2017 Annual Report to the School Community

THE EDUCATION STATE

School Name: Victorian College For The Deaf

School Number: 3774

VICTORIAN COLLEGE FOR THE DEAF

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2018 at 10:56 AM by Angelique Den Brinker (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 May 2018 at 12:00 PM by Mark Duncan (School Council President)

VICTORIA State Government | Education and Training

About Our School

School Context

The Victorian College for the Deaf is located in St Kilda Road 4 kilometres from the CBD. It has been on this site since 1860 and has a long a proud tradition of educating Deaf Students from Foundation to Year 12. The current enrolment is 67. VCD is a bilingual school teaching in English and Auslan. Our focus is to ensure all students complete Year 12 and are able to transition into the community successfully furthering their education or engaging in work. VCD values are; Respect, Resilience, Responsibility, Learning and Pride. We have implemented the Positive School Wide Behaviours framework to support a positive school culture. Whilst all students are Deaf many have other additional needs that require support. We offer a range of programs to meet the needs of our students. Speech therapy is an integral component of the primary school program focussing on language and communication. We have specialist classes in Physical Education, Art, Careers and Auslan is taught from Foundation to Year 12. VCD operates a Café that is open to the public. The Café program provides a working environment for the students, teaching them skills they can use when they leave school. Our ICT program and infrastructure provides the students with additional opportunities to engage in learning and the community. Our Hands on Learning program from Senior Primary to Year 10 enables the students to learn skills in construction and in our edible garden. We value the work of our teaching staff and the educational support staff who work together to provide the students with the extensive range of learning opportunities.

Framework for Improving Student Outcomes (FISO)

In 2017 our improvement areas were Building Practice Excellence and Curriculum Planning and Assessment. Staff developed a school pedagogical model to be implemented in 2018. Its central components pulled together principles, understandings and strategies we were using into a teaching model that supported our students need for a visual learning approach. This pedagogical model enables current and new staff to plan for teaching programs in alignment with current practices and provides a consistent approach to teaching at VCD. In 2017, we also developed our Professional Learning community model. We introduced learning logs to document the work done by teachers and the improvements in student learning. Staff discussed at the PLC meetings individual students and a problem of practice they were having. Collectively staff discussed the problem and sought solutions. Analysis of the problem and improvement in learning is evidenced based using school data. The PLC meeting is integral into our weekly schedule and is central to our effort in improving teacher practice.

Achievement

Achievement in Literacy and Maths for 80% of students is the same between level 1.5 and 5.5 from Foundation to Year 10. This data indicates that most students are working 2 years of more behind their expected level in both Maths and English. This data is not unexpected given that most students have additional needs apart from their Deafness. Many students struggle communicating at home with their families and often have not had access to effective communication in their early years. In addition, many students come from backgrounds where English is not spoken at home and where they have not had opportunities to be involved in early intervention programs. Parent involvement is limited due to the distance students travel to school. This reduces the parents' ability to actively involve themselves in their student's learning. Teachers are involved in professional learning at both the school and the Victorian Deaf Educational Institute in English and Maths to improve their practice in these areas. In 2017 the focus for professional learning for teachers was the use of data to inform teacher practice and sharing this data at PLC meetings.

Engagement

The number of days absent average per student has increased since 2014. On average the data shows that students are absent for a half a term each year. There are some mitigating circumstances that explain the increase and ongoing high rate of absence. We have a small number of students who have high medical needs and who are absent due to illness. In addition, there is a small number of students who are absent due to parent choice and many absences of students attending appointments such as Australian Hearing. These factors combined have lead to the increase. We have been able to mitigate absence due to appointments with Australian Hearing by enabling the appointments to be scheduled at school. The majority of students have excellent attendance and engagement with the school is high. Students enjoy coming to school as they are able to engage with peers and a learning program that meets their needs. In 2018 we will investigate strategies to decrease the number of parent choice absences from the data.

Wellbeing

At VCD we have implemented School wide Positive Behaviours as a framework for creating a positive school environment that promotes positive behaviours and enables effective engagement in learning. VCD has five school values, Respect, Responsibility, Resilience, Learning and Pride. We model and teach positive behaviours focussing on what is acceptable and rewarding students on positive behaviours and skill development at whole school assemblies. Students know our values and the behaviours associated with them. In 2017, we introduced the Berry St teaching model to support our School wide Positive behaviour framework. Staff had completed two of four days professional learning in 2017 with two more days in 2018 to complete the program. The program consists of the following domains: body, stamina, character, engagement and relationship. The Berry St teaching model provides an evidenced based practical approach that informs daily classroom learning. Staff have reported improvements in relationships and engagement with students. In 2017, staff commenced professional learning in the Respectful Relationships program from the Department

of Education and Training Victoria. Staff were identified to undertake the training and lead the program in the school. Respectful Relationships has been incorporated into our Health program from Foundation to Year 12. All staff have been briefed on the program and the staff who piloted the Respectful Relationships have reported back to staff implementation in their classrooms. A Respectful Relationships Action Plan has also been developed and implemented at the Victorian College for the Deaf.

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For more detailed information regarding our school please visit our website at
www.vcd.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:
Results for this school: ● Median of all Victorian Government Special Schools: ◆

School Profile

Enrolment Profile

A total of 78 students were enrolled at this school in 2017, 32 female and 46 male.

41 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	**Results: English** **Results: Mathematics**

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

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Year	2014	2015	2016	2017	4-year average
Average absence days	23.2	21.5	25.4	26.7	24.2

Exit destinations

Percentage of students going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.

Year	2014	2015	2016	2017	4-year average
% of students to further studies or employment	100.0	ND	100.0	ND	ND

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

Achievement
Student achievements in :
- English and Mathematics

Engagement
- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

What is the meaning of '*Data not available*'?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

Financial Performance and Position

Financial performance and position commentary

The Financial result for the Victorian College for the Deaf 2017 was that the school was in surplus. This was due mainly to the school receiving a bequest for $960,000 in April 2017. VCD has allocated $180,000 from the bequest funds to develop a new playground. The remainder of the bequest funds are currently be determined and a list of priorities has been established. Equity funding was reduce in 2017 from the 2016 allocation and these funds were allocated to providing coaching support for teachers. VCD received a grant from the department of Human Services for Advance funding and Youth Week. Advance funding supported the Vocational Education and Training program and Hands on Learning Program. The Youth Grant provided funds for our very successful Deaf Youth Rocks event that is held each year for Deaf Youth across Melbourne.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$2,403,964
Government Provided DET Grants	$460,628
Government Grants Commonwealth	$5,350
Revenue Other	$164,888
Locally Raised Funds	$1,118,958
Total Operating Revenue	**$4,153,789**

Equity[1]	
Equity (Social Disadvantage)	$12,558
Equity Total	**$12,558**

Expenditure	
Student Resource Package[2]	$2,349,437
Books & Publications	$4,197
Communication Costs	$16,838
Consumables	$73,364
Miscellaneous Expense[3]	$235,831
Professional Development	$8,638
Property and Equipment Services	$167,671
Salaries & Allowances[4]	$98,847
Trading & Fundraising	$2,436
Travel & Subsistence	$2,268
Utilities	$44,094
Total Operating Expenditure	**$3,003,620**
Net Operating Surplus/-Deficit	**$1,150,168**
Asset Acquisitions	**$131,529**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$692,002
Official Account	$55,640
Other Accounts	$1,025,743
Total Funds Available	**$1,773,385**

Financial Commitments	
Operating Reserve	$106,886
Asset/Equipment Replacement < 12 months	$2,000
Capital - Buildings/Grounds incl SMS<12 months	$161,396
Maintenance - Buildings/Grounds incl SMS<12 months	$15,000
Beneficiary/Memorial Accounts	$973,357
Revenue Receipted in Advance	$14,000
School Based Programs	$1,275
School/Network/Cluster Coordination	$3,123
Other recurrent expenditure	$51,599
Asset/Equipment Replacement > 12 months	$44,749
Capital - Buildings/Grounds incl SMS>12 months	$200,000
Maintenance -Buildings/Grounds incl SMS>12 months	$200,000
Total Financial Commitments	**$1,773,385**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.