

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 06 March 2024 at 05:46 PM by Margaret Tope (Principal)

- This 2023 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 30 April 2024 at 02:26 PM by Gaby Quinlan (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).

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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'*).

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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

In 2023 we had 56 students enrolled at the college. They were from Grade 1 - Year 12. We structured our college into three sub schools: Primary F-6, Middle Years 7-10 and Senior Years 11-12.

We had 38 staff equating to 30.72 full time equivalency. The staffing profile was 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 was also allocated by DET, an Inclusive Outreach Coach role linked to the Disability Inclusion Plan. This role 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 enroll, students must meet the eligibility criteria for a deaf education setting as defined by the Department of Education. We continue to be 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, centered around horticulture.

Our College continued the exciting work of designing with our architects the new spaces our \$10M school improvement project will deliver. We know our community will be as excited as we are once we can showcase the spaces to be built to enhance the delivery of the Victorian Curriculum.

2023 was the first year of implementing our new 4 year strategic plan. We are proud to declare, for three years in a row now, our School Performance Report continues to identify our college as a school of INFLUENCE and a system leader. While our Parent Satisfaction is not on par with State average, our School Staff Survey exceeded State average.

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 do their core business if students continue to enrol without age appropriate language ready to engage with the Victorian Curriculum.

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 2023 studies in VCAL, VET and VCE. We also offered a pathway course which we titled VCAL - M for modified. 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.

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 is 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.

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, lead our parents as partners approach by delivering regular parent events and 'Auslan for Families'. 2023 also saw our College secure a role funded by Department of Education to support Mental Health in Primary Schools, MHIPS. This opportunity has formalised this critical work the College has been delivering since mid 2020.

Our Wellbeing Team consisting of a Mental Health Practitioner, qualified Youth Counsellor and a Registered Nurse are critical to ensuring students at the college are ready to learn. The Wellbeing Team are key to our student achievement data results and partner with parents and carers to address student wellbeing needs and foster healthy wellbeing and positive identity.

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 delivers our 'Auslan for Families' as well as partnering with peak, deaf focussed organisations to deliver Deaf Awareness Training for 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.

Our 2023 attendance data increased with our four year average attendance data at 23.0. The College encourages families to avoid taking extended family holidays during school terms.

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 students 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.

We continued to 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. 2023 also saw our College Sign Choir perform at the Victorian State Schools Spectacular. Student and families committed to a rigorous rehearsal schedule which enabled our students to deliver an outstanding performance near the end of the show followed by exuberant applause from the audience. Our Sign Choir also proudly performed at Victoria's Flow Festival and VCD participated in the Deaf Festival.

Financial performance

Victorian College for the Deaf maintained a sound financial position in 2023, supported by the School Strategic Plan and the 2023 Annual Implementation Plan. These frameworks guided fund allocation to prioritize school programs and initiatives.

The Financial Performance and Position report indicates an end-of-year surplus of \$949,070 much of this has been carried forward from previous years. As mentioned in previous reports there was a significant staff shortage in beginning 2020 that resulted in this surplus.

Revenue from onsite training programs like the Tradeblock Café, Ablock bike shop, and the new Urban Block project, was reinvested into the programs for materials, part time employment of 3 people from the Deaf Community and work experience wages. Salaries covered casual relief teachers and some staff working in Tradeblock.

Equity funds were allocated to Wellbeing Programs that could be attended onsite and online, including contributions to the Auslan for Families program.

The College has committed in total \$1.6M, of which \$1.2M is cash, towards the school improvement project that is due to commence in late 2024. This commitment aligns with the new School Credit Carryover Policy introduced by Department of Education. This extra contribution will ensure the schools future goals will be achievable.

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 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 56 students were enrolled at this school in 2023, 29 female and 27 male.

40 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).

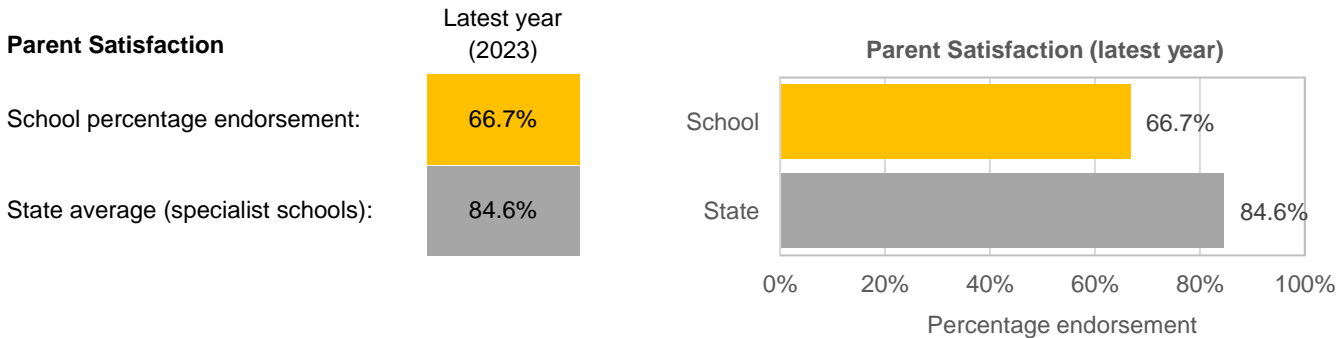
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

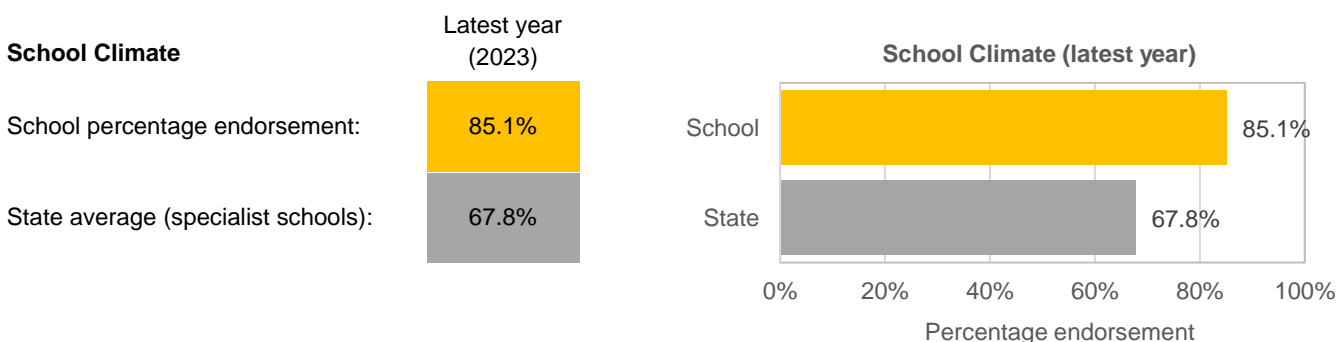


School Staff Survey

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

Percentage 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.



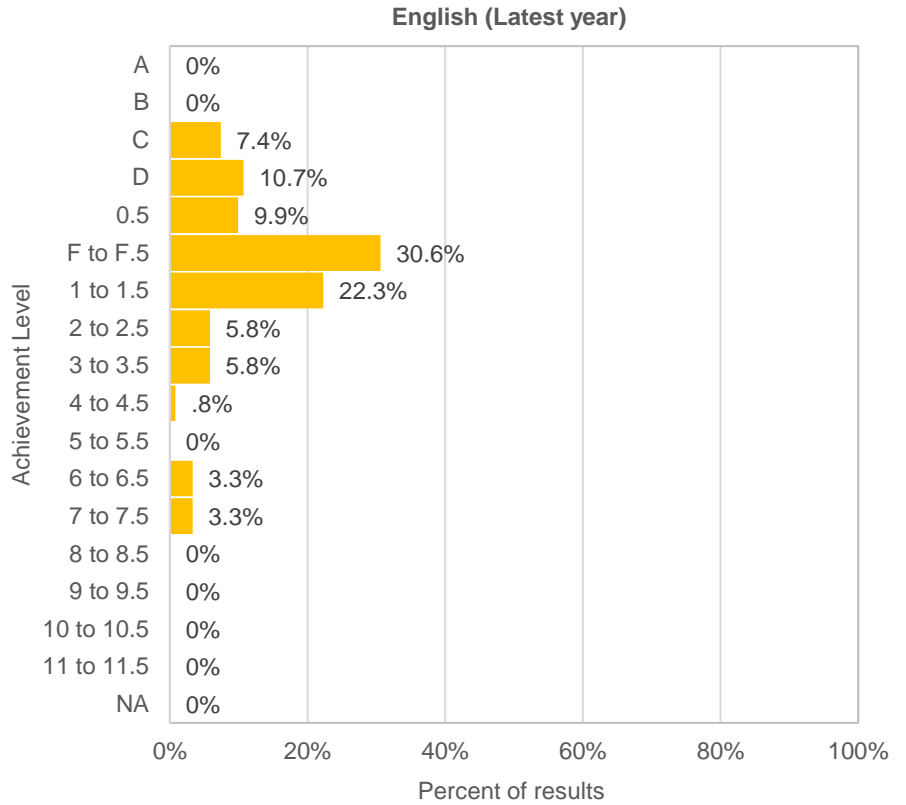
LEARNING

Teacher Judgement of student achievement

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

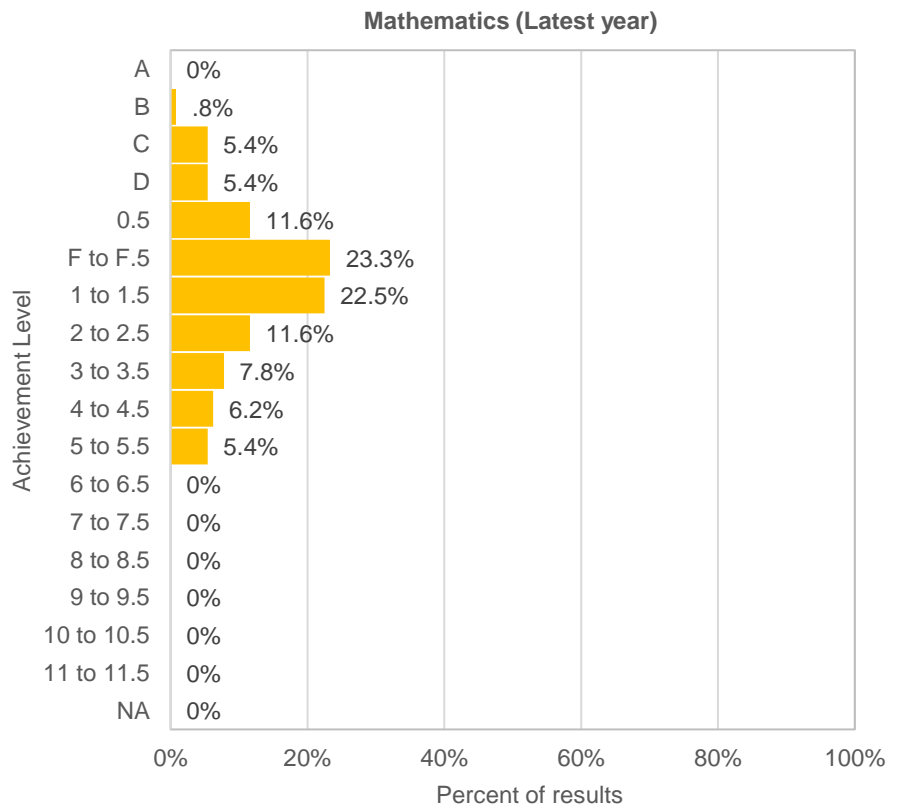
English

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	7.4%
D	10.7%
0.5	9.9%
F to F.5	30.6%
1 to 1.5	22.3%
2 to 2.5	5.8%
3 to 3.5	5.8%
4 to 4.5	0.8%
5 to 5.5	NDA
6 to 6.5	3.3%
7 to 7.5	3.3%
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 (2023)
A	NDA
B	0.8%
C	5.4%
D	5.4%
0.5	11.6%
F to F.5	23.3%
1 to 1.5	22.5%
2 to 2.5	11.6%
3 to 3.5	7.8%
4 to 4.5	6.2%
5 to 5.5	5.4%
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	2020	2021	2022	2023	4-year average
School average number of absence days:	21.5	15.5	24.6	30.6	23.0

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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	NDP	75.0%	NDP	NDP	75.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,119,014
Government Provided DET Grants	\$424,649
Government Grants Commonwealth	\$0
Government Grants State	\$8,175
Revenue Other	\$108,685
Locally Raised Funds	\$144,257
Capital Grants	\$0
Total Operating Revenue	\$4,804,780

Equity ¹	Actual
Equity (Social Disadvantage)	\$23,910
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$23,910

Expenditure	Actual
Student Resource Package ²	\$3,313,740
Adjustments	\$0
Books & Publications	\$3,221
Camps/Excursions/Activities	\$19,216
Communication Costs	\$15,073
Consumables	\$37,412
Miscellaneous Expense ³	\$13,855
Professional Development	\$2,769
Equipment/Maintenance/Hire	\$42,200
Property Services	\$52,065
Salaries & Allowances ⁴	\$86,017
Support Services	\$124,930
Trading & Fundraising	\$75,793
Motor Vehicle Expenses	\$6,032
Travel & Subsistence	\$1,585
Utilities	\$61,801
Total Operating Expenditure	\$3,855,709
Net Operating Surplus/-Deficit	\$949,070
Asset Acquisitions	\$548

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,263,406
Official Account	\$17,951
Other Accounts	\$0
Total Funds Available	\$1,281,356

Financial Commitments	Actual
Operating Reserve	\$84,125
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$80,000
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	\$1,200,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,364,126

All funds received from the Department of Education, 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.