



ANNUAL REPORT

TO THE SCHOOL COMMUNITY - 2017

ST PAUL'S COLLEGE
KEW, VIC
REGISTERED SCHOOL NUMBER: 3102

VMCH
Villa Maria Catholic Homes

CONTENTS

Contact Details.....	3
Minimum Standards Attestation	3
School Profile	4
School Staff Composition.....	5
Teacher Qualifications 2017.....	5
Students.....	6
Student Progress.....	7
Child Safe Legislation Requirements	7
Parent, Student and Staff Satisfaction levels	8
2017 School and Educational Report	8
Professional Development and Learning.....	9
Governance.....	10
Pastoral Care.....	10
Financial Performance Report	11

CONTACT DETAILS

Address	3 - 13 Fernhurst Grove,
Principal	Trevor Henry
Parish Priest	Father John Madden
Chair of the Board	Bill Scales
Telephone	(03) 9855 7700
Email	StPauls.Principal@vmch.com.au
Website	http://vmch.com.au/services/specialist-education-and-evolving-disability-services/child-disability-5-18/st-pauls-college/

MINIMUM STANDARDS ATTESTATION

THE PRINCIPAL ATTESTS THAT:

- All teachers at the School are Victorian Institute of Teaching (VIT) registered
- The School has met the Victorian Registration and Qualifications Authority (VRQA) minimum standards for registration (except where any exemptions apply)
- All expenses and commitments of funds have been to support educational outcomes and operational needs
- The School complies with the Child Safe Standards as prescribed in Ministerial Order 870

SCHOOL PROFILE

ST PAUL'S COLLEGE KEW

SCHOOL SECTOR: NON-GOVERNMENT

SCHOOL TYPE: SPECIAL

St Paul's College is a non-systemic Catholic school and member of Independent Schools Victoria, providing education for children aged 5 to 18 years with a wide range of needs including intellectual, physical, profound multiple and sensory disabilities, autism and complex medical needs. Established in 1957, St Paul's is a warm, accepting community which welcomes and respects children and families of all faiths with a strong commitment to our core values of compassion, accountability, respect and courage. We believe all children have the right to an educational program of the highest standard and we do this by adapting the Victorian Curriculum, ensuring what we provide is relevant, functional and meets the needs of each member of our school community.

Our highly skilled multidisciplinary team comprises teachers, speech therapists, physiotherapists, occupational therapists, music therapist, school nurse and assistants. Focusing on communication, we are committed to working in partnership with families, enabling students to develop their full intellectual, physical, emotional and spiritual potential. We also support families who may wish to have dual enrolment so their child can integrate into their local community.

ST PAUL'S COLLEGE 2017 BRIDGING PROGRAM

Throughout 2017 St Paul's College continued to offer our Bridging Program; a year of additional preparation for entry into Foundation level for students diagnosed with a disability or developmental delay that affects their learning. The educational programs delivered in 2017 by St Paul's College integrated play-based learning with early school structures and curriculum. In 2017 the Bridging Program worked in partnership with parents and the mainstream schools of the parents' choice to facilitate successful transitions into mainstream schools.

ST PAUL'S COLLEGE CELEBRATED 60 YEARS OF INCLUSIVE EDUCATION IN 2017

Around 200 past and present students, teachers and supporters of VMCH's specialist school, St Paul's College, came together to celebrate its 60th anniversary in February 2017. And while a lot has changed over the years, many things remain the same. Wonderful community support, dedicated teachers and innovative programs continue as the hallmarks of our unique and much-loved school.

VOLUNTEERS AT ST PAUL'S COLLEGE IN 2017

The school acknowledged the volunteers who generously gave their time and talents to enhance the lives of the students in our school and their families. The school also celebrated National Volunteer Week this year to recognise the important role community support has in the school.

SCHOOL STAFF COMPOSITION

Teaching staff 14 (including librarian and principal)

Full-time equivalent teaching staff 11.2 (including librarian and principal)

Non-teaching staff 30

Full-time equivalent non-teaching staff 23.9

St Paul's College Kew is staffed by teachers qualified and experienced in the education of students with a range of disabilities and offers an excellent staff-to-student ratio of 1:5.5. The teachers are also supported by teacher aids, allied health staff and other support staff.

STAFF (TEACHER) ABSENCES

In 2017, the total headcount for teaching staff is 13 (FTE 9.8). This figure excludes the librarian and the principal. The average attendance rate for the all staff is around 96.40%

STAFF RETENTION

Total staffing of about 40, predominately permanent staff was comprised of teachers, teacher assistants, allied health staff and other support staff.

- 13 teachers employed as 9.8 FTE positions
- 16 teacher assistants employed as 13.6 FTE positions
- 4 therapists employed as 2.6 FTE positions

Additional support staff includes nurses, maintenance staff, bus drivers, librarian (0.4), administration staff (1.0), a Student Wellbeing Leader (1.0) and a Principal (1.0)

At the end of 2017, 1 teacher, 1 nurse, 1 student wellbeing leader and 1 teacher assistant left their positions.

TEACHER QUALIFICATIONS 2017

All teachers at St Paul's College have Bachelor of Education and are registered with the Victorian Institute of Teaching. The requirements for this registration can be found on VIT site.

In addition to teacher qualifications, all of our staff are qualified to teach in a special school, are currently completing or have obtained post graduate studies and/or Graduate Diploma of Special Education and/or a Master Degree.

STUDENTS

Total enrolments: 66

Full-time equivalent enrolments: 52.8

Boys 48 (73%)

Girls 18 (17%)

Grade	Sem 1 Attendance Rate 2017	Sem 2 Attendance Rate 2017
PU (Primary Ungraded)	96.15%	95.81%
SU (Secondary Ungraded)	92.24%	93.26%
Overall Total 2017 Attendance	94.81%	94.84%

STUDENT ATTENDANCE LEVEL

All Students: 94.8%

Student attendance is recorded as required twice per day at primary level and in every class at secondary level for every student enrolled at the school.

To meet duty of care responsibilities, the school attendance records indicate whether the student was physically present in a classroom, or not present but attending a school-approved activity. In the latter situation, the teacher or staff member in charge of the activity records attendance and ensures that parents are notified of any absences in the same manner as for regular absences from school.

All students enrolled at St Paul's College are required to have their attendance recorded, even if attending the school premises part time. Attendance for the times the student is not expected to attend is recorded so it does not count towards the absences for the school.

The attendance of students at curriculum programs outside school premises is recorded by the provider and reported back and recorded by the school. St Paul's College manages absences in conjunction with the provider of re-engagement programs or approved education provider.

MONITORING ATTENDANCE AND ABSENCES

In addition to accurately and consistently recording student attendance and absence, the Principal ensures that school attendance data is regularly monitored and analysed to identify student absence patterns on a school, class and individual basis.

This enables early identification of students at risk of poor attendance and possible disengagement from school. Once identified as being at risk of poor attendance, students are provided with timely targeted support to improve attendance and address underlying issues.

The Principal follows up with the parent/guardian to ensure that every effort is made to support the student's attendance at the school including intervention by a multi-disciplinary team in order to combat any ongoing medical, welfare or psycho-social difficulties the student and/or family may be experiencing. In the instance of chronic school absences, the Principal works closely with students and their families in order to facilitate access to educational resources and support. For families with school refusal issues, the development an 'action plan' for students to return to, and engage with school, is implemented as a preventive measure for students at risk of disengagement.

STUDENT PROGRESS

St Paul's is a registered special school. St Paul's students do not participate in the NAPLAN literacy and numeracy assessments.

At St Paul's we use Individual Education Plans for each child, taking into account the child's strengths and areas of development to set achievable and challenging goals. These goals are set and assessed in consultation with the Student Support Groups (SSG) which include parents, teaching and allied health staff.

The teachers use online Abilities Based Learning and Education Support (ABLES) assessment tools to monitor progress.

CHILD SAFE LEGISLATION REQUIREMENTS

St Paul's College Kew takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all Child Safety Standards as specified in Ministerial Order No. 870 (2015)

Ministerial Order No. 870 sets out the specific actions that registered schools need to take to meet the child safe standards. The Ministerial Order places accountability for managing the risk of child abuse with school governing authorities. The child safe standards came into effect for all Victorian schools on 1 August 2016 whereby new minimum standard for school registration required schools to meet the requirements of the Ministerial Order.

As of 1 July 2017, all Victorian school principals are required to bring allegations of reportable conduct by employees to the Commission for Children and Young People (CCYP). The Reportable Conduct Scheme complements the Child Safe standards and other existing child safety measures. School Principals will be required to:

- report any allegations of misconduct that may include reportable conduct to the CCYP within three days of becoming aware of the allegation
- notify the CCYP of all allegations of conduct that may involve reportable conduct by employees, contractors, volunteers, allied health staff and school council employees

The Reportable Conduct Scheme does not change a principal's mandatory reporting and other reporting obligations. Principals must contact Victoria Police if they suspect a criminal offence has occurred involving a child. Principals' responsibilities to manage employee misconduct will not change.

The Reportable Conduct Scheme will require schools and other organisations to respond to allegations of child-related misconduct made against their workers and volunteers and report those allegations to the Commission for Children and Young People.

PARENT, STUDENT AND STAFF SATISFACTION

Surveys are anonymous in order to provide participants with every opportunity to share their views and experiences of St Paul's College. It is the school's policy to collect feedback from parents and staff to ensure high levels of satisfaction with the school's policies and practices.

The general themes of the surveys include the level of quality in regard to staff, learning environment, safety, resources, behavioural management, leadership, opportunities for professional learning, student engagement, participation in their learning, information dissemination and support. Responses are evaluated ranging from strongly agree to strongly disagree.

We thank all members of the School community who take the time to participate and contribute to our further growth.

PARENT SURVEY 2017 (ST PAUL'S)

Various surveys and questionnaire were sent to families of different programs or classrooms through Survey Monkey. The purpose of some of these surveys is to understand the students' behavioural needs and/or sensory, communication and other educational needs.

An independent consultant was engaged to assist with the Positive Behaviour Intervention Support (PBIS) Climate/Feeling/Mood Parent Survey sent to a large cohort of families in Secondary program (15 families participated in this survey).

The results were very positive with 100% of the parents agree and strongly agree that the school is safe and all students enjoy coming to St Paul's.

2017 SCHOOL AND EDUCATIONAL REPORT

Throughout the 2017 school year, St Paul's College strengthened its professional development and implementation of the TEACCH pedagogical approach which provides structured learning for students with intellectual, physical, profound multiple and sensory disabilities, autism and complex medical needs. The University of North Carolina TEACCH Autism Program had been incorporated into the professional development of a leading teacher at the school as well as into that of a sample group of specialist teachers. The school has begun to successfully embed, in a specific cluster of classrooms, this pedagogical practice with an array of teaching and treatment principles and strategies based on the learning characteristics of individuals with ASD.

These include strengths in visual information processing, and difficulties with social communication, attention, and executive function. The introduction of this framework will also better support the achievement of educational and therapeutic goals delivered through the A-F levels of ABLES Victorian Curriculum assessments and the learning content and individual SMART-goals in student's learning plans.

The goal of delivering improved structured teaching this year at St Paul's College has encompassed:

1. External organisational supports to address challenges with attention and executive function
2. Visual and/or written information to supplement verbal communication
3. Structured support for social communication
4. Physical organisation
5. Individualised schedules
6. Work (Activity) systems
7. Visual structure of materials in tasks and activities

The 2017 objective of strengthening the explicit structured teaching approach at St Paul's College has been initiated in advancing and promoting meaningful engagement for all students in activities, flexibility, independence, and self-efficacy.

Teachers, Allied Health Specialists and Educational Support Staff have been working together to begin the process of integrating TEACCH pedagogical thinking and strategies into evidenced-based practices. This has been launched with a pilot group of classrooms and teachers, with the intent of expanding the program into more classrooms and for more teachers throughout 2018.

PROFESSIONAL DEVELOPMENT AND LEARNING

St Paul's focus on professional learning programs in 2017 was to provide optimum opportunities for professional growth, enhanced diversity and improved student learning. The school provided opportunities for staff to further develop their awareness, knowledge and skills in current teaching and learning practices to lead to improved student outcomes and also has enabled teachers to develop skills to improve student learning.

In 2017, Teaching and Allied Health staff received the following training:

1. Structured Teaching and Classroom Instruction PD (Physical Structure)
2. Augmentative and Alternative Communication
3. Numicon Training
4. Restraint and Seclusion Training
5. Violence Prevention and Aggression management training by Rod Catterall
6. Positive Behaviour Intervention Support Training
7. Fire Warden Training
8. Safety Leadership Training
9. TEACCH training
10. Occupational, Health and Safety

GOVERNANCE

BOARD OF DIRECTORS:

MR BILL SCALES AO – CHAIR

MR TOM CARR

MS ANNA CLARKE

MS BRIGID CLARKE

MR PETER GILL

MR RICHARD GRAY AM

MR PETER HOGAN

MR TERRY JANES

MR MICHAEL MEERE

DR RO SAXON

MR MICHAEL TEHAN

PASTORAL CARE

BOARD OF DIRECTORS:

Pastoral Care at St Paul's College offers spiritual and emotional support to individuals of all cultures, faiths and nationalities who attend our school and their families. Our Pastoral Carer 'walks with our students and families along the journey', supporting the school community in times of pain, loss and anxiety, as well as triumphs and joys, always respecting confidentiality and privacy.

FINANCIAL PERFORMANCE REPORT

St Paul's Income Statement for the year ended 31 December 2017

	2017	2016
Federal Government grant revenue	1,590,811	1,392,367
State Government grant revenue	1,600,386	1,582,215
Private Income	44,896	248,387
School fees and charges	179,381	136,087
Income from excursions and trips	20,700	22,050
Employee benefits expense	(2,696,687)	(2,485,582)
Depreciation	(89,435)	(140,954)
Utilities and maintenance	(272,479)	(315,485)
Other expenses	(283,009)	(316,939)
Bad debts expense	(7,661)	0
Profit/(Loss) for the year	86,903	122,146
Other comprehensive income for the year, net of income tax	-	-
Total Comprehensive income/(loss) for the year	86,903	122,146
	2017	2016