



St Paul's
College

Annual Report

to the school community

2023



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 and
- The College is fully compliant with the Child Safe Standards as prescribed in Ministerial Order 1359

Signature

Mr. Timothy Hemphill

School Principal

Date: 15.08.24. Signature



The 2023 Annual Report to the school community:

- Was tabled and endorsed at a meeting of the Quality, Compliance & Risk Committee on 24 June 2024 and the Finance & Audit Committee on 1 August 2024, and
- endorsed by the Villa Maria Catholic Homes Ltd Board on 22 August 2024 and
- will be publicly shared with the school community.

Attested on 27.8.2024

By David Williamson Signature:

Chief Operating Officer



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2023 Annual Report to the School Community

Principal's Introduction

Throughout the 2023 School Year St Paul's College continued to focus on delivering and extending school wide capability for staff through professional development across the College's curriculum teaching and learning programs, whilst also ensuring a strong focus on our students' learning and wellbeing.

During the first half of the year, we convened the St Paul's College Consultative Committee Leadership Team which includes a St Paul's IEU Rep, an Allied Health Rep, an LSO Rep, as well as the Principal and their Business Representative Rep. Within such a small College, most teaching staff continued to focus primarily on their classrooms in 2023, while represented on the Consultative Committee by a member of the Highly Accomplished Teacher group.

The overarching Consultative Committee Leadership Team works closely with the Principal. The Consultative Committee is a leadership team which addresses a broad range of different issues including student placement cohorts as well as advising on staff classroom placements during the year as required. Its role includes decisions regarding students who may benefit by transitioning into another classroom mid-year. The Committee also considers the staff surveys which are completed during the second Semester of each school year. The model on which the Committee bases its approach is one of best practice in terms of ensuring collaborative, robust and distributive leadership across St Paul's College.

The Consultative Committee also provides recommendations to the Principal across class sizes, student and staff placement, scheduled class time, workloads for teachers including staff meetings, Parent/Teacher meetings and extra/co-curricular duties, staff email and other communication protocols as well as ratifying positions of leadership.

The 2023 Consultative Committee Leadership Team was also involved in the following:

- A Highly Accomplished Teacher (Expression of Interest) was ratified for a new Literacy Coordinator role aimed at providing Comprehensive Literacy Activities and Professional Development sessions for the teachers prior to their fortnightly meetings with the Principal. This role specifically included Jane Farrel's Comprehensive Literacy program for our students who are non-verbal
- Two Learning Support Officers completed a course as Team Teach Certified Behaviour Expert Trainers. This provided professional development in terms of the skills required to deliver and oversee the team Teach Level1 and Level 2 Certificates.
- A further two Learning Support Officers LSO (Higher Duties) Mentor roles to be processed and completed by the Business Support Officer.

Staff Professional Development in 2023 included:

- Developing and Supporting Positive Behaviours (CERT 1) Part 1
- Developing and Supporting Positive Behaviours (CERT 1) Part 2 TBC
- Numicon (Teachers' First and Second Sessions)
- Protective Behaviours Training in order for staff to identify and respond to early warning signs that students are feeling unsafe
- OH&S session across Hoist Training in order for staff to use hoists to safely complete transfers in accordance with individual risk assessments and needs
- Allied staff delivered a session across Sensory Integration for all staff
- Staff also embarked on revisiting earlier professional development across the Mathematic 'Numicon Program' – an approach for teaching maths that helps students to see connections between numbers. This is a multi-sensory way of learning where students reach understanding by seeing and feeling. It is taught with tactual tiles for students to be able to engage with numbers in a way that reflects their Individual Learning Goals for mathematics.

Communication is a basic human right.

St Paul's College continues to seek to increase awareness about the present and future lives of our students living with autism to tackle misinformation and myths about autism as well as the way in which the associated sensory issues impact on learning.

We continue to utilise a wide range of tools to help students communicate, including Augmentative and Alternative Communication (AAC), which encompasses the communication methods used to supplement or replace speech or writing for students with impairments in the production or comprehension of spoken or written language and which includes key word signs, communication boards and Podd books. The provision of dedicated communication devices significantly assists our students in their understanding of verbal language and gives them a way to communicate, when talking is not possible.

Our continuing commitment is to open up communication possibilities for our students – some of whom are non-verbal, as well as those diagnosed with autism, cognitive and sensory disability, complex medical needs or who are neurodivergent in various ways.

Staff to student ratios

St Paul's staff to students ratios are approximately 3:5 to 3:7 students across the nine classrooms. This includes our team of teachers, learning support officers, allied health professionals, and external allied health professionals - all working closely together with the College and with families. We strongly adhere to the approach of the 'team around the child'.

Comprehensive Literacy Instruction

Across the total Prep to Year 12 cohort of students, we are committed to implementing a 3-to-6-year plan for the effective delivery of Comprehensive Literacy Instruction for students with complex communication needs and require 'Augmented Literacy' and Augmented Alternative Communication (AAC) across shared reading, writing, working with letters and sounds and also for other students working with words, writing and independent reading.

Comprehensive Literacy Instruction recognises the complexities of literacies in multiple contexts and acknowledges the need for explicit, systematic, and direct instruction while fostering a love of reading by attending to the whole child – their likes, dislikes, motivations, interests, background knowledge etc.

Independent Living Skills

St Paul's College provides a wide range of Independent Living Skills and experiences for all our students who have these skills embedded into their daily learning routine and programs. Learning to be independent has significant long-term benefits in terms of reducing reliance on family, friends and others as well as staying safe and increasing self-confidence, self-esteem and wellbeing.

Adaptive skills are the basic competencies required to meet daily living needs and function with growing independence. These skills include self-care, self-direction, social skills, hobbies and activities, basic health and safety and many others.

Independent Living Skills must be highly prioritised in terms of providing pathways for our senior students to further develop their own living skills in their last year of school here so that they have the opportunity to choose their own individual pathways across different skills and vocations beyond their years at school.

Timothy Hemphill, Principal St Paul's College

“We’ve been saying for decades and decades that faith is at home and in the parish, and now it’s literally at home, this sort of language has been part of that church for a long time, but now it’s actually what it is.”

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

Our 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.

bringing
Love

We foster connections and show compassion for one another with kindness and respect.

creating
Joy

*We create a culture of happiness and positivity, celebrating life and uniqueness of all.
embracing*

Hospitality

We welcome all to our community, bringing comfort and a sense of belonging.

showing

Courage

We do what is right, regardless of our fears, the challenges or consequences.

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.

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.

Visual Arts

Greetings from the Art room!

We have had so much to celebrate in Art this term. Where do I begin...

We were welcomed back from our mid-year break with NAIDOC Week. The students engaged with stories, songs and images of First Nations art, people and culture at the beginning of each Art lesson. We explored dot paintings, X-ray paintings, earthy colours, animals and symbols that we could use in our art to tell a story. This introduction to First Nations art tied in perfectly with some of our senior students who later in the term visited the Connection exhibition at The Lume for the senior school excursion. After two weeks of this, the students began working on a special whole-school project that was then displayed in our Discovery Centre. Wow! What a special piece of artwork this was. We all loved contributing our creativity and knowledge of First Nations art to this puzzle – teachers and staff included! Can you guess which piece your child made?



Student Outcomes 2023

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

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

Note: The [Victorian Curriculum and Assessment Authority \(VCAA\)](#) is responsible for the decision to implement the Australian Curriculum, whilst reserving the right to retain their own state's priorities and approaches to curriculum provision and teaching and learning. The Victorian Curriculum Foundation to Year 10 incorporates the Australian Curriculum and reflects Victorian standards and priorities. The AusVels curriculum was a transition curriculum and is no longer available.

Student Outcomes - Highlights 2023

- Successful partnership between St Paul's College VMCH and Holmesglen TAFE Chadstone Campus with two of the 2023 Senior Students attending and participating in the CIALN (Course in Initial Adult Literacy and Numeracy) Certificate Program on Fridays in Semester 1, 2 & 3 in 2023.
- Senior student & family involvement in JIGSAW (a social enterprise which transitions students with disabilities into open employment by embedding innovative and individualised training programs).
- Graduation Ceremonies for our Graduating Students at All Hallows Church and a Graduating CIALN Ceremony in the Chadstone Holmesglen Tafe.
- St Paul's Partnership with Disability Services. At the end of Term 2, the VMCH Disability Services organised a Presentation Expo in order to share with our families some of the pathways to employment and other options for our students as they enter the Middle School and also for our senior students who are graduating either this year or from 2024 onwards.
- Room 10 continued to shop for the Healthy Food Tuckshop and take orders across the College. In 2024 Room 10 will be following the Compass Awards which aim at positively enhancing the development of young Victorians by engaging them in a program of self-discovery and learning. This enhances their opportunities by exposing them to experiences they might not otherwise have.
- The Principal worked closely with Daniel Carter (General Manager Disability Services) and the VMCH Child Safe Committee on an Action Plan and other Child Safe Initiatives across VMCH.
- The Principal's Instructional Leadership - in 2023.
- The Principal continues in the dual instructional leader role which can be defined as the management of curriculum and instruction by a school principal and strongly connected to the work of improving learning outcomes for students.
- This role includes fortnightly meetings with all teachers - supporting them with their roles and responsibilities and incorporating the AITSL Based Performance and Development Framework as well as for Provisional Teachers who are supported to become full registered teachers.

Vision for Learning Outcomes 2023

The newly introduced Practice Principles for Excellence in Teaching and Learning (DET December 2018) is now the recommended approach for Victorian schools and provides a starting point for a close analysis of professional teaching practice. It assists school leadership and teachers to consider:

- what the school community and staff value
- the beliefs about learning that underpin teaching practice
- how current teaching practice helps to achieve what the school values
- how new teaching practices may help to achieve what the school values

Students are empowered to learn and achieve by experiencing high quality teacher practice and conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and for shaping the world around them.

For leaders and teachers in Victorian schools the vision for learning focuses on the core values and beliefs at the centre of teaching and learning and provides the impetus for a close analysis of professional practice.

The nine Practice Principles for Excellence in Teaching and Learning are as follows:

1. High expectations for every student promote intellectual engagement and self-awareness
2. A supportive and productive learning environment promotes inclusion and collaboration
3. Student voice, agency and leadership empower students and build school pride
4. Curriculum planning and implementation engages and challenges all students
5. Deep learning challenges students to construct and apply new knowledge
6. Rigorous assessment practices and feedback inform teaching and learning
7. Evidence-based strategies drive professional practice improvement
8. Global citizenship is fostered through real world contexts for learning.

St Pauls College Student Profile of Outcomes

Paul's College is a Specialist Education Prep to Year 12 non-systemic Catholic school providing education for students aged 5 to 18 years with a disability including a wide range of needs including intellectual, physical, profound multiple and sensory disabilities, autism, and complex medical needs.

St Paul's College has specific criteria for enrolments which establish eligibility against the Nationally Consistent Collection of Data (NCCD) which informs the individualised adjustments necessary for each student. NCCD defined areas of disability are physical, cognitive, sensory, and social/emotional.

The multidisciplinary team at St Paul's College comprises teachers, speech therapists, physiotherapists, occupational therapists, school nurse and assistants. Focusing on communication, we are committed to working in partnership with families, enabling students to develop their full intellectual, physical, emotional, and spiritual potential.

- All of the students enrolled have Individual Learning Plans and develop appropriate learning goals in a student's Individual Learning Plan in collaboration with their Student Support Group.
- All of the students at St Paul's College have Abilities Based Learning and Education Support (ABLES)
- ABLES is the assessment and reporting suite that allows teachers to identify and monitor the learning readiness and progress of students with disability and diverse learners.
- At Paul's College ABLES is aligned to the Victorian Curriculum F-10, with a focus on the Towards Foundation Victorian Curriculum (Levels A-D).

Victorian Curriculum and Assessment Authority

<https://www.vcaa.vic.edu.au/>

Government agency

The Victorian Curriculum and Assessment Authority is a statutory authority of the Victoria State Government responsible for the provision of curriculum and assessment programs for students in Victoria, Australia. The VCAA is primarily accountable to the Victorian Minister for Education.

<https://www.schools.vic.gov.au/ables>

https://www.vcaa.vic.edu.au/Documents/viccurric/proflearning/VC_Levels_A_D_web.pptx

ABLES reports Outcomes

There are 9 ABLES assessments to identify a student's readiness to learn across core learning areas and capabilities linked to the curriculum.

- English – Reading and writing
- English – Speaking and listening
- Health and physical education – Movement and physical activity
- Mathematics
- Digital technologies
- Critical and creative thinking
- Personal and social capability – Social
- Personal and social capability – Self
- Personal and social capability – Emotional

ABLES assessments provide 4 reports of a student's strengths and abilities. These are linked to the curriculum and can help teachers make decisions about a personalised or adjusted learning program for each student.

Outcomes are reported as a learning progression in terms of the skills a student has demonstrated rather than a score they have gained.

This helps teachers to understand what the student already knows, which skills may need consolidation and what the student is ready to learn next.

Learning Readiness Report Outcomes

Summarises the skills and abilities the student is currently developing and those they might be expected to learn next. It helps teachers to reflect on progress towards the learning goals in the student's Individual Education Plan and to set an appropriate focus for future learning.

Maps a student's learning readiness across multiple learning and capability areas. It indicates a student's level of learning and progress for completed ABLES assessments. The Profile Report helps teachers to identify a student's individual pattern of learning readiness, including the learning areas in which they have a higher proficiency and areas where they may need additional support.

The Principal drafted the 2023 Victorian Curriculum

(ABLES) for St Paul's College Teachers at St Paul's College

- St Pauls English Curriculum
- St Pauls Health and PE Curriculum
- St Pauls Geography Curriculum
- St Pauls History Curriculum
- St Pauls Maths Curriculum
- St Pauls Personal and Social Capability Curriculum
- St Pauls Science Curriculum
- Curriculum planning 2 Year strand allocation

Student Electives Outcomes 2023

Group 1 – Tim (Principal) & Nadira (Living Skills Room) – Sculpture and working with Clay – Students: Angelica, Lucas, Jamie, Ethan

Group 2 – Emma (Teacher) & Raylene and Cathy R 9 – Animation – Lego and Plasticine – Students: Jonas, Eric, Isla, Keanna, Matthew.

Group 3 – Hygenia (Teacher), Ed & maybe Pina R 8– Science in Cooking – Students: Pietro, Isaac, Chrissy and Rocky

Group 4 – Amelia (Teacher) , Saroosh, Morganne & maybe Lauren R 10 – Music – Students: Hayden, Jonno, Luke, Nicky, Liam

Group 5 – Evan (Teacher), Kate and Purnima R 11 & Sensory Room– Sensory Program – Students, Benny, Noah, Orlando and Stefan

Independent Living Skills Outcomes

- St Paul's College provides a wide range of Independent Living Skills and experiences for all our students who have these skills embedded into their daily learning routine and programs. Learning to be independent has significant long-term benefits in terms of reducing reliance on family, friends and others as well as staying safe and increasing self-confidence, self-esteem and wellbeing.
- Adaptive skills are the basic competencies required to meet daily living needs and function with growing independence. These skills include self-care, self-direction, social skills, hobbies and activities, basic health and safety and many others.
- Independent Living Skills must be highly prioritised in terms of providing pathways for our senior students to further develop their own living skills in their last year of school here so that they have the opportunity to choose their own individual pathways across different skills and vocations.

We went on two excursions and saw Aladdin performed by Xavier College and Hiccup at Bunjil Place. We had lots of fun!



The Preps were also so excited to dress up for Book Week!



Between all the fun, exiting events this term we have also done a lot of learning, growing and playing. We love school!



Room 2 – Xavier, Joshua, Beatrice, Jonathan, Vera, Lauren, Sophie, Vanessa & Abi

Swimming and Aquatic Physiotherapy Program.

This term, Room 10 and Room 5 participated their Swimming and Aquatic PT program. Room 10 had their sessions in Hawthorn Aquatic and Health Centre. Room 5 had their sessions in Healthway Recreation Centre. Beside swimming and aquatic skills, students practiced their skills on self-care, communicating skills and participating group activities in community setting. They did a brilliant jobs. They enjoyed participating Aquatic activities with their peers. We look forward to having Room 3 and 4 in the pool with us at term 4. Thank you for all the parents who volunteers and encouraged their children to participate in this program.



The Green Team

Following a successful application, St Pauls was awarded a Landcare Grant through Woolworths. With this grant, compost bins, worm farms, compost tumbler, and worms were purchased. Under the direction of our Living Skills teacher Louise Laurie, the students have been busy learning about recycling food scraps and its importance. Thank you to Nicholas McCracken for designing the poster to teach students what food scraps can be added to the compost bins. If anyone would like to purchase worm tea please email me. Pina.Profeta@stpauls.vic.edu.au



Father's Day/Special Person Stall

Room 9 ran a Father's/Special Person Day Stall. We bought some items and sold them to the students and staff at the school. Nicky was the manager, however all of Room 9 were involved in the set up, selling and counting the money afterwards.

We hope that all the Dads and Special People liked their gifts!



Term 3, 2023 Deliverables and Outcomes from the Principal

- We have definitely been out and about this Second Semester and we have had some engaging experiences for all of our students which included a Middle and Senior excursion to the Lume that celebrated indigenous culture and we were enthralled with such beautiful images and artwork projected on the walls,
- floors, and interactive elements for our students to engage with as well. Our Junior School also headed off to Bunjil Place in Narre Warren and experienced the Hiccup Puppet Show. We also had an 'all school' outing to Xavier College's to experience the dress rehearsal of Alladin Junior.
- Our Swimming and Aquatic Physiotherapy Program was also running throughout the term. Kit our Physio in our Allied Health Team has also provided some Physical Education sessions on a weekly basis on Wednesdays. Kit has also been delivering Active Exercise Physiology Centre sessions off site for some of the Middle school students this term.
- Room11, 8, 5, and Room 1 have all been visiting Evergreen Reserve this term. Room 10 have also continued to do their weekly shopping trip to Woolworths for their Healthy Tuckshop Program.
- Room 9 students and staff delivered the Mothers/Special Person Stall and the Fathers/Special Person Stall as well. One of Room 9 students Nicky took on the managers role and both stalls were a great success.
- In terms of building all of the student independent living skills and their own capacity, getting out into the community, parks and excursions provide them with the experiences they all need to become confident and able to experience new things outside the walls of our College. We also celebrated here at St Paul's NAIDOC Week, Book Week & Science Week across the College.
- Our Senior Room 8 have continued to be involved and successful in their recycling collection program this term as well. We currently have Senior Students attending Holmesglen Tafe on Fridays and participating in the Term 4 Jigsaw Work Experience Program for Year 11 and 12 students on Mondays.
- In our second last week of the Term, the VMCH Disability Services put together a Presentation Expo in the Room 6 portable in order to share with our families with some of the pathways to employment and other options for our students as they enter the Middle School and also for our senior students who are graduating this year and in 2024 onwards. We had a great level of participation from parents and the Expo was a great success.

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.

Educational Directions 2023

In 2023 St Paul's College 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 2023

An ongoing vision for Literacy Instruction at St Paul's College

What is this achieving;

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 1-to-3-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 continues to assist our students in 2023

- 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.

Explicit Teaching in our Classrooms 2023

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

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 Jane Farrel Comprehensive Literacy Program in St Paul’s College 2023

The program is 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

As we continue to 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.

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.

Respectful Relationships

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)

Staff Composition 2023:

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 approximately 3-5 students to 3 staff members. The teachers are supported with 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 **45**
 Number of teaching staff **16** (including **1** Principal)
 FTE Teaching staff **10.6** (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.

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

2 teachers have a Master's or Graduate Cert in Special Education.

At least 1 teacher have a Master's Degree of Teaching or Education

Staff (Teacher) Absences

The attendance rate for teachers in 2023 was estimated at 91%. 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 2023 was 100% at the end of the school year

Table 1 – St Paul's College Staffing and Enrolment Updated Current Semester 2, 2023

2023	Staffing	Students
Junior and Middle Schools	Teachers – 8 (7.4 FTE)	35
Middle School	Teachers – 2 (2.0 FTE)	9
Senior School	Teachers – 1 (1.0 FTE)	4
College – overall Specialist Teachers	Teacher–16 (10.6 FTE) includes Specialist Program teachers	Total Enrolment: 48 (headcount)

St Paul's College Staff

Education Staff

16 (FTE 10.6) Special Education Teachers (including 2 Specialist Program Teachers)

15 Learning Support Officers

1 Librarian

School Leadership Team

1 Principal

Administration

1 Business Support Officer

1 Student Support/Admin 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*

The Prep Program in 2023

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 before they are enrolled in St Paul's College. .

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 (ABLES).

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.

Prep 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

Daily school routines for prep 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

The Allied Health Professionals:

Work collaboratively with the Classroom Team's to support students to access learning in class and across the school day 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.

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

Operational Success & 2023 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 2023

- 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

Allied Health Therapies & Interventions

College 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

College 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

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 2023

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

Teachers 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.

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

Whole school communication, we continued to trial 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.

Learning Data 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 2023

Year Level data for Student Attendance in Semester 3:

Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate
11 Years and Younger	Male	1124	1048.00	93.24%
11 Years and Younger	Female	462	444.00	96.10%
12 Years and Older	Male	452	416.46	92.14%
12 Years and Older	Female	96	88.54	92.23%

Students – 43 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 2023

Surveys are sent out to different groups of parents each year to Junior and Senior schools 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 2023.

Parent Survey Data

There are 8 questions consisting of School Environment, Education Quality, Augmented Curriculum, Learning Opportunities, Personal and Social Development, Parent and Staff Communication, Adaptive Technology and School Leadership. The Overall score is 92% with parents most satisfied with Education Quality and Personal/Social Development

2023 Parent Survey 100% 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>
2023 Parent Survey 100% 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 Staff Surveys for Teachers and LSO's staff 2023

Best practice collaborative surveys and planning for all staff to have their say and provide information across specific students and students who should not be together

100% of staff completed the Internal Surveys for our workforce planning providing all classroom-based staff having the opportunity to provide their preferences along with the opportunity to request which cohort of Students/Staff/Teachers they want to work with in 2024.

- TERM 3, 2023** the school addressed planning for a new year of classes and workforce planning
 - The College's Consultative Committee sent out a comprehensive survey for all staff having the opportunity to provide their perspectives with the opportunity to request which cohort of Students/Staff/Teachers they want to work with, including their specific feedback on students they have worked with and suggestions around class structures for 2024.
- TERM 4, 2023** The Consultative Committee Leadership Team
 - After further extensive collating and noting all of the information provided by all staff from the survey, the Consultative Leadership Team and the Principal notes that he is a member of the Leadership Team. If required, the Consultative Committee met with all staff individually to discuss and determine staffing placements and preferences reflecting and discussing 2023 roles and explicit feedback from staff regarding the presentation of the students (BOC's) and their opportunity to discuss this with the Principal
- TERM 4, 2023** The College Principal along with the Consultative Committee Leadership Team reflected on the staff specific surveys in order to address the staffs' preferences and take that into account if the request was potentially difficult. 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 from time to time with all staff, parents, and carers for stakeholders to share their views pertaining to child safeguarding. The surveys are coordinated by the College Psychologist Surveys have been focussed on the delivery of the 'Respectful Relationships' across the school.

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.

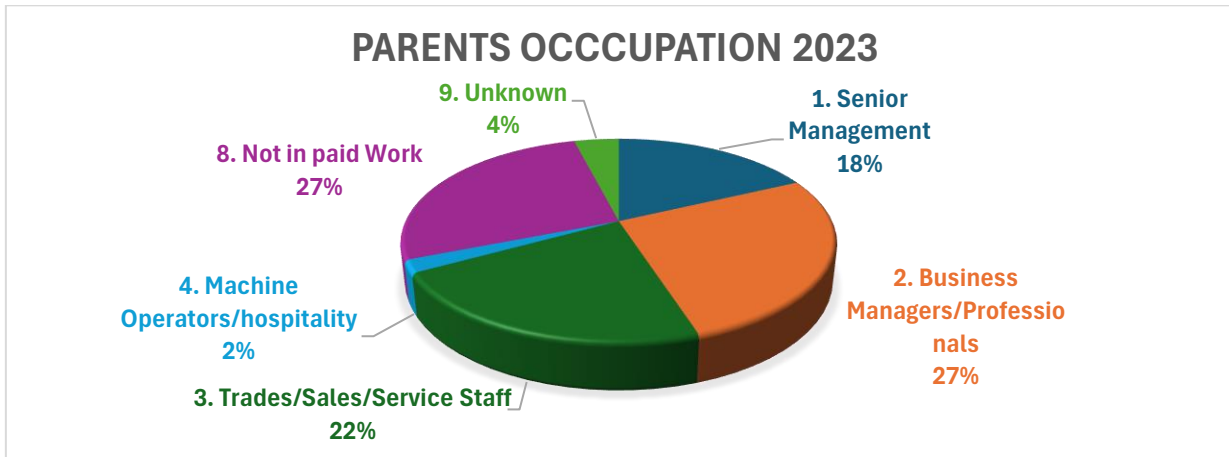
Volunteer Program

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 2023 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
- Parents of potential preps attending the Annual St Paul's Prep Information Night
- St Paul's College family referrals (word of mouth)
- Kindergartens and early childhood centres
- Early childhood intervention centres

Governance 2023

Board of Directors

- Mr. Julien O'Connell AO (Chair)
- Mr. Kevin Andrews
- Mr. Vincent Arthur
- Ms Joanne Dawson (until 09 February 2023)
- Mr. Brendan Donohoe
- Mr. Michael Fisher
- Ms. Sally Howe
- Asso/Prof. Natasha Michael
- Ms. Mary Power
- Mr. Bob Santamaria
- Ms. Phoebe Shipp
- Mr. Garry Thompson

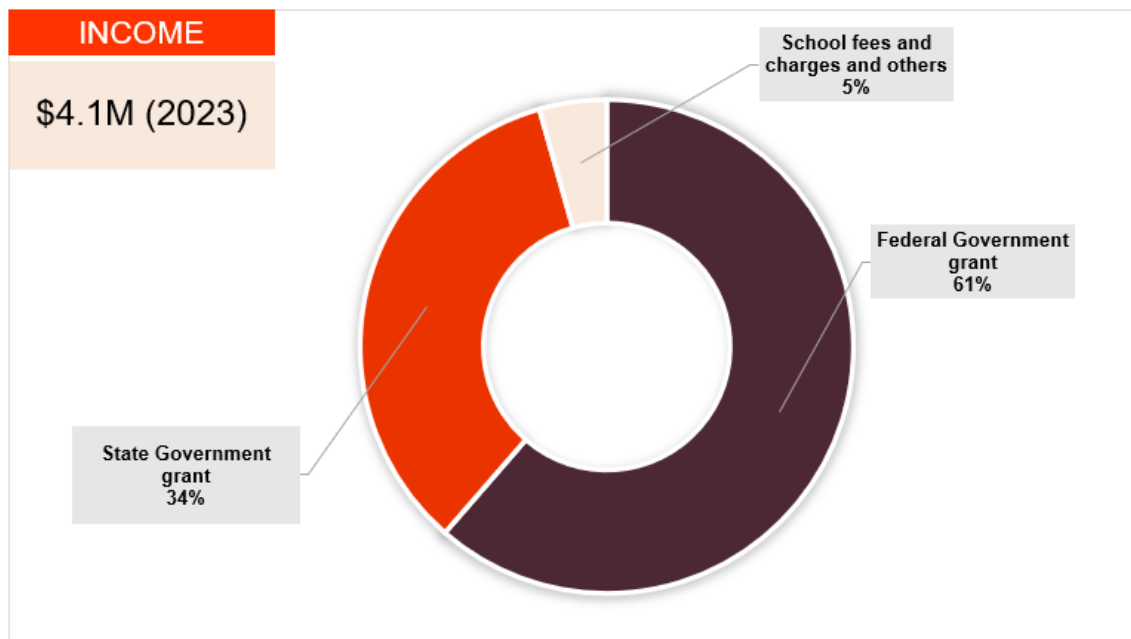
2023 Financial Performance Report

Villa Maria Catholic Homes - St Paul's College
For the year ended 31 December 2023

Statement of Profit or Loss and Other Comprehensive Income

For the year ended 31 December 2023

	2023	2022
Federal Government grant revenue	2,510,240	2,700,561
State Government grant revenue	1,398,130	1,910,478
Private Income	-	-
School fees and charges	178,730	193,275
Income from excursions and trips	1,500	1,496
Employee benefits expense	(2,638,508)	(3,277,884)
Agency Staff	(468,433)	(356,866)
Depreciation	(170,256)	(189,279)
Lease interest expense	(167,804)	(162,708)
Utilities and maintenance	(274,457)	(278,917)
Other expenses	(159,454)	(169,338)
Bad debts expense	3,578	(4,604)
Profit/(Loss) for the year	213,266	366,214
Other comprehensive income for the year, net of income tax		-
Total Comprehensive income/(loss) for the year	213,266	366,214
Income	2023	2022
Federal Government grant	2,510,240	2,700,561
State Government grant	1,398,130	1,910,478
School fees and charges and others	180,230	194,771



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.