



Melbourne Archdiocese  
**Catholic Schools**

# 2023

## Annual Report to the School Community



### **St Mary's College for the Deaf**

10A Riddell Road, WANTIRNA SOUTH 3152

Principal: Amanda Purcell

Web: [smdeaf.vic.edu.au](http://smdeaf.vic.edu.au)

Registration: 1669, E Number: E1262

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## Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 19 Apr 2024

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## About this report

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St Mary's College for the Deaf is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **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.

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## College Overview

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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 local school environment whilst accessing daily onsite specialist teaching required for success. Since then, St Mary's has established further campuses within Aquinas College Ringwood (Year 7-12), Marymede Catholic College South Morang (Prep-Year 12), Salesian College Sunbury (Year 7-12) and Thomas Carr College Tarneit (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 2023, there were 80 students from Prep-Year 12 enrolled across the six campuses.

The College is set up to maximise each students' potential for effective spoken communication, academic achievement and personal growth. Teachers of the Deaf, speech language pathologists, learning support officers and Auslan educational 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 a wide range of Victorian Curriculum subjects as offered from Prep through to VCE, VCE/VET and VCAL. Our tiered approach to intervention range from full inclusion in the partner school classrooms to an individualised course of study involving time in regular classes and time receiving specialist teaching and 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 are impacted by deafness including the development of 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.

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## Principal's Report

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2023 was a year defined by building a sense of one school community across our six campuses. As is tradition, we started the year with a St Mary's Opening Assembly where all students and staff came together to recognise our 2022 award winners, acknowledge our student campus leaders and build connections between students across campuses. Having this opportunity adds to each student's sense of who they are. These connections and common identity were further strengthened at our St Dominic's Feast Day celebration where the Dominican Pillars of life were celebrated as a whole school through Mass (Prayer), Bowling and Laser Strike team activities (Community) and peer support (Service). Our students continually rate this day as a highlight of their year. Being our 75th year of providing school education to deaf and hard of hearing students, our community expanded through a number of celebratory events held at each campus for current and past students and staff of St Mary's. It was a wonderful opportunity for the past community to reconnect and our current community to learn of our rich history.

In recognition of the lifelong impact of effective literacy, our school adopted a whole school evidenced-based approach to teaching reading. All staff engaged in professional development in understanding the Science of Reading and what adjustments to this approach is required due to the impact of hearing loss. Further strengthening reading and ensuring learning is not lost due to unheard or unseen information in the classroom, we began using live captioning in senior classes, enabling students to watch a live feed of the teacher's spoken information to their laptop or iPad. Whilst work in this area will continue into 2024, we were thrilled to discover 71% of our students are reading at or above what is expected for any student of their age. Traditionally it has been assumed that most deaf and hard of students struggle being able to read at age appropriate levels.

We are incredibly fortunate in being able to do the things we do through the ongoing support of our partner schools. Leadership, teachers, wellbeing staff and educational support staff at Aquinas, St John's, Marymede, Salesian, Thomas Carr and Holy Trinity have been remarkable in their commitment to teaching our students and supporting our staff based at their schools. I cannot thank them enough for the exceptional educational services they have provided to our community over 2023. Equally, our School Advisory Council has ensured parent voice and community perspective always influence and support decisions made for the good of school where students' wellbeing and outcomes are paramount.

As we come to the end of 2023, I would like to thank all of our students, families and staff for their support. Thank you so much for all that you do.



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

**Goal:** To build confident and resilient learners inspired to live in the tradition of the Dominican charism with voice and agency in decision making.

**Intended Outcome:** That students have the attitude, mindset, skill and strategies to successfully manage academic and social challenges, as well as the confidence to engage with new experiences.

**Annual Target:** A whole school understanding of the Dominican charism.

### Achievements

The 2023 school year began with a liturgical celebration and Opening Assembly where students and staff from across the school gathered as a campus community to reflect on our faith through student-led prayer. The presentation of the Dominican Award is an important feature in recognising a student inspired to live by values important to our community. One student was selected from the whole school who had demonstrated actions and words in their school life that reflect each of the four Dominican Pillars of community, service, study and prayer. Students were given a further opportunity to lead and make decisions at our St Dominic's Day celebration which included a full Mass at St Dominic's church followed by social games and activities where our senior students supported the involvement of our junior students.

To support our students in understanding how the Dominican Pillars of life are relevant to their lives as children and young adults, staff took turns leading a prayer and reflection at our weekly briefing that focused on a particular pillar, linking the words to an event or occasion relevant to school life at that point in time. This developed the capacity in all staff to have conversations with students about the charism and their own agency in a way that is more accessible than what would normally happen at liturgies and Religious Education classes. Two members of staff completed the two-year Leadership & Religious Education Pathway course offered enabling them to develop a range of resources targeting this area for teachers and students to access. Students engaged in high quality Sacramental programs and retreat programs as offered through our partner schools and celebrated important days on the liturgical calendar through a range of activities and events.

### Value Added

- Liturgies to mark significant events
- Student-led prayer at assemblies and prayer services

- Staff prayer at all briefings and staff meetings
- Staff professional learning focusing on ecological thinking, prayer and spirituality

Social justice activities through our partner schools such as:

- the Long Walk organised through Aquinas College
- Fundraising activities for CARITAS, Mini Vinnies and St Vincent de Paul
- Harmony Day Celebrations

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## Learning and Teaching

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### Goals & Intended Outcomes

**Goal:** To enhance purposeful and effective pedagogical practices that promote successful learning outcomes for deaf and hard of hearing students.

**Intended Outcome:** That there is consistent growth in literacy, numeracy and language competency in all students.

**Intended Outcome:** That learning is designed with knowledge of individual needs enabling students to successfully complete their education with viable post-school pathways

### Achievements

2023 was the third year of a four-year strategy to enhance literacy, numeracy and language in our students. The focus for 2023 was to continue to use effective research-based strategies to improve reading comprehension. Teachers collaborated to analyse and discuss pre and post reading tests and identified areas where skills had improved. Teachers also engaged in a number of Professional Learning activities around Scarborough's Reading Rope. Through regular meetings and collaboration, teachers built their knowledge of teaching reading comprehension through investigating new strategies in learning teams. Staff also continued to develop writing strategies to use with students with pleasing results.

In 2023, the curriculum scope and sequences was used to support staff in their teaching process and practices. Students once again had full access to the Victorian Curriculum through either our partner school teaching or St Mary's teaching 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. Extracurricular activities were offered with camps, excursions, work placements and sporting events keeping students busy and engaged. Work continued in the area of additional tuition in literacy to support many of students identified with slower than expected growth through the Tutor Initiative Program. To further support student learning, students were offered additional access initiatives including:

- Amplification systems in classrooms
- Captioning on video content
- Note-taking in secondary classes
- Speech Language therapy at school face to face or online
- Audiologist school visits through Hearing Australia
- Educational Interpreting (Auslan)
- In-class learning support

- Teachers of the Deaf planning learning adjustments with subject and classroom teachers

## **VCE/VCAL**

All Year 12 students successfully completed their senior secondary education following their chosen pathway. Year 12 graduates from 2023 received a range of different post school opportunities. We had 3 students complete a Vocational Major certificate. Most went on to work and further training in their chosen area. Six students completed a VCE pathway and commenced degrees at university or have deferred their offer in order to travel or explore other opportunities. Post school destinations included Engineering at RMIT, Business Studies at Deakin, Nursing at Monash and ACU, Sports Science at La Trobe.

## **Student Learning Outcomes**

Teachers tracked student learning outcomes in 2023 using formative and summative assessment data. Receptive language (PPVT), writing (eWrite), numeracy (PAT-M) and reading (PAT-R) assessments were conducted with all students with group and individual growth from previous tests measured.

For writing, assessment data demonstrated growth in writing for 69% of students of more than one year over the previous 12-month period which was an excellent achievement. Reading growth continued to improve with approximately 56% of students making greater than one year's growth in one year, bringing 71% of our students to 'at' or 'above' their expected reading level. Given reading becomes increasingly complex for deaf and hard of hearing students as they move through school, our goal is to continue working towards ensuring reading strategies result in appropriate levels of growth.

Receptive language data, or language and words understood, showed a positive result of at least a year's growth over a year for 72% of our students and numeracy data reflected 70% of our students are working at or above level. However, when looking at the results by year level, there is a definite drop in numeracy achievement at the secondary level which is likely related to the shift from more number based applications to problem-solving and language applications which are impacted by hearing loss. As such, this will become a focus for teaching and learning going forward.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	*	*
	Year 5	*	*
	Year 7	*	*
	Year 9	*	*
Numeracy	Year 3	*	*
	Year 5	*	*
	Year 7	*	*
	Year 9	*	*
Reading	Year 3	*	*
	Year 5	*	*
	Year 7	*	*
	Year 9	*	*
Spelling	Year 3	*	*
	Year 5	*	*
	Year 7	*	*
	Year 9	*	*
Writing	Year 3	*	*
	Year 5	*	*
	Year 7	*	*
	Year 9	*	*

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	*
VCE Completion Rate (includes VCE VM completions)	*
VCAL Completion Rate (VCAL Intermediate)	*

\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

<b>Post-School Destinations as at 2023</b>	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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## Student Wellbeing

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### Goals & Intended Outcomes

**Goal:**

That students have the attitude, mindset, skill and strategies to successfully manage academic and social challenges, as well as, the confidence to engage with new experiences.

**Intended Outcome:**

Effective application by students of strategies to manage social and academic challenges.

Expand whole school use of PBL as a tool in developing student agency.

### Achievements

St Mary's College is now in our fifth year as a Positive Behaviour for Learning (PBL) school, embedding a tiered approach to teaching and responding to misbehaviour. Teachers created opportunities to explicitly teach students the school expectation of Self advocacy, Mindset for learning and Connection to others. New staff were inducted into our school-wide PBL framework and families have the opportunity to view their child's PBL acknowledgments on PAM. This year we focussed on teaching students strategies to manage academic and social challenges successfully and developing the confidence to engage with new experiences.

St Mary's College recognises that student voice, agency and leadership have a central role in improving student outcomes and supporting student safety and wellbeing. In 2023, our newly elected Student Campus Leaders developed their leadership skills and confidence by attending the Halogen Youth Leadership Forum, where they listened to inspirational speakers talk about their leadership journey. They showed their commitment and dedication to the role by attending regular fortnightly meetings throughout the year.

St Dominic's Day Mass gave our students leaders an opportunity to practise public speaking by parting part in the prayers and readings. Inspired by the Dominican pillar of Service, our Student Campus Leaders planned and organised two fundraising activities, selling butterfly badges during Hearing Awareness week for Deafness Foundation and designing their own fundraising event to raise money for Caritas. This involved planning and implementing a campus-based social Kahootz activity and pizza lunch.

## Value Added

The following value-added opportunities were provided by St Mary's College:

- Student leader application process and Induction day held at St Mary's, Ringwood campus.
- Student leaders continued to be responsible for the College banner at partner school events and liturgies when onsite
- Halogen Young Leaders Day
- Fundraising for Caritas and Deafness Foundation
- Student lead social activity and pizza lunch
- Social opportunities to bond with other DHH students at our Opening Assembly (lunch and games at Thomas Carr College, Tarneit) and St Dominic's Day celebration (Liturgy, Lunch and Bowling)
- 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 club and chill-out hub.
- Participation in Primary Deaf Sports and Secondary Deaf Sports (University of Melbourne) provided opportunities for friendly sporting competition between DHH students from other schools across Victoria
- Melbourne's Lions Club for Deaf and Hard of Hearing sponsored and presented our four PBL winners who were acknowledged at our Opening assembly.
- Weekly PBL acknowledgments were given to students and awarded incentives or gift voucher.
- Misbehaviour recorded on SWIS

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

- Camps, retreats and excursions
- Buddy peer support program
- Harmony Day events
- Wellbeing workshops and activities
- Access to Youth Space (secondary) at lunch and recess
- Music, drama, sports and art groups
- Formal evening events such as Graduation Mass, Dinners, Debs and Presentation Balls

## Student Satisfaction

In 2023, St Mary's College students completed the annual survey MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey).



The annual school survey (MACSSIS) data showed an increased positivity in how students use strategies to learn more effectively from 51% to 53 % which is well above the MACS school's average (31%). An area of focus going into 2024 will be creating more opportunities for students to have a voice in their learning such as setting personal learning goals and reflecting on their growth in PSG meetings.

In 2023, we implemented the Student Wellbeing Survey which is modelled from the MACSSIS questionnaire. 70 out of 78 students responded to the survey. A highlight was that 45% of students reported that when they are in class and do not know something, they keep trying to do their best rather than giving up, which represents growing resilience. overall 97% of students reported they are happy and no not have worries in the yard which demonstrates their sense of belonging and safety at school.

## 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 overseeing 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 the absence reason 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	[ASR_Years9To12StudentRetentionRate.retentionrate]

Average Student Attendance Rate by Year Level	
Y01	89.1%
Y02	98.6%
Y03	81.3%
Y04	91.4%
Y05	89.0%
Y06	96.8%
Y07	92.2%
Y08	86.5%
Y09	83.5%
Y10	90.1%
Overall average attendance	89.8%

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## Leadership

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### Goals & Intended Outcomes

**Goal:** To extend the professional capabilities of St Mary's staff to collaborate effectively and be empowered in leading learning communities.

**Intended Outcome:** That knowledge of individual student's needs and best practice in deaf education are embedded in St Mary's and partner school collegiate planning.

### Achievements

The leadership team engaged in fortnightly learning walks in classrooms and the work of Dr Lynn Sharratt was explored with staff. The use of her "5 questions for teachers" allowed for reflection and collegiate discussion on best practice in classrooms.

The building of professional capacity in planning with colleagues around student learning continued through a common commitment to engaging in Professional Learning Community (PLC) meetings each week.

Teachers had an annual review meeting and set teaching and learning goals, using the AITSL standards for teachers.

A new Position of Responsibility was created to support one teacher who was permitted to join us on the Permission to Teach scheme, as well as supporting 4 staff undertaking the requirements to gain their full VIT registration.

One staff member gained their Accreditation to Teach in a Catholic School and 2 members of the Senior Leadership Team gained their Accreditation to Teach or Lead in a Catholic School.

Two staff continued to undertake the Masters of Learning Intervention, specialising in deaf/HOH intervention and staff were introduced to using Caption Connect technology across the school.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2023
<p>The professional learning undertaken by staff at St Mary's College in 2023 focused on using the evidence-based practices of the Reading Rope and The Science of Reading to teach and improve reading comprehension across the school. Staff also undertook learning in best practice for in-class teaching. In the area of student wellbeing, topics included positive behaviours for learning, teaching students about the laws and social media and risk assessments. Professional learning was completed in the following areas:</p> <p><b>Deafness</b></p> <ul style="list-style-type: none"> <li>*Supporting post-school transition for students who are deaf or hard of hearing</li> <li>*Improving the outcomes for students who are deaf or hard of hearing in mainstream settings</li> <li>*Understanding deafness</li> <li>*Dynamic Temporal Tactile Cueing for Childhood Apraxia of Speech</li> <li>*Supporting deaf and hard of hearing students in the classroom</li> <li>*Explicit Syntax Instruction for deaf and hard of hearing students</li> <li>*Inclusive Classrooms: Supporting Students with Hearing Loss</li> <li>*Technology update Cochlear Implant Clinic</li> <li>*Impact of noise in school classrooms</li> <li>*Language and communication strategies used by deaf and hard of hearing children</li> <li>*Literacy achievement of deaf learners</li> <li>*Phonological decoding and reading comprehension in deaf and hard of hearing children</li> <li>*Understanding and supporting reading difficulties in deaf and hard of hearing children</li> <li>*Reading and dyslexia in deaf children</li> </ul> <p><b>Faith</b></p> <ul style="list-style-type: none"> <li>*Liturgy for Primary teachers</li> <li>*Little Earthies</li> </ul>

Expenditure And Teacher Participation in Professional Learning	
<p>*Introduction to the Bible</p> <p>*Cross cultural competency in a Catholic context</p> <p><b>Teaching and Learning</b></p> <p>*The best strategies and resources for vocational major</p> <p>*Interpreting Naplan data</p> <p>*Accessibility and inclusion for students who are blind or vision impaired</p> <p>*Preparing for Year 12 EAL</p> <p>*Supporting the oral and written language of adolescents</p> <p>*The Science of Reading</p> <p><b>Wellbeing</b></p> <p>*Understanding Autism Spectrum Disorders: teaching strategies and behaviour support</p> <p>*Dan Petro - introduction to student safety/escalation cycle management plans</p> <p><b>Leadership</b></p> <p>*Empowering teacher leaders</p> <p>*Coaching/mentoring Course</p> <p>*Primary student wellbeing leaders network</p> <p>*Eastern Region Deputy Principal conference</p> <p>*Best practice note-taking, record keeping &amp; privacy in schools</p> <p>*VCMEA 30/8 Model</p>	
Number of teachers who participated in PL in 2023	29
Average expenditure per teacher for PL	\$418.62

## Teacher Satisfaction

In 2023, St Mary's College staff completed the annual survey MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey). Overall, St Mary's College staff reported more positively (77%) than the MACS school average (67%). Areas of significant positivity included perceptions of the quality of relationships between staff and members of the leadership team (91%) and how well teachers work together in teams to improve teaching and learning (89%). Other areas of improvement were the clarity of the school leadership team in communicating a vision for learning and teaching (91%) and the quality and coherence of professional learning opportunities (80%).

Teacher Qualifications	
Doctorate	0.0%
Masters	31.0%
Graduate	14.3%
Graduate Certificate	4.8%
Bachelor Degree	33.3%
Advanced Diploma	9.5%
No Qualifications Listed	7.1%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	23.1
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	14.3
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

**Goal:** To extend the professional capabilities of St Mary's staff to collaborate effectively and be empowered in leading learning communities

**Intended Outcome:** That knowledge of individual student's needs and best practice in deaf education are embedded in St Mary's and partner school collegiate planning.

**Annual Target:** A practice of teachers sharing data and strategies within PSG meetings.

### Achievements

PSG meetings were held either face-to-face or online a minimum of once per term. To enable our students, parents and partner school staff to have a greater understanding and voice in planning for student learning and outcomes, teachers began extending on what they traditionally reported on, what the student was learning and what they achieved, to include what strategy appeared to work best for each student and how they knew. This supported discussions following a strength-based approach and built knowledge in the student about themselves as a learner.

Deputy Principals meet with early education and primary school teachers of students before commencing to ensure they were as prepared as possible to meet the needs of our new students. Special Considerations and Special Entry Access Scheme (SEAS) applications were completed with students and families of Year 12 students. Documents were also prepared for Disability Liaison Officers at the relevant TAFE and Universities where students were transitioning, outlining student support needs for future success in those environments.

### Parent Satisfaction

Unfortunately in 2023, we did not have sufficient responses to the MACSSIS survey to report results. However, our parent survey for new students entering the school in 2023, reported overall good satisfaction with the key areas of satisfaction being the transition process, the regularity of the PSG meetings and progress reports.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [smdeaf.vic.edu.au](http://smdeaf.vic.edu.au)