

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2019



SCHOOL REGISTRATION NUMBER: 1669

**ST MARY'S COLLEGE**  
for the deaf

Wantirna South, Dandenong  
Ringwood, South Morang, Sunbury



**Contents**

**Contact Details .....2**

**Minimum Standards Attestation .....2**

**Our College Vision .....3**

**College Overview.....4**

**Principal’s Report .....5**

**College Board Report.....7**

**Education in Faith .....8**

**Learning & Teaching .....10**

**Student Wellbeing .....14**

**Child Safe Standards .....18**

**Leadership & Management.....19**

**College Community .....22**

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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

22 May 2020

## 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 opened at "Delgany" Portsea in 1948 as a day and boarding school for deaf and hard of hearing students. It relocated to Melbourne in 1985, establishing a primary campus (Prep-Year 6) at Wantirna South and a secondary campus at Dandenong (Year 7-12). These campuses were located within the grounds of Holy Trinity Primary School and St John's Regional College with a view to enabling students who are deaf and hard of hearing the opportunity to learn within a mainstream school environment whilst accessing daily, onsite specialist support required to succeed as students with a hearing loss. Since then, St Mary's has established further campuses within Aquinas College Ringwood (Year 7-12), Marymede Catholic College South Morang (Prep-Year 12) and Salesian College Sunbury (Year 7-12), enabling students with a hearing loss from across Melbourne the opportunity to enrol in a St Mary's inclusive education campus.

Students come to St Mary's College from Early Intervention programs for deaf and hard of hearing children, primary Deaf Facilities and also Catholic and Government local schools. To be eligible to enrol, students must have a bilateral permanent hearing loss of 40db or greater. In 2019, there were 74 students from Prep-Year 12 enrolled across the five campuses.

The College is set up to maximise each students' potential for effective spoken communication as well as academic and personal growth. Teachers of the deaf, speech language pathologists, youth workers, learning support officers, live captioners and interpreters work directly with our students and collaborate with subject teachers from our partner schools to create learning and teaching experiences that meet each child's individual needs. Classrooms within the partner schools are fitted with FM SoundField towers and transmitters and all extra-curricular activities offered to students through the partner schools such as camps, sports, music and performing arts are monitored and adjusted as necessary to become fully accessible for students with a hearing loss.

Our students have the opportunity to study the breadth of learning experiences offered from Prep through to VCE, VCE/VET and VCAL. Our tiered approach to intervention ranges from full inclusion in the partner school classrooms 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, students are also taught from the expanded curriculum for deaf and hard of hearing students, designed to improve learning outcomes that may be impacted by deafness and develop confidence and a positive identity. Our student wellbeing model follows Positive Behaviour for Learning (PBL) as a whole school approach to communicating behavioural expectations and an 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

Work towards our school improvement plan continued in 2019 with a focus on building the expertise of our teachers in collecting and analysing student assessment information in order to design learning experiences that meet the needs of each student and ensure they are growing in knowledge and skill at a rate comparable or better to students without a hearing loss. A lot of this work was done in our Professional Learning Community (PLC) meetings where teachers of the deaf would bring work samples and assessments from across our campuses together to case conference student needs in a particular part of the curriculum and determine which evidenced-based teaching strategy would work best for each situation. The work of our PLC groups was supported by our Learning Leader, providing advice and guidance in the latest approaches to building strong oral language, reading and writing in students with a hearing loss.

Good communication ability underpins the success of children and young adults with a hearing loss both academically and socially. As such, we continued to strengthen our school offerings in this area through expansion of classroom amplification systems across our campuses, increasing the number of speech language pathologists on staff, providing auditory-verbal therapy (AVT) at our primary campuses and teaching the academic and social vocabulary required to succeed in primary and secondary school.



Our Positive Behaviour for Learning (PBL) initiative continued to evolve as a key strategy in promoting positive mental health and behaviours that we know set up students with a hearing loss for success in the classroom, with friends and as they move into adult life. Acknowledging these behaviours when observed by staff was a big part of the program in 2019, with many students looking forward to being recognised for the great things they had said or done over the week. More importantly, they became more aware of things they could say or do that would be helpful to them rather than making situations worse.

The increase in speech language pathology offered to our students at the South Morang and Sunbury campuses was made possible through the generous support of the **Beth Maclaren Smallwood Foundation**, which provides scholarships and programs for students with hearing impairment.



Through the generosity of another benefactor, Majorie Oman Power, St Mary's College was able to continue the significant contribution to Deaf Education by offering a further three full scholarships to teachers studying the Masters of Learning Intervention (hearing impairment). The purpose of the funding, known as the **John Patterson Bursary**, is to build the professional knowledge of deaf educators and number of qualified teachers of the deaf in Victoria.

Although a small specialist school, St Mary's College has a large community in which our students were able to flourish. Through the support and combined mission of our wonderful partner schools, our students and staff were welcomed into many diverse faith and non-curriculum activities including interstate and overseas camps, retreats, performances, interschool sport and community activities. I would like to express my thanks and acknowledge the generosity and exceptional educational opportunities provided through Holy Trinity Primary School, St John's Regional College, Aquinas College, Marymede Catholic College and Salesian College Sunbury. Finally, the success of our school is hugely dependent on the great relationships and open communication we have with our families. We are very grateful for the time taken out of busy days to attend PSG meetings and respond to requests for information so that we can plan for each child's educational and emotional needs as effectively and individualised as possible.



## College Board Report

St Mary's College for the deaf is supported by an advisory board with representatives from the Canonical Administration, school parents, teachers, and allied health professionals. The aim of this board is to support the ongoing success and growth of the school.

2019 was an exciting year for innovation with new technologies, and a focus on developing student resilience. Under the strong leadership of Amanda Purcell, we saw another year of growth in the school community.

In appreciation of staff and their commitment to student outcomes, we celebrated significant teaching milestones with a group of St Mary's teachers at the Board end of year dinner. Each teacher had achieved at least 10 years of service highlighting their ongoing dedication to quality education for students who are Deaf or Hard of hearing.

2019 has seen many challenges but as a school that is already built on innovation, data driven education and quality teaching, St Mary's has the foundations for success. I wish to thank the school staff and community for their work towards the education of our students.



## Education in Faith

### Goals & Intended Outcomes

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

#### *Target*

To build a shared vision and responsibility at all levels, creating conditions where individuals and teams feel empowered and are confident in their engagement with the Dominican Charism and their impact on the life of the school

#### *Key Improvement Strategies*

1. Encourage and support students to explore and engage with Social Justice groups and Catholic Social Teachings through our own and partner school offerings.
2. Develop a new SMC Prayer/song.
3. Build opportunities for Student Leaders to drive activities that link the Gospel values with the life of teenagers and young children.
4. Build the capacity of staff as catechists.

### Achievements

- A whole school assembly was held at our Ringwood campus with student leaders driving the planning of faith events throughout the morning. A group of our students led the whole school in reflection looking at Growth Mindset and focusing on being thankful, appreciative of kindness and asking for God's help in achieving their hopes and goals for the coming year. The students were introduced to the Positive Behaviours for Learning (PBL) that was implemented across the whole school in 2019. We celebrated the dux of the College and the other Yearly award recipients.
- St Dominic's day was celebrated by the whole school at our South Morang campus in the Marymede Chapel with the students and staff leading the 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, SoundField systems and interpreters were all used to ensure every student could participate fully in the service. After the liturgy the students enjoyed lunch together and then a few games of bowling as a way to mix and communicate with the whole community.
- Many 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.
- Each staff meeting began with a reflection or prayer over the year, providing an opportunity to engage in Faith activities.
- The 2019 CEMSIS survey data indicated
  - 95 % of staff reported that prayer takes place at community events such as staff meetings, school assemblies and parent gatherings.
  - 70% of staff reported that teachers clearly understand the Catholic ethos underpinning the policies and practices of the school.
  - 68% of students reported that teachers encourage them to respect the religious beliefs of others.

- 52 % of students felt that Catholic Church celebrations and traditions such as prayer, social justice, sacraments and Mass were an important part of school life.
- Staff and students acknowledge that faith is important to the school, particularly in relation to prayer and faith activities offered.



## 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 and St Valentine's stalls.
- Project Compassion and collection of food and household items for the St. Vincent de Paul Society.
- Winter Sleepout and Winter Woolies collection at Salesian College.
- 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.
- VCE subject Religion and Society Units 1 & 2 at Year 11
- Secondary students' pastoral period dedicated to delivering a focus on gratitude and connectedness.
- St John's Regional College combined spirituality day with sister schools.
- Retreat programs providing students the opportunity to engage with, and contribute to building a Christian community through a focus on positive relationships.
- Year 10 retreat highlighting respectful relationships for males and females.
- Celebration of St Mary's patron Dominic on St Dominic's Day.
- Celebration of Feast Day Masses at each Campus with students taking up the St Mary's banner to represent our school.

## Learning & Teaching

### Goals & Intended Outcomes

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 goals.

### Target

Strengthen the capacity and efficacy of teachers and teams to develop consistent, common approaches that build assessment capability, data analysis, tracking and monitoring of individual student progress.

### Key improvement Strategies

1. Implementing a consistent school based assessment and data analysis cycle through sub-school PLCs.
2. Strengthen the College's approach to Visible Learning so that there is a strong, whole school focus on student self-reporting and provision of effective feedback for students.

### Achievements

In 2019 St Mary's students engaged with a broad range of subjects across the Victorian Curriculum as well as numerous co-curricular learning experiences designed to build competency in areas such as self-awareness, creativity, critical thinking, independence and understanding of the world. Teachers of the deaf continued to implement and teach the IOWA Expanded Core Curriculum for Students who are Deaf or Hard of Hearing to additionally develop each student's ability to succeed in the Victorian Curriculum by explicitly teaching learning strategies and scaffolding knowledge they may not have as a result of their hearing loss. To further support student learning, students were offered additional access supports including:

- Amplification systems in classrooms
- Live captioning (C-Print)
- Note taking
- Speech Language therapy
- Auditory-Verbal Therapy
- Interpreting (Auslan)
- In-class learning support



### Professional Learning Communities

In 2019 the College further developed the idea and implementation of Junior, Middle and Senior PLC groups across campuses. Being able to identify the Zone of Proximal Development 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, all staff participated in Professional Learning Community (PLC) teams based on the year level of students being taught rather than the campus attended. Teachers of the deaf analysed student data and work samples through fortnightly case management sessions where informal assessments, eWrite and other formal tests were discussed 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. One of our whole school professional learning days focussed on staff placing

students on a data wall using assessment results to identify writing skills on a continuum. This promoted collaboration in planning and creating a collective approach to teachers reflecting on the efficacy of their teaching. Teachers of the deaf used an online portfolio that showed pre and post data towards learning targets as a means of moving towards continuous reporting.

## Writing

Written competency continued to be a focus with teacher PLC groups building knowledge of analysing various writing samples and formal assessments to explicitly identify where each student's challenge lay in improving their writing. Various evidenced-based approaches were explored, led by our Learning Leader, with impact monitored. Writing scaled scores over a 12 month period were tracked and measured using Hattie's Effect Size. The results showed an impact of **Effect Size (1.0)**. This means our students made approximately double the growth in their writing skill than what was expected. This was a great outcome.

Growth in vocabulary (language) knowledge did not see the same gain with many students still experiencing challenges closing the gap between their knowledge of words and that of their hearing peers. As such, this will become a learning and teaching focus in 2020.

## Student Engagement

The 2019 CEMISIS school survey indicated that:

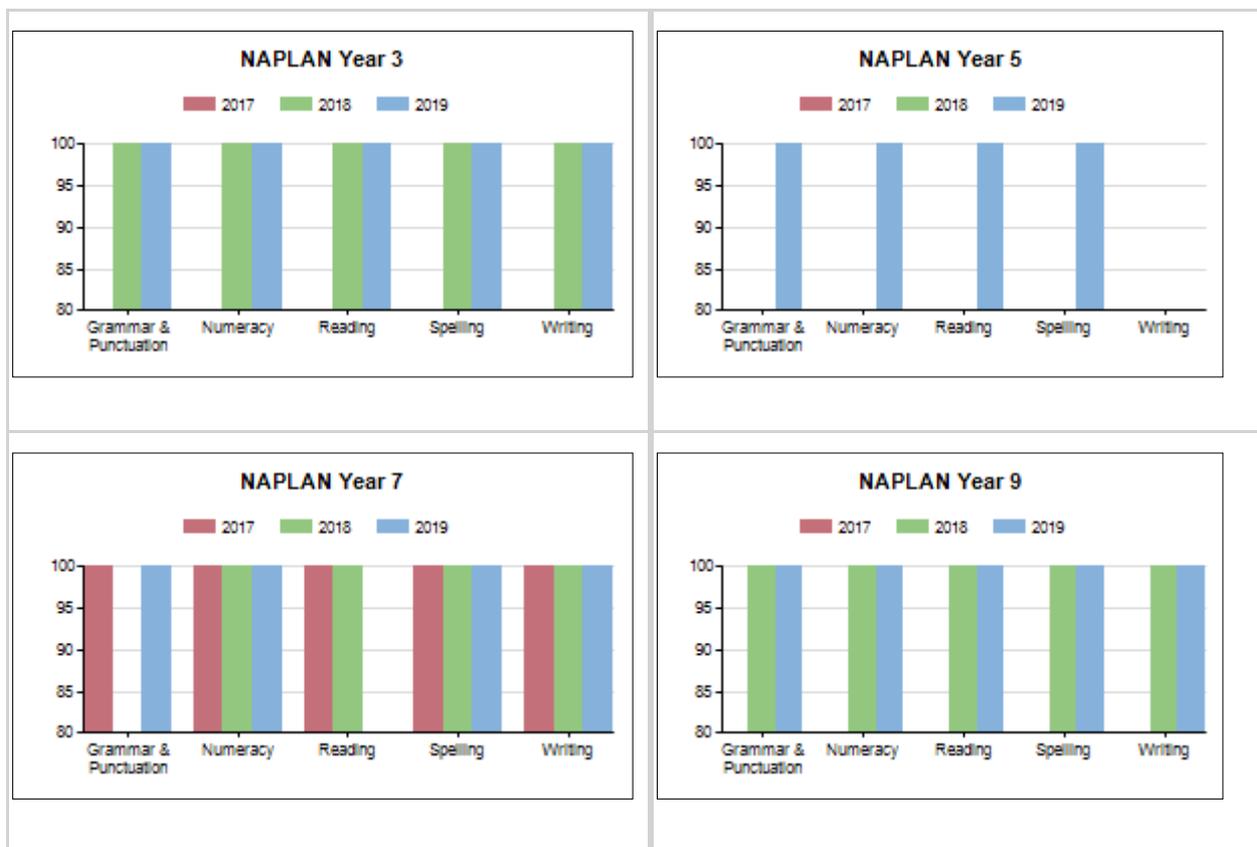
- Overall student engagement was positive and higher than the average for other Catholic schools.
- Students reported confidence and interest in participating.
- 82% of students said St Mary's staff encourage them to do their best.
- 80% of students reported that St Mary's staff take time to make sure they understand the material.
- 77% of students said it was important for them to do well in school.
- 66% of school reported being confident in their learning.



**STUDENT LEARNING OUTCOMES**

Overall, NAPLAN data shows St Mary's students in Years 3, 5, 7 and 9 predominantly met the minimum standards.

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2017 %</b>	<b>2018 %</b>	<b>2017 - 2018 Changes %</b>	<b>2019 %</b>	<b>2018 - 2019 Changes %</b>
YR 03 Grammar & Punctuation	0.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	0.0	100.0	0.0	100.0	0.0
YR 03 Reading	0.0	100.0	0.0	100.0	0.0
YR 03 Spelling	0.0	100.0	0.0	100.0	0.0
YR 03 Writing	0.0	100.0	0.0	100.0	0.0
<b>YR 05</b>					
YR 05 Grammar & Punctuation	0.0	0.0	0.0	100.0	0.0
YR 05 Numeracy	0.0	0.0	0.0	100.0	0.0
YR 05 Reading	0.0	0.0	0.0	100.0	0.0
YR 05 Spelling	0.0	0.0	0.0	100.0	0.0
YR 05 Writing	0.0	0.0	0.0	50.0	0.0
<b>YR 07</b>					
YR 07 Grammar & Punctuation	100.0	66.7	-33.3	100.0	33.3
YR 07 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 07 Reading	100.0	100.0	0.0	75.0	-25.0
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
<b>YR 09</b>					
YR 09 Grammar & Punctuation	0.0	100.0	0.0	100.0	0.0
YR 09 Numeracy	0.0	100.0	0.0	100.0	0.0
YR 09 Reading	0.0	100.0	0.0	100.0	0.0
YR 09 Spelling	0.0	100.0	0.0	100.0	0.0
YR 09 Writing	0.0	100.0	0.0	100.0	0.0



**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 85. Some of our Year 12 students also received awards for excellence in various areas. One significant achievement was that we had a Year 12 student named the Dux of both St Mary’s and our partner school with an ATAR of 98.3.

Through the support of our partner schools, we have continued to offer a wide range of subjects in both academic and practical areas. 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.

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median ATAR	85
VCE Completion Rate	100%
VCAL Completion Rate	100%
<b>POST-SCHOOL DESTINATIONS 2019</b>	
Tertiary Study	34%
TAFE / VET	34%
Apprenticeship / Traineeship	16%
Other - The category of Other includes both students Looking for Work and those classed as Other	16%

## Student Wellbeing

### Goals & Intended Outcomes

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

#### *Target*

Develop a whole school framework for student wellbeing that is both proactive and responsive to the needs of all DHH students.

#### *Improvement Strategies*

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

### Achievements

2019 continued to focus on students developing a positive self-worth and having increased positive relationships with peers. The Leadership Team continued to develop clear guidelines and documentation with each partner school to guide staff unfamiliar with the wellbeing needs of students with a hearing loss with a view to maintaining an effective and consistent experience for our students. DHH students often have delays in pragmatic or social language and limited exposure to learning about connecting with others through overhearing. Staff identifying these needs utilised strategies to improve connectivity through both PLP goals and teaching and learning opportunities.

The role of the Youth Worker/Chaplain was established to check in with senior secondary students on a needs basis and provide social opportunities for younger students to practice those skills. Assistance also extended to supporting VET students to access external organisations to achieve accreditation for gaining a 'white card' in preparation for VCAL studies for the following year. The design of a specific travel training program was introduced to support the development of independent travel through school holidays and once they leave school. This included making connections to local external organisations such as Headspace or shopping centres and teaching students how to read timetables and transport routes.

As students who are DHH fall into the category of high risk of developing wellbeing complexities, many factors that extend beyond the teaching of the regular curriculum were considered. For many students, wellbeing needs to be taught, not just supported. To address this area, all St Mary's staff as a whole school approach, implemented Tier 1 Positive Behaviour for Learning (PBL) to build each student's self-advocacy, positive mindset and social connectedness with their peers.



## Positive Behaviour for Learning (PBL)

A PBL team continued to implement a school-wide system to support positive student wellbeing. Staff undertook significant professional learning in the approach as provided through Catholic Education Melbourne. The school implemented an acknowledgement system to recognise and highlight when students demonstrated specific behaviours through weekly, monthly and yearly reward systems. These were reported and acknowledged in the monthly newsletter. This initiative was received positively by staff, students and parents.



Specific PBL lessons were developed, delivered and reviewed. A minor and major behaviour chart was produced identifying appropriate Tier 1 interventions to be consistently applied across the College. Staff utilised our online management system to record positive impact and negative impact behaviour incidents.

### 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 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.
- School leaders also became actively involved in school liturgies and celebrations.
- Various social opportunities were 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 run by our Youth Worker.
- Social opportunities to bond with other DHH students at Opening Assembly (lunch and games at Aquinas, Ringwood) and St Dominic's Day celebration (Liturgy, Lunch and Bowling).
- A past student returned to give a presentation to students about their legal rights when taking on part time work.
- Participation in Primary Deaf Sports and Secondary Deaf Sports (MSAC) days with opportunities for friendly sporting competition between DHH students from other schools across Victoria.
- PBL weekly winners postcard sent home and monthly winners acknowledged by the Principal and awarded a gift voucher.
- Campus based celebrations of milestones including birthdays and recognition of exiting students.
- 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
- Wellbeing workshops and activities
- Access to Youth Space (secondary) at lunch and recess
- Music, drama, sports and art groups and activities
- Duke of Edinburgh's Award
- Formal evening events such as Graduation Mass, Dinners, Debs and Presentation Balls
- International and interstate school trips to China and Kakadu

## STUDENT SATISFACTION

In completing the 2019 CEM SIS:

- 91 % of students felt safe at school from bullying.
- 84% of students said they had an adult in the school they would go to if they had a concern about safety
- 84% of students said adults at St Mary's support them.
- 80% of students said teachers were excited to be teaching classes.
- 73% of students responded positively to their sense of belonging to the school (higher than the average CEM school comparison of 54%)
- 63% of students said they were interested in their classes.



**STUDENT ATTENDANCE**

St Mary's College is responsible for reporting on student attendance. To ensure diligence to student safety, attendance is recorded throughout the day by both St Mary's and each partner school (each period for secondary students and twice daily for primary). The Campus Organiser of St Mary's is responsible for ensuring any unexplained absences are reported to parents/guardians as soon as possible following the first roll mark. The Deputy Principal at each campus makes contact with parents/guardians of any students that are absent for two consecutive days. This may be to enquire about the wellbeing of the student, rather than to discuss attendance concerns, as absence may be known. For students who continue to have non-medical related absences, a PSG meeting is called to ascertain causes and develop strategies to help improve the student's attendance. For more significant difficulties with attendance, a school engagement plan is developed with the student and PSG members.

**YEARS 9 - 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	116.7%
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<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y01	90.2
Y02	94.3
Y03	91.8
Y04	89.4
Y05	83.2
Y07	93.0
Y08	90.5
Y09	92.6
Y10	69.7
Overall average attendance	88.3

## Child Safe Standards

### Goals and Intended Outcomes

- Develop a shared understanding that cultural change is long term work
- Complete a reflection of school strategies for strengthening child safe environments
- Develop priority actions for sustaining and embedding practice

### Achievements

Our 2019 Child Safety plan reflected the goals of the committee to analyse our work towards ensuring a safe environment for all children. This involved a number of more intense meetings where we were able to reflect on and analyse the success and sustainability of practices put in place in previous years and determine where our focus needs to be in going forward. The Child Safety Policy, Code of Conduct and recruitment practices continued to be effective with all

staff having access to the plans and procedures for responding to Child Safety concerns. A challenge for our staff was in identifying what constitutes 'risk' for students with a disability, in particular those with hearing loss and language delays. To address this, all staff engaged in professional development where they were required to work through various scenarios and develop strategies to identify and mitigate risks specific to our student population. From this, our Child Safety Risk schedule was further developed with mitigation strategies for potential risks embedded. Further actions included:



- Crisis Flowchart displayed across all campuses showing 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 providing opportunities to discuss any wellbeing concerns with parents and guardians
- All campuses having displays for students that address who can help them and what to say if they are experiencing well being issues or feeling unsafe.
- All staff completed the Mandatory Reporting and Child Safe Code of Conduct.

## Leadership & Management

### Goals & Intended Outcomes

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

#### *Target*

Create a performance and development culture that builds leadership capacity and maximises teacher efficacy through sharing best practice in pedagogy and use of evidenced- based strategies to improve student engagement.

Build leadership capacity across sub-school and campus teams through structured professional learning, coaching and mentoring.

#### *Improvement Strategies*

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

### Achievements

The intended outcome of improved teaching climate, reflecting quality teaching, engaging practice and improved teacher confidence was supported by the ongoing development of PLCs, provision of opportunities for distributive leadership and the building of collective efficacy amongst all teachers through collegiate and leadership support.

In completing the 2019 CEMISIS:

- 79% of staff said that school leaders are supportive when they face challenges at work.
- 79% of staff said they felt comfortable approaching members of the leadership team for help.
- 80% of staff said the Principal/Senior Leadership is knowledgeable about effective instructional practices.
- 72% of staff said school leaders clearly identify their goals for teachers and staff.
- 72% of staff said school leaders set a positive tone for the culture of the school.



The number of applicants for middle leadership positions was positive.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2019**

**Deaf / Specialist Education**

- A review of language-based outcomes in children who have Cochlear Implants
- Teaching Deaf Learners International Conference
- Strategies to Help Teach Children on the Autism Spectrum
- Success for kids with hearing loss
- School Age Language Update: Assessment and Intervention Intensity
- Teaching strategies and behaviour support (Autism)
- The Art of Storytelling, and the intricacies of English (Auslan)
- Understanding Autism Spectrum Disorder
- Level 2 Auslan
- Understanding and Educating Boys
- Pre-school and Early School-age Language Update: Assessment and Intervention Intensity



**Visible Impact**

- Visible Learning Evidence to Implementation

**Student Wellbeing**

- Positive Psychology & Emotional Intelligence
- Overcoming School Refusal
- Berry Street Program
- Exploring Internet Gaming & Mental Health
- Resilient Kids
- Child Safety: Evidence of Practice

**Leadership**

- Leadership Skills with Middle Level Leaders in Specialist Settings
- Catholic Education Melbourne Middle Leadership Program

**Sponsored Study**

- Master of Educational Leadership
- Master of Learning Intervention: Hearing Impairment

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019</b>	<b>17</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$1783</b>

**TEACHER SATISFACTION**

Staff provided feedback through CEMSIS this year indicating high levels of satisfaction amongst staff members in relation to the school climate and collaborating with colleagues. An area to build in 2020 identified was opportunities for staff to have greater input into teacher instructional ideas.

In completing the 2019 CEMSIS data:

- 70% of staff said Professional Learning experiences in the past year improved their teaching practice.
- 83% reported positively about the collegial relationships between staff members at the school
- 85% reported that school leaders were friendly and respectful to staff
- 55% of teachers would like more opportunity to participate in discussion about teaching and learning.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	86.6%
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**ALLSTAFF RETENTION RATE**

Staff Retention Rate	91.4%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	70.6%
Graduate	41.2%
Graduate Certificate	5.9%
Bachelor Degree	88.2%
Advanced Diploma	23.5%
No Qualifications Listed	0.0%

**STAFF COMPOSITION**

Principal Class (Headcount)	3
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	17.6
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	10.9
Indigenous Teaching Staff (Headcount)	0

## College Community

### Goals & Intended Outcomes

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

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

#### *Target*

Develop strategies to enhance collaboration and connection of St Mary's, with families, partner schools and the community.

#### *Improvement Strategies*

1. Develop a St Mary's College student leadership program.
2. 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.
3. Partner schools to be invited to participate in an annual survey reflecting on their experience.

### Achievements

All parents have attended at least 3 of the 4 Parent Support Group meetings held throughout the school year demonstrating an interest in engaging with the College as partners in their child's learning. The Deputy Principals have met both formally and informally with the leadership of the partner schools to guide and support the delivery of collaborative educational experiences as well as to review processes designed to provide safe environments. The Principals of St Mary's and our partner schools met termly and engaged in network meetings and local collaborations.

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. Special Considerations and Special Entry Access Scheme (SEAS) applications were completed with students and families of year 12 students and documents prepared for Disability Liaison Officers at the relevant TAFE and Universities where students were transitioning, outlining student support needs.

#### **VALUE ADDED**

- Attended Taralye Market Day as a stall holder, providing connections to families with young children and babies who have a hearing loss.
- A number of transition days were held for all incoming year 7 students in addition to what was offered by the partner schools. This meant a smooth transition from year to year and ensured students and parents alike were familiar with their new surroundings.
- Past students invited to speak to senior secondary students about their rights in the workplace.
- Gratuity events were held for partner school staff towards the end of the year including Sunbury, South Morang and Ringwood's 'big morning tea' for partner school staff.
- Attendance at the Victorian Deaf Education Network (VDEN) meetings by College leaders.
- Parents attended the College's Opening Assemblies and St Mary's graduation events.

**PARENT SATISFACTION**

The small number of parental responses to the CEMSIIS survey limits access to data in this area. Parents of St Mary's College enjoy a close relationship with the school with most parents having twice weekly phone conversations with Deputy Principals or teachers in addition to attendance at PSG meetings. This regular and close contact provides opportunities for parents to discuss areas of success or concern with many using the opportunity to put forward various suggestions. This open and regular communication is often cited as the reason parents don't feel the need to complete the school annual survey. This in itself would indicate satisfaction with the level of opportunity to communicate with and engage with the school in relation to both their child's learning and the directions being taken by the school.