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| Annual Report  to the school community |  |
| 2021 |



**St. Paul’s College**

**Balwyn, Victoria**

Registered school number: 1647

# Timothy Hemphill, Principal St Paul’s CollegeSt. Paul’s College

# Balwyn, VICTORIA

Registered school number: 3102

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**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 School complies with the Child Safe Standards as prescribed in Ministerial Order 870  |  |  | | --- | --- | | Signature: |  | |  | Mr. Timothy Hemphill | |  | School Principal | | Date: | 05.06.2022  The 2021 Annual Report to the school community:   * was tabled and endorsed at a meeting of the Finance & Audit Committee on 17 August 2022 and considered by circular resolution by the Quality, Compliance & Risk Committee on 23 August 2022 and endorsed by circular resolution by the Board on 29 August 2022. * will be publicly shared with the school community. | |  |  | |

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# The 2021 Annual Report

As the Principal of St Paul’s College, I am proud to present the College’s 2021 Annual Report to our school community.

Firstly, I would like to thank each and every one of you for working so closely with the school to keep our school COVID-19 safe for the 2021 school year. The faith and trust we share in each other; alongside the culture and school spirit that we all live, defines our wonderful school community.

This certainly makes St Paul’s College a wonderful place to be a part of, for each one of us, as we continue to “belong, grow discover and achieve” together here at our Balwyn campus.

The 2021 year was sadly, a continuation of the Covid pandemic that has engulfed the world but as a result of new operational guidelines, students at our College were able to return to school full time in the second half of the school year.

Despite the risks to student engagement and learning posed by the disruption to learning programs, our students nevertheless reached the expected level of learning progress in 2021. These achievements are a testament to the dedication of our teaching staff and the commitment of our students to their learning.

To lift student achievement, the College has focussed on further improving teacher practice. The teacher professional learning program delivered by Pam Siostrom included individual coaching and mentoring - our goal being to maximise teacher performance and support consistently high practice and shared pedagogical approaches across all classrooms.

Our Allied Health Team also continued to provide comprehensive intervention and support for our students, all of whom have complex learning needs, to ensure that every one of them was able to experience learning success. Although disrupted by the pandemic, the school improvement program made excellent headway. During the second year of the Covid-19 pandemic the school continued to model and embody our vision, mission, and values (shared expectations), which continued to be observed in our ‘home and school partnership’s’ across our school community. I am tremendously proud of every member of our community who showed resilience, persistence and engaged in the opportunities provided to ensure we remained connected and effective.

Our continuous COVID-19 Improvement Initiatives in 2021 included a new directive which encompassed all student and classroom education team cohorts shifting to ‘Classroom Bubbles’ at St Paul’s College. The consensus of staff was to deliver this initiative from 30 August onwards. A new staff roster was put in place which enabled a sufficient number of staff to work in their own cluster throughout the school day. The initiative included timetables for the 3 x 30-minute sessions across the playground areas with classrooms teams to supervise their own students outside. Classroom teams structured breaks throughout the day (including APT for teachers), working around these sessions so that all teams could provide supervision across outdoor sessions. If the need for extra support was identified, backup staff provision was always in place to assist.

The trial of this initiative was highly successful and thanks to all staff being committed and involved, this had been a collective and collaborative process which added another level of protection for students and staff in being a COVID-19 Safe School. The Covid Safe plan along with ongoing initiatives has provided a crucial strategy for us to follow. At the completion of 2021 all members of the St Paul’s College community were both proud and pleased with the comprehensive implementation of the COVID-19 Safe Plan throughout the 2021 year.

We have found over the last two years that sometimes we do not simply endure hardships; the challenges we face and surmount are also opportunities for us to grow. Staff and families have all done a wonderful job ensuring that our school is as safe as we could practically make it possible to be, throughout this pandemic. I am confident that we will all continue to ensure that 2022 is just as safe and positive for us all including our wider school community. I would like to remind everyone to have faith and remember that God is always with us. Prayer and handing over our hardships to God helped us as we strove to walk the right path in 2021 together.

Given the importance of improving ventilation to slow the spread of the virus in and around schools, St Paul’s College now has 11 x Air Purification devices delivered and installed across the Junior, Middle and Senior school campus. I am extremely pleased and relieved to confirm that there has been no infection transmission of COVID-19 here at our Balwyn Campus since the Pandemic began and up until the completion of the 2021 school year.

Thank you to the school community for continuing to follow all existing and new COVID-19 safe strategies implemented across the school since the pandemic began and across all operations in 2021. These will continue to keep us all as safe as is possible as we head into the new school year.

# Timothy Hemphill, Principal St Paul’s College

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# *“We seek to live the Gospel of Jesus Christ and plant the seeds*

# *of that faith that was given to us into our local communities”.* His Grace Peter Comensoli, Archbishop of Melbourne



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# School Profile

**St Paul’s College Balwyn**

**School sector:** Independent

**School type:** Special

## 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 augmented access to the Victorian (Australian) Curriculum and primarily the ABLES assessment components and reporting across the disability specific curriculum delivered in all of the school’s lessons and programs and disability specific environment here at St Paul’s College.

## 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.

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# 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.

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# 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. 870 (2015)

[Ministerial Order No. 870](http://www.vrqa.vic.gov.au/childsafe/Pages/documents/Min%20Order%20870%20Child%20Safe%20Standards.pdf) sets out the specific actions that registered schools need to take to meet the [child safe standards](http://www.vrqa.vic.gov.au/childsafe/Pages/standards.html). 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](http://www.vrqa.vic.gov.au/registration/Pages/schminsdards.aspx) 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. 870.

# 2021 Highlights

**Our Buddies Program**

A person teaching a class

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Each week, our big buddies from Room 9 come and visit us. They read us a story and help us to make a craft. It is so special to have big friends at school to help us learn and play. Emily & Kathleen (Prep 2021)

**Room 2 Celebrating NAIDOC Week**



This is the artwork we created in our room and special guests



Isaac, Alex, Jaydon and Amna have been exploring Indigenous books and music in preparation for NAIDOC Week. They even completed a collaborative Indigenous inspired art piece as a whole class. Some special staff that provide support to our classroom dropped past and joined in on the fun. An important focus for our classroom has been connecting and engaging with one another within our classroom and our wider community. (Georgia and Nova – Room 2).

**Science in Room 6**

Room 6 students LOVE science and during Term 2 we have been looking at chemical reactions. Our favourite activities were making lava lamps, investigating how the clouds fill up with water and chromatography.

But most of all, we have enjoyed mixing the ingredients in cooking!

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**Making Communication Systems Available**

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’s amazing to see the positive changes that modelling brought. St Paul’s College believe that every child has the potential to use a device and communicate someday. The first step to teaching communication is modelling without expectation. Once we take the first step, we have nothing to lose!

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**Art Unites Students and Artists During Pandemic**

An international Artist in Residence program is bringing joy to students with disabilities affected by lockdowns in Melbourne. The Middle School teacher at VMCH’s St Paul’s College specialist school in Balwyn, was inspired to think outside the square during lockdown 4.0 and help lift the spirits of her six students. She contacted three artist friends, Savanthi Jayawickrema from Melbourne, and Alisha Aranha and Nandan Joshi who both live in India, to run online Artist in Residence classes.

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*“The past lockdowns had a significant impact on our students’ learning and the fourth and sudden lockdown got me thinking more about the personal and social wellbeing of my students,”* The Middle School Teacher said. *“I wanted to bring something different and creative to my online classes. Since all my students love art, the idea of bringing guest artists online was a perfect way to meaningfully engage and connect them to their learning and interests.”*

The sessions were a hit, with students embracing the opportunity to express themselves through art and connect with their new artist friends. *“I liked painting with Nandan,”* Lola said. *“I made a ladybug using markers. He made it easy to draw. It was nice.”*

Liyuan said: *“I liked painting with Alisha because the scribbles are fun to do. I used water paint with two colours. I can’t wait to do it again!”.*

Artist and budding children’s writer Nandan, whose homeland India has been hit hard by the pandemic, said the program was a “rich experience”. “The pandemic has not been easy. I look for ways to help, learn, engage with children and animals in this time. It keeps me going. The Middle School program was an opportunity to do something for children with my skills.” Alisha agreed. “The program is a fantastic learning opportunity, not just for the students but also for the artists. If anything, the pandemic has helped do away with geographical boundaries, especially in terms of exchanges related to the arts and education.”

Savanthi described the experience as *“joyous beyond words”. “The children were engaging and all of them created beautiful art unique to everyone. It’s an experience I will never forget. I loved it.”*

St Paul’s College plans to revisit the program. Nandan and Alisha would like to create a storybook with students, featuring their illustrations. *“This opens up a whole new world for students, they get to engage with artists from other parts of the world, immersing them with new experiences and culture,”*

The Middle School teacher added. *“It allows students to connect and create art that has meaning to them.”*

# Educational Directions 2021

**In 2021 we continued to work to achieve our vision 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
* Monitoring enrolment numbers/ceiling/trends/projections/target group
* Ensuring effective and optimum teacher/student ratios
* Stabilizing the teaching and non-teaching workforce
* Improving access and delivery of Assistive Technology into the classrooms
* Providing vibrant Arts, Library, Kitchen Garden and STEM programs, outdoor and indoor Sensory Spaces and Sports/Gym/Recreational 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

**‘Curriculum Planning and Assessment’ strategies and actions to deliver in 2022**

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

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

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

| CURRICULUM PLANNING | ASSESSMENT |
| --- | --- |
| Are all teachers and leaders aware of:  what a well-documented curriculum looks like  what contributes to excellence in curriculum documentation  why curriculum excellence is critical for learning growth  why the curriculum is timetabled, in a particular way  whether the content being taught, is aligned with the Victorian Curriculum  what resources are available to guide schools through the stages of curriculum documentation  how to align lesson plans to the school’s instructional model? | Are all teachers and leaders aware of:  what a learning continuum and curriculum continuum are  why a learning continuum and curriculum continuum are essential for promoting student learning  how to create a learning continuum that breaks down learning into units of work to support teaching and learning decisions  how to collect, interpret and use evidence to plan for teaching and learning  how to develop a repertoire of formative assessment strategies  how to analyse student achievement data and formative (‘check for understanding’) data  how to adjust teaching in response to formative assessment data? |
| Does formative assessment inform the ongoing evaluation and design of curriculum plans?  Are there audit strategies in place to identify gaps in the curriculum? For example, if a significant percentage of students make consistent errors in assessments, this may point to a gap in curriculum.  Is there enough time allocated to learning/subject areas to cover the expected content?  Are there other ways to structure the timetable so that gaps in learning are addressed?  Does the timetable give due attention to the special needs of certain students?  Are there catch-up programs for students who require additional literacy, numeracy and/or wellbeing support?  Are there ways to use technology to support students’ learning opportunities?  Is the rationale for running an elective program translated into how the school schedules electives? | To what extent are common assessment tasks used within teaching teams?  Are teachers collaborating to develop assessment tools?  To what extent are ‘checking for understanding’ practices being used across the school?  How are teachers engaging students in formative assessment discussions?  To what extent is student learning tracked through standardised and diagnostic assessments?  Is tracking student learning a focus of staff? Is this focus visible? For example, are data charts/ walls displayed in staff rooms to track the learning data of different cohorts of students?  Are there audit strategies in place to identify gaps in students’ learning, such as an error analysis against a curriculum standard? |

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| **Scope and Sequence ABLES (Specialist) and Victorian Curriculum (Mainstream) Scope & Sequence** *\*for those students who can access, and process lessons aligned with these areas of the curriculum and in terms of their age and cognitive ability.”*  **Formative assessment:** The goal of delivering appropriately augmented formative assessments is to monitor student learning to provide ongoing feedback that can be used by staff to improve their teaching and by students to improve their learning. More specifically, formative assessments:   * help students identify their strengths and weaknesses and target areas that need work * help staff recognise where students are struggling and address problems immediately   **Examples of formative assessments include asking students to:**   * draw an ‘accessible’ concept map in class to represent their understanding of a topic * speak, sign, or use a talker (AAC) to convey an understanding of the lesson / learning intention and outcome to identifying a level of understanding * complete an activity and/or a piece of work for feedback from the teacher   **Summative assessment:** The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.  **Examples of summative assessments include:**   * a mid-year activity rich in providing feedback and outcomes * a term project or activity i.e., Compass Awards goals and achievements * revisiting elements of the lessons completed and reviewing the students capabilities * a senior presentation and/or project   Information from summative assessments can be used formatively when students or staff use it to guide their efforts and activities in subsequent lessons and learning experiences |

**Review of all Teaching and Learning documents**

**Strategies and actions delivered;**

**‘Curriculum Planning and Assessment’ detailed strategies and actions delivered**

*• Key indicators across Teaching and Learning that continue to be monitored ensuring the sustained performance of the school deliver of education*

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

**ST PAUL’S COLLEGE TEACHING AND LEARNING REPORT 2021**

During 2021, St Paul’s College continued to provide targeted support for all Teachers through the ongoing learning leader/ coaching program. This program, while interrupted through Covid lockdowns, was delivered through a combination of face to face and online sessions.

**The scope of the program in 2021 is detailed as below;**

|  |  |  |
| --- | --- | --- |
| Target audience | Learning goal/s | Learning mode |
| Allied Health and Teaching staff | To enhance team effectiveness through shared understandings.  Introduced a model for teacher/ Allied Health meetings. | Professional Learning sessions |
| Allied health staff | To enhance the effectiveness of Teacher/ Allied Health communication through the use of a coaching model approach. | Individual/group coaching |
| New Allied Health employees | To provide induction support to new Allied Health employees. | One on one support |
| Graduate teaching staff | To support graduate staff through regular coaching sessions designed to support them to develop their professional knowledge and practice. | One on one coaching  Classroom observations and targeted feedback.  Email support. |
| Provisionally registered teachers | To support this group of teachers with developing and implementing their action research projects to support their application for full VIT registration. | One on one support sessions  Email support. |
| Emerging school leaders | To introduce middle level leadership for emerging school leadership around the themes of:  -understanding yourself  -understanding others  -building teams  -running meetings | Professional Development sessions |
| Teaching staff | To improve common understandings and practice across school teams.  To enhance team collaboration. | Professional Development sessions/PLT’s |
| Teaching staff | To support staff to meet school and system performance expectations with regard to planning for learning. | Teaching and Learning Document audit against the AITSL standards  Follow up one on one coaching sessions as required. |

**The outcomes of this program included:**

* One on one support for new staff to the school as part of the school’s commitment to induction and mentoring.
* Positive health and wellbeing outcomes as participants navigated the challenges of their roles as graduate teachers/new employees in a difficult and complex year.
* The opportunity for Allied Health staff and Teaching staff to focus on their shared beliefs and understandings in order to improve the effectiveness across the whole team.
* The development of a common framework and language to enhance communication between the teams within the school through the introduction of the GROW coaching model.
* Improved understanding by teachers of the Instructional Model (Elmore) and how it can be used to empower their teaching practice with its focus on assessment, curriculum, and pedagogy.
* Teaching staff developing a common language to facilitate professional discussions in PLT and other professional meetings.
* Common planning documents developed across the school with agreed non-negotiables that reflected evidence-based teaching practices (high reliability teaching strategies).
* The Teaching and Learning audit provided:

- in-depth information to inform the school’s self- evaluation as part of the VRQA Review process.

-feedback to staff re the quality of their documentation against the AITSL standards as part of the performance and review process

- the opportunity for one-on-one coaching sessions with teaching staff at their point of need

* Evidence of graduate teachers in the coaching program developing improved instructional practices e.g., assessment, curriculum knowledge and pedagogy.

- becoming reflective practitioners open to questioning their practice in order to improve student learning opportunities and outcomes

* For the emerging leaders, a better understanding of their own personal strengths and attributes as a leader and understanding of the role of leadership in building the capacity of teams to bring about improvement in school practice and student learning.

# 

# Staff Composition 2021:

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 staff-to-student ratio of **1:2.25.** 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 (HEADCOUNT) **41**

Total number of staff (FTE) **33.1**

* Teaching Staff 12.6 including Principal (FTE)
* Allied Health 4.1 (FTE)
* Learning Support Officers 14 (FTE)
* Librarian 0.4 (FTE)
* Administration 2 (FTE)

## Staff (Teacher) Absences

The attendance rate for teachers in 2021 was **96%**

## Staff (Teacher) Retention Rate

The retention rate for teachers in 2021 was **85%** (*2 exited program)*

## Non (Teaching) Retention Rate

The retention rate for non-teaching staff in 2021 was **90%** *(2 exited program)*

*1 LSO became a teacher / 1 stayed in VMCH to work in Disability Services*

## St Paul’s College Staff Retention Rate (88%) - 4 staff left the program (1 continued in VMCH)

## 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
* 70% of teachers have a Master’s or Graduate Cert in Special Education.
* 53% of teachers have a Master’s Degree of Teaching or Education

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# St Paul’s College Teaching Staff 2021

## Table 1 – St Paul’s College Staffing and Enrolment Updated Current Semester 2, 2021

|  |  |  |
| --- | --- | --- |
| 2021 | Staffing | Students |
| Junior School | Teachers – 7 (6.4 FTE) | 42 |
| Middle School | Teachers – 1 (1.0 FTE) | 7 |
| Senior School | Teachers – 2 (2.0 FTE) | 6 |
| College – overall  Specialist Teachers | Teacher–14 (11.6 FTE) includes Specialist Program teachers | Total Enrolment: 55  (FTE 48.8) |

## Education Staff

14 Specialist Teachers

15 Learning Support Officers

1 Librarian

**St Paul’s College Staff**

## School Principal

Timothy Hemphill

## Administration

Anne Healey Business Support Officer

Sofie Giles Student Support Officer

## Allied Health Team

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 Assessments

Student dynamic observation in classroom and playground

Standardised assessment as required (REAL, Pragmatic Profile, ROCC, Sensory Processing Measure, Sensory Profile 2, BOT2, VMI Beery)

Range of movement for joint and muscles, Goniometry measurement, manual muscle testing, Tardieu scale, Braden skin integrity measure, FMS, GMFCS

## Allied Health Services and Programs

*To ensure all students with a disability can access and participate 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



# ‘Step into Prep’ & Prep Program 2021

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.

In 2021 an Individual Learning Plan was implemented for each Step into Prep student.

In 2021 an Individual Allied Health Plan was also implemented for each Step into Prep student.

St Paul’s College had 7 full time Prep Students enrolled in 2021

In 2021 the Step into Prep program provided a successful pathway for each child to learn, discover and grow at a pace which best suits their needs. Based on 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.

Student Cohort*- 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

# St Paul’s College Innovation & Excellence

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

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

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

* Working with Children Checks are required by law only for people who engage in child-related work.
* Schools may also choose to require suitability checks (including Working with Children Checks) for visitors and volunteers engaging in child-connected work.
* Schools must make reasonable efforts to gather, verify and record information about a person who they are proposing to engage in child-related work and child-connected work.

### St Paul’s College and VMCH School Governance has ensured the College:

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

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

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

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

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

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

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

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

The Teamgo system now supports meeting the following requirements at St Paul’s;

* + Clearly establish roles and responsibilities and accountability for the school to meet the Worker Screening Act 2020 Compliance
  + The school’s Business Support Officer is also the school’s ‘Compliance Officer’ at St Paul’s College, who works closely with the School Principal who is also the ‘Child Safe Officer’

**Building capacity and skilling up St Paul's staff for Distributive Leadership Pathways**

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

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

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

* *\*Numeracy & Literacy CWG,*
* *\*Wellbeing and Safety CWG,*
* *\*Independent Living Skills and Pathways CWG,*
* *\*Religious Education and Catholic Inspired Mission CWG,*
* *\*ICT, ROCC and Assistive Technologies CWG*,
* *\*Disability Specific Pedagogy & Professional Development CWG*

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

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

## 2021 Curriculum planning and assessment:

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

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

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

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

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

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

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

## 2021 Building leadership teams (Professional Leadership):

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

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

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

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

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

## Teaching & Learning Programs

## 2021 Middle School and Senior Campuses

2021 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 VET/VCAL Certificates in the final two years at St Paul’s College (Curriculum development).

## 2021 Continuous improvement / Innovations in Learning

St Paul’s College continued to incorporate the Duke of Edinburgh Victoria to ensure that every student at our school had the structured opportunity to participate in the Awards this program facilitates. In 2021 the school introduced two additional programs that are both modelled on The Duke of Edinburgh’s International Awards and link in with the eventual rollout of the Holmesglen Tafe VET/VCAL Certificates for the Senior and Middle School students at St Paul’s College.



## The Compass Award

As part of St Paul’s College- middle school program students have opportunity to participate in The Compass Award, a program of discovery and adventure for our students aged 10-14.

A close up of a keyboard

Description generated with very high confidenceThe Compass Award is modelled on the Duke of Edinburgh Award. It is designed to enhance development of the individual child through a balanced program of activities whose goal is to achieve one’s personal best. It fosters positive attitudes towards learning while complementing the Victorian curriculum and builds an environment for positive engagement and interaction between the student, staff, and family members.

The Middle School cohort of students undertook the Compass Award and were given the opportunity to try new things and learn new skills whist integrating this program into their individual Victorian Curriculum lessons and planning. The compass award has three achievement levels: bronze, silver, and gold. To achieve these standards, students must display committed achievement and progress in four elements: Physical activity, hobbies and skills, exploration, and volunteering.

Students consolidated their numeracy, literacy, interpersonal and personal skills for each element through various practical learning experiences (e.g., map reading, money handling, shopping, recounting, measuring, cooking). Each student also created a set of SMART (Specific, Measurable, Achievable, Realistic, Timely) goals alongside their teacher to define the personal growth required to meet the Compass award standards.

Congratulations to the students who competed their Level 2 Compass Award program who are now working towards their Level 3 awards.

## The Duke of Edinburgh’s Award

In 2021 St Paul’s College delivered the Duke of Edinburgh’s Award.

The Duke of Ed provided a positive and rewarding challenge of self-discovery for the school’s senior students. By undertaking four core activities (Sections) within the Award Framework and regularly working towards individual goals, Students aged 14 -18 at St Paul’s College were equipped and empowered to achieve their personal best, take ownership of their own goals and life choices, and become actively engaged within their community and workforce.

The program is one of individual challenge. It provided for our students a program of voluntary activities that encourage personal discovery and growth, self-reliance, perseverance, responsibility, and service to the community. All students who completed the Award learns a skill, becomes more physically active, volunteers in their community and undertakes a team adventure. In 2021 St Pauls College also had a Compass and Duke of Edinburgh Award Students who also achieved the Kooyong Student Prize 2021

## The Kooyong Student Prize

Text

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**Lily** has worked hard in her final year of school at St. Paul’s College. Her role as School Captain has seen her improve her commitment to life skills involving conducting the laundry service for the school, as well as bringing a fantastic taste of music into the classroom. She has enthusiastically tried several new things this year and has come a long way with her social skills by accommodating others and their interests in the classroom. Lily loves to dance and will never shy away from music/dance party with her peers in the playground. Lily always brings a smile and sense of humour to class each day.

**Liyuan** is an enthusiastic learner who embraces new challenges with a positive attitude. She shows great creative talent and enjoys writing stories and illustrating them. She has also developed great empathy and maturity towards all students. Liyuan has taken on a leadership role within the school buddy program. She is conscious of how her message is perceived and works hard to ensure she is a clear and empathetic communicator. We are all very proud of her achievements at school.

**St Paul’s College - Holmesglen TAFE and VMCH Disability Services** (2021 -2022 Partnerships and Pathways)

**Scope**

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

**P****rocedure**

Training with an external Registered Training Organisation

The Principal confirms:

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

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

**Embracing diversity through educational partnerships**

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

**The three-way placement delivery model**

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

Graphical user interface, text, application

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

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

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

Graduate with a 22302VIC Certificate CIALN in Work Education with Holmesglen TAFE

**Holmesglen TAFE: Program for 2022 – Launching Semester 1, 2022**

**‘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 students will have access to enrol and attend Holmesglen TAFE on Fridays in 2022, studying the Certificate I in Work Education at Holmesglen. The students will take part in subjects and projects that will help them develop job-seeking skills, work-readiness skills, time-management skills, personal presentation skills, teamwork, and communication skills. They may also be able to study one of these courses as part of their program: SIT10216 Certificate I in Hospitality; AHC10316 Certificate I in Horticulture; or SIR10116 Certificate I in Retail Services.

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

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

**St Paul’s College in partnership with VMCH Disability Services 2021 onwards**

**Job Skills Program details**

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

The goal of the job skills programs is

• Improving relationships

• Learning a new skill

• Building confidence to travel

• Employment

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

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

**Green Team**

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

|  |  |
| --- | --- |
| Activities | Job Skills |
| * Gardening * Horticulture * Landscaping | * Safe use of tools * Planting * Weeding * Pruning * Mulching * Lawn mowing * Garden care – sweeping, cleaning |

**Cre-8 Program**

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

|  |  |
| --- | --- |
| Activities | Job Skills |
| * Woodwork * Creative Art * Repair Cafe | * Safe use of tools * Painting * Sawing timber & nailing materials * Creative art * Mosaic, sculptures * Fixing tools |

**Retail Therapy**

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

|  |  |
| --- | --- |
| Activities | Job Skills |
| * Customer Service * Merchandise * Money handling | * Safe use of equipment * Serving customers * Unpacking and sorting donations * Mending items to prepare for sale * Cleaning and iron necessary items * Research prices of saleable items online when needed * Pricing goods * Packing items for distribution to shops * Receiving phone orders from shops * Photographing garments and items for online sales |

**Real Shot**

This program is for clients with a goal of developing hospitality skills.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Activities | Job Skills | | | | | | |
| * Customer Service * Cafe * Food Preparation | * Safe use of equipment * Serving customers * Food preparation * Barista * Table service * Clearing, cleaning and washing dishes * Maintaining stock | | | | | | |
| Site Lead  Places Available/Day  Total Shifts/Week = 60  Program Hrs/Wk = 240 | * Where is My Coffee Café Manager – TBC – 4 spaces x shifts (40) * Coffee Cart – Esther – 2 spaces x shifts (8) * Swinburne Café (Croydon, Wantirna) – TBC – 2 spaces x shifts (12) * SOTS Cafe | | | | | | |
| Program Schedule /Shifts per Week | | M | T | W | Th | F | Sat |
| Where is My Coffee (10) | | xx | xx | xx | xx | xx |  |
| Coffee Cart (4) | | x | x |  | x | X |  |
| Swinburne Cafe (6) | |  | xx | Xx | xx |  |  |
| SOTS Cafe | | x | x | x | x | x | x |
|  |  |  |  |  |  |  |  |

**Horticultural Decking Project and Program**

Diagram

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**PLANS ON HOW AND WHEN**

**New improvements to the Senior/Middle School Campus Semester 2, 2022**

Despite heritage listings on the school’s hall (which was formerly a church), the decking project for the Middle and Senior school campus and classrooms is likely to go ahead. This will add another break out area with doors that open directly onto the decking spaces which can be used for our Independent Living Skills, Horticultural and Social/Business enterprise programs. The project is currently being costed by VMCH Property and the timeline is yet to be established.

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

**Student Outcomes**

* Horticulture is a great way to improve our students’ overall fitness. It can increase their muscle strength, and range of movement including improving fine motor skills
* Learning how to grow food provides an opportunity to learn more about healthy eating and nutrition. If students have grown it they are more likely to try eating it
* The program also provides structured learning experiences in terms of how our student can become successful gardeners whilst learning about nature and the environment around them
* The Horticulture Program can help improve literacy and numeracy through simple tasks like learning to label plants and count out seeds
* Gardening can reduce stress levels, behaviours of concern, and contribute to the students relaxing. The combination of being outside interacting with their peers, plants and nature can lead to an improvement in their overall wellbeing
* The program can support Improved health and wellbeing, learning new skills and socialising with others can assist participants to develop more confidence in themselves and greater independence.
* Activities include building herbs boxes, growing plants from seed, decorating pots, garden art, creating flower gardens, building raised beds, creating a veggie garden, learning new job skills, running a kitchen garden market at our VMCH Op Shop, and cooking the produce in the Room 12 multi-purpose hospitality kitchen

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

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

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

The integration of the new Horticultural spaces will not only link in with the St Paul’s & Holmesglen partnership, but also directly connect to 4 of the Middle/Senior School classes for 2022. This will seamlessly incorporate all elements of the school’s onsite Horticulture program delivered throughout the school days. The open-air spaces designed to provide partially covered areas for use all year round, providing a wholistic and immersive experience for the secondary students in their campus. The physical, environmental additions to the classroom, with a door that connects the inside with the outside decking spaces available to be used at any time of the day for the cohort of that classroom. It will directly contribute to providing experiences that will help students to self regulate if they are presenting a level of dysregulation and/or behaviours of concern. The tactile and organic element of these classroom ‘gardens’ provide tangible sensory experiences as simple as fingers in the dirt, pouring water on the plant, tending to the garden itself and spending time in those spaces. It provides the classroom with a connection to nature the sun, wind, rain and will link in with **STEAM** across the sciences (permaculture), technologies (i.e., solar), wind power and life cycles along with growing, eating and selling the produce providing essential learning for independence and employment.

## St Paul’s College - An Effective Schools Framework

**In 2021 St Paul’s College delivered;**

* A clear and shared focus.
* High standards and expectations for all students.
* Instructional school leadership.
* Frequent and appropriate monitoring of student progress.
* High levels of collaboration, communication, and professional learning.
* Opportunities to learn and maximise student time on task.
* Safe, orderly, and productive environments
* Positive home-school relationships

**In 2021 St Paul’s College achieved;**

* Improved student learning opportunities and outcomes
* Sustained and embedded the professional learning focus building teacher capacity and effectiveness
* Further developed the existing PLT structure to support on-going collaboration and professional learning within teams
* Successful linking the professional learning focus with individual and team ‘Performance and Development’ goals

**In 2021 St Paul’s College’s PLT Program included;**

* PLT format developed as a vehicle for delivering professional learning
* P and D process goals and/or High Impact Teaching Strategies introduced to teaching staff in 2021 provided the basis for this work
* PLT meetings on a weekly basis (see timetable below)
* PLT leaders supported to develop and facilitate professional learning within their teams
* Peer observations supported as a professional learning activity and undertaken once each term across the whole teaching team. This required resource support in terms of timetabling and APT support for planning, observations and debrief opportunities.
* PLT sessions based on an inquiry model each term with professional readings, discussions and between session activities, peer observations related to a chosen theme/question etc.
* PLT teams shared their professional learning at the end of each term/ semester to facilitate a whole school approach to teaching and learning.
* PLT structure to support Performance and Development process for individuals and teams.

**Operational Success & Outcomes**

**Enrolment Trends**

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

* 40.0 FTE Students in 2019
* 48.2 FTE Students in 2020
* 48.8 FTE Students in 2021
* 58.6 FTE Students in 2022/2023

*(estimated projection from Annual Business Plan / 5-10 Year Strategic Plan)*

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

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

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

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

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

# 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 throughout 2021 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 and on an individual basis 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)

**Individual therapies for students**

* Increased independence in all areas
* Increase mobility in the school setting and at home
* increasing communication in the school setting and at home
* enhancing mobility and access to local communities
* advising on modification of environments in the school setting and at home
* enabling students to engage in everyday activities in the school setting and at home
* Our school’s Allied Health Team assess sensory processing patterns in students, in their everyday school-based activities. These assessments support the students and their support network in the school setting to identify strategies to perceive and respond to sensory information that may be impacting on how they live their life and access their school experience

**Core**

* Assistance with daily life mobility,
* assessments, recommendations, reports across Therapy interventions and/or Training for staff and supporting families (including Assistive Technology)

**Capacity Building**

* 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](https://www.physioinq.com.au/service/speech-therapy-for-children)
* 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 Therapists**

* 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](https://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/immunisation-services/);
* 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](https://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/birmingham-slt/special-school/), 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)](https://www.birmingham.gov.uk/info/50258/sendiass/2355/education_health_and_care_plans) 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](https://birminghamcs.proceduresonline.com/p_healthcare_assmt.html);
* 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.

**ALLIED HEALTH (STUDENT) GROUP ACTIVITIES**

* **Bike Education Program**
* **Food School Program**
* **Community Access Programs**
* **The Perceptual Motor Program (PMP)** *is a movement-based program which helps younger students improve their eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills.*
* **Switching -** *Adaptive switching program providing access to device that allows students with movement-limiting disabilities to use technology and operate electronic devices. Instead of the student performing complex actions such as turning a knob, adaptive switches will offer easier movement solutions, such as pressing a button including outcomes.*
* Greater independence and improved self-esteem
* Improved communication in the community, home and in school settings
* Enhanced brain development for students
* Better access to technology and computers
* Ability to use their limited abilities to initiate communication

**FAMILIES & ALLIED HEALTH PROFESSIONALS**

* 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

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# Graduate and Mentor Teacher Program

Under the directions of Principal, the Instructional Leader’s role was to continue to.

- work with the Graduate teachers on an individual basis through classroom observation and coaching support and

- work 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.

- In this way, graduate teachers were supported in 2021 to undertake the Inquiry Research Project and other criteria required to advance their VIT status to full registration.

St Paul’s PLT (Senior Teachers) had attended VIT Mentor Training Days.

A St Paul’s College panel convened for assessing their registration including a fully VIT trained staff member and the school principal. Across the first 3 years of operations at the Balwyn Campus (2109-2021) the school has successfully supported 5 Graduate teachers to accomplish their Inquiry Research Project and other criteria required to advance their VIT status to full registration.

## Rationale:

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.

## Purpose of this program:

* To support Graduate Teachers to transition to the teaching profession and the practices and processes of St Paul’s College.
* To support Graduate Teachers to be fully engaged in order to successfully gain full VIT registration.
* To build the capacity of more experienced teachers to be Teacher Leaders within the school environment.

## Goals:

* To develop a shared understanding of the process for Graduate Teachers to gain full VIT registration within the two-year framework.
* To provide mentoring support for Graduate Teachers to develop their professional practice as part of the process above.
* For graduate students to develop a greater understanding of the professional framework within which they work, the expected standards, codes of conduct and ethics.
* To support experienced teachers to develop and practice mentoring and coaching skills.
* To develop a common language to talk about teaching and learning using the Professional Standards for Teaching.
* For all participants to engage in a range of professional learning models including peer observation, inquiry learning, action planning, coaching etc. to improve students learning outcomes.
* For mentors and mentees to grow together as learners.
* To enhance the opportunities for collaborative partnerships within the school culture.

## Implementation:

|  |  |
| --- | --- |
| **Classroom Program** | **Draft Professional Learning Program** |
| On-going tailored induction, classroom, observation, and coaching conversations based around the Australian Professional Standards for Teaching. | * Qualities of a good teacher * Mentoring * Australian Standards of Practice * Registration Process Overview * Mentoring skill development- coaching using GROW model * Inquiry Learning – developing an action plan * Action planning for research project- developing an inquiry question * The regulatory Framework -Victorian Teaching Professional Code of Ethics, mandatory Reporting, Child safe. * Evidence of learning- collecting data, analysing, evidence-based teaching * Assessment for. of, as learning –relate to ABLES * Pedagogical model |

## Success Criteria:

* 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

# Staff Performance and Development Process

## Rationale:

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.

## Purpose:

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.

## Overview:

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.

**The Performance and Development process provides an on-going framework for teachers to:**

* 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.

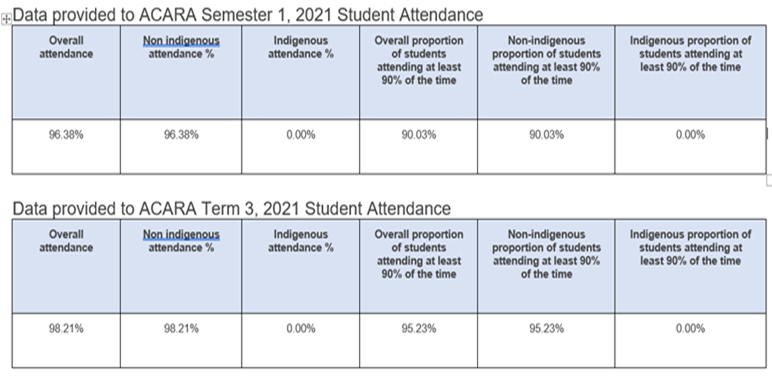
## The Performance & Development Cycle:

|  |  |  |
| --- | --- | --- |
| Reflection and goal setting | Professional Practice and Learning | On-going feedback, reflection, and Review |
| Goals consider the teacher’s own reflection on their teaching practice  informed by evidence and feedback, the school  strategic plan, and goals or priorities set by and  for teams of teachers within the school. | All teachers are supported in  working towards their goals, including through access  to high quality professional learning.  Evidence used to reflect on  and evaluate teacher performance should be rigorous and from multiple sources. | All teachers receive regular formal and informal feedback on their performance.  This includes a formal review against their performance  and development goals mid cycle and end of cycle, with verbal and written feedback being provided to the teacher. |

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# Student Attendance

**Year Level data for Student Attendance: 2021 Overall Attendance 96.38% in Semester 1 and 98.21% in Term 3 Students – 48.8 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.

# Student Progress

St Paul’s is a registered specialist school and students do not participate in the NAPLAN literacy and numeracy assessments. Individual Education Plans are implemented for each child, considering the child’s strengths and areas of development to set achievable and challenging goals across the Victorian Curriculum. These goals are set and assessed in consultation with the Student Support Groups (SSG) which include parents, teaching, and Allied Health professionals, on staff.

Teachers use online Abilities Based Learning and Education Support (ABLES) assessment tools as well as ongoing observation of student learning to monitor progress.

## Curriculum Adjustments for Disability 2021

St Paul’s College meets The Disability Standards for Education 2005 (the Standards), and our obligation as an education and training provider that seeks to ensure that students with disability can access and participate in education on the same basis as other students. Included in this delivery is support through our allied health staff, specialist and targeted curriculum material, and use of expertise across the school. We also advise and guide our mainstream school partners in their commitment to deliver a disability and sensory specific curriculum and provide professional development and advice as needed.

Individuation and augmentation of all lessons and content meet the needs of students experiencing difficulty in oral expression, written expression, listening comprehension, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving.

## Specific Curriculum Adjustments

Curriculum adjustments enable students with ASD and additional learning and support needs to access curriculum content on the same basis as their peers.

Accessible Concrete Learning Materials

Independent Living Skills Programs

## Functional Behaviour Assessments

Positive (Functional) Behaviour Assessment is a process that identifies a specific challenging behaviour, the purpose of the challenging behaviour, and what factors are maintaining the behaviour that is interfering with the student’s learning. Developing a process that leads to the development of an intervention plan “Positive Behaviour Support Plan’ (PBSP) that addresses behaviours of concern in the classroom and in and around the school.

## Positive Behaviour Support Plans

A template is developed for setting and implementing a Positive Behaviour Support Plan to ensure the safety of the child and those around them. The plan is created with the school psychologist, teachers, parents, and leadership to ensure that any challenging behaviour is being met with consistency. A step-by-step plan is implemented with very specific steps tailored for the needs of the individual student.

## Independent Learning Plans and Reporting

* Developing an effective Independent Learning (or Education) Plan template is essential for addressing the needs of our students, all of whom require additional support or adjustments in the program, school environment or curriculum.
* Setting, tracking, and capturing data from students SMART Goals ensures St Paul’s College fulfils its obligations in terms of delivering quality teaching and learning
* Regular Support Group Meetings take place with parents and carers
* School Reports are provided for every student each Semester

## Transitions

Transitions can be difficult for our students with ASD, whether it’s from year to year, a new teacher or classroom or simply from one lesson to another. To ease the anxiety around transitions, staff implement strategies to guide students and families through this process - effectively creating a plan for success.

## Empowering students and building school pride

The College has developed and implemented approaches that give all our students a greater say in the decisions that affect their learning and their lives. The whole school community engages with students so that they have a voice in the learning process, and fully and proudly participate in school life including the planned development and delivery of a VCAL program Certificate, when three of the Middle School Students progress from the Compass and Duke of Edinburgh Awards as they reach the required year level at St Paul’s College in 2021.

## Setting expectations and promoting inclusion

The School works continually across its community to implement a transdisciplinary approach to supporting the health, wellbeing, inclusion, and engagement of all students, including setting behavioural expectations, building teachers’ understandings of positive classroom behaviour (PBS) and engagement practices, and ensuring that all students have the tools and skills to develop positive and self-regulating behaviours.

## Building community

Visible, transparent, and consultative leadership ensures that the College has substantially strengthened its capacity to build relationships with the broader community by partnering with the community sector and providers, making strategic use of existing community resources and capabilities, and increasing the services delivered ‘inside the school gate’. Staff understand the value of harnessing the full capacity of the community including parents to collectively encourage students’ learning and enhance student outcomes, especially operating during the COVID-19 Pandemic

# 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.

## 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 **2021** our focus was on whole school communication, we trialled 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 – top of Page 43).

Chart, bar chart

Description automatically generated

Comparing the ROCC data across 2020 (above) and 2021 (below) significant improvements were made in several domains. As you can see there is significantly fewer red areas in the 2021 graph compared to 2020, this means a lot of our students are progressing from emergent to transitional communicators.

Chart, bar chart

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Here is a breakdown of the outcomes achieved in terms of communication gains between these two sets of data:

* 70% of students use picture symbols, signs or spoken words to communicate. **Increase of 10%** in 2021
* 75% of students have their own communication system. **Increase of 15%** in 2021
* 80% of students are forming clear messages using a communication system or voice. **Increase of 15%** in 2021
* 80% of students see their system/voice as their way of communicating**. Increase of 15%** in 2021
* 85% of students are using AAC or words to communicate messages (single words-sentences). **Increase of 10%** in 2021
* 75% of students are at least making requests (e.g., more, help, finished). **Increase of 10%** in 2021
* 25% of our students are making requests/commenting, complaining, sharing opinions/greeting.
* **5% increase** in 2021
* 60% of students are beginning or are taking responsibility for their communication systems. **Increase of 15%** in 2021
* 75% of students are purposefully engaging in interactions with a communication partner. **Increase of 10%** in 2021

## Teaching and Learning Data

**The ABLES assessments produced four reports:**

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

By reviewing these reports, a teacher identifies where a student is working on the Victorian Curriculum continuum and use this to provide a teaching and learning program that is appropriate to the student’s current achievement. If the student is working at a level that is preliminary to Foundation of the Victorian curriculum in some learning areas, the teacher would use the ‘Towards foundation level’ materials to inform appropriate curriculum choices.

The 2021 objectives of continuing to strengthen the explicit structured teaching approach at St Paul’s College has been initiated in advancing and promoting meaningful engagement for all students in activities, flexibility, independence, and self-efficacy.

# Parent, Student and Staff Surveys

Surveys are completed from time to time to collect information on issues deemed as important by the school community. The data collected is used by the leadership team to determine areas for future improvement. Surveys are anonymous in order to provide participants with every opportunity to share their views and experiences of St Paul’s College. It is the school’s policy to collect feedback from parents and staff to ensure high levels of satisfaction with the school's policies and practices.

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

We thank all members of the School community who took the time to participate and contribute to our further growth in our purpose-built facility in Balwyn in 2021.

* *The ongoing impact of the pandemic, including the operational directives St Pauls implemented and followed, meant that in the first half of 2021 our school, like many others were still delivering online learning experiences with only a small cohort of ‘students’ of essential workers’ being able to attend the campus.*
* *Also due to the complex medical needs of some of our students, 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).*

## 2021 Annual Surveys in place for all St Paul’s College staff

Best practice planning and delivery includes.

1. **TERM 3, 2021** the school addresses planning for a new year of classes and workforce planning

* The Principal 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

1. **TERM 4, 2021** Meetings with the Principal

* 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

1. **TERM 4, 2021** The Principal met with Allied Health and Admin staff

* to finalise 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

This process ensures that all staff deployed to classrooms have the opportunity to align their skills and expertise in terms of working with specific cohorts i.e., Preps or Junior, Middle and Senior students and that the Principal and staff member agree that the challenging behaviours in that specific classroom will work from the staff and leaderships perspective and staff are satisfied with the outcome of this collaborative survey with all staff.

**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.

## 2021 Parent Survey Data

***Despite all of the situational challenges across the school due to COVID-19, parent survey data continued to provide very high levels of satisfaction across all aspects of the school’s operations across the 2021 school year.***

|  |  |
| --- | --- |
| **2021 Prep Parent Survey** | **90% satisfaction** |
| Survey encompassed; Teacher Quality, Curriculum, Learning Opportunities, Personal Development, Parent Communication, Adaptive Technologies, and Resources for Students with a Disability, Learning and School Management | |

|  |  |
| --- | --- |
| **2021 Junior Parent Survey** | **82% satisfaction** |
| *Survey encompassed; Teacher Quality, Curriculum, Learning Opportunities, Personal Development, Parent Communication, Adaptive Technologies, and Resources for Students with a Disability, Learning and School Management* | |

# Pastoral Care at St Paul’s College 2021

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

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 at St Paul’s College 2021

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 2021 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

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# Governance 2021

## Board of Directors

**Mr. Julien O’Connell AO (Chair)**

Mr. Vincent Arthur

Ms. Anna Clarke

Ms. Jo Dawson

Mr. Brendan Donohoe

Mr. Michael Fisher

Ms. Sally Howe

Mr. Terry Janes

Ms. Kate McCormack

Ms. Mary Power

Mr. Bob Santamaria

# 2021 Financial Performance Report

Diagram

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Diagram, table

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##### VRQA School Annual Reports

The School must provide an annual report to the VRQA for publication on the [State Register](about:blank), 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 870

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](about:blank)

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