



# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

St. Paul's College  
Kew, VIC



2016

REGISTERED SCHOOL NUMBER: 3102

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## Minimum Standards Attestation

I, Trevor Herny, attest that St. Paul's College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

## Our School Mission, Vision, and Values

### Mission

We believe in the importance of providing all students with an engaging, supportive, and Individualised education. Founded on catholic values, we aspire to develop the spiritual, academic, social, and emotional potential of every student. We build and celebrate strong collaborative partnerships with families and the wider community to improve learning outcomes for all.

### Vision

- Embracing Inclusive Communities
- Inspiring Potential
- Developing Futures

### Values

- Engagement ◦ Independence
- Safety ◦ Respect ◦ Responsibility

## School Overview

St. Paul's College, of Villa Maria Catholic Homes (VMCH), is an independent, non-systemic Catholic Special School for students with disabilities from 5 to 18 years of age. St. Paul's College provides a specialised education for students diagnosed with intellectual, social-emotional, physical, and profound multiple disabilities, in addition to high medical needs. We are a Positive Behavioural Intervention and Support (PBIS) School. Our focus is on student learning, engagement, and wellbeing through the development of school-wide expectations, collaborative relationships and communication. We are committed to working in partnership with families, ensuring each student has access to and is challenged in their learning by inclusive educational, developmental and therapy programs to enable students to develop their full intellectual, physical, emotional and spiritual potential.

The structure of the school consists of Primary which includes two full time primary classes (one ASD), two bridging classes, and two dual school classes. Our secondary school consists of three classes, including one ASD class. Recently, we have enrolled an increasing percentage of students diagnosed on the autism spectrum (ASD). In our ASD classes, we utilise a structured teaching model based on Division TEACCH from the University of North Carolina, which translates directly into positive classroom instructional changes that benefit students and improve instructional delivery for students and staff.

St. Paul's also supports families of students with dual school enrolments, enabling their child to be included in their local community and schools. Nearly 30 students in Prep through Year 5 are enrolled at our school and a partner primary mainstream school. Our dual enrolled students' mainstream schools include department, catholic, and independent schools.

Our Secondary school consists of three full time classrooms, including one ASD classroom.. In addition to a focus on the curriculum, our secondary students developed their skills in through community access, as well as working toward vocational pathway outcomes.

Our staff to student ratio is a teacher and an assistant in a class with up to eight students, dependent upon our student needs. We also have a school nurse on campus to support children with greater needs. Some classrooms are supported by additional assistant time where necessary. Our Allied Health Team include a physiotherapist, speech pathologist, and two occupational therapists. The team works closely with school leadership, to support improved student learning and wellbeing student outcomes. Our specialist staff support, swimming, art, drama, kitchen garden, work education, community access, and independent living skills.

## Principal's Report

I would like to acknowledge and express my appreciation for our School Leadership Team for their tireless dedication and support in my first year as Principal of St Paul's. Their professionalism and communication have been instrumental in support our School Improvement and Annual Action Plans.

This year our Positions of Leadership (POL) included Gillian Bryan (Literacy), Justin McFarlane (ASD) and Melanie Weinberg (Numeracy). It was a huge year for us, following our School Review in late 2015 and then undertaking a full review by the Victorian Registration and Qualification Authority (VRQA). We successfully met the requirements of the full review and are buoyed by the actions already taken to support St. Paul's moving forward.

Toward the end of the year, as we continued work on meeting the targets of our Annual Action Plan, leadership decided to revise our structure to reflect leadership of Bridging/Dual School, Curriculum/ RE, and Secondary. We also added a member of our Allied Health Team to our leadership team, ensuring a strong collaborative connection.

While they will be mentioned within this report specifically under each of the spheres below, I would like to highlight some that have been particularly significant and that will serve us well moving into 2017 and beyond. These include the establishment of our School Portal for Whole School Communication, a new reporting system for student learning, the development of Positive Behavioural Interventions and Supports (PBIS) for rollout next year, Planning Days, and a strong foundation for Allied Health to support all students' access to our curriculum.

I look forward to building upon these foundations in 2017 and beyond.

## School Education Board Report

The St. Paul's School Advisory Council (SAC) was formed in late 2015, prior to the appointment of a new Principal, Trevor Hery. The SAC consists of a VMCH Board Member ([Michael Meere](#)) (Chair), General Manager Specialist Education and Evolving Disability Services (SEEDS) ([David Williamson](#)), the School Principal ([Trevor Hery](#)), four parent representatives ([Rina Devi](#), [Fiona Dickson](#), [Liz Kelly](#), [Carla Veith-Carter](#)) and two school staff representatives ([Gillian Bryan](#), [Liz Ellis](#))

### ***The Goals of the SAC include:***

Supporting the School Improvement Plan (SIP) and the Annual Action Plan (AAP)

Supporting St. Paul's to ensure the curriculum meets the needs of every student

Maintaining Catholic nature of St. Paul's College including religious education as a key aim of the College while still being an inclusive school embracing students and families from different cultural, social and religious backgrounds

Support the development and growth of links between St. Paul's College and the local community at large

Provide input into all building programs necessary for the long term effectiveness of St. Paul's College

## Education in Faith

### Key Sphere Priority

To strengthen St. Paul's College as a prayerful, active, and engaged Catholic community

### Achievements & Outcomes

This year's highlights included developing revised roles for our RE Coordinator and our Pastoral Care Worker. In late 2015, we were very fortunate to add Maree Gilbert as our Pastoral Care worker. We were able to make a connection with Catholic Education Melbourne (CEM), and begin working to align our RE Curriculum with *Horizons of Hope*, exploring how we can utilise CEM's framework to meet the diverse learning needs of our students. In Term 4, we undertook professional development, which will support us in implementing *Godly Play* moving forward.

## Teachers Professional Development

In 2016, school staff received PD in Positive Behaviour Interventions and Supports (PBIS), the Structured Teaching and Classroom Instruction Approach (based on TEACCH), and in Numicon.

The school is implementing PBIS as a whole school approach to student engagement and managing student behaviours.

Structured Teaching and Classroom Instruction is an approach to teaching students diagnosed with autism and intellectual disabilities.

Numicon is an engaging numeracy resource that supports numeracy instruction, assessment, and differentiation.

All staff undergo mandatory training like Manual Handling, First Aids updates which includes Anaphylaxis and Asthma management.

The estimated cost of the trainings is around \$60,000. Apart from mandatory training, most of the other professional developments are subsidised by grants, donations or trust funds.



## Learning & Teaching

### Key Sphere Priority

To develop a whole school approach to learning and teaching pedagogy that meets the learning needs and interests of all students.

### Achievements & Outcomes

Learning and teaching was an emphasis of our work resulting from the school review. This year we were able to implement [Professional Learning Teams \(PLTs\)](#) focusing on the assessment, planning and reporting cycle. This led to the implementation of a [new Individual Learning Plan \(ILP\)](#) format for our school through the Accelerus Assessment and Reporting Software.

We began to focus our numeracy professional learning around [Numicon](#), a resource for explicit teaching which provides opportunities for hands-on student learning and teacher assessment.

Our Transitions & Pathways Leadership Team planned and implemented a fantastic [Inaugural Transition Day](#), which provided an opportunity for current and future students and families to experience their classroom and staff for 2017.

In our reflection of the year in Term 4, it was evident that we would best benefit from a dedicated leadership role in Curriculum, and appointed a member of our leadership team to lead us in Curriculum & RE to begin 2017.

### NAPLAN

Our students did not participate in NAPLAN as they are performing well below grade level, and require significant scaffolding and support in their daily academic instruction.

## Student Wellbeing

### Key Sphere Priority

To build a positive, safe and supportive school environment leading each student to develop a sense of hope, purpose and dignity

### Achievements & Outcomes

We accomplished many successful outcomes in 2016. We planned and prepared to roll-out Tier 1 of PBIS in 2017, launching our school as a [safe, respectful, and responsible learning environment](#). PBIS will provide the foundation for our school culture, supporting students to become engaged, and increasing their academic achievements. We were able to gather input from our school community (students, parents, and staff) about the current school climate, so that we can constantly monitor and improve our school climate.

Our Allied Health Team supported our classes each week in a [Gym Program](#) to improve their [gross motor skills, fine motor skills, balance, and coordination](#). The Gym Program will enable students to gain independence and better engage in all aspects of their learning and wellbeing.

## Student Data and Attendance

We implemented attendance electronically, providing for more accurate records of student attendance and an effective way to monitor student participation at school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
PU	95.91
SU	90.23
Overall average attendance	93.07

In 2016, we had a total of 62 full-time and part-time students, of which 20% are in our Bridging program, 30% is in our Dual School and 20% in Primary program and 30% Secondary program.

The attendance percentage is impacted by some of our students who have complex medical needs in our Primary and Secondary programs. Student attendance in our Bridging and Dual school programs were nearly 100%

Parents are required to notify the school either by telephone or email, if their child is unable to attend school, for any reason, on a particular day.

## Child Safe Standards

### Achievements & Outcomes

In 2016 we developed strategies, policies, and procedures to further embed the importance of Child Safety into our school. In line with Ministerial Order 870, through training and awareness, we worked to ensure that the safety of every student was our first priority.

These included:

- Strategies for Implementation of Minimum Child Safety Standards
- A Child Safe Policy
- A Child Network Reporting Policy
- A Child Safety Leadership Team
- A Staff Code of Conduct
- A School Community Code of Conduct
- Revised HR Practices

## Leadership & Management

### Key Sphere Priority

To create a dynamic professional learning culture characterised by a shared vision, strong leadership and highly effective teamwork

### Achievements & Outcomes

School Leadership was able to achieve many of the recommended actions of the School Review that were identified in our School Improvement Plan and Annual Action Plan for 2017. These included establishing a Staff Portal for Whole School Communication, including Meeting structures, timetables, and staffing.

Positions of Leadership (POL) were also created in Literacy, Numeracy, and ASD. The positions were later revised for 2017 to reflect the priorities of Bridging/Dual School, Curriculum & RE, & Secondary.

Professional Development Plans (PDPs) were established for all staff, to connect and make meaningful the work we do every day in support of our Annual Action Plan.

## Teacher Qualifications 2016

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 the VIT website.

In addition to teacher qualifications, all of our staff are qualified to teach in a special school, having obtained a Graduate Diploma of Special Education and two with a Master Degree.

## Staff (Teacher) Absence

In 2016, the total headcount for teaching staff is 10 (FTE 8.6). This figure excludes the librarian.

One teacher had an attendance rate of 13% due to an inability to work. Another teacher with an attendance rate of 15% was on work-cover claim. The attendance rate is around 80% if we include both of these teachers.

However, the average attendance rate for the other teachers based on unplanned absences of sick and emergency leaves is 98.5%.

## Staff Retention

Total staffing of 40, predominately permanent staff was comprised of teachers, teacher assistants, therapists, disability support worker and other support staff.

10 teachers employed as 8.6 FTE positions

14 teacher assistants employed as 12 FTE positions

4 therapists employed as 2.6 FTE positions

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

At the end of 2015, 2 teacher assistants 3 therapists left.

## Staff Composition

Non-Indigenous Full-Time Staff	Full-Time		Part-Time			
	Male	Female	Male		Female	
	HC	HC	HC	FTE	HC	FTE
<b>Teaching Staff</b>						
Principal	1	0	0	0.0	0	0.0
Teaching Staff (including librarians)	3	4	0	0.0	4	2.4
<b>Total Teaching Staff</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0.0</b>	<b>4</b>	<b>2.4</b>
<b>Non-teaching Staff</b>						
Specialist Support	0	1	0	0.0	4	2.0
Administrative and Clerical (including aides & assistants)	0	7	3	2.2	9	6.2
Building Operations Maintenance & Other Staff	1	0	4	2.1	2	1.2
<b>Total Non-teaching Staff</b>	<b>1</b>	<b>8</b>	<b>7</b>	<b>4.3</b>	<b>15</b>	<b>9.4</b>

We have around a FTE of 51.6 students with a FTE of 8.2 Teaching staff. The ratio of Teacher to Students is 1:6. However the teachers are supported by Teacher Aids, Therapists and other support staff like Disability Support Workers.

## School Community

### Key Sphere Priority

To strengthen communication and collaboration with parents and the wider community to enhance student learning and wellbeing

### Achievements & Outcomes

This year we worked to strengthen our home-school connection to support student learning and wellbeing. A focus of this was to ensure we had a Student Support Group (SSG) meeting each term which provided opportunities for collaborative conversations around student learning and achievement.

Communication was improved through the revised newsletter format and timetable, offering better connections with families across all five spheres. We also established a Community Engagement Leadership Team to further strengthen our home-school partnership.

We were very excited to have fantastic attendance of families at our school events including our Mother's Day Lunch, Father's Day Breakfast, and Carols in the Courtyard.

## Future Directions

Beginning in 2017, there are many exciting opportunities that St. Paul's College will be continuing to develop and implement. These opportunities include implementing Tier 1 (Year 1) of [School Wide Positive Behaviour Interventions and Support \(PBIS\)](#) including our expectations of [Safety](#), [Respect](#), and [Responsibility](#). Also, we will be supporting the [growth of our ASD classes](#) as well as our [Bridging and Dual School Programs](#).

Finally, we look forward to being [accredited as a Secondary School Provider](#) with the Victorian Registration and Qualification Authority (VRQA), so that we can accommodate the growth pathways of the students in our Bridging and Dual School Programs as they complete their Primary Education and transition to Secondary.

## Financial Performance Report

As St Paul's is under the auspice of Villa Maria Catholic Home (Non-For-Profit Organisation), the financial statement is not ready till late July. The financial year runs from 01 July to 30 June and VMCH is not able to release the figures till after the audit.

Once the Financial Performance Report is available, we will update to the community.

Villa Maria Catholic Homes - St Paul's College  
For the year ended 31 December 2016

# Statement of Profit or Loss and Other Comprehensive Income

For the year ended 31 December 2016

	2016	2015
Federal Government grant revenue	1,392,367	1,397,108
State Government grant revenue	1,582,215	1,615,916
Private Income	248,387	194,964
School fees and charges	136,087	99,700
Income from excursions and trips	22,050	27,805
Employee benefits expense	(2,485,582)	(2,524,154)
Depreciation	(140,954)	(154,341)
Utilities and maintenance	(315,485)	(424,582)
Other expenses	(316,939)	(473,944)
Bad debts expense	-	(1,010)
<b>Profit/ (Loss) for the year</b>	<b>122,146</b>	<b>(242,538)</b>
<b>Other comprehensive income for the year, net of income tax</b>	<b>-</b>	<b>-</b>
<b>Total comprehensive income/ (loss) for the year</b>	<b>122,146</b>	<b>(242,538)</b>