

2020 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 2020 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 16 March 2021 at 02:43 PM by Margaret Tope (Principal)

The 2020 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 14 May 2021 at 02:54 PM by Mark Duncan (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

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

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 and Victorian College for the Deaf dates back to 1862. 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. We equip our students for success with skills, knowledge and experience for a prosperous future. The development of strong communication and literacy skills are central to our work. Auslan is our inclusive instructional language and English our language for reading, writing and speaking. Individual Learning Plans are developed in partnership with families and students with a focus on student wellbeing. VCD is a dynamic school tasked with seeking solutions for deaf students. A review in 2018 set some exciting guidelines giving direction to our work in 2020 and beyond.

Victorian College for the Deaf is the only F-12 Bilingual/Bimodal School for Deaf children in Australia. Staff comprise both Deaf and hearing teachers together with educational support staff, creating a diverse, supportive and engaging learning environment. All of our staff working directly with students are fluent or near fluent in Auslan. Our staffing FTE fluctuated from the beginning of the year compared to the end of the 2020 school year. We began the year understaffed and continued to hire staff as the year progressed. Unfortunately some hires made early in 2020 did not complete their contract making it challenging to build capacity among staff and be able to capitalise on collective efficacy of staff. At the conclusion of 2020, our staffing was 26.29 FTE inclusive of Principal Class, Teacher, Teaching Support and non-teaching support. Principal Class was 2.0 FTE, Teachers 10.1 FTE, Teaching Support 7.57 FTE and Non-teaching support 6.62 FTE. Of the 26.29 FTE staff at VCD, 9.82 FTE were Deaf and 16.47 FTE were hearing. Within the hearing staff, only two staff had limited Auslan skills.

We teach to the Victorian Curriculum and in the senior years the college offers studies in Victorian Certificate of Applied Learning, (VCAL), Vocational Education & Training, (VET), Victorian Certificate of Education, (VCE) and Award Scheme Development and Accreditation Network, (ASDAN). ASDAN is a hands on learning program grounded in life and work skills, leading to a certificate of achievement. We work closely with other schools and organisations to broaden the educational opportunities for our students.

Our teaching program is enriched by our many extra-curricular programs and vocational education delivered through our award winning social enterprises, Tradeblock café and ABlock bike shop. 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 Level A -10 Victorian Curriculum and Year 11 and 12 Pathways (VCE, VET, VCAL, ASDAN) frameworks accommodates all students. Highlights in the senior years program is the onsite, VET Bicycle Mechanical and Technology Certificate II course set in our 'open to the public' bike shop A'Block. Additionally, 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 hospitality operations. Our Pathways Coordinator with knowledge of the NDIS and the Tertiary Sector 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 greater Melbourne, 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.

Framework for Improving Student Outcomes (FISO)

In 2020 we focussed on the FISO dimensions of Curriculum planning and assessment, and Building communities. Specifically, we addressed the key Implementation Strategies of developing whole school scope and sequence documents that promote high quality teaching and learning across the curriculum, and building community partnerships.

Curriculum planning and assessment: developing whole school scope and sequence documents that promote high quality teaching and learning across the curriculum.

In order to achieve this we built a meeting schedule to prioritise the work of teaching teams to develop whole school scope and sequence documents. Our initial focus was on the development of documentation for the teaching of English and the learning of a first language. Despite the interruptions of COVID-19, the Literacy Professional Learning Team developed daily lessons following a scope and sequence based on interleave learning principles. The VCD Literacy PLT was able to build a curriculum that has detailed documentation from a broad scope and sequence to term planners and then to week by week, day by day lessons captured in PowerPoint to be used by teachers as a basis for teaching students literacy.

Building communities: Building community partnerships

It was envisioned 2020 would be an opportunity to engage with organisations that offer pathways for our students. We had hoped to form working relationships with allied health providers, mainstream schools, peak Deaf organisations in Victoria and build links for our students to engage in their local neighbourhood organisations. However, COVID-19 made us rethink the work of building community partnerships, to more of a focus on parents and carers as partners when Learning from Home became a constant rather than a few days throughout term 2 and term 3. It became evident early on in term 2 as we were delivering real time teaching and learning via Zoom, for the need for a staff member to work directly with families to support them to support their child. The college advertised for a Family Engagement Leader who had a background in social work. The appointment attracted a staff member who has embedded themselves within the School Improvement Team providing capability to lead goal 3 of our strategic plan: to improve and enrich deaf and hard of hearing students' engagement and well-being.

The college was able to continue to assess, track and visualise literacy data for our YEAR F-10 students evidencing learning gain continued throughout 2020 despite COVID-19 restrictions and the significant time students spent learning from home.

Achievement

Our school progressed its student achievement goals by adopting a positive approach to the opportunity that learning from home would bring our students. When transitioning to learning from home the initial timetable was built around

delivery and maintenance of the core curriculum. The teaching and learning was a blend of real time teaching scheduled at a specific time each day and online learning that was a pre-recorded concept lesson or activity for the students and families to access when it best worked for their household.

Google Classroom and Seesaw housed online worksheets and videos. Students completed work and uploaded the work to these platforms.

Students who seemed to benefit from remote and flexible learning were secondary students who were typically challenged to stay focussed and on task at school. Parental support was also critical in setting the learning tone and routine in the home with the expectation their child would get out of bed and engage.

Secondary students who were intrinsically motivated to learn also benefited from respite of travel. Teachers were able to track which students were completing work and at what time of day. Students had more time to sleep and devote to learning since they weren't commuting on average 2 hours plus every day to and from school. Pre-covid, incrementally over the course of a week and into a school term, significant energy and learning time is eroded on travel. Learning from home offered students respite from their tiring travel routines.

Our primary students needed adult support and supervision. The difficulties present were around effective communication. Supporting adults in the home required instructions to be delivered in spoken English for parents as well as Auslan for students. The students required instruction in Auslan. This did present as problematic and not sustainable to meet ongoing communication needs. Additionally, it became evident for the college to be proactive about provision of Auslan tuition for families. Having daily insight into the communication challenges between families and their deaf child promoted the Wellbeing team to develop a VCD 'Auslan for Families' curriculum.

Engagement

Student absence improved during 2020 compared to the previous three years. School average number of absence days in 2020 was 21.6. This is a reduction of 6 days compared to the three years prior to 2020. The 6 day reduction could be attributed to the inability of families to travel and take family holidays due to COVID. The college has been working hard to address student absences due to family holidays during school times. It is hoped, evidence of improved student learning gain and improved attendance will be an influential narrative to encourage families to reconsider taking family holidays during school time.

The college also invested significant time and energy to ensure students had the right technology to be able to accept a Zoom invite on a monitor and access Google Classroom on a laptop to complete work. Our ICT survey to families led us to conclude many students had the technology and devices required to access face to face teaching when at home. This was not the case. Deliveries to family homes via our school bus, loaded with laptops and desk top computers from our computer lab, ensured every student who needed a device was given one. We foreshadowed further learning from home in term 3 and requested 20 laptops from DET to assign to students whose family owned devices had been reassigned to other family members, leaving our students without a device. The response from the DET was incredible. Our devices arrived. They were imaged to meet student need and then distributed to students in readiness. Students and families were grateful for this level of support and it kept our students online and on screens in front of our staff to progress student learning gain.

The school, including students, parents/carers, staff and its resources did an amazing job maintaining learning from home. What is evident is the lack of Deaf friendly resources at a system level. While FUSE and Clickview offer rich resources for the majority of students, many resources are not accessible for students at VCD. The impact was that our teaching and learning program needed to be 100% generated by staff and made accessible to students. We could not offer a link to click on for students to view and use as another learning tool unless there was an Auslan translation to go with it. This was never the case.

Wellbeing

When the college pivoted to learning from home, a well-being tracker was developed so staff could quickly identify who needed additional support to stay engaged in their learning. During term 2, our literacy program was being delivered Monday to Thursday via real time teaching. This was an opportunity to see who was engaging and to get a sense of how individuals were managing.

Students who didn't appear online were followed up immediately with office staff as a matter of attendance and shared with the Assistant Principal and well-being team to make contact with in order to understand the problem. Typically,

issues of non-attendance were technical in the beginning. As the days wore on into weeks secondary students body clocks began to shift toward a later start time in the morning and a later finish time when active in Google Classroom. Students who were consistently not engaging in learning from home were identified. The Assistant Principal and Well-being team followed up with phone calls to parents and had Zoom calls with students to negotiate a return to having a presence in class when learning from home. Learning from home provided an opportunity for the college to engage frequently with our parent community. An opportunity that hadn't previously presented itself. In some cases, we maintained daily contact with students and families, particularly with our primary cohort. From the college's point of view, it highlighted which students were able to receive support at home from family and which students had to learn independently at home. Communication at home between the family unit and the child who is deaf was exposed. The FISO priority of community engagement: parents and carers as partners quickly became the core work for the well-being team and the rest of our staff.

Financial performance and position

The financial position of the college for 2020 ended with a surplus. This result occurred due to the college being unable to hire enough teachers with the appropriate qualifications and skills needed to teach. The staffing challenge was repeatedly identified with South West Region during the weekly school well-being checks conducted by the region throughout COVID-19 in Term 2 and 3. The college has also struggled to have viable Casual Relief Teachers. The financial result has meant a saving to the college.

The college was successful in identifying a means for shared communication across the college including transmission of messages for emergency management. As a result we invested in technology including the purchasing of Clevertouch screens and wearable emergency messaging devices for all staff. The college also purchased nine conferencing cameras to support virtual teaching and the meeting of families in a virtual space as well as running a school in a learning from home context. The college also invested significantly in literacy resources, PPE and sanitizing products for the staff and students onsite through the term 2 & 3 learning from home duration.

Revenue to support the significant cost of the Clevertouch screens came by way of a grant from Inclusive Schools funding to help offset the purchase of these high end devices. The college continued to receive Sporting Schools grants termly for primary and secondary student's sport. In addition, we received an Advance grant from the Department of Premier and Cabinet for the purpose of supporting students in their external and internal vocational education and training studies.

For more detailed information regarding our school please visit our website at
<https://www.vcd.vic.edu.au>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 58 students were enrolled at this school in 2020, 27 female and 31 male.

45 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

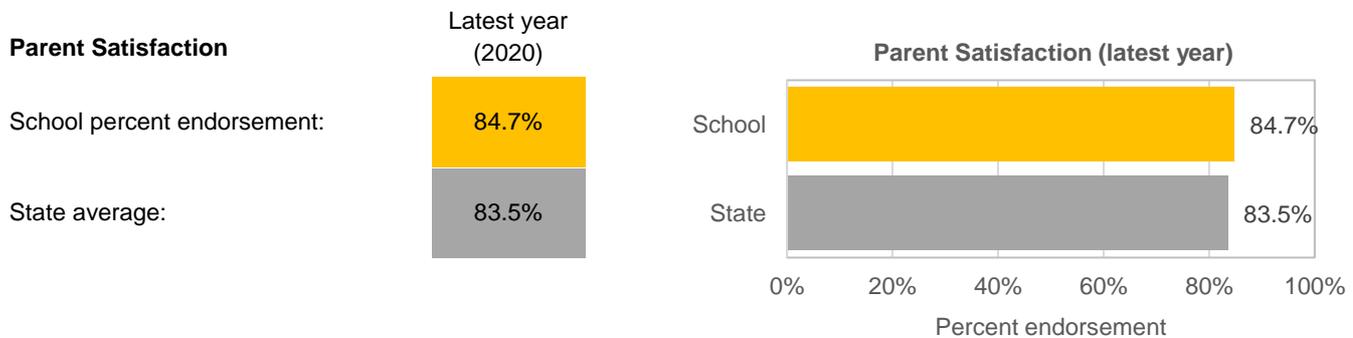
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

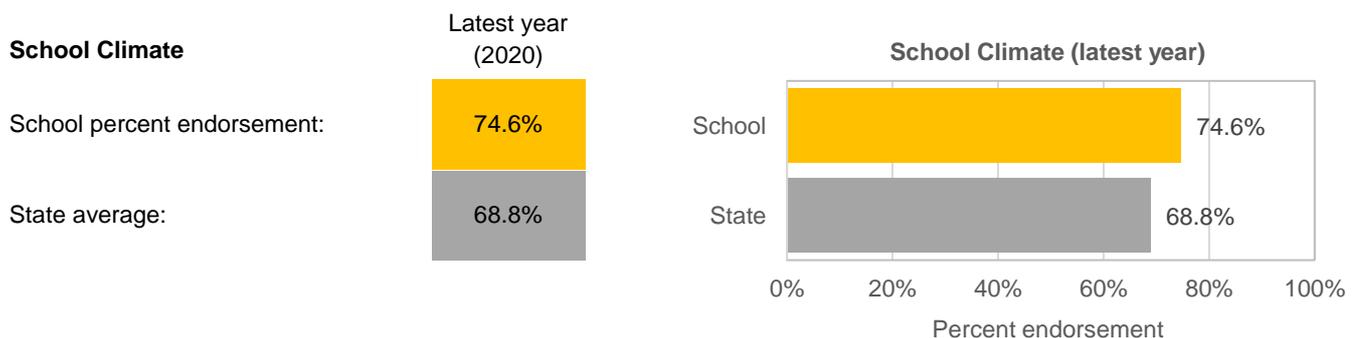


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



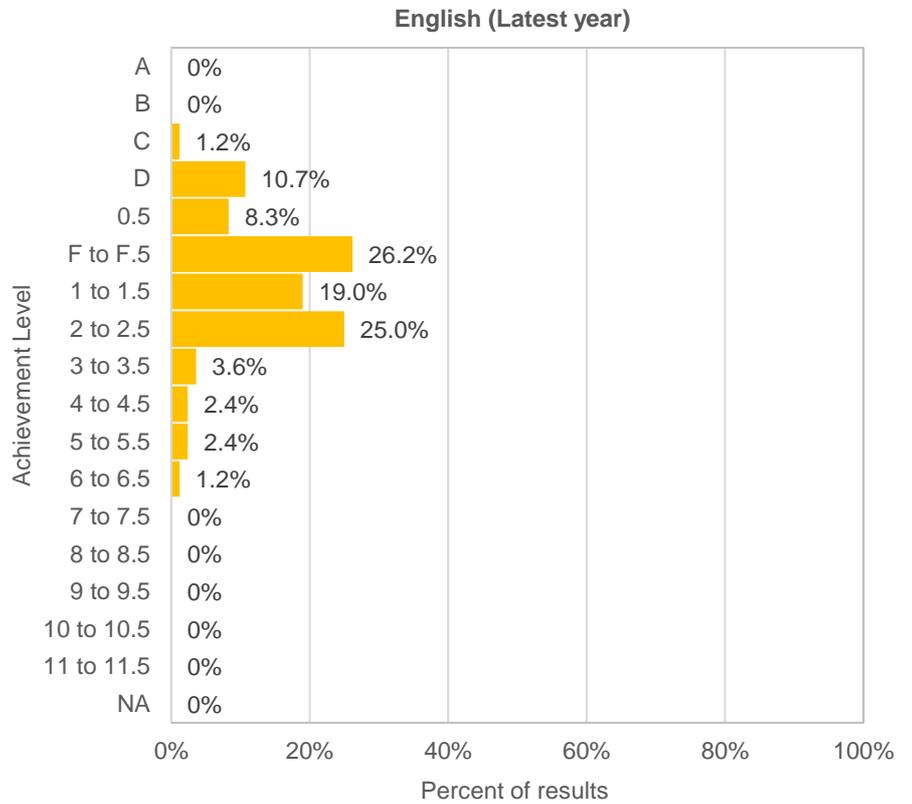
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

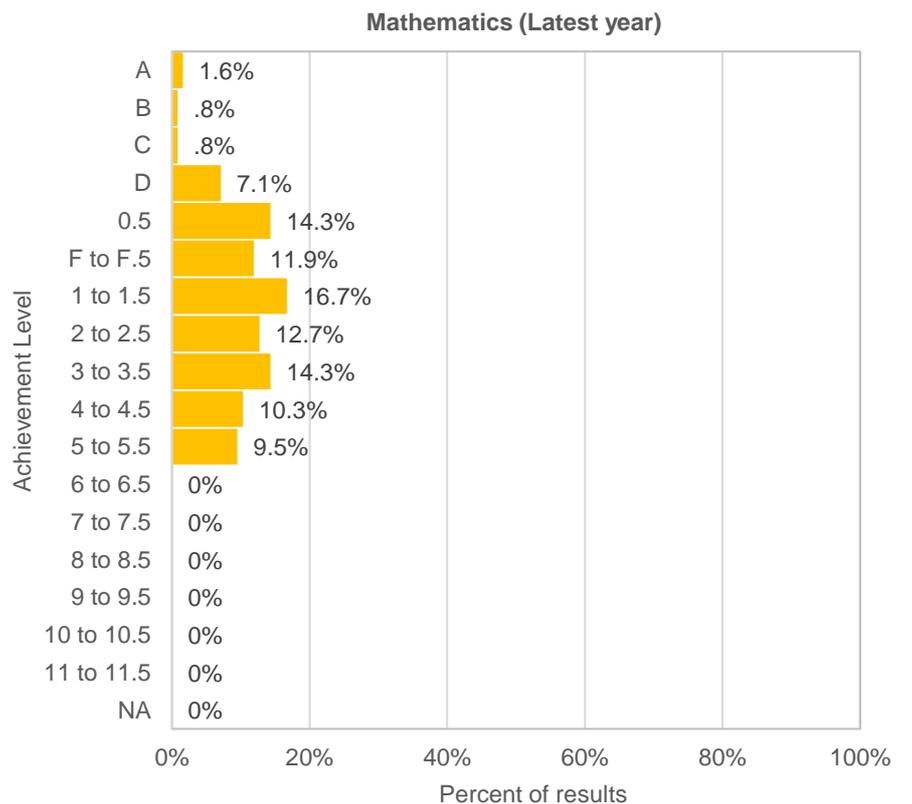
English

Achievement Level	Latest year (2020)
A	NDA
B	NDA
C	1.2%
D	10.7%
0.5	8.3%
F to F.5	26.2%
1 to 1.5	19.0%
2 to 2.5	25.0%
3 to 3.5	3.6%
4 to 4.5	2.4%
5 to 5.5	2.4%
6 to 6.5	1.2%
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2020)
A	1.6%
B	0.8%
C	0.8%
D	7.1%
0.5	14.3%
F to F.5	11.9%
1 to 1.5	16.7%
2 to 2.5	12.7%
3 to 3.5	14.3%
4 to 4.5	10.3%
5 to 5.5	9.5%
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	27.6	27.3	27.5	21.6	26.2

Students exiting to further studies or full-time employment

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

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

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	NDP	NDP	100.0%	NDA	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,164,236
Government Provided DET Grants	\$393,563
Government Grants Commonwealth	\$5,986
Government Grants State	\$9,725
Revenue Other	\$43,791
Locally Raised Funds	\$82,537
Capital Grants	NDA
Total Operating Revenue	\$3,699,837

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,848
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$15,848

Expenditure	Actual
Student Resource Package ²	\$2,280,488
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$16,630
Communication Costs	\$16,192
Consumables	\$52,990
Miscellaneous Expense ³	\$8,832
Professional Development	\$3,027
Equipment/Maintenance/Hire	\$162,697
Property Services	\$67,909
Salaries & Allowances ⁴	\$101,037
Support Services	\$129,608
Trading & Fundraising	\$39,123
Motor Vehicle Expenses	\$1,949
Travel & Subsistence	NDA
Utilities	\$62,517
Total Operating Expenditure	\$2,943,000
Net Operating Surplus/-Deficit	\$756,837
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$537,299
Official Account	\$30,365
Other Accounts	\$1,025,273
Total Funds Available	\$1,592,936

Financial Commitments	Actual
Operating Reserve	\$105,602
Other Recurrent Expenditure	\$37
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	\$1,025,273
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$85,400
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$400,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,616,311

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.