

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



ST MARY'S COLLEGE FOR THE DEAF, Wantirna South



SCHOOL REGISTRATION NUMBER: 1669

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Contact Details

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Minimum Standards Attestation

I, Amanda Purcell, attest that St Mary's College for the deaf is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

23 May 2019

Our College Vision

A faith community shaping the formation of empowered, inquiring students

Our Values

Our College philosophy integrates our key values of Empowerment, Inclusion, Independence and Resilience with our knowledge of the explicit needs of deaf and hard of hearing students and the values intrinsic to Catholic Faith.

Empowerment: Empowering deaf and hard of hearing students to lead themselves as strong and confident contributors to their school community.

Inclusion: Promoting inclusive learning environments that celebrate diversity, acknowledge human rights and commit to the social justice central to the Catholic faith.

Independence: Fostering self-sufficient, capable deaf and hard of hearing students actively setting and achieving their own goals.

Resilience: Building resilient deaf and hard of hearing young people capable of dealing with life's challenges, maintaining positive relationships and holding a healthy sense of their own identity.



College Overview

St Mary's College commenced the 2018 year with 68 students located across our five campuses. Of those students, 28% were primary students and 72% secondary students. All students were very much a part of the welcoming school communities of Holy Trinity Primary School, Aquinas College, Marymede Catholic College, Salesian College Sunbury and St John's Regional College. All these schools offered exceptional learning opportunities to our students in partnership with our staff located at each site. Of our 16 senior secondary students, 11 were enrolled in a VCE course with 5 pursuing various VCAL courses. With such a variety of offerings along with intensive support at this level, our retention rate of senior students was 100%.

Inclusive Education

St Mary's College values inclusivity and equity and as such, our educational model reflects those ideals. Our students have the opportunity to study the breadth of learning experiences offered from Prep through to VCE, VCE/VET and VCAL. They are also involved in all complimentary learning opportunities such as camps, excursions and work experience as offered to all students in our partner school. Our tiered approach to intervention ranges from full inclusion in the partner school to an individualised course of study involving time in regular classes and time receiving specialist intervention with a personalised program of learning.

Building on the Victorian curriculum, our St Mary's College Expanded Learning Program (ELP) covers essential areas of focus designed to improve learning outcomes and develop confidence and a positive identity. Key areas of focus include:

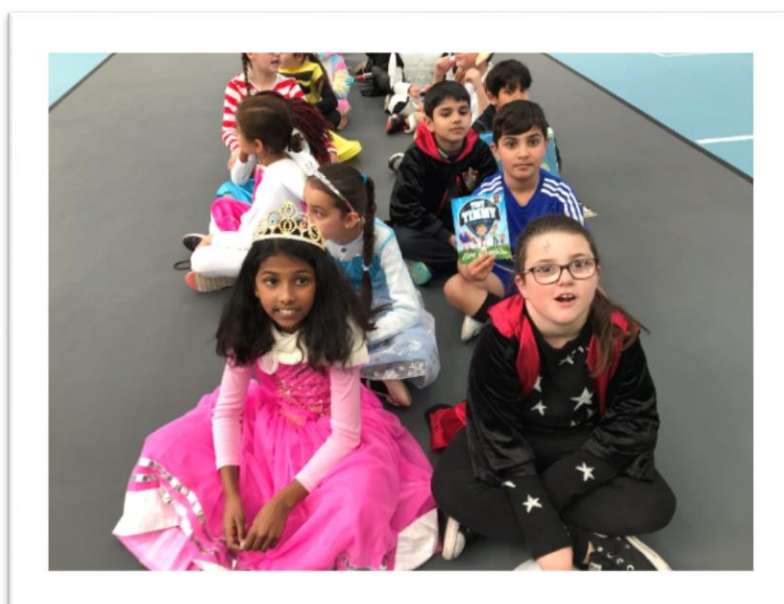
- Literacy
- Receptive & Expressive Language
- Audiology & Listening
- Speech Production
- Theory of Mind
- Self-advocacy
- Social & Emotional Skills
- Careers Education

Our teaching strategies follow evidenced-based practice, meaning our approaches are strongly supported by scientific research. Assessment for learning is an integral component of the educational experience at St Mary's College, providing a constant flow of information as to how each child is progressing and informing the planning of our Teachers of the Deaf and Speech Pathologists. Our student wellbeing model follows Positive Behaviour for Learning (PBL) as a whole school approach to communicating behavioural expectations and understanding of the consequences of decisions made. These are a broad range of tailored and proactive strategies used in achieving positive social and academic learning outcomes.

Principal's Report

For St Mary's College, 2018 was a year of preparation as we worked towards our strategic intent of building a high quality and guaranteed educational program that would enable our deaf and hard of hearing students the best opportunity to achieve academically and become positive and confident children and young adults. This involved building our staff capacity in the area of quality teaching and supporting the growth of a healthy mindset in our students. We required new infrastructure and facilities to support collaborative learning opportunities and the sharing of resources as well as access to essential information required to ensure the safety and wellbeing of our students across all five campuses. In meeting these needs, the introduction of SIMON as a learning management platform, the development of essential policy and procedures documents and our training and development in preparation for Positive Behaviour for Learning (PBL) would stand out as key initiatives.

This year marked 70 years since St Mary's School for the Deaf was opened by the Dominican Sisters of Eastern Australia in Portsea. This became a feature of our Opening Assembly which saw all our students and staff from across Melbourne come together to reflect on our Faith, recognise student leaders and award recipients and provide an opportunity to build social connections and identity as being part of the one school. Unfortunately, we were unable to organise a large event for past students, staff and parents and so look forward to our 75th year where a large celebration will take place.



Throughout the year, the Leadership Team continued to refine our processes and policies to ensure that all students of St Mary's College were being educated in an environment that continued to meet all the recommended safety requirements and provide clear communication and accountability regarding our learning program and student achievement. An emphasis on using evidence-based programs in the areas of deaf education and education in general drove much of the professional learning undertaken by our staff and the technical resources established to support the implementation of these new evidence-based programs. Two members of the leadership team completed the renowned Masters of Instructional Leadership course through the University of Melbourne. The flow on effect to the school was the introduction of some of the best practices in education such as teachers evaluating and refining their impact on student learning growth and using individual and whole school data to determine what interventions should be used where and why.

Our commitment to the development of listening skills and spoken and written communication, along with a focus on student wellbeing, resulted in an expansion of our staff to include a full time Speech Language Pathologist and Youth Worker. Whilst there were some challenges in providing services and supports to students across a broad geographic area, the value added to teams supporting each child resulted in a richer, more targeted response to the interventions each student received. A Positive Behaviour for Learning (PBL) Team was established as part of our School Improvement Plan to build confidence and a sense of wellbeing and connectedness in all of our students. The PBL team spent a significant amount of time undergoing professional learning and preparing resources and processes to be implemented in 2019. To further support the learning of positive behaviours in students who experience difficulties in this area, the school engaged Dan Petro, Behaviour Analyst, to develop a strong framework of preventative practice and behavioural approach to supporting students in need.



Further investment in our commitment to optimal communication saw the introduction of a live captioner for our Ringwood students. Using C-Print technology, students had the option of watching a transcript of what was being spoken in class on a device as the speaking is taking place. A significant number of Roger FM transmitters and Sound Field systems were also purchased and installed across our partner school classrooms, providing approximately 85% coverage for spaces used across all sites. New learning spaces were built at both Sunbury within Salesian College and South Morang within the primary of area of Marymede Catholic College, enabling intervention programs to be delivered effectively.

Our approach to student wellbeing was reviewed and a new, more responsive system established. Given the difficulties experienced with one counsellor overseeing a large geographical area, a whole school approach to wellbeing with a tiered response was developed. This involved collaboration with our partner school wellbeing staff to ensure timely and appropriate supports were always available to our students in need.

I would like to thank the many people who have contributed to the success of the College in 2018. The faith in the direction of the school and support provide by the Delegated Canonical Administrators (DCA), Mr Tony Tuohey and Mr Barry Batcher, have enabled initiatives to seed and grow. The guidance of the School Board and fundraising activities of the PFA found solutions to many challenges and the ongoing dedication of the Leadership team and St Mary's staff have provided rich and diverse opportunities for our students. We look forward to the coming year as we embed these exciting changes into our school.

Amanda Purcell

Principal

College Board Report

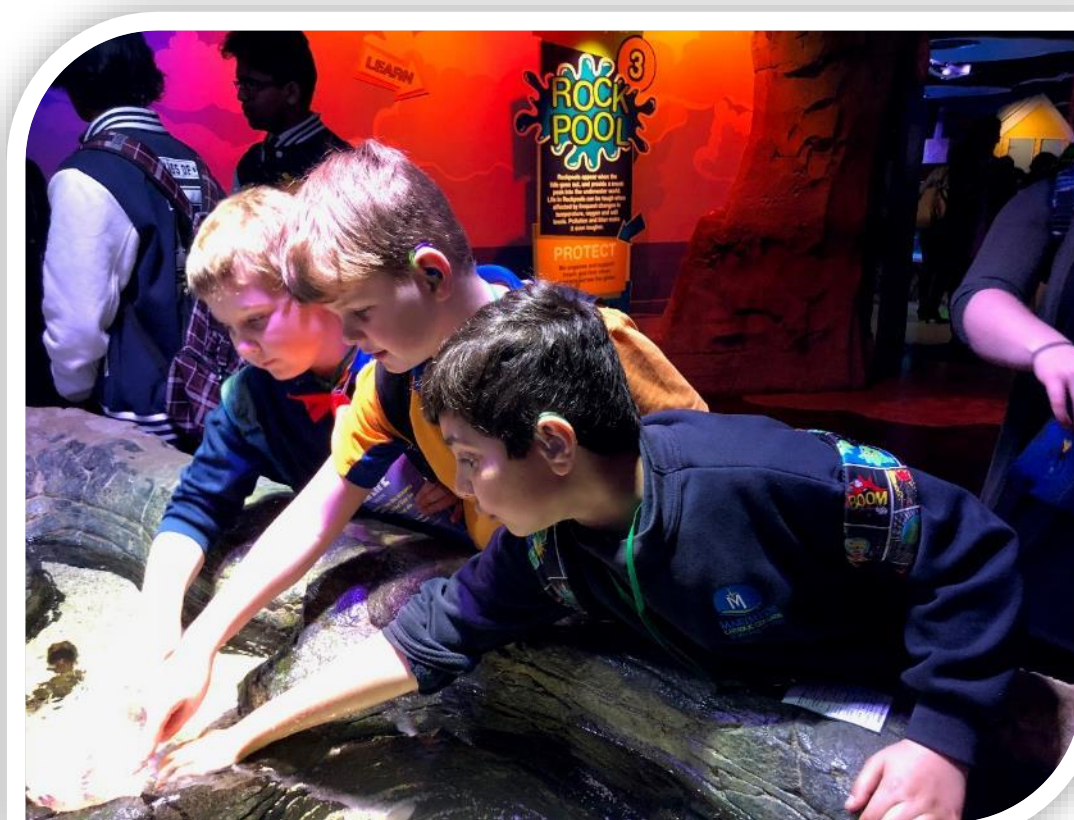
2018 marked the 70th year of St Mary's College for the deaf providing education and support for deaf children, and the third year under the leadership of Amanda Purcell. St Mary's is a unique school that gives children and families the choice of mainstream education combined with specialist support, provided by a team of dedicated teachers and staff.

The Board of St Mary's College for the deaf is advisory in capacity, with representatives from the Canonical Administration, school parents, teachers, and allied health professional representation. The Board meets approximately twice each term to discuss school policies and the strategic direction.

Throughout 2018 the Board had a large focus on student wellbeing, along with facility and equipment upgrades.

I would like to thank that school teaching team and staff, led by Amanda Purcell for their dedication to student outcomes. We look forward to seeing what 2019 brings.

Laura Button
School Board Chair



Education in Faith

Goals & Intended Outcomes

To embed a strong Catholic Identity through the Dominican pillars of prayer, service, study and community.

That the importance of Education in Faith is strongly recognised and valued by students, staff and parents.

Improvement strategies:

- Encourage and support students to explore and engage with Social Justice Groups and Catholic Social Teachings.
- Provision of further opportunities for student involvement in prayer on SMC St Dominic's Day, whole school assembly and campus based activities.

Achievements

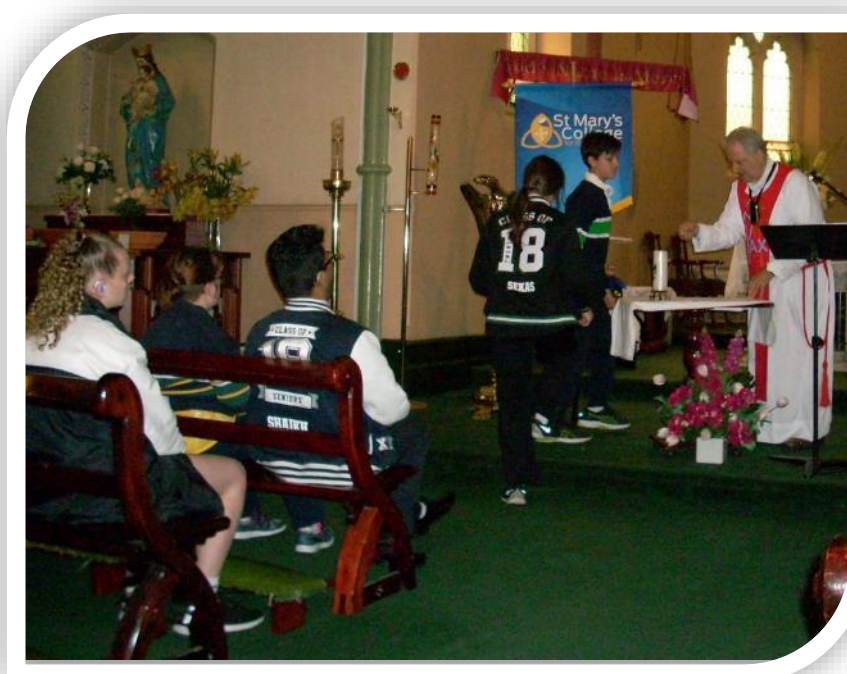
- A whole school assembly was held with student leaders driving the planning of faith events throughout the morning. A group of our students led the whole school in a meditative reflection exercise focusing on being thankful, appreciative of kindness and asking for God's help in achieving their hopes and goals for the coming year. One of the year 6 students then shared her interpretation of how the Dominican pillars can be realised in every day school life.
- St Dominic's day was celebrated at St Augustine's Church in Bourke Street Melbourne with Father Victor leading the school in a liturgy. As the liturgy was specifically for St Mary's, many of our students were able to participate in the service as banner bearers or prayer readers. As access and equity is our priority, PowerPoint slides, live captioning, sound field systems and interpreters were all used to ensure every student could participate fully in the service.
- All campuses participated in fundraising for the Deafness Foundations through their Butterfly Badge Appeal that supports research, prevention and treatment for deaf and hard of hearing people.
- In completing the annual School Improvement Survey, our students rated the *Importance* variable at **39**, an increase from **36** in 2017.
- Students also rated the *Opportunity* variable for involvement in faith-based activities at **66**, an improvement from **62** in 2017.



VALUE ADDED

The following value added opportunities were accessed by our students through our partner schools

- Social justice and the 'dignity of others' events such as The Long Walk organised through Aquinas College
- Social justice initiatives such as fundraising for Catholic charities like Caritas Australia
- Project Compassion and collection of food and household items for the St. Vincent de Paul Society
- Prep to Year 12 Marymede Day celebrations with a Mission-Action focus.
- Reflection Days and Family Workshops for each of the sacraments of Reconciliation, First Eucharist and Confirmation
- The sacraments of Confirmation and Eucharist were celebrated through Holy Trinity Primary and Marymede Catholic College
- Each primary classroom had a prayer space set up and were involved in regular Morning Prayer.
- Celebrations of Mass and liturgy where staff and students were challenged to reflect on the meaning of justice to them through prayer and reflection.
- VCE subject Religion and Society Units 1 & 2 at Year 11
- Retreat programs provided students the opportunities to engage with, and contribute to building a Christian community through a focus on positive relationships
- Celebration of Feast Day Masses



Learning & Teaching

Goals & Intended Outcomes

To create a challenging and engaging learning environment, supporting all students to achieve or exceed their expected growth in language and literacy.

Written competency will improve in all students F-12.

Rates of learning growth in language and literacy will improve.

Students will become more confident and engaged in their learning.

Improvement Strategies

- Develop a curriculum framework based on Horizons of Hope and the Victorian Curriculum for learning areas for which St Mary's College is responsible and delivers in partnership that includes:
 - scope and sequence incorporating benchmarks
 - develops written competence in DHH students F-12
 - personal and social capabilities and positive identity as a deaf person
- Develop a consistent school-based assessment cycle and data analysis process.
- Strengthens the College's approach to Visible Learning with a focus on student self-reporting and provision of timely and effective feedback.

Achievements

Expanded Curriculum

Using the *IOWA Expanded Core Curriculum for Students who are Deaf or Hard of Hearing*, St Mary's staff developed a curriculum resource to inform program planning for Teachers of the Deaf when developing interventions and PLPs for students. In addition to the essential skills and concepts of the Victorian Curriculum, students who are Deaf or Hard of Hearing have specialised needs not covered in the general education curriculum. Hearing loss adds a dimension to learning that often requires explicit teaching, such as the information gained through incidental learning. Our expanded curriculum covered the key areas of;

- Communication (Audiology & Listening, Speech Production, Receptive & Expressive Language)
- Literacy (Reading, Writing)
- Personal Capabilities (Theory of Mind, Self-advocacy)
- Social & Emotional Skills
- Careers Education

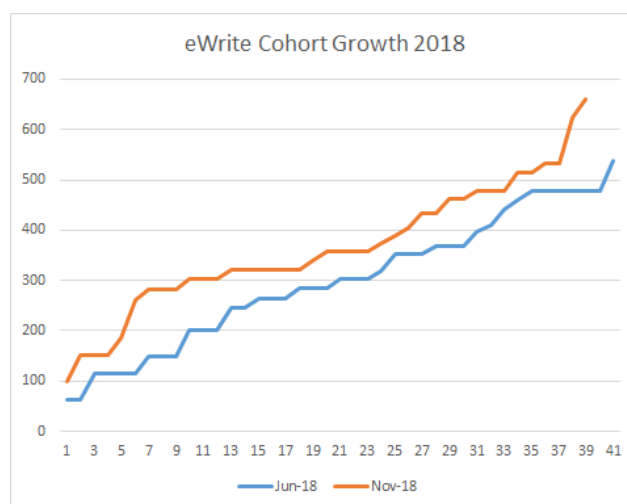
The scope and sequence of skill areas under each domain, were able to be used to guide teachers in knowing which goals or learning programs should be targeted at what year level.

Professional Learning Communities

Being able to recognise what a student knows and what they are ready to learn can be challenging in students who are deaf and hard of hearing due to non-standard development of key skills such as reading and writing. To build the capacity of all staff to be able to recognise patterns in learning and skill acquisition, Professional Learning Community (PLC) teams were established based on the year level of students being taught rather than the campus attended. Teachers of the Deaf met across campuses as either primary, middle or senior subschool groups to analyse student data and work samples. Use of informal assessments, eWrite and other formal tests were used as part of an assessment and planning cycle. This enabled teachers to assess and plan as a group around the needs of each DHH student at different stages in their learning journey.

Writing

A key feature of our School Improvement Plan is improvement in the rate of growth in writing of our students. Whilst a lag in writing achievement is common in DHH children, we challenged ourselves to find new ways of increasing the rate of growth in our students. Most of the work in this area was done by the teachers through their PLC teams. Research shows that DHH students start to lag behind their peers in writing from around year 4, tending to not make a full year's growth in learning from year-to-year. This is a result of not hearing words and sentences to the same degree over the year as students without hearing loss. Results from the online writing assessment eWrite, showed that over a 6 months period, all of our students made greater than 6 months growth, closing the gap between where they are at and where they need to be in their writing.



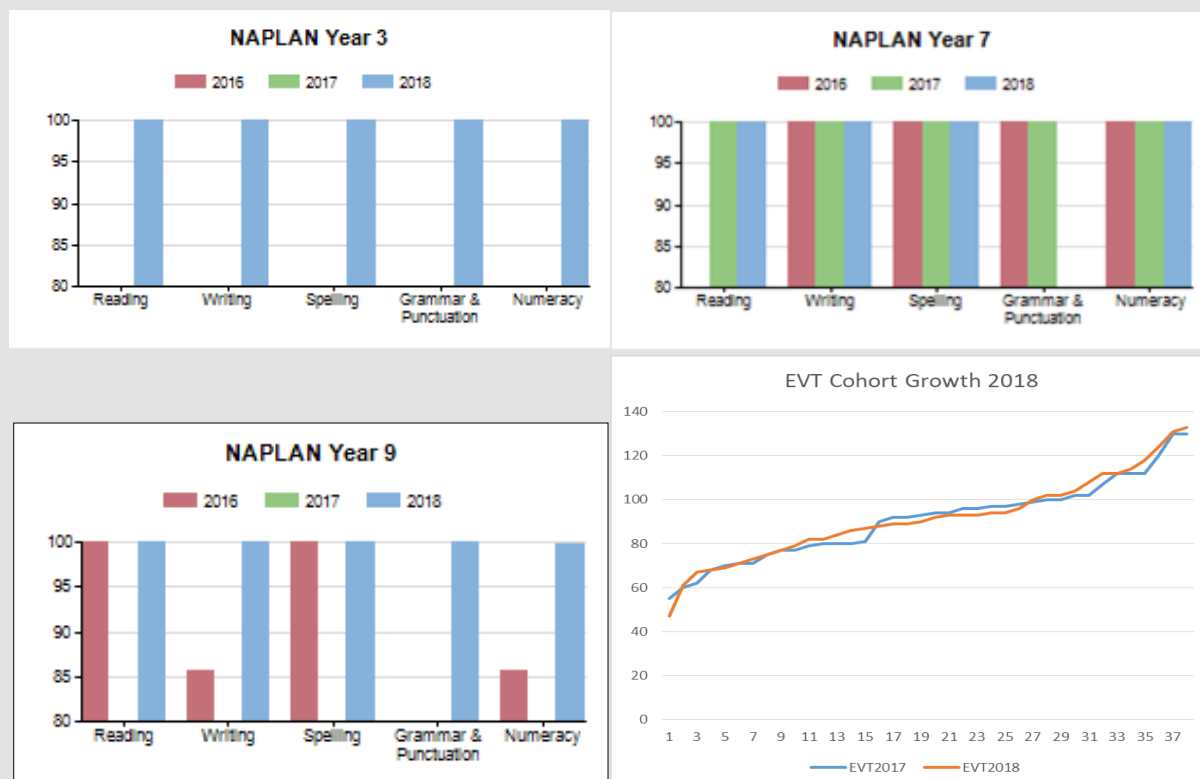
VCE/VCAL

We are particularly proud of all our Year 12 school leavers with all successfully completing their VCE or VCAL certificate. Of our students who studied VCE, the median ATAR score was 66. Some of our year 12 students also received awards for excellence in various areas including a Film Excellence Award for Visual Arts and highest study score within the partner school.

Through the support of our partner schools, we have continued to offer a wide range of subjects in both academic and practical areas. Students continued to be supported through learning interventions with Teachers of the Deaf, note takers and live captioners who collaborated with subject teachers, VET providers and workplace employers. All senior pathways have been supported by members of each student's PSG who met each term over the year. PSG members included the family, St Mary's staff and key staff from each partner school.

STUDENT LEARNING OUTCOMES

NAPLAN data for 2018 shows 100% of our students who sat the tests met the minimum standards. Of particular interest is the improvement in writing and numeracy from 2016 to 2018.



Not all of our students sit NAPLAN. As such, St Mary's also tracks reading, writing and language growth through other measures. Language, specifically vocabulary, underpins much of the difficulty DHH students experience in literacy and numeracy and ensuring a good rate of growth continues to be our priority. Vocabulary testing using the PPVT-4 & EVT 3 showed all of our students made at least 12 months growth in their vocabulary over 12 months, which is greater than what would be expected of DHH students in general.

POST-SCHOOL DESTINATIONS	Total students
TERTIARY STUDY	64%
TAFE / VET	12%
APPRENTICESHIP / TRAINEESHIP	12%
DEFERRED	0%
EMPLOYMENT	12%



Student Wellbeing

Goals & Intended Outcomes

To promote social and emotional competence in DHH students through a Response to Intervention model.

Students will be resilient, have a healthy sense of self-worth and relate positively to peers and the wider community with confidence.

Improvement Strategies

- Strengthen the capacity and efficacy of staff and teams to provide consistent, common approaches to developing students' resilience, connectedness and positive identity.
- Provide regular remote access via technology for deaf peer-to-peer interactions across campuses.
- Development of a social-emotional teaching program specifically for DHH students.

Achievements



Developing resilience, connectedness and a positive identity in our students was a key priority at the College given the link between a positive mindset and the impact of hearing loss. This impact frequently extends beyond being different to more complex factors such as delays in pragmatic or social language and limited exposure to learning about connecting with others through overhearing. In understanding that student wellbeing needs to not just be supported but taught, the whole school took on the responsibility of enhancing our students' sense of self-worth and social confidence.

Positive Behaviour for Learning (PBL)

A PBL implementation team was established to develop a school-wide system to support positive student wellbeing. Staff undertook significant professional learning in the approach as provided through Catholic Education Melbourne. All staff were involved in the development of six key behaviours that if used by our students, would lead to greater academic and more positive social outcomes. These were adapted to reflect DHH student challenges rather than those traditionally experienced by students with behavioural difficulties. Student voice was important and the rewards linked to the program were decided by them. Specific lessons were developed, data collection methods established and all staff received training in applying this preventative approach known as Tier 1 interventions.

Interventions at Tier 2 and 3 were documented and staff received professional learning in our new process for responding to and supporting any students experiencing difficulties. A Chaplain/Youth Worker with knowledge and experience of being deaf joined our team to provide additional support to students in this area. We continued to work closely with the professional counselling teams through each partner school to provide a collaborative approach that utilises the combined expertise of both schools.

2018 was predominantly a year of setting up systems and approaches and we look forward to seeing the impact this will have on our wellbeing goals in 2019 when the program is fully implemented.



VALUE ADDED

- Each campus elected a student leader who was responsible for collecting student opinions on various aspects of the school and feeding this to the school leadership team for consideration.
- Student leaders also undertook key roles including leading school tours, organisation of whole school events and being responsible for the College banner at partner school events and liturgies.
- Various social opportunities provided within St Mary's space at lunch times. These were open to our students and their friends from the partner school and included Auslan classes, lunch club and games club.
- Social opportunities to bond with other DHH students at Opening Assembly (lunch and games at Aquinas, Ringwood) and St Dominic's Day celebration (Melbourne Aquarium).
- Participation at Primary Deaf Sports and Secondary Deaf Sports (MSAC) days with opportunities for friendly sporting competition between DHH students from other schools across Victoria.
- Careers speakers from organisations that support DHH job seekers
- Campus based celebrations of milestones including birthdays and recognition of exiting students.
- Bella Girl Program for schools (primary and secondary), an 8-10 week course teaching girls about their value, beauty & purpose delivered by our Youth Worker.
- Social program for primary students at Wantirna South.



The following value added opportunities were accessed by our students through our partner schools:

- Camps, retreats and buddy / peer support programs.
- Harmony day events
- Various wellbeing workshops and activities as offered by wellbeing teams from the partner schools
- Access to Youth Space (secondary) at lunch and recess
- Access to music, drama, sports and art groups and activities
- Participation in formal evening events such as Graduation Mass, Dinners, Debs and Presentation Balls

STUDENT SATISFACTION

As expected, due to 2018 being a year of preparation for changes in our approach to student wellbeing, student satisfaction scores stayed relatively the same as they were in 2017. With the implementation of PBL in 2019, we expect to see improvement in our survey results.

According to the 2018 Insight SRC data, it is the perception of students that the following areas have seen improvement since 2017:

- Connectedness to peers

Areas that have remained unchanged include:

- Student Morale, Student Distress and Connectedness to School
- Learning Confidence and Student Motivation

Areas with a very small decline (e.g. 78 to 75)

- Teacher Empathy, Purposeful Teaching and Stimulating Learning

Students report feeling safe at school highly, falling within the top 25% of all schools.

It is important to remember the student satisfaction survey represents an average of our students' perception of St Mary's staff as well as staff and students of all 5 partner schools. Therefore, it may not accurately represent individual student's sense of wellbeing. As such, we will continue to move forward attempting to improve our practices and processes wherever we can, regardless of the survey results.



STUDENT ATTENDANCE

Student attendance is monitored by both St Mary's and our partner schools. For students who attend the Wantirna South campus, our administration will check the roll and contact parents/guardians about any unexplained absences by 9.45am on the same day. Administration staff of our other partner schools contact parents/guardians of any absent St Mary's students on our behalf as soon as practical on the same day. St Mary's collates attendance data from all campuses twice per day and will contact parents regarding any attendance issues.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.5
Y02	83.6
Y03	84.7
Y04	95.2
Y06	93.6
Y07	92.9
Y08	90.8
Y09	83.5
Y10	90.8
Overall average attendance	89.7

Child Safe Standards

Goals and Intended Outcomes

After meeting all standards of compliance specified in Ministerial Order 870, we used 2018 to focus on embedding a culture of child safety. Using the Self Reflection Tool, goals and priorities were established by the Child Safety Committee to drive our continued work in this area. Our intended outcome was that students, staff and parents/guardians have a user-friendly understanding of our child safe strategies.

Achievements

- Further professional learning and documentation of procedures using the 4-Critical-Actions-for-Schools guide to ensure all staff are very familiar with their role in response to an incident.
- Development of a Crisis Flowchart to be displayed across all campuses that show who needs to be contacted and order of actions in a variety of situations that pose a risk to students.
- Units of work and lessons on being safe and speaking out developed specifically for our students with special consideration to language barriers and vocabulary levels.
- Termly PSG meetings provided opportunities to discuss any wellbeing concerns with parents and guardians
- All campuses have displays for students that address who can help them and what to say if they are experiencing well being issues or feeling unsafe.
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'



Leadership & Management

Goals & Intended Outcomes

The College will operate as a Professional Learning Community (PLC) with a culture of reflective practice, collaboration and shared responsibility for improving student outcomes.

There will be an improved teaching climate reflecting quality teaching, engaging practice and improved teacher confidence.

Improvement Strategies

- Develop and document a whole school approach to professional learning that includes induction and mentoring
- Build capacity of existing and potential leaders to be instructional leaders.
- Develop and implement Professional Learning Team structures and expectations with norms, roles and priorities.

Achievements

The intended outcome of the ongoing development of PLCs was to provide opportunities for distributive leadership and the building of collective efficacy amongst all teachers through collegiate and leadership support. A significant achievement can be seen in our SRC Insights Survey which found Teaching Climate rated as **80.3**. This is the highest rating staff have given over the previous 4 years. The result reflects a perception of quality *Teamwork*, *Empowerment* and *Professional Growth*. Role descriptions and communication protocols were further clarified and documented. Together, the aim was to create clear guidance as to what is taught, why and what strategies can be used to bring about the best student outcomes.

To build leadership capacity within the teaching staff, we introduced middle leadership positions that were responsible for overseeing daily organisation at each campus. We also trialled Deputy Principal Positions overseeing a number of campuses with an aim of achieving a greater level of consistency across our school program under the direction of leaders with a high level of expertise. Both these initiatives proved successful and will be fully implemented in 2019.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Excellence in Learning and Teaching

The building of staff capacity to use data to determine the impact they are having on learning was a key driver in much of the professional learning that occurred in 2018 along with shared collective efficacy, two of the greatest areas of impact under the *Visible Learning* model of what works best in teaching and learning. This was led by two of our leadership team who undertook the Masters of Instruction Leadership at the University of Melbourne.



Deaf Education

Keeping abreast of evidence-based research and new initiatives in the field of Deaf Education remained a core part of our professional learning program, with teachers and educational support staff attending a number of workshops and conferences relating to the field. This included the Principal, Learning Leader and two Teachers of the Deaf attending the Australia and New Zealand Conference for Educators of the Deaf (ANZCED) in Adelaide. Three of our teachers also commenced the Masters of Learning Intervention (Hearing Impairment). This study is funded by the College through an established Bursary.

Additional Needs

Other professional learning was undertaken that specifically addressed areas of need in supporting our students. This commitment reflects the value we place on having the expertise required to support all of our students.

Some of the external professional learning undertaken;

- Maximising the Use of Hearing Assistive Technology
- Student Safety/Escalation Cycle Management
- Effective Mentoring Program
- Child, Youth and Family Intervention
- Developing the Mental Health of Children & Adolescents who are Deaf or Hard of Hearing
- Middle Leadership Program
- Assessment for Students who are Deaf or Hard of Hearing
- Youth Mental Health First Aid
- Educational Interpreter's Conference
- ANZCED Conference for Educators of the Deaf
- Positive Behaviour for Learning
- Apraxia online course
- Speech Pathology in the Literacy Domain: From Prevention to Intervention

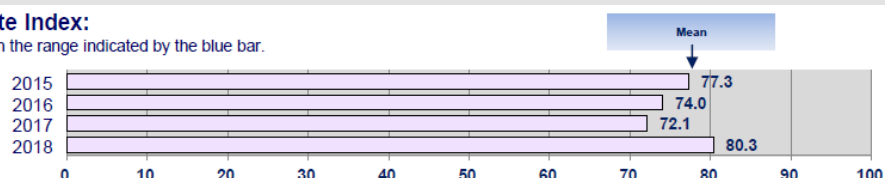
**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018****31****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$1070****TEACHER SATISFACTION**

According to the 2018 Insight SRC data, the perception of Teachers is there has been a huge improvement in satisfaction since 2017 including:

- Individual Morale
- School Morale
- Individual Distress
- Supportive leadership

Teaching Climate Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.



College Community

Goals & Intended Outcomes

For St Mary's as a Catholic community to build strong partnerships with key stakeholders.

Parents are engaged in a reciprocal partnership with the College to support their child's learning.

The relationship with our partner school staff displays a shared understanding of the working relationship and a commitment to the partnership model.

Improvement Strategies

- Develop a St Mary's College student leadership program.
- Improve involvement of parents in the transition of their child from year to year, from preschool to school, from primary to secondary and secondary to tertiary, further learning or the workforce.
- Partner school staff to be invited to participate in an annual survey reflecting on their experience with St Mary's College.

Achievements

A student leadership program was established with students meeting regularly via video conference to discuss items of interest. Members of the school leadership team attended PSG transition meetings for all new students prior to entering the school and met with relevant support agencies for students preparing to finish their education.



VALUE ADDED

- Attended Taralye Market Day as a stall holder.
- Teachers from Wantirna South visited Aurora on a number of occasions to understand how their preschool children's needs were being met.
- Transition days were held for all incoming year 7 students in addition to what was offered by the partner schools.
- Representatives from deaf specific employment agencies and universities were invited to speak with groups of senior students about transition to work or university.
- Various gratuity events were held for partner school staff towards the end of the year including Ringwood's 'big morning tea' for Aquinas staff.
- Attendance at the Victorian Deaf Education Network (VDEN) meetings

PARENT SATISFACTION

Unfortunately in 2018, insufficient numbers of parents participated in the SRC Insight survey to obtain data. However, attendance at termly PSG meetings by parents remain strong minutes reflecting a high level of involvement in transition through major stages in their child's educational journey.



School Performance Data Summary

E1262

St Mary's College for the Deaf, Wantirna South

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	0.0	0.0	0.0	100.0	0.0
YR 03 Numeracy	0.0	0.0	0.0	100.0	0.0
YR 03 Reading	0.0	0.0	0.0	100.0	0.0
YR 03 Spelling	0.0	0.0	0.0	100.0	0.0
YR 03 Writing	0.0	0.0	0.0	100.0	0.0
YR 07 Grammar & Punctuation	100.0	100.0	0.0	66.7	-33.3
YR 07 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 07 Reading	60.0	100.0	40.0	100.0	0.0
YR 07 Spelling	100.0	100.0	0.0	100.0	0.0
YR 07 Writing	100.0	100.0	0.0	100.0	0.0

YR 09 Grammar & Punctuation	57.1	0.0	-57.1	100.0	0.0
YR 09 Numeracy	85.7	0.0	-85.7	100.0	0.0
YR 09 Reading	100.0	0.0	-100.0	100.0	0.0
YR 09 Spelling	100.0	0.0	-100.0	100.0	0.0
YR 09 Writing	85.7	0.0	-85.7	100.0	0.0

YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	100.0%
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.5%
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STAFF RETENTION RATE

Staff Retention Rate	78.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	66.7%

Graduate	38.9%
Graduate Certificate	5.6%
Bachelor Degree	83.3%
Advanced Diploma	22.2%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	23.8
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	14.3
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	566.2
Year 9 Reading	632.5
Year 9 Spelling	557.5
Year 9 Writing	534.6

Note: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au