of the school's operations across the 2022 school year. **The 2022 Parent Satisfaction Survey came in at 83.5%**

| |
|---|
| 2022 Parent Survey 80% satisfaction |
| <i>Education Quality: Your child's teacher and the education support staff. What was your overall perception of the quality of teaching within the school? (Teachers and Learning Support Officers were caring and supportive, recognised improvement, provided useful feedback and were enthusiastic and positive role models for your child)</i> |
| 2022 Parent Survey 87% satisfaction |
| <i>Personal and Social Development: How well did your child's Teacher and Learning Support Officers invest and develop your child's personal and social development? (In the school setting, classroom and grounds, your child had opportunities to participate in social and physical based activities, was involved in whole class, small groups, partnerships and one on one experiences in the classroom and specialists programs – (Art, RE, Living Skills, Library , Hospitality, Horticulture and Social Enterprise)</i> |

Annual Surveys

Best practice collaborative surveys and planning for all staff.

1. **TERM 3, 2022** the school addressed planning for a new year of classes and workforce planning
 - The College Leadership sends a comprehensive survey to all staff providing them with the opportunity to request which cohort of students they want to work with and their feedback on students they have worked with and suggestions around class structures.
2. **TERM 4, 2022** Meetings with College Leadership
 - After collating and noting all of the information provided by all staff from the survey, the Principal then met with all staff individually to discuss and determine staffing placements and importantly reflecting and discussing 2021 roles and explicit feedback from staff regarding the presentation of the students (BOC's) and their opportunity to discuss this with the Principal
3. **TERM 4, 2022** The College Principal (Leadership) met with Allied Health and Admin staff
 - to have input across the structures of classrooms, assessment of new Prep students for 2022. Staff then drop in to see the Principal and to view and/or comment on the draft Staffing and Student Classroom Cohort Workforce Planner

The College Principal also provides individual based meetings with staff who have asked to discuss their placement for the following year and if there are any issues to be discussed and addressed.

Child Safe Surveys

Respectful Relationships Surveys have been conducted with all staff, parents, and carers for stakeholders to share their views pertaining to child safeguarding. The surveys are coordinated by The School Principal, Deputy Principal and Psychologist,. Surveys have been focussed on the delivery of the 'Respectful Relationships Program' which commenced in 2021 and to be fully implemented in 2022. This including training for staff, parents, and carers) with the goal of augmenting this program across the 11 Classrooms cohorts of students at St Paul's College.

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 Care is embodied in our spiritual walks with our students and families along the journey', collectively we support the school community in times of pain, loss, and anxiety, as well as triumphs and joys, always respecting confidentiality, and privacy.

Pastoral care of students is implemented in many aspects of school life, and especially in its vision and mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour management processes, family engagement, community partnerships, and its positive school environment.

Related policies and procedures around pastoral care of students include special needs provision, student behaviour codes, safe school environment (anti-bullying), and critical incident management. These policies and procedures are consistent with the principles expressed in the relevant policy statements and procedures and are compliant with all relevant legal requirements.

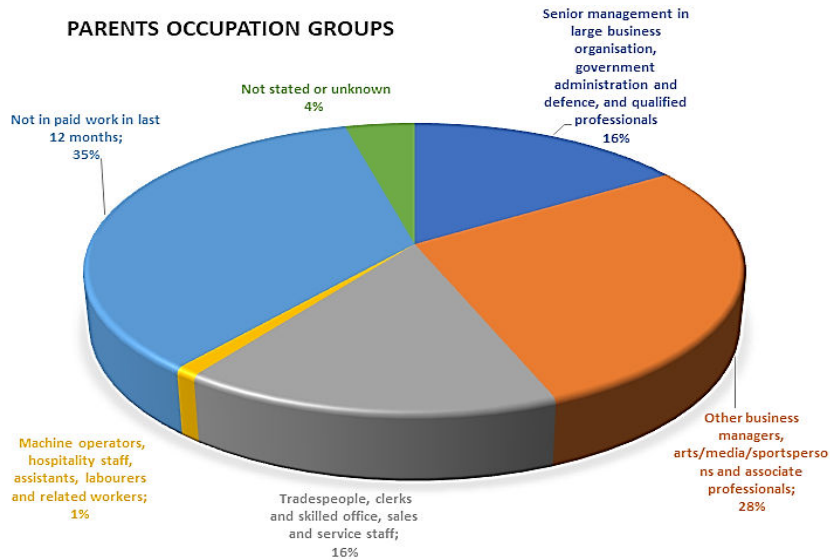
Volunteer Program

The school acknowledges the volunteers who generously gave their time and talents to enhance the lives of students and their families. The school also celebrated National Volunteer Week in 2022 to recognise the important role played by community support in the school.

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:

- *Parents with a child with a disability*
- *Mainstream and other specialist schools*
- *St Paul's College family referrals (word of mouth)*
- *Kindergartens and early childhood centres*
- *Early childhood intervention centres*

Governance 2022

Board of Directors

Mr. Julien O'Connell AO (Chair)

Mr. Kevin Andrews

Mr. Vincent Arthur

Ms. Jo Dawson

Mr. Brendan Donohoe

Mr. Michael Fisher

Ms. Sally Howe

Ms. Natasha Michael

Ms. Mary Power

Mr. Bob Santamaria

Ms. Phoebe Shipp

2022 Financial Performance Report

Villa Maria Catholic Homes - St Paul's College

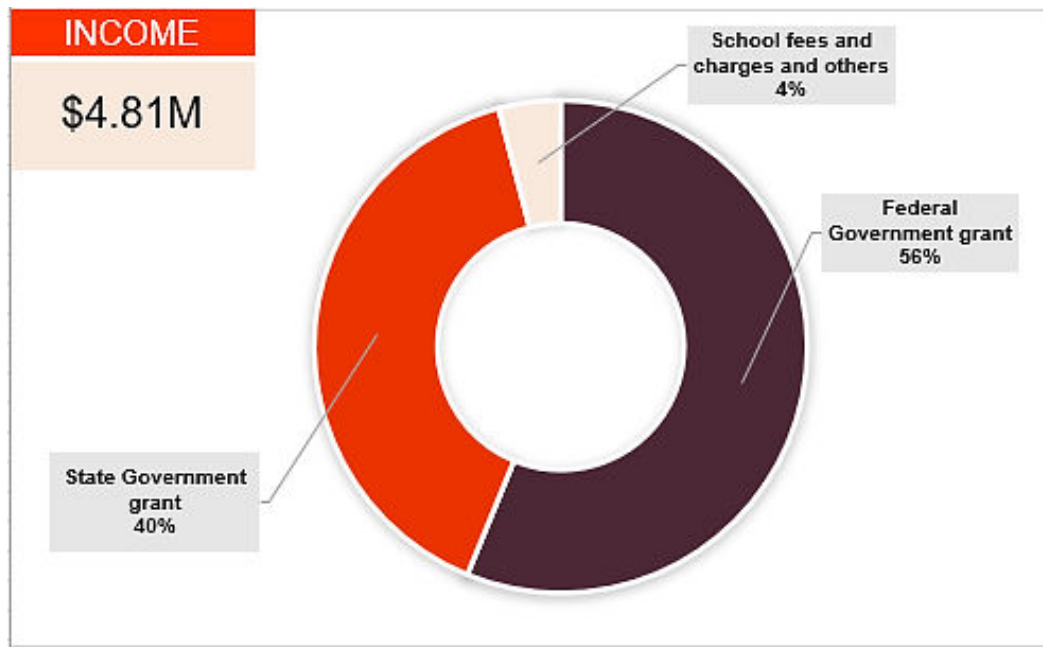
Statement of Profit or Loss and Other Comprehensive Income

For the year ended 31 December 2022

| | 2022 \$ | 2021 \$ |
|--|----------------|---------------|
| Federal Government grant revenue | 2,700,561 | 2,213,124 |
| State Government grant revenue | 1,910,478 | 1,826,295 |
| Private Income | - | 1,880 |
| School fees and charges | 193,275 | 140,505 |
| Income from excursions and trips | 1,496 | 3,600 |
| Employee benefits expense | (3,277,884) | (3,069,077) |
| Agency Staff | (356,866) | (233,348) |
| Depreciation | (189,279) | (211,879) |
| Lease interest expense | (162,708) | (167,821) |
| Utilities and maintenance | (278,917) | (215,630) |
| Other expenses | (169,338) | (170,106) |
| Bad debts expense | (4,604) | (29,920) |
| Profit/(Loss) for the year | 366,214 | 87,623 |
| Other comprehensive income for the year, net of income tax | | - |
| Total Comprehensive income/(loss) for the year | 366,214 | 87,623 |

Note prior year comparatives restated including profit/ (loss) to split Agency Staff from Employee benefits expense and; implement lease accounting standard effecting Utilities and maintenance, lease interest expense and depreciation.

| Income | 2022 \$ | 2021 \$ |
|------------------------------------|------------|------------|
| Federal Government grant | 2,700,561 | 2,213,124 |
| State Government grant | 1,910,478 | 1,826,295 |
| School fees and charges and others | 194,771 | 145,985 |



VRQA School Annual Reports

The School must provide an annual report to the VRQA for publication on the [State Register](#), a searchable database on the VRQA website.

The report must include:

- a description and analysis of student learning outcomes in state-wide tests and examinations for the current year and for the last two years
- a description and analysis of rates of student attendance for the year
- a report of the School's financial performance
- copies of any other reports the School is required to prepare for the school community under any funding agreements with the State or Commonwealth.

The Principal will table the completed Annual Report at a School Council meeting for endorsement and attest 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 1359

Providing a school annual report is required under the Education and Training Reform Regulations 2017, which states that a registered school must make available to the school community information concerning the School's performance at least once a year.

VRQA Submitting school annual reports

All schools must provide their annual report to be published on the State Register.

The Department of Education and Training and the Catholic Education Commission of Victoria manage the process of submitting these reports to us for their respective schools.

Independent schools should email a Word and PDF version of their report directly to us at:

- vrqa.schools@edumail.vic.gov.au

The report is due to VRQA no later than 31 August.