

2019 Annual Report to The School Community



School Name: Victorian College For The Deaf (3774)



- 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 Registration 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 2019 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 21 October 2020 at 12:57 PM by Margaret Tope (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 October 2020 at 10:18 AM by Mark Duncan (School Council President)

About Our School

School context

VISION

Victorian College for the Deaf graduates will have the choice to go where there is no path and leave their trail.

MISSION

Our mission is to provide deaf students with an education that empowers them with choices in life. We believe that effective communication, celebration of success and rigorous, quality teaching with high expectations for every child will enable our students to reach their full potential.

We acknowledge we cannot do it alone. It is only in rich partnership with families and the wider community that our students will be supported socially, emotionally and academically.

Our College values are:

Respect

Responsibility

Resilience

Pride

Learning

Workforce Composition

Our staff comprise of teachers and educational support staff who are both Deaf and hearing.

The Principal and Assistant Principal class are 2.0 FTE. Teaching staff comprise of 10.6 FTE made up of full and part time staff including our after school hours VCE Auslan teachers. Two teachers are Lead teachers.

Education in-class support staff 4.8 FTE and canteen staff 1.5 FTE. Our Library Technician is 0.8 FTE, our Specialist Technician is 0.18 FTE, and we employ a Pathways Coordinator, a Community Liaison Officer, an Administrative Assistant and Business Manager who are all full time. Additionally, our Family Engagement Leader and two Speech Pathologists work four days a week each.

The Victorian College for the Deaf is located on the corner of St Kilda Road and High Street in a magnificent heritage setting. The history of Deaf Education on this site dates back to 1860. The student population spans across all Melbourne metropolitan areas as well as from rural and remote areas of Victoria and interstate and represents a diversity of cultural and linguistic backgrounds. Victorian College for the Deaf actively promotes the safety and well being of all students, and all staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including Child Safe Standards.

The College has undergone a quadrennial review in 2018 and an external review that concluded in 2019. The quadrennial review was driven by the staff of the College in conjunction with a Department of Education & Training supplied reviewer. The external review was conducted by an independent chair engaging broader community about future desires for the College. The recommendations of the external review tasked the College with additional core work and identified systemic issues that are out of scope solely for Victorian College for the Deaf to resolve. One such issue is maintaining a sustainable workforce with the necessary skills to teach in the language of Auslan. A recommendation for a review into student transport for students attending the College was also conducted post external review.

The Student Transport review for VCD identified the need for a specific, VCD travel training program to support the learning required for students to have the knowledge and skills necessary to begin travelling independently to and from school when deemed appropriate. The majority of students continue to access the College via Department of Education & Training funded taxis.

Key challenges for our College are: sourcing a workforce with the skills and knowledge required; sourcing with casual

relief teachers with fluency in Auslan to be able to maintain programs when releasing teachers for Professional Practice days and Professional Development; sourcing resources fit for purpose; engaging parents to commit to learn Auslan to better communicate and support their child's education; identification of teaching approaches and content to meet the needs of the variety of learners in the College who are either deaf students, deaf students with additional needs, deaf students who are late first language learners.

All of our staff working directly with students are fluent or near fluent in Auslan. Victorian College for the Deaf is a bilingual/bi-modal school where Auslan is the language of instruction. English is primarily taught through the reading and writing programme. Language fluency, literacy, numeracy and critical thinking are the core learning areas at the College and reported on the Victorian Report Card.

Individual Learning Plans honour student voice and are driven by student identified needs. The focus for ILPs is on student engagement and well-being. ILPs are shared with families and goals and strategies are agreed to in ILP meetings held at the College. In conjunction with each student and their Home group teacher, their families and the Well being Team at the College comprising of a Lead Teacher, Pathways Coordinator and our Community Liaison Officer, follow up from the ILP meetings is critical to implement the strategies to achieve the goals the students have identified.

The College is in its second year of its four year strategic plan. We work in partnership with neighbouring and collegiate Deaf organisations enabling us to provide effective pathways to better prepare students through and beyond school. A student-focused curriculum drawn from ABLES, F-10 Victorian Curriculum and Year 11 and 12 Pathways (VCE, VET, VCAL, ASDAN) frameworks accommodates all students. Highlights in the senior years is the new, onsite, VET Bicycle Mechanical and Technology Certificate II course set in our 'open to the public' bike shop A'Block. Additionally, after celebrating its 10th anniversary last year, our onsite Deaf cafe, affectionately known as the Tradeblock Cafe continues to deliver VCAL Work Related Skills and Personal development units. Students of Certificate II in Kitchen Operations and Hospitality are able to put their skills and knowledge into practise at Tradeblock. The cafe is also a training ground for Deaf adults in our community wishing to gain experience in front of house and back of house skills in hospitality. The mid-year employment of a Pathways Coordinator with knowledge of the NDIS and the Tertiary Sector has facilitated support for school leavers beyond their graduation from the college. The College has established six and twelve month check-ins with school leavers.

We continue to offer VCE Auslan Units 1&2 and Units 3&4 to regional and remote hearing and Deaf students wishing to enrol. These classes are delivered out of traditional school hours to avoid timetable clashes with other schools and access is possible via the use of technology. We are extremely proud to note that once again, VCD Year 12 students studying VCE Auslan ranked one, two and three with the highest study scores across the state.

Framework for Improving Student Outcomes (FISO)

In 2019 we focused on the FISO dimensions of 'Building practice excellence' and 'Empowering students and building school pride'.

Specifically, we addressed the Key Implementation Strategy of developing an agreed approach to the effective teaching of language and communication; Building teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning; and Building teacher understanding and capacity to promote student voice, agency and leadership.

The quadrennial review identified:

The school is a specialist setting for Deaf students. Language acquisition and communication represent learning challenges for all students at the school. These skills impact on students' ability to progress, socialise and find their place in the world. A consistent school wide focus and understanding on teaching and learning that supports the development of language and communication needs to be a focus.

The school needs to provide a tailored and targeted approach to teaching and learning for students at VCD. As a

priority, appropriate assessment tools that provide the necessary information to ensure teaching and learning occurs at students' point of need must be identified, developed and agreed upon. At present, a lack of data is making it difficult to set goals and track progress of students. Once the assessment tools and approach for learning to acquire language and communication, reading and writing is identified for each student, teacher knowledge and skills to identify, implement and track student growth using the to be developed assessment tools will be a focus.

The panel found from field work findings and student focus groups that students need to be supported to engage more actively in their learning knowing what they are learning and why it is important to build their voice and agency in the school.

In response, professional practice days were used to visit other schools to observe other pedagogical models, instructional practice and delivery of content using specific resources. Professional development was offered to teachers to attend whole day sessions providing a deeper dive into the why of literacy approaches with the view of deciding if they were to be the best fit for various cohorts of learners at VCD. The brief was: the new approach must be evidence-based, have the capacity for all learners to learn and be able to learn at a faster rate to narrow the gap. The outcome has been that the College has adopted Explicit Direct Instruction as the instructional model. The College has also identified key programmes to deliver to give our current cohorts the language, skills and knowledge to learn, think and write.

Assessment tools have been trialled and chosen. Teachers worked together on shared moderation of student writing and formative assessments and tracking is now in place to inform teachers for next steps with regard to their own practice and the impact on student learning and growth.

Achievement

The College completed an audit of student achievement using standardised assessment tools, moderated marking against criterion assessment tools and assessment tools built in to Direct Instruction programmes. The data was triangulated and bench-marked against the Victorian Curriculum. The progression points were plotted on the Victorian report Card. For some students, this may have meant a regression in attainment. The college was careful to work with families to assist with the understanding and acceptance of such regressions. The assessment tools and processes for the 2019 end of year reporting period were rigorous and delivered by staff capable and able to ensure students understood the task and committed to providing the best of themselves to the task.

The College has established a comprehensive and accurate baseline of student attainment. Looking toward 2020, it is predicted growth in student outcomes will be evident for English, Auslan and Mathematics.

Engagement

Much work has been done throughout 2019 to ensure students themselves see an educational purpose for coming to school. The secondary component of the college was reorganised to reflect a secondary model. Teachers were aligned to subjects rather than classes - which is more like a primary model and how a primary school is structured. Student cohorts were identified for literacy and numeracy to enable targeted teaching and create fit for purpose curriculum designed to be supportive and engaging to the learner. A trial was conducted merging three classes into one class for literacy. The positive impact on student engagement was immediate. Student feedback was overwhelmingly positive and students were given immediate feedback about their growth on a daily basis. Real conversations began between teachers and students over individual student goals and what students could do to ensure they achieved these goals.

Other strategies to address non-attendance data was to form a partnership with Hearing Australia to have hearing check ups and updates happen at school to avoid students missing one or two days of school every year for a hearing test. Educating families not to have overseas holidays during school terms is also a priority. Additionally, engagement

with SW Region KESO staff was established to support student attendance. Clubs were introduced on a Thursday afternoon to offer student choice and preference.

Wellbeing

Goal 3 of our strategic plan is 'To improve and enrich deaf students' engagement and well-being.'

In 2019 a position was advertised for Lead Teacher - Student Engagement and Well-being. A successful applicant with rich experience and strong commitment to the role was appointed late Term 4, 2019. In addition, a role for Pathways Coordinator was advertised mid 2019. A successful applicant was appointed with significant knowledge and experience in this role. Additionally, a third role was advertised being Community Liaison Officer. Once again, a successful applicant was appointed with passion and experience and energy to make a difference. Together, this group forms the Well-being team for VCD looking to 2020.

Student voice and agency activated through the Individual Learning Plans will enable students to formalise their goals and have adults in their world attend and work on the strategies identified to support delivery of the goals. The collective efficacy of a curriculum that enables students to feel engaged and see growth in their academic attainment, along with ILPs that focus on things that are really important to each student with regard to their well-being will be a rich combination to having healthy well-being among our students at VCD.

During 2019 the college worked tirelessly to better connect with families that are traditionally scattered across the extremities of metropolitan Melbourne. We increased family attendance at ILP meetings, parent teacher conferences and information evenings all with the outlook to engaging parents and carers in their child's education. In doing so we increased the opportunities for families to better support students in their learning, decisions and ultimately well being.

Financial performance and position

Several small grants were received throughout the year for sport through the Sporting Schools Grant. The College received two grants in response to the Rolling Facilities Maintenance program. The monies were directed to refurbishment of boys and girls senior school toilet blocks. Refurbishment of the front portico and primary portables and decking was also addressed. The financial commitment summary at the end of 2018 was going to address these through school funds but with the grants this wasn't required.

Throughout the year two teachers left the school and we were unable to find suitable staff to replace them. The staffing profile has several teachers new to teaching. These factors significantly contributed to a surplus in the SRP.

Equity funding was targeted to support student well-being.

A credit to cash was actioned: \$250 000 to offset School Local Payroll for 2019.

New State Government financial processes for all government departments required the College to close investment accounts and deposit all cash into the School Council account.

For more detailed information regarding our school please visit our website at

<https://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 56 students were enrolled at this school in 2019, 18 female and 38 male.

50 percent were EAL (English as an Additional Language) students and ND 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.



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).

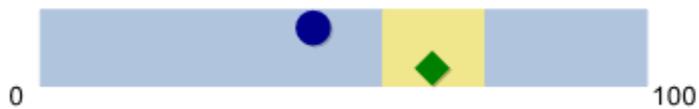
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div data-bbox="534 358 1404 817"> <p>Results: English</p> <table border="1"> <caption>Results: English</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>0%</td></tr> <tr><td>B</td><td>7%</td></tr> <tr><td>C</td><td>9%</td></tr> <tr><td>D</td><td>25%</td></tr> <tr><td>0.5</td><td>10%</td></tr> <tr><td>F - F.5</td><td>24%</td></tr> <tr><td>1 - 1.5</td><td>5%</td></tr> <tr><td>2 - 2.5</td><td>14%</td></tr> <tr><td>3 - 3.5</td><td>6%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div data-bbox="534 862 1404 1377"> <p>Results: Mathematics</p> <table border="1"> <caption>Results: Mathematics</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>1%</td></tr> <tr><td>B</td><td>0%</td></tr> <tr><td>C</td><td>2%</td></tr> <tr><td>D</td><td>1%</td></tr> <tr><td>0.5</td><td>3%</td></tr> <tr><td>F - F.5</td><td>18%</td></tr> <tr><td>1 - 1.5</td><td>11%</td></tr> <tr><td>2 - 2.5</td><td>14%</td></tr> <tr><td>3 - 3.5</td><td>12%</td></tr> <tr><td>4 - 4.5</td><td>17%</td></tr> <tr><td>5 - 5.5</td><td>15%</td></tr> <tr><td>6 - 6.5</td><td>3%</td></tr> <tr><td>7 - 7.5</td><td>1%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	0%	B	7%	C	9%	D	25%	0.5	10%	F - F.5	24%	1 - 1.5	5%	2 - 2.5	14%	3 - 3.5	6%	4 - 4.5	1%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	1%	B	0%	C	2%	D	1%	0.5	3%	F - F.5	18%	1 - 1.5	11%	2 - 2.5	14%	3 - 3.5	12%	4 - 4.5	17%	5 - 5.5	15%	6 - 6.5	3%	7 - 7.5	1%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>25.4</td> <td>26.7</td> <td>26.6</td> <td>27.5</td> <td>26.5</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	25.4	26.7	26.6	27.5	26.5
Year	2016	2017	2018	2019	4-year average								
Average absence days	25.4	26.7	26.6	27.5	26.5								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>ND</td> <td>ND</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	ND	ND	ND	100.0	100.0
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Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$2,614,776
Government Provided DET Grants	\$532,618
Government Grants Commonwealth	\$10,750
Government Grants State	\$9,725
Revenue Other	\$62,476
Locally Raised Funds	\$152,461
Total Operating Revenue	\$3,382,806

Equity ¹	
Equity (Social Disadvantage)	\$12,987
Equity Total	\$12,987

Expenditure	
Student Resource Package ²	\$2,103,215
Books & Publications	\$3,255
Communication Costs	\$11,115
Consumables	\$86,758
Miscellaneous Expense ³	\$184,485
Professional Development	\$5,317
Property and Equipment Services	\$68,248
Salaries & Allowances ⁴	\$112,906
Trading & Fundraising	\$2,238
Travel & Subsistence	\$4,213
Utilities	\$56,241
Total Operating Expenditure	\$2,637,993

Net Operating Surplus/-Deficit	\$744,813
Asset Acquisitions	\$0

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$639,792
Official Account	\$47,149
Other Accounts	\$1,021,546
Total Funds Available	\$1,708,487

Financial Commitments	
Operating Reserve	\$86,290
Other Recurrent Expenditure	\$427
School Based Programs	\$110,000
Beneficiary/Memorial Accounts	\$1,021,546
Asset/Equipment Replacement < 12 months	\$157,646
Total Financial Commitments	\$1,375,909

- (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 26 February 2020 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.

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*' or '*ND*' mean?

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.