

2022 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 of the previous calendar year 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 11 April 2023 at 08:28 AM by Margaret Tope (Principal)

- This 2022 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 13 April 2023 at 12:55 PM by Mark Duncan (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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

School context

SCHOOL VISION

Graduates of Victorian College for the Deaf are literate, critical thinkers who leave our college as autonomous young adults with viable pathways. We value deafness from a cultural perspective and invest in the learning of English and Auslan. How we teach, what we teach and having Deaf and hearing staff across the college teach deaf and hard of hearing students makes our college unique.

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.

SCHOOL VALUES

Staff at VCD adhere to Department of Education and Training values of responsiveness, integrity, impartiality, accountability, respect, leadership and human rights.

Responsiveness: We respond in a timely way with our best work.

Integrity: We are honest, ethical and transparent.

Impartiality: We behave in the best interest of our school community by making fair and objective decisions.

Accountability: We hold ourselves and others to account for the work we do.

Respect: We value others and accept their differences.

Leadership: We are genuine, supportive and do the right thing.

Human Rights: We uphold and respect the rights of others.

Our College values are respect, responsibility, resilience pride and learning.

Respect: allow others to learn, follow teacher's instructions, take pride in my work, respect the opinions of others, keep our school clean, be inclusive of others, use good manners, show care for school and others **property**.

Responsibility: take care of my belongings and school property, bring the required materials to class, arrive to class on time and ready to learn, play in a safe way, and care for **others**.

Resilience: try to solve problems, have a go, celebrate successes, accept consequences for my actions, be patient with others, challenge myself, try new things, and be the best I can **be**.

Pride: care for our buildings, equipment and resources, be proud of my work, share ideas, keep our school and grounds clean, use areas appropriately, represent the school with respectful behaviour, wear the VCD uniform, and be a positive role **model**.

Learning: attend school regularly, arrive to class on time, ask for help, watch and listen to what people have to say, use my initiative, try new experiences and show trust in others.

SCHOOL SIZE and STRUCTURE

Currently, we have 57 students enrolled at the college. They are from Grade 1 - Year 12. We structure our college into three sub schools: Primary F-6, Middle Years 7-10 and Senior Years 11-12. Primary sub school has 17 students. Middle Years sub school has 25 students and Senior Years sub school has 15 students. The college's SFOE is 0.5220.

We have 38 staff equating to 30.72 full time equivalency. The staffing profile is made up of a Principal and Assistant Principal (2.0 FTE), 3 leading teachers (2.8 FTE), 13 teachers (11.8 FTE), 1 Speech Language Pathologist (0.8 FTE), 1 Mental Health Practitioner (0.4FTE), 1 Family Engagement & Wellbeing Leader (0.6 FTE), 1 Nurse (0.9 FTE), 1 Youth Counsellor (1.0 FTE), 3 In-class education support staff (2.75 FTE) providing communication support, 3 Educations support staff - student well-being (2.17 FTE), 10 Education support staff non-teaching (6.2 FTE) inclusive of the Business Manager, IT Manager, Special Technician, Office staff, Cafe Manager and staff. The college also has been allocated by DET an Inclusive Outreach Coach role linked to the Disability Inclusion Plan. This is a full-time lead teacher role based at VCD, but working in other schools supporting the Inclusion agenda.

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. Our site is crown land with a Queen's caveat defining use of the land specifically for the education of deaf children. We attract students from

across Melbourne, regional and rural Victoria, and interstate. To enrol, students must meet the eligibility criteria for a deaf education setting as defined by the Department of Education. We are particularly proud of our student growth data and the establishment of our third social enterprise, Urban Block. Urban Block aligns with and enables an authentic learning experience in Deaf space based on applied learning principles via a Year 12 qualification course, VET Horticulture.

Our College is excited to begin Phase 3 of our School Improvement Project after being granted \$10M dollars by the Andrews Labor government late 2020. School Council President and College Principal signed off on the Master Plan with the Victorian Schools building Authority, VSBA, in November 2021. Within budget, this Master Plan will deliver modern teaching and learning spaces across the college including a half court gym, community hub and VET Horticulture kitchen facilities. The VSBA, timeline for handover of new facilities to the college was to be October 2023. Progress has been stalled on our building project due to lease negotiations between the VSBA and Deaf Children Australia, an NDIS provider who shares our site. Despite the significant delay, we trust due process will follow common sense and enable the government to spend government money on a government school on government land.

Last year we completed our 4-year cyclical review and celebrated meeting all 11 new Child Safe Standards, maintaining our registration as a school, as well as our rapid transition as a school of influence and system leader as identified in our School Performance Report 2021. We are proud to declare our 2022 School Performance Report continues to identify our college as a school of INFLUENCE and a system leader. Parent satisfaction was exceptionally high at just over 90%, positively endorsing our college compared to State average of just over 84% positive endorsement. Staff at our college also strongly endorsed our positive school climate with 85% compared to State average of 62%.

Progress towards strategic goals, student outcomes and student engagement

Learning

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.

Our Teacher Judgement data highlights a significant number of our students are working in the early primary years of the curriculum for the learning of English due to the majority of our students yet to master competency in a first language whether it be a spoken mother tongue, Auslan or spoken English. The work of the college is to challenge and share this data with Early Education and Early Intervention providers as well as with the Health sector. The core work of primary education is to teach a child to read, write and be able to apply basic mathematics to every-day tasks. A school cannot to their core business if students continue to enrol without age appropriate language.

We track each student's growth across reading, writing and mathematics and our in-house data is evidencing significant growth with individual students. Cohort data is creeping toward shifting from learning to read, to reading to learn. Deaf children take more time to learn to read because of the complexities of the task we ask of them. Cracking our sound symbol-based code for reading is incredibly complex learning if you cant hear/access half the code. International standards of reading attainment in the deaf population is three months growth for twelve months of teaching. Our growth data is evidencing six months growth for twelve months of teaching in half our students or more.

We teach to the Victorian Curriculum and in the senior years the college offered in 2022 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. Urban Block was launched in 2022 as our third social enterprise providing authentic, applied learning opportunities. 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 continues 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. 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.

We work closely with other schools and organisations to broaden the educational opportunities for our students. Our partnership with Science Gallery, Tech School, University of Melbourne went from strength to strength with applied learning of the science curriculum onsite at Melbourne University extending to having our end of year Awards Ceremony and Year 12 graduation hosted by University of Melbourne in the Science Gallery. This incredible community event showcased student achievement from F-12 and intersected our college with a place of notable higher learning adding prestige and rigour, to our programs and pathways.

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.

Wellbeing

Individual Education Plans, IEPs, are developed in partnership with families and students with a focus on student well being and student voice. 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. The teaching of Auslan to family members of our students is in response to student voice. 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.

Engagement

School attendance is important for all students, but it is critical for deaf students. Due to the unique challenges they face in their educational journeys, deaf students require consistent attendance to improve their opportunities for literacy acquisition, communication, social skills development, as well as personal and academic growth.

At VCD, we prioritise excellent attendance and have developed a comprehensive range of strategies to actively promote student engagement and participation. In addition to our mental health and outreach services, VCD supports families in improving attendance by offering in-school appointments with professionals, such as Hearing Australia. Our Student Transport program is a vital component to enabling accessible and convenient access to VCD for students across Melbourne. This program ensures that children across metropolitan Melbourne can access the specialised teaching and support provided by VCD without disrupting family routines.

By sharing individual learning data with our students, we empower them to recognise the correlation between their attendance and academic growth. This information is regularly shared with parents and carers, enabling a transparent and collaborative approach to improving attendance and consequently educational success.

Other highlights from the school year

Our camping program continues to be a highlight that provides authentic learning for student capability and resilience. Our ongoing partnership with Rubicon Outdoor School has significantly enriched the teaching of this area of the curriculum. Emotional literacy is fundamental to being able to talk about ourselves and understand what we are feeling at any given moment. Enhancing each student's resilience is imperative, and our off-site learning at Rubicon Outdoor School prioritises these capabilities annually. Our student camp log-books have captured over time each student's voice and self-assessment of and about development of self. Our senior students very much align these experiences with becoming 'next step' ready once they graduate from VCD.

Financial performance

Victorian College for the Deaf maintained a sound financial position throughout 2022. The fourth year of our School Strategic Plan, along with the 2022 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 \$409,313. 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 2022 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 include casual relief teachers, as well as paying for staff in our trading operations, Tradeblock Café and Ablock bike shop.

Equity funds were committed and spent on 'Auslan for Families' program paying for external tutors to deliver instruction to immediate and extended family members of our community.

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 2.0 (FISO 2.0).

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 55 students were enrolled at this school in 2022, 29 female and 26 male.

43 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).

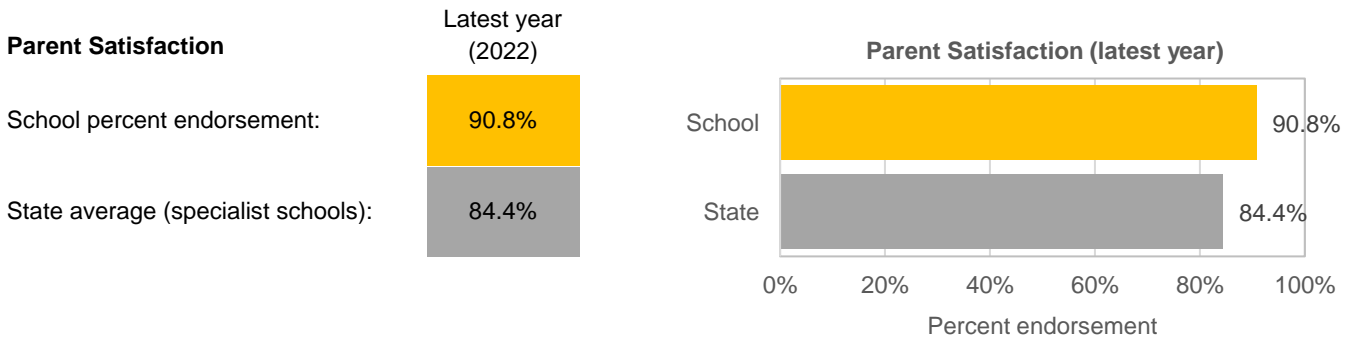
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

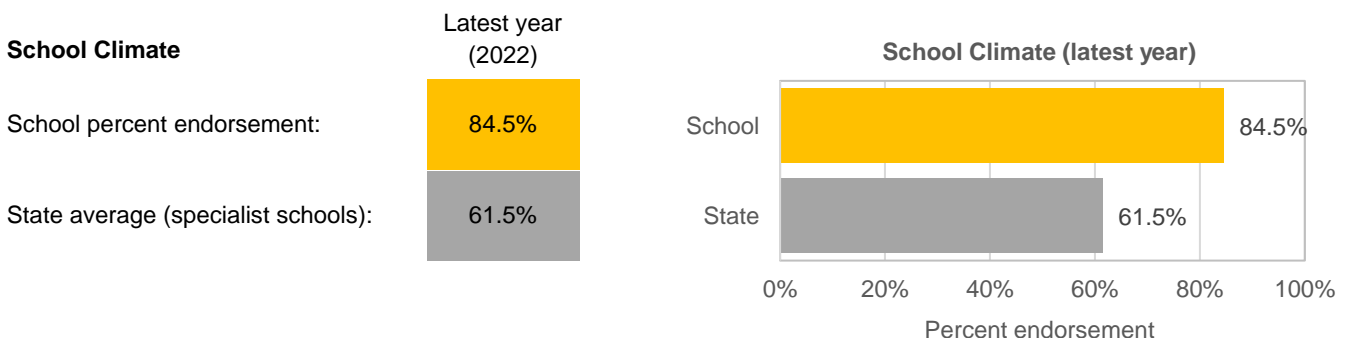


School Staff Survey

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.



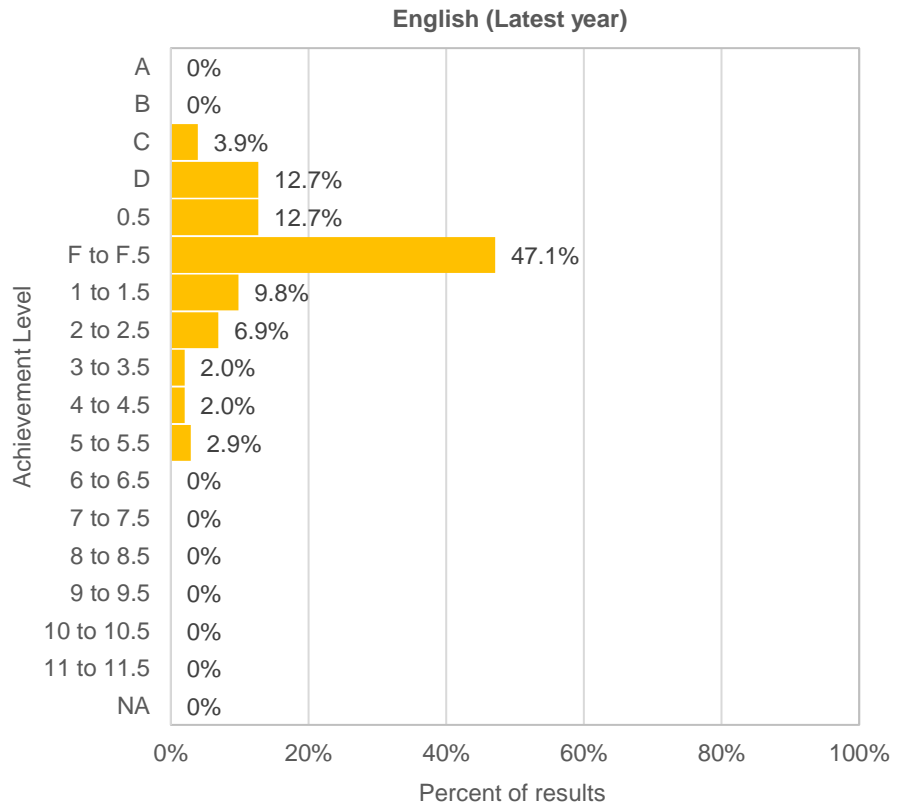
LEARNING

Teacher Judgement of student achievement

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

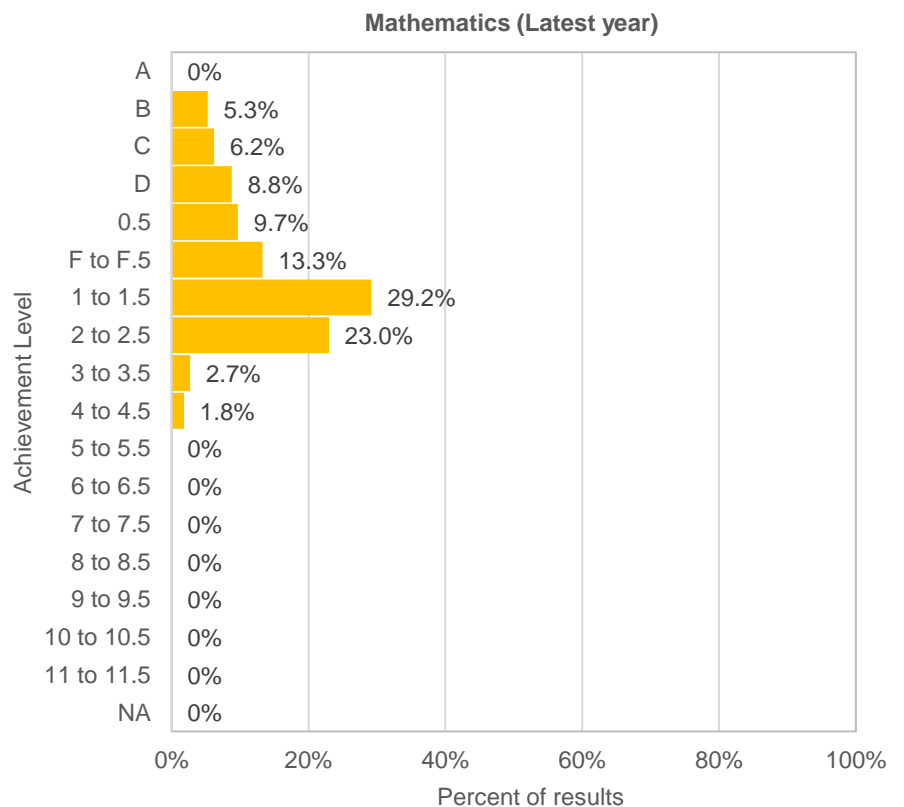
English

Achievement Level	Latest year (2022)
A	NDA
B	NDA
C	3.9%
D	12.7%
0.5	12.7%
F to F.5	47.1%
1 to 1.5	9.8%
2 to 2.5	6.9%
3 to 3.5	2.0%
4 to 4.5	2.0%
5 to 5.5	2.9%
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 (2022)
A	NDA
B	5.3%
C	6.2%
D	8.8%
0.5	9.7%
F to F.5	13.3%
1 to 1.5	29.2%
2 to 2.5	23.0%
3 to 3.5	2.7%
4 to 4.5	1.8%
5 to 5.5	NDA
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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	27.5	21.5	15.5	24.6	22.3

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:	100.0%	NDP	75.0%	NDP	83.3%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,683,227
Government Provided DET Grants	\$334,992
Government Grants Commonwealth	\$0
Government Grants State	\$11,521
Revenue Other	\$44,333
Locally Raised Funds	\$167,305
Capital Grants	\$0
Total Operating Revenue	\$4,241,377

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,504
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,504

Expenditure	Actual
Student Resource Package ²	\$2,837,461
Adjustments	\$500,000
Books & Publications	\$1,544
Camps/Excursions/Activities	\$12,623
Communication Costs	\$9,341
Consumables	\$30,916
Miscellaneous Expense ³	\$23,191
Professional Development	\$10,896
Equipment/Maintenance/Hire	\$42,559
Property Services	\$40,953
Salaries & Allowances ⁴	\$70,430
Support Services	\$130,415
Trading & Fundraising	\$69,751
Motor Vehicle Expenses	\$2,404
Travel & Subsistence	\$2,302
Utilities	\$47,279
Total Operating Expenditure	\$3,832,064
Net Operating Surplus/-Deficit	\$409,313
Asset Acquisitions	\$0

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,108,842
Official Account	\$18,557
Other Accounts	\$0
Total Funds Available	\$1,127,399

Financial Commitments	Actual
Operating Reserve	\$79,159
Other Recurrent Expenditure	\$50
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$720,000
Beneficiary/Memorial Accounts	\$0
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	\$400,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,199,209

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.