

# 2021 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](http://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 2021 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 06 April 2022 at 08:34 AM by Margaret Tope (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 12 April 2022 at 11:24 AM by Mark Duncan (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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).

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 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.

## How to read the Annual Report (continued)

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### 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.

'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.

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### 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 disabilities 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

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### 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 – “Utmost to the Highest”

Our mission is to provide deaf students with an education that empowers them with choices in life, and to lift the educational outcomes of students beyond the global norms of Deaf Education.

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 partnerships with families and the wider community that our students will be supported socially, emotionally, and academically.

#### VALUES

The values our College community embraces are: Respect, Responsibility, Resilience, Pride, and Learning. These values provide us with a framework for the way we achieve our vision.

Victorian College for the Deaf, first established by Frederick J Rose in 1860, is the only F-12 College of its kind in Australia. We are centrally located in Melbourne on St Kilda Road and High Street with our grounds boasting a vibrant heritage garden. We attract students from across Melbourne, regional and rural Victoria, and interstate.

The School Performance Report 2021 has rated the College as INFLUENCE. The College could be assessed on 3 of the 5 measures being School Climate, Engagement and Participation. The rating of INFLUENCE acknowledges the College as acting as an influencer and system leader because of our consistent high performance for the past three years.

In 2021 our enrolment increased during Melbourne’s Learning from Home period. Primary sub school finished the year with 13.6 students and secondary sub school with 45 students, bringing our total enrolment to 58.6 students. The College’s SFOE is 0.4969

Primary sub school was divided into one class for junior primary students and one class for senior primary students.

Secondary sub school was divided into three middle years classes and three senior years classes.

Our rich, Deaf specific, educational programs equip our students for success with skills, knowledge, and experience for a prosperous future. Our core business is to teach students to read, write and become numerically literate based on the Victorian Curriculum F-10. Students with additional learning needs benefit from an individually adapted program for the duration of their secondary school experience.

The development of strong communication, literacy and numeracy skills are central to our work. We value all forms of communication. Spoken English is the language of instruction for students who have the capacity to learn English literacy skills by talking and listening. Auslan is our inclusive, instructional language, and is widely used by all students with varying degrees of competencies and abilities across all subjects and on the playground. We teach to student strengths and respect choices made by mature minors regarding the wearing of listening devices. Our Speech Language Pathologist is embedded in our literacy programs with a focus on the F-2 years of learning, language, and literacy.

We teach to the Victorian Curriculum and in the senior years the college offers studies in VCAL, VET, VCE and ASDAN (Award Scheme Development and Accreditation Network). ASDAN is a hands-on learning program grounded in life and work skills, leading to a certificate of achievement.

Years 11 & 12, have a focus on achieving a senior school certificate and supporting students to transition from school into purposeful pathways.

VCE Auslan classes are available to all students, deaf and hearing, wishing to study VCE Auslan. Our students consistently achieve the highest study scores in the state. We offer access to regional, rural, and remote students via Zoom.

Our teaching program is enriched by our many extra-curricular programs and vocational education delivered through our award-winning programs, Tradeblock Café and Ablock bike shop.

Ablock Bike Shop trains senior VCD students in Cert II Bicycle Mechanical Technology and provides high quality

bicycle servicing and repairs to the local community. Ablock's vision is to provide a supported workplace opportunity that our students can use as a springboard into tertiary studies and career pathways. Ablock is open to the public for bicycle servicing and repairs from Wednesday -Friday during school terms.

<http://www.vcd.vic.edu.au/ablock/>

Tradeblock Cafe is an authentic work environment and Deaf space open to the public. The café is staffed two days a week by senior VCD students. Tradeblock offers a hands-on hospitality program where senior students experience a range of roles and responsibilities, while contributing to their VCAL qualification. Tradeblock Café is open to the public serving, coffee, delicious snacks and lunches, Tuesday – Friday during school terms.

<http://www.vcd.vic.edu.au/tradeblock/>

We work closely with other schools and organisations to broaden the educational opportunities for our students. During 2021 we began to partner with Melbourne University, STEM Centre of Excellence. Several meetings onsite at VCD and at Science Gallery Melbourne has created the foundations for a draft Memorandum of Understanding to be created for a rich partnership launching in 2022.

Our Careers & Pathways team, work with students and families toward building a pathway to meet the passions and abilities of each student at the college. Individual Education Plans, IEPs, are developed in partnership with families and students with a focus on student wellbeing. Student voice and agency drive our IEP process. Our wellbeing team, spearheaded by our Mental Health Practitioner/Social Worker, lead our parents as partners approach by delivering regular parent events and 'Auslan for Families'. Our 'Auslan for Families' initiative provides an evidenced based, structured, family focussed Auslan curriculum. VCD employs trained tutors to deliver our 'Auslan for Families' as well as partnering with peak, Deaf focussed organisations to deliver our VCD 'Auslan for Families' program.

Staff comprise both Deaf and hearing teachers together with educational support staff, both teaching and non-teaching, creating a diverse, supportive, and engaging, teaching & learning workforce and environment for students and families. The staffing profile is made up of 1 principal (hearing at 1.0 FTE), 1 assistant principal (hearing at 1.0 FTE), 2 leading teachers (both Deaf at 2.0 FTE), 13 teachers (11.8 FTE, with 5 Deaf teachers 5.0 FTE and 8 hearing teachers 6.8 FTE), 9 education support staff (7.45 FTE, with 3 Deaf at 2.8 FTE and 6 hearing at 4.65 FTE), 9 education support staff non-teaching (6.1 FTE, with 3 Deaf at 1.11 FTE, and 6 hearing at 4.99 FTE inclusive of the business manager, administrative staff, IT manager, library technician and café staff).

Currently, the College, does not have any Aboriginal or Torres Strait Islander staff.

The College has been identified by DET as a 'hard to staff' school. We are grateful to be able to employ one teacher via the DET initiative, Targeted Financial Incentive scheme. It is hoped DET will offer this opportunity to the College again in 2022.

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## Framework for Improving Student Outcomes (FISO)

The School Performance Report 2021 has rated the College as INFLUENCE. The College could be assessed on 3 of the 5 measures being School Climate, Engagement and Participation. The rating of INFLUENCE acknowledges the College as acting as an influencer and system leader.

School Climate: INFLUENCE. The measures for this domain are Collective Efficacy, Academic Emphasis, and Instructional Leadership from the School Staff Survey. All measures have increased significantly, giving a rating of HIGH.

The College's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment, Health and Wellbeing, and Building Communities. This included:

- Professional Learning Teams and Leading Teachers identifying, developing, and documenting curriculum resources toward building a VCD curriculum to match the current cohorts of learners at the College.
- Launching a four-year partnership with Rubicon focusing on emotional literacy and resilience
- Launching 'Auslan for Families' to 28 families from the College
- Developed a 'Parents as Partners in Education Approach' with many parent forums
- Maintained delivery of VCE Auslan to local, regional, and rural students across the state

To support implementation of these Key Improvement Strategies, the College appointed a Data & Assessment Coordinator to track and visualise student learning data against attendance and a Mental Health Practitioner. The College also privileged Professional Learning Team meetings to look and respond to data; grow and develop curriculum for literacy instruction, as well as the production of teaching resources with a focus on literacy. Positive gains in the School Staff Survey compared to other specialist schools shows clear evidence of each strategies impact

on creating a positive school climate.

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## Achievement

In 2021 the College continued work on its strategic plan goal of improving the literacy and numeracy outcomes for students. Our AIP goal of having 70% of students achieve 80% success on embedded assessments in literacy and numeracy using Direct Instruction resources was not met by 1%. Despite significant Learning from Home periods, teachers and students and education support staff continued rigorous delivery of our programs.

Student attendance throughout 2021 was the best it has been at VCD as reflected in the 4-year trend data. Our Data Coordinator visualised the data for students and parents correlating student achievement with attendance. Families could see the impact of attending class value adding to student achievement. Students themselves, despite being challenged to learn via Zoom classes, were achieving academic success and this led to motivation. The Student Attitudes to School Survey, AtoSS, evidenced 90% of students at VCD had learner traits of 'motivation and interest'. This was comparable to similar schools 89% and above State 82%.

Student learning growth data evidenced, on trend learning gain, or moderate to significant learning gains. This has highlighted that our whole of college approach of using Explicit Direct Instruction with Direct Instruction resources for F-10 learners has continued to support the work of closing the gap for students. This change in pedagogy and resources used has been significant for the College, resulting in outstanding growth in student learning gain and has influenced our exceptional results in our School Performance Report 2021.

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## Engagement

The School Performance Report 2021 has rated the College for Engagement as INFLUENCE. The Engagement domain of the School Performance Report focuses on student attendance.

In 2021, Victorian College for the Deaf continued to work with families to ensure students were at school or showing up, online in the Zoom classes every day. We maintained our regular teaching and learning timetable and were dogged in expecting students to attend and teachers to teach either onsite for vulnerable learners or online. The office had a daily triage approach, escalating student and family contact if disengagement was trending. The IT manager was involved resolving technical issues onsite or in homes and College equipment continued to be purchased and shared to ensure all students-maintained access to learning. Our school average number of days absence data for 2021 had a significant reduction.

For students who were Learning from Home and not attending daily, online classes, the Wellbeing Team prioritised home visits when possible following COVID protocols of the time. Daily phone calls to parents and carers of students with inconsistent attendance, gave insights to issues and collaborative discussions were had, seeking resolve to problems. Parent information sessions in the evenings on Zoom, delivered by our Mental Health Practitioner, focussed on 'Tuning into Teens' and 'Tuning into Kids'. The chat tool was a powerful way to have parents connect with the Wellbeing team and request 1:1 follow-up to resolve family specific issues.

Parents were engaged through our 'Auslan for Families' program and a series of parent events throughout 2021 via Zoom.

Our student data on the Attitudes to School Survey, (AtoSS) for 'Sense of confidence' was 79% with similar and state at 76%. This component of the AtoSS is a core element of FISO 2.0 for Engagement, and as such, it is excellent our students are slightly better than similar and all other government schools across Victoria.

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## Wellbeing

Student wellbeing continues to be a focus. In 2021 a school wellbeing hub was setup in the secondary area of the College. Secondary students could engage with our Youth Counsellor in this space in positive, fun activities promoting mental wellness and healthy living. The College continued to employ a Family Engagement leader with a background in social work. This role was extended to also include the Mental Health Practitioner role.

We had 7 families respond to the Parent Opinion survey for 2021. The College will continue to seek ways of engaging families to learn of our rich and engaging programs for students and families. In 2021 the Family Engagement Leader in conjunction with the Principal, sought EOI from parents to be involved in our new 'Parents as Partners' committee. This committee met twice with the purpose of providing feedback and having input to programs and processes at the College always through a lens of improvement.

Student response on the AtoSS for the factor, 'Life satisfaction' was 69% and comparable to similar schools 72% and State 70%.

The School Performance Report 2021 has rated the College as INFLUENCE for the domain, Participation. This domain is measured on responses to School Staff Survey and responses to Attitudes to School Survey.

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## Finance performance and position

Victorian College for the Deaf maintained a very sound financial position throughout 2021. The third year of our School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$746, 079. This surplus occurred due to brought forward funds originating from 2019 when the College was significantly understaffed resulting in a significant cost saving on the credit component of the Student Resource Package. The actual expenditure of credit exceeded the 2021 budget line.

Locally raised funds revenue is a result of trading in our onsite, 'real world' training programs, Tradeblock Café and Ablock bike shop. Revenue raised is fed back into the programs for the purchasing of materials and the upskilling of people from the Deaf community who are employed by the College to support the work of these programs. Salaries and allowances, and trading and fundraising, are expenditure lines related specifically to Tradeblock Café and Ablock bike shop.

Equity funds were committed and spent on 'Auslan for Families' program either paying external tutors or production of curriculum and printing of resources: tutor curriculum folders and parent/carer workbooks.

**For more detailed information regarding our school please visit our website at**  
<http://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 54 students were enrolled at this school in 2021, 25 female and 29 male.

42 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).

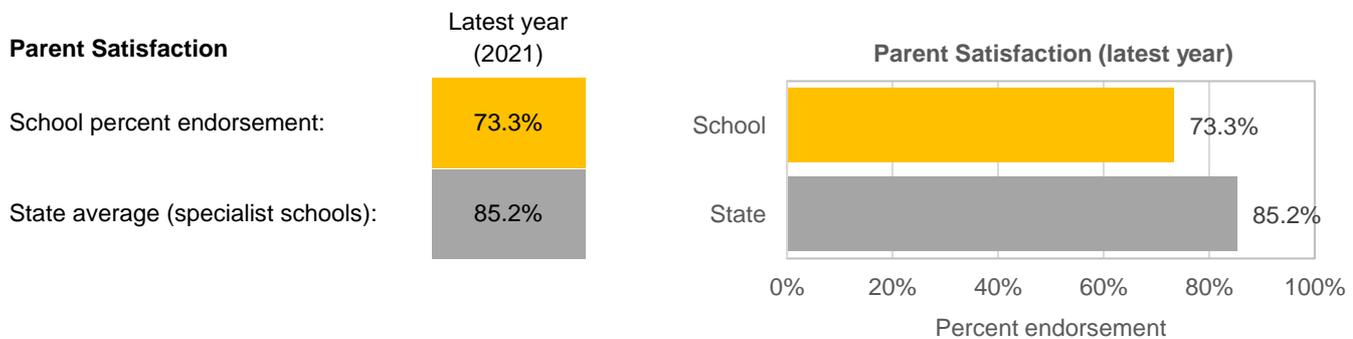
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

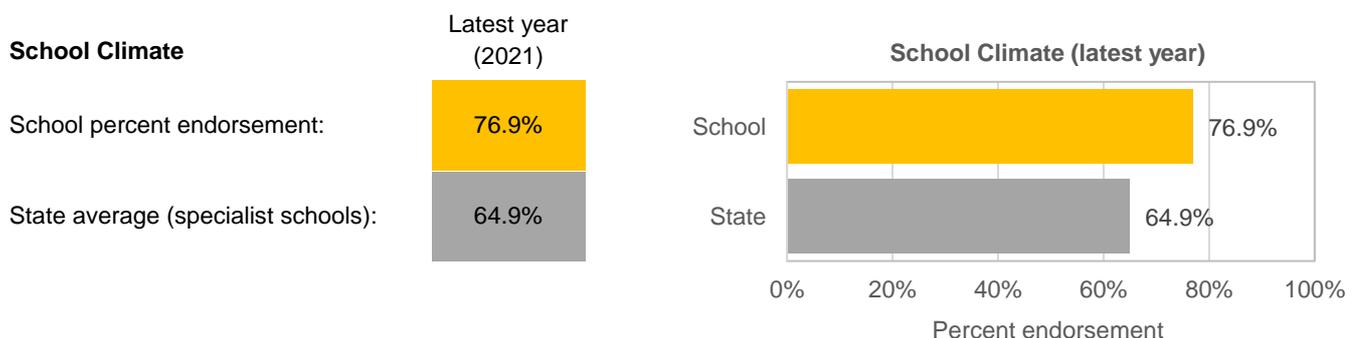


### School Staff Survey

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.



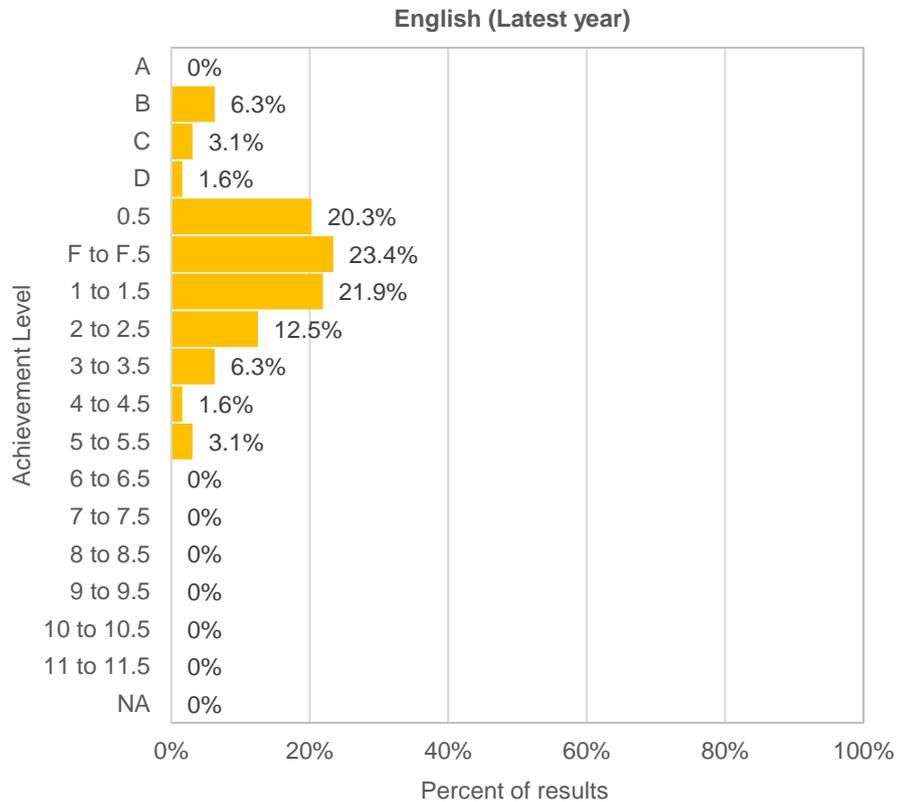
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

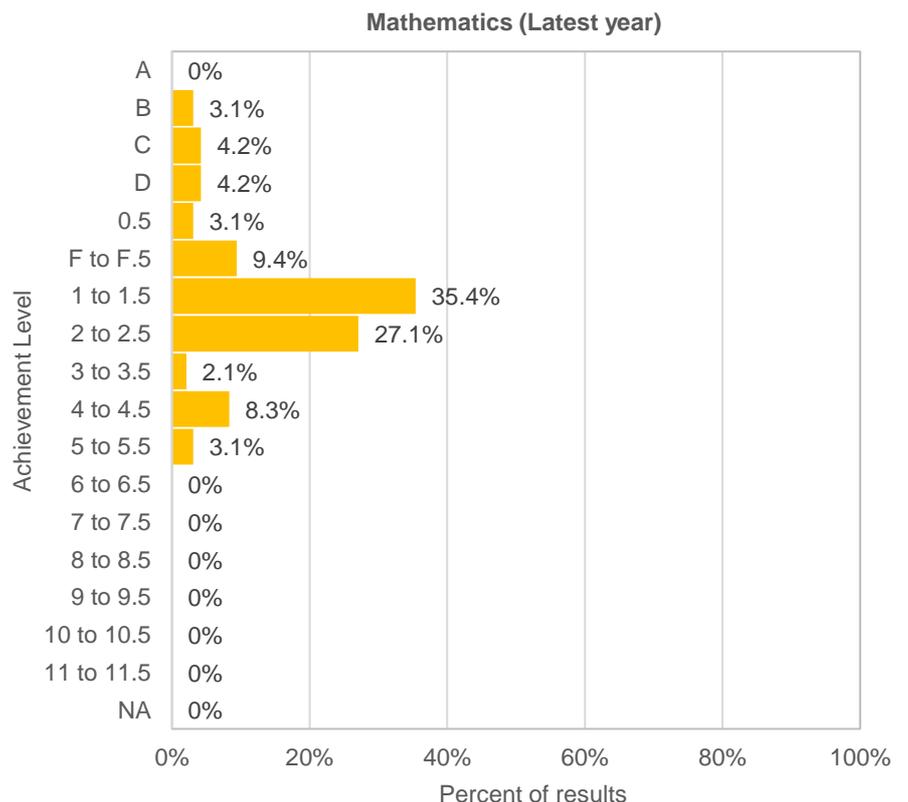
#### English

Achievement Level	Latest year (2021)
A	NDA
B	6.3%
C	3.1%
D	1.6%
0.5	20.3%
F to F.5	23.4%
1 to 1.5	21.9%
2 to 2.5	12.5%
3 to 3.5	6.3%
4 to 4.5	1.6%
5 to 5.5	3.1%
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



#### Mathematics

Achievement Level	Latest year (2021)
A	NDA
B	3.1%
C	4.2%
D	4.2%
0.5	3.1%
F to F.5	9.4%
1 to 1.5	35.4%
2 to 2.5	27.1%
3 to 3.5	2.1%
4 to 4.5	8.3%
5 to 5.5	3.1%
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 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	27.3	27.5	21.5	15.5	23.1

### 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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	NDP	100.0%	NDP	75.0%	84.6%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,630,279
Government Provided DET Grants	\$306,653
Government Grants Commonwealth	\$6,500
Government Grants State	\$17,300
Revenue Other	\$77,802
Locally Raised Funds	\$104,053
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,142,587</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$16,650
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$16,650</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,861,321
Adjustments	\$0
Books & Publications	\$231
Camps/Excursions/Activities	\$5,900
Communication Costs	\$15,097
Consumables	\$58,129
Miscellaneous Expense <sup>3</sup>	\$17,976
Professional Development	\$2,935
Equipment/Maintenance/Hire	\$69,184
Property Services	\$51,066
Salaries & Allowances <sup>4</sup>	\$46,695
Support Services	\$177,534
Trading & Fundraising	\$43,483
Motor Vehicle Expenses	\$2,325
Travel & Subsistence	\$2,033
Utilities	\$42,598
<b>Total Operating Expenditure</b>	<b>\$3,396,509</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$746,079</b>
<b>Asset Acquisitions</b>	<b>\$20,584</b>

- (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 25 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$522,325
Official Account	\$19,679
Other Accounts	\$1,037,948
<b>Total Funds Available</b>	<b>\$1,579,952</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$85,268
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$83,000
Beneficiary/Memorial Accounts	\$1,037,948
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$450,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,656,216</b>

*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.*