



St Paul's
College

Annual Report

to the school community

2020



St. Paul's College
Balwyn, Victoria

Registered school number: 1647

VMCH

Contact Details


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Principal's Attestation

The Principal attests that:

- All teachers at St Paul's College 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

Signature:



Mr. Timothy Hemphill

School Principal

Date: 10.08.2021

The 2020 Annual Report to the school community:

- was tabled and endorsed at a meeting of the Quality, Compliance & Risk Committee on 19 August 2021, Finance & Audit Committee on 27 August 2021 and endorsed by circular resolution of the Board on 31 August 2021.
- will be publicly shared with the school community.

Attested on 31/08/2021

By

Natalina Velardi Company Secretary & General Counsel

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The 2020 Annual Report

2020 will be remembered as the year that the COVID-19 pandemic spread throughout the world and as a result, children in Victorian Schools spent approximately 25 weeks of the year participating in remote learning. The College's prior investment in professional development programs with all staff around technological infrastructure and software including Microsoft TEAMS Office, ensured that the school was sufficiently resourced to successfully transition several times between onsite and online learning throughout the 2020 school year. At St Paul's College there continued to be a broad range of learning experiences whilst the school remained fully compliant with Victorian Government health advice.

Throughout 2020 St Paul's staff worked closely with the VMCH Information and Communication Technology Team to provide an effective and supported distance learning program with projects aligned with Microsoft Teams (MST) including an upgrade to the Education Version of Microsoft TEAMS. The program ensured the provision of tablets for all families of students who did not have the technology to participate in the St Paul's College Distance Learning online.

Distance Learning 2.0 was delivered very successfully throughout the school year. This included Classroom morning sessions, Allied Health sessions and Specialist sessions (Art, RE, Library, Living Skills and Music). Together these provided a rich and vibrant tapestry of online learning and websites designed by specialist teachers for their specific cohort of student to access as part of the whole St Paul's College Distance Learning Program.

Whilst several key staff were on campus throughout the year, most teachers and students continued working online from home in order to protect community health and wellbeing directives, as communicated by the Commonwealth and Victorian Governments. All teachers, learning support officers and allied health staff at all year levels ensured that students were supported via augmented distance learning and sensory supports, resources and therapies (Digital, hard copy and online via Microsoft TEAMS).

St Paul's teaching teams successfully delivered structured daily online 'Classroom - Home Group Morning Session' in order to deliver to each of the home group classes. This included literacy (including reading stories to students), interactive singing and/or where possible incorporating some learning conversations and activities delivered via Microsoft TEAMS every morning at 9.15am which is the normal start to our school day. These sessions ran for 30 – 60 mins depending on each of cohorts of students. Teachers also conducted online independent living skills, music and art lessons through live streaming sessions and the Allied Health Team continued to deliver their Wednesday Group Sessions and Individual Sessions on other days during the week.

The school continued its focus on maximising student achievement throughout 2020, as the College embarked on the second year of its Professional Development Program which encompassed individual coaching and mentoring for all staff. Whilst the pandemic interrupted all aspects of the school operations including this program, the staff cohort was already progressing the application of the coaching and mentoring in place as they continued to work through their own professional learning journeys.

I would like to acknowledge and thank everyone in the school community including each member of the St Paul's staff, as we navigated through the challenges and tribulations of the pandemic together. I also extend deep gratitude to His Grace Peter Comensoli, Archbishop of Melbourne for his support and love for St Paul's College as well as our VMCH Board and Chair of the Board - Mr Julien O'Connell AO. I also wish to thank the VMCH Executive Team; in particular Sonya Smart and David Williamson for their wise counsel and unfailing encouragement.

Timothy Hemphill, Principal St Paul's College

”At the heart of who we are is not all the buildings but the person of Jesus Christ, who enters into our lives and who we then share with others”.

His Grace Peter Comensoli, Archbishop of Melbourne



School Profile

St Paul’s College Balwyn
School sector: Independent
School type: Special

Motto

Belong, Grow, Discover, Achieve

Vision

To be the Catholic Archdiocese of Melbourne’s leading provider of high-quality disability, specialist education.

“Our vision is to create a contemporary, safe and nurturing school environment with state-of-the-art facilities where children and young people with a range of disabilities have a sense of belonging and every opportunity to achieve optimal learning outcomes”

Timothy Hemphill, Principal St Paul’s College

Values

Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

As a Catholic organisation we observe the teachings and practices of the Catholic Church by celebrating the life of individuals and their communities as expressed in their physical, social and spiritual wellbeing encompassing;

Respect

We recognise and respect the dignity and uniqueness of each person.

Compassion

We truly care and are always open to the needs of others.

Integrity

We are honest and transparent in all our dealings and accountable for all our actions.

Inclusion

We are welcoming inclusive and responsive in our hospitality and services.

Collaboration and partnerships

We empower people, realise potential and maximise the outcomes from our work.

Stewardship

We value the resources for which we are responsible and commit to their effective and efficient use to achieve our Mission.

Mission

To continue the caring ministry of Jesus by creating choices, offering hospitality and building inclusive, compassionate and sustainable communities. We are especially committed to people who are disadvantaged and marginalised.

VMCH St Paul's College seeks to provide all students with equal opportunities to develop a competent sense of self and of the world within a collaborative and diverse school community.

To empower students who have a disability to achieve their highest level of independence and potential through the provision of quality education services including access to the Victorian (Australian) Curriculum and primarily the ABLES component of the curriculum delivered in all of the school's lessons and programs and disability specific environment.

Democratic Principles

The programs and practices at St Paul's College support and promote the principles and practices of Australian democracy. These principles include:

- Elected government
- The rule of law
- Equal rights for all above the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

This is reflected in our everyday involvement in the total life of the College where we encourage each member to support our values.

About Our School

St Paul's College is an Independent Catholic Specialist School, providing education for Prep – Year 12 students 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 that all children have the right to an educational program of the highest standard and we do this by adapting the Victorian Curriculum and ensuring that what we provide is relevant, functional, and meets the needs of each student in our school community.

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

Child Safe Statement

St Paul's College 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 are 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.

St Paul's College has Child Safe policies, procedures and reporting mechanisms in place which underpin its full commitment to Ministerial Order No. 870.

Educational Direction 2020

In 2020 we continued to work to achieve our vision by:

- Modelling the VMCH Board's vision and ethos
- Promoting the educational philosophy and the guiding principles of the College
- Further developing curriculum planning and delivery
- Clarifying Teaching and Learning aims and objectives
- Implementing evidence-based pedagogical approaches
- Improving Student Engagement, Assessment and Reporting data
- Ensuring full compliance with Child Safe Risk Management
- Monitoring enrolment numbers/ceiling/trends/projections/target group
- Ensuring effective and optimum teacher/student ratios
- Stabilizing the teaching and non-teaching workforce

- Improving access and delivery of Assistive Technology into the classrooms
- Providing vibrant Arts, Library, Kitchen Garden and STEM programs, outdoor and indoor Sensory Spaces and Sports/Gym/Recreational facilities
- Working closely with Pastoral Care for the wellbeing of our students and families
- Auditing and overseeing the Safety/Security/Accessibility of the College
- Coordinating a skilled administration staff, offices and facilities
- Managing staff/student data including the National Consistent Collection of Data
- Working closely with the VMCH marketing/communication/media/fundraising teams
- Closely monitoring OHS/Essential Services Maintenance procedures
- Managing the College's transport needs, buses/vehicle movement/parking

Staff Composition 2020:

St Paul's College Balwyn 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 1:2.25. The teachers are supported by an experienced and committed team of teacher aides, allied health staff and other support staff.

The data below is a snapshot of the staff cohort at the time of the annual census.

Total number of staff **42**

Number of teaching staff **15** (including Principal)

FTE Teaching staff **11.2** (excluding Principal)

Number of non-teaching staff **30**

FTE Non-teaching staff **21**

Staff (Teacher) Absences

The attendance rate for teachers in 2020 was 92%

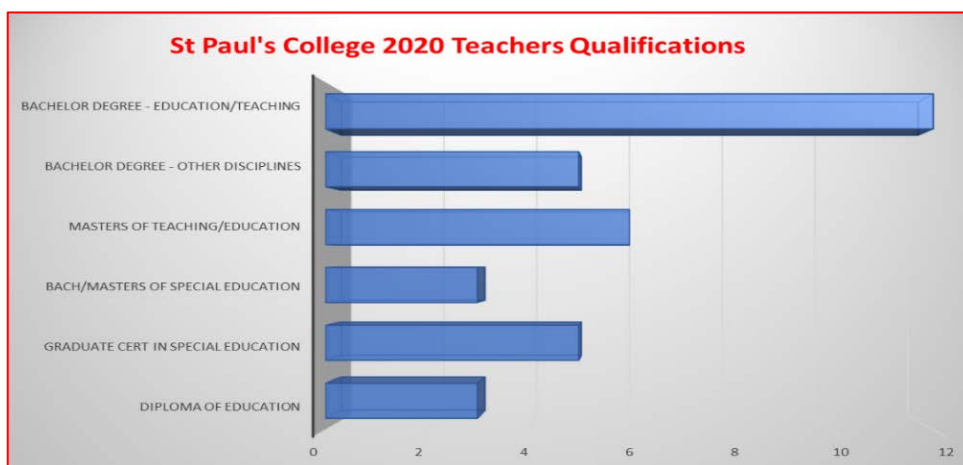
Staff (Teacher) Retention

The retention rate for teachers in 2020 was 93% (Maternity Leave – 1 teacher)

Teacher Qualifications

All teachers at St Paul's College have Bachelor of Education qualifications 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, teaching staff are qualified to teach in a special school and a number are currently completing or have obtained post graduate studies in special education.

- All teachers have a Bachelor's Degree - Bachelor of Teaching or Education
- 65% of teachers have a Master's or Graduate Cert in Special Education.
- 50% of teachers have a Master's Degree of Teaching or Education



St Paul's College



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St Paul's College Staffing 2020

Table 1 – St Paul's College Staffing and Enrolment Updated Current Semester 2, 2020

2020	Staffing	Students
Junior School	Teachers – 7 (6.4 FTE) LSO – 9 (8.4 FTE)	39
Middle School	Teachers – 1 (1.0 FTE) LSO – 1 (1.0 FTE)	9
Senior School	Teachers – 2 (2.0 FTE) LSO – 4 (4.0 FTE)	9
College – overall Specialist Teachers	Teacher–14 (11.6 FTE) includes Specialist Program teachers LSO – 15 (13.4 FTE)	Total Enrolment: 57 Total Education Staff: 25

Education Staff

14 Specialist Teachers
15 Learning Support Officers
1 Librarian

School Principal

Timothy Hemphill - VMCH Senior Manager Childhood Disability and Education

Administration

Anne Healey Business Support Officer
Sofie Giles Student Support Officer

Allied Health Team

2 School Nurses
 1 School Psychologist
 2 Occupational Therapists
 2 Speech Pathologists
 1 Physiotherapist

Teaching & Learning 2020

Curriculum

Victorian Curriculum Standards
 Play Based Programs & learning
 Relationship focused curriculum
 Awareness of learning readiness
 Fostering of independence and cooperation

Assessments and Reporting

Victorian Curriculum ABLES
 Individual Learning Plans
 Support Group Meetings
 (Education & Allied Health)
 Semester 1 and 2 Student Reports

Pathways and Specialist Program

Independent Living Skills
 Horticulture, Hospitality and Social/Business Enterprise
 Senior - Duke of Edenborough Award
 Middle School - Compass Award
 Music, Art & Religious Education
 Middle School Travel Education Program
 Physio - Hydrotherapy Pool Program
 Senior - Sailability Program
 Bike Education Program

Allied Health Assessments

Student dynamic observation in classroom and playground
 Standardised assessment as required (REAL, Pragmatic Profile, ROCC, Sensory Processing Measure, Sensory Profile 2, BOT2, VMI Beery)
 Range of movement for joint and muscles, Goniometry measurement, manual muscle testing, Tardieu scale, Braden skin integrity measure, FMS, GMFCS

Allied Health Services and Programs

To ensure all students with a disability can access and participate all aspects of their learning;

- Complex health management and clinical nursing assessment for children with complex health needs, including children with life threatening / limiting conditions
- Preparatory Perceptual Motor Program
- Bike Education Program
- Yoga and Meditation Programs

- ROCC - Roadmap of Communicative Competence
- Physio - Hydrotherapy Pool Program
- OT support for students with specific travel needs
- Exercise programs
- Gait aids such as walkers and wheelchairs
- Manual handling
- Transfers

St Paul's College

ACCOMMODATION SERVICES



5 ©VMCH 2019

'Step into Prep' & Prep Program 2020

At St Paul's College we are very aware that children blossom at different rates educationally, socially and emotionally. Step into Prep is a part time prep program for school age children.

In 2020 an Individual Learning Plan was implemented for each Step into Prep student.

In 2020 an Individual Allied Health Plan was also implemented for each Step into Prep student.

St Paul's College had 17 full time Prep Students enrolled in 2020

In 2020 the Step into Prep program provided a successful pathway for each child to learn, discover and grow at a pace which best suits their needs. Based on the Victorian Curriculum, teaching and learning programs are designed to ensure each child's engagement with school by developing their creativity, cognitive and social skills, emotional wellbeing, higher-order thinking skills and a sense of belonging. Indoor and outdoor play environments provide opportunities for the development of curious, confident and competent learners. Our teaching staff draw on evidence-based teaching strategies and research so that learning is accessible and meaningful for every child as they transitioned into their year of Prep.

Student Cohort - *the range of disabilities, student educational needs, therapeutic and attendant care*

St Paul's College Allied Health and Education Teams support students with Sensory processing disorders, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, Rare Genetic and Chromosomal Disorders, Intellectual Disabilities, Cerebral Palsy, Muscular Dystrophy, Down Syndrome, significant behavioural concerns and complex communication needs.

The needs of our students at St Paul's vary from moderate to extensive support to participate in learning and accessing the curriculum. All students at St Paul's require an individual learning plan and specific strategies to modify curriculum to meet their learning needs. These include:

- Regular sensory/movement breaks
- Specialised seating/standing frames
- Hoists/slings
- Modified pencils, slant boards, grasp-bars
- Modified scissors
- Keyboards, mouse and word prediction software
- Switches, switch interfaces, switch mounts and switch-based curriculum
- Aided Language Displays and Speech generating devices
- Visual schedules and timers
- Fine and Gross motor development strategies
- Behavioural support strategies
- Oral motor support strategies
- Pressure care equipment, assessment and review
- Contracture management
- Splint management
- Staff training

Daily school routines for students which require support:

- Listening to and following instructions without visual support and adult assistance
- Toilet and personal hygiene routines
- Meal times
- Interacting and playing with peers
- Social interactions
- Transitioning between rooms, bus, toilet, playground
- Transitioning between activities in the classroom
- Sitting and maintaining focus and attention
- Using language to support their communication needs

St Paul's College Innovation & Excellence

2020 Building Staff Excellence

The Principal, instructional leaders and professional learning team (Mentor/Coordinators), along with classroom teaching teams have improved the School's collective capacity to work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to students and staff.

2020 Curriculum planning and assessment:

The School has successfully embedded a culture of curriculum planning and assessment of the impact of learning programs, adjusting them to suit individual student needs so that all students can reach their potential. The School has strengthened its use of ABLES student assessment data and feedback to evaluate students' progress, monitor the impact of teaching, and adjust learning programs and interventions. All students at St Paul's College have Individual Learning Plans across their Learning Goals and Allied Health Goals. Student Support Group Meetings have been delivered with Parents with each of their child's Classroom Education Teams and a second SSG with the Allied Health Team.

The curriculum at St Paul's College is specifically designed for students with disabilities and addresses the Victorian Curriculum as relevant. Using the 'Towards Foundation Levels A to D' we cater for the diversity of our learners including reporting and resources. To this end we deliver in accordance to the standards of curriculum that is; "the common set of knowledge and skills that are required by all students for life-long learning, social development and active and informed citizenship".

We also meet The Disability Standards for Education 2005 (the Standards), and our obligation as an education and training provider seeks to ensure that students with disability can access and participate in education on the same basis as other students. Included in this delivery is support through our Allied Health Staff, specialist and targeted curriculum material, and use of expertise across the school. We also

advise and guide our mainstream partners (for students in a dual enrolment in 2020) to ensure their commitment to deliver a disability and sensory specific curriculum and provide professional development and advice when needed.

2020 Building leadership teams (Professional leadership):

The School strengthened its succession planning and developed the capabilities of its leadership team in using evidence and proven coaching and feedback methods and built a culture of trust that is focused on improvement. Through the Semester 1, 2020 Graduate Program including graduates presenting to their VIT Panels, we have strengthened the induction of new teachers into the professional learning culture of St Paul's College.

All new graduate teachers are enrolled in the Graduate Certificate in Education (Special Education) at Flinders University, to ensure our specialist workforce has the qualifications and academic knowledge required to deliver quality teaching and learning. These teachers completed their specialist units over the Semester (2 terms) and there was flexibility in terms of the amount of study time balanced with their full-time teaching role in the classroom.

2020 Teaching and Learning Initiatives

Instructional Leadership Support Program and Mentor Roles and Responsibilities statements were completed in 2020. The first PD session for the year was delivered on Thursday 31 January to the whole school. Referencing the Professional Learning Communities and PLT's, leadership has strategically targeted the bigger picture and implemented the 'Effective Schools Framework' as the focus for professional development.

Instructional Leaders and the Principal have met regularly throughout 2020 to synchronize the roles of Leaders and further explore how leadership at St Paul's can continue to provide a consistent level of professional development and accountability across the school.

Teachers engaged in and shared Peer Observation experiences and information about their VIT projects with the team. Instructional Leaders were very pleased with the rate of take up in relation to this process as a professional learning tool. For all participants the information and knowledge gained through their peer observation was useful to their own practice as teachers. The power of the Peer Observation process relates to identifying challenges of practice, careful planning for the observation, and the follow-up discussion after the observation.

The professional development work delivered over the 2020 school year included Peer Observation, WOW Conversations, GROW coaching model, 4 C's model-clarifying, collaborating, coaching, consulting and professional conversations.

Professional development with the Instructional Leaders also focused on Teaching and Learning through the lens of the High Impact Teaching Strategies (John Hattie and Robert Marzano). Instructional Leaders have reported the staff's high level of professionalism and engagement in these sessions. School we are successfully providing the professional framework and leadership required for the delivery of PD and accountability for all education staff in order to deliver best practice.

2020 Middle School and Senior Campuses

2020 provided the opportunity to complete the planning for a 'full-time' Middle School Class for those students transitioning into 'Senior Primary/Secondary' class (approx. Year 6-7-8 cohort). This was raised in the Parent Advisory Group including a proposed room in the Middle/Senior campus with strong links to the educational pathway to a VCAL Certificate in the final two years at St Paul's College (Curriculum development).

2020 Continuous improvement / Innovations in Learning

St Paul's College incorporated the Duke of Edinburgh Victoria to ensure that every student at our school had the structured opportunity to participate in the Awards this program facilitates. In 2020 the school introduced two additional programs that are both modelled on The Duke of Edinburgh's International Awards and link in with the eventual rollout of the VCAL Certificate for the Senior School



The Compass Award

As part of St Paul's College- middle school program students have opportunity to participate in The Compass Award, a program of discovery and adventure for our students aged 10-14.

The Compass Award is modelled on the Duke of Edinburgh Award. It is designed to enhance development of the individual child through a balanced program of activities whose goal is to achieve one's personal best. It fosters positive attitudes towards learning while complementing the Victorian curriculum and builds an environment for positive engagement and interaction between the student, staff and family members.

Room 9 students undertook the Compass Award and were given the opportunity to try new things and learn new skills whilst integrating this program into their individual Victorian Curriculum lessons and planning. The compass award has three achievement levels: bronze, silver and gold. To achieve these standards, students must display committed achievement and progress in four elements: Physical activity, hobbies and skills, exploration and volunteering.

	Level 1	Level 2	Level 3	Level 4
Physical Recreation	Minimum 10 hours	Minimum 15 hours	Minimum 20 hours	Minimum 25 hours
Skill	Minimum 10 hours	Minimum 15 hours	Minimum 20 hours	Minimum 25 hours
Service	Minimum 10 hours	Minimum 15 hours	Minimum 20 hours	Minimum 25 hours
Adventurous Journey	2 day trips	3 day trips or 1 day trip & 1 overnight stay	4 day trips or 2 day trips & 1 overnight stay	3 day trips & 1 overnight stay or 2 day trips & 2 overnight stays

Students consolidated their numeracy, literacy, interpersonal and personal skills for each element through various practical learning experiences (e.g. map reading, money handling, shopping, recounting, measuring, cooking). Each student also created a set of SMART (Specific, Measurable, Achievable, Realistic, Timely) goals alongside their teacher to define the personal growth required to meet the Compass award standards.

Congratulations to the students who completed their Level 1 Compass Award program who are now working towards their Level 2 award.



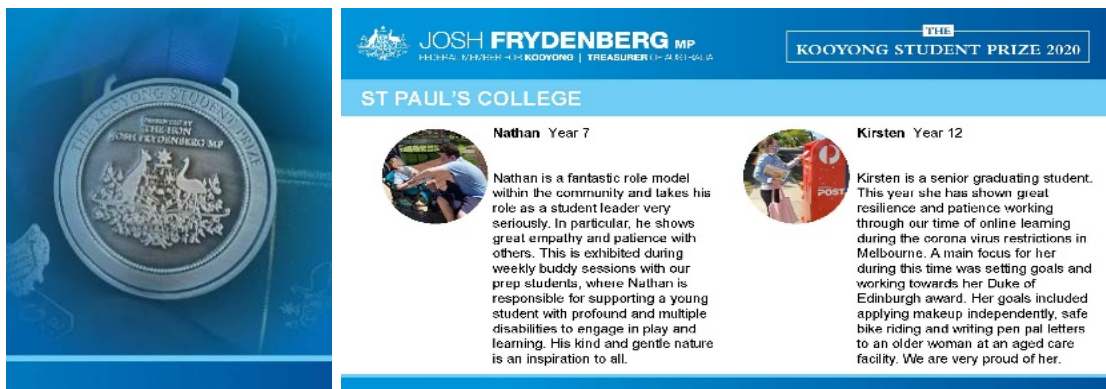
The Duke of Edinburgh's Award

In 2020 St Paul's College delivered the Duke of Edinburgh's Award.

The Duke of Ed provided a positive and rewarding challenge of self-discovery for the school's senior students. By undertaking four core activities (Sections) within the Award Framework and regularly working towards individual goals, Students aged 14 -18 at St Paul's College were equipped and empowered to achieve their personal best, take

ownership of their own goals and life choices and become actively engaged within their community and workforce.

The program is one of individual challenge. It provided for our students a program of voluntary activities that encourage personal discovery and growth, self-reliance, perseverance, responsibility and service to the community. All students who completed the Award learns a skill, becomes more physically active, volunteers in their community and undertakes a team adventure. In 2020 St Pauls College also had a Compass and Duke of Edinburgh Award Students also achieved the Kooyong Student Prize 2020



St Paul's College Teaching & Learning

An Effective Schools Framework

In 2020 St Paul's College delivered;

- A clear and shared focus.
- High standards and expectations for all students.
- Instructional school leadership.
- Frequent and appropriate monitoring of student progress.
- High levels of collaboration, communication and professional learning.
- Opportunities to learn and maximise student time on task.
- Safe, orderly and productive environments
- Positive home-school relationships

In 2020 St Paul's College achieved;

- Improved student learning opportunities and outcomes
- Sustained and embedded the professional learning focus building teacher capacity and effectiveness
- Further developed the existing PLT structure to support on-going collaboration and professional learning within teams
- Successful linking the professional learning focus with individual and team 'Performance and Development' goals

In 2020 St Paul's College's PLT Program included;

- PLT format developed as a vehicle for delivering professional learning
- P and D process goals and/or High Impact Teaching Strategies introduced to teaching staff in 2020 provided the basis for this work
- PLT meetings on a weekly basis (see timetable below)
- PLT leaders supported to develop and facilitate professional learning within their teams
- Peer observations supported as a professional learning activity and undertaken once each term across the whole teaching team. This required resource support in terms of timetabling and APT support for planning, observations and debrief opportunities.

- PLT sessions based on an inquiry model each term with professional readings, discussions and between session activities, peer observations related to a chosen theme/question etc.
- PLT teams shared their professional learning at the end of each term/ semester to facilitate a whole school approach to teaching and learning.
- PLT structure to support Performance and Development process for individuals and teams.

In 2020 St Paul's College Key Growth Achievements included;

- After the 2020 Full Time Equivalent (FTE) enrolment of 40.0 (August Census 2019), the school subsequently achieved a FTE enrolment of 48.2 (August Census 2020)
- 2020 represents a substantial trend with a 25% increase in enrolments over the last two years and subsequently delivering a 25% increase in Commonwealth and State funding
- The school operated within its means and maintained EBITDA forecasts including a strong financial position across the second half of the 2020 School Calendar Financial Year
- Staffing has been kept in and around the 77.3% of Total Operating Income for Total Salary and Wages - effective and flexible hiring strategies supporting expenditure targets
- Total Operating Income has met expectations and was aligned with the Budget forecasts

2020 Allied Health interventions and specialist services

Allied Health continues to deliver therapies within a transdisciplinary practice to support the education team's delivery of a best practice level of specialist education. The Allied Team worked closely throughout 2020 with parents, teachers and education support staff to ensure therapy strategies are carried out in all settings, optimizing the chances of success for the child. The team works together (OT, SP, Physio, Psych) to ensure all students were able to access all areas of the curriculum. Any strategies that are trialled and used around arousal levels and behaviour management are shared with families to enable them to implement them at home. Staff also liaise with students' external therapists to ensure collaboration and working towards common achievable goals for students' levels of engagement and success across all areas of their educational experience at St Paul's.

Allied Health Staff/Role	Services/Supports Provided
Two Speech Pathologists	<ul style="list-style-type: none"> • Assess and support students, their families and education teams for those who have a communication disability, covering all aspects of communication including speech, writing, reading, signs, symbols and gestures. • Work with students who have difficulties swallowing food and drink; expressing their needs, wants, thoughts, and emotions; reducing frustration and behaviour difficulties; turn taking, initiation and requesting skills; understanding the meaning of words; developing more complex thinking skills; developing spoken language; using socially appropriate behaviour and supporting comprehension.
Two Occupational Therapists (OTs)	<ul style="list-style-type: none"> • Maximise students' ability and potential to independently participate in a variety of activities across the school day. These activities may be academic, such as writing skills, as well as non-academic, such as the development of social skills, sensory integration and self-care skills. • work consultatively throughout the school, working on a referral and priority needs basis. The OTs provide recommendations in consultation with classroom staff to address areas of concern, including: <ul style="list-style-type: none"> - <i>Activities of daily living such as dressing, toileting, eating;</i> - <i>motor planning: developing the ability to organise, plan and complete new and unpractised skills such as balancing, skipping, handling objects;</i> - <i>sensory processing and sensory integration: managing student sensory processing within the school environment.</i> - <i>Oral motor (e.g. blowing bubbles)</i>

	<ul style="list-style-type: none"> - <i>Visual, tactile (e.g. touching and manipulating different objects)</i> - <i>Proprioceptive activities (e.g. movement-based games such as climbing, kicking balls and using scooter boards);</i> - <i>Fine motor skills: using hands and fingers to manipulate smaller object;</i> - <i>Perceptual motor/gross motor: the acquisition of large scale movements such as walking, running, jumping, climbing, swimming.</i>
Physiotherapist	<ul style="list-style-type: none"> • Assess and treat a variety of conditions that affect the physical function of students through enhancing learning in a fun and positive way by encouraging movement. Key areas of focus include: exercise programs <ul style="list-style-type: none"> - <i>exercise programs</i> - <i>gait aids such as walkers and wheelchairs</i> - <i>manual handling</i> - <i>transfers</i> - <i>staff and student education.</i>
School Psychologist	<ul style="list-style-type: none"> • Explicitly address the special needs of students who have a medical, physical, sensory and/or intellectual disability, including mental health conditions requiring early intervention and supports. • Therapy provides important contributions to understanding, explanation, prediction, control, and problems of students' special needs. • The psychologist's contribution is delivered in a collaborative process with other stakeholders in a children's bio-psycho-social system. The system involves the children, family, community, educators and educational systems, and other professionals. In this context, the contributions of the school's psychologist are best delivered within a multi and trans-disciplinary group approach. It includes the provision of Positive Behaviour Support Plans for those students who need specialist support and de-escalates behaviours of concern.
Two School Nurses	<ul style="list-style-type: none"> • Complex health management and clinical nursing assessment for children with complex health needs, including children with Life Threatened/ Limiting conditions • Advise on safe feeding practices, including enteral feeding • To provide primary and emergency nursing care for sick or injured students or staff. • Record and follow up health, injury or risk incident information. • Liaise, as part of a multi-disciplinary team with students, staff and parents to provide a high standard of care for students with special needs. • To organize and co-ordinate relevant staff education and health promotion programs e.g. anaphylaxis management, enteric feeding, first aid, manual handling. • To participate in and attend student reviews, assessments and appointments when required. • To attend staff meetings, team meetings and other committee meetings when required. • To assist with duty periods including playground duty as per roster. • To be the initial contact person with parents in specific circumstances. • Update medical information for individual students that includes Allergies, Epilepsy, Anaphylaxis, Asthma Plans and Manual Handling information. • Order, check and maintain medical supplies. • Maintain inventory including First Aid kits • Check Student immunisation history upon enrolment and coordinate Secondary Vaccine Program.

	<ul style="list-style-type: none"> • Act as the Occupational Health and Safety officer for St Paul's College • Practise in accordance with legislation related to school nursing practice and child and adolescent healthcare • To ensure compliance with all relevant State Federal and professional legislation and regulations
<p>Learning Support Officers</p> <ul style="list-style-type: none"> - <i>Personal Care</i> - <i>Disability Support</i> 	<ul style="list-style-type: none"> • Assist students with personal care tasks, such as washing, dressing, eating and toileting • disability-related supports for students around hoisting (manual handling), transitions around the school etc. • services provided that are required by the student, on the same basis as a student without a disability, and without experiencing discrimination • providing specialised support services in the education setting which are necessary for the student to be able to participate in the activities for which he or she is enrolled in the school setting

2020 Graduate and Mentor Program

Under the directions of Principal, the Instructional Leader's role was to;

- work with the Graduate teachers on an individual basis through classroom observation and coaching support and
- work through a Professional Learning Program for Graduate Teachers and their Mentors designed to increase the quality of their collaboration and engagement, to be undertaken in weekly after school sessions.

In this way, graduate teachers were supported in 2020 to undertake the Inquiry Research Project and other criteria required to advance their VIT status to full registration.

St Paul's PLT (Senior Teachers) attended the VIT Mentor Training Days in 2020.

A St Paul's College panel convened for assessing their registration including a fully VIT trained staff member.

Rationale:

Graduate teachers are provisionally registered for up to two years. To be eligible to change their registration status to registered teacher they must make an application to VIT for (full) registration.

This requires the Graduate Teacher to:

- teach for at least 80 days as a registered teacher and
- demonstrate that they meet the Australian Professional Standards for Teachers at the Proficient Teacher level. This is achieved through a classroom-based Research Project over 4 to 6 weeks, using an Inquiry Approach, undertaken in the education setting where they teach.

The inquiry approach is designed to synchronise with workplace induction; it requires graduate teachers to work with more experienced colleagues who have been trained as mentors. Opportunities are provided for collegial practice and professional observation that supports the Graduate Teacher to reflect on the effectiveness of their practice in relation to their students as learners.

Purpose of this program:

- To support Graduate Teachers to transition to the teaching profession and the practices and processes of St Paul's College.
- To support Graduate Teachers to be fully engaged in order to successfully gain full VIT registration.

- To build the capacity of more experienced teachers to be Teacher Leaders within the school environment.

Goals:

- To develop a shared understanding of the process for Graduate Teachers to gain full VIT registration within the two-year framework.
- To provide mentoring support for Graduate Teachers to develop their professional practice as part of the process above.
- For graduate students to develop a greater understanding of the professional framework within which they work, the expected standards, codes of conduct and ethics.
- To support experienced teachers to develop and practice mentoring and coaching skills.
- To develop a common language to talk about teaching and learning using the Professional Standards for Teaching.
- For all participants to engage in a range of professional learning models including peer observation, inquiry learning, action planning, coaching etc. to improve students learning outcomes.
- For mentors and mentees to grow together as learners.
- To enhance the opportunities for collaborative partnerships within the school culture.

Implementation:

Classroom Program	Draft Professional Learning Program
On-going tailored induction, classroom, observation and coaching conversations based around the Australian Professional Standards for Teaching.	<ul style="list-style-type: none"> • Qualities of a good teacher • Mentoring • Australian Standards of Practice • Registration Process Overview • Mentoring skill development- coaching using GROW model • Inquiry Learning – developing an action plan • Action planning for research project- developing an inquiry question • The regulatory Framework -Victorian Teaching Professional Code of Ethics, mandatory Reporting, Child safe. • Evidence of learning- collecting data, analysing, evidence-based teaching • Assessment for. of, as learning –relate to ABLES • Pedagogical model

Success Criteria:

- Graduate Teachers achieved full VIT registration within the required timeline
- Mentors and Mentees continue to collaborate effectively beyond the life of this program
- Teachers involved in this program continued their personal and professional growth as Teacher Leaders within this school.
- Collaboration continues to grow as an element of professional learning within the St Paul's College school culture.

2020 Staff Performance and Development Process

Rationale:

Evidence clearly demonstrates that teacher quality is the most significant in-school factor affecting student outcomes. These outcomes can be measured in terms of student learning, engagement, well-being and pathways. Performance and Development is about creating a school culture of teacher quality, feedback and professional growth for all teachers.

Purpose:

The Performance and Development Process, as outlined in this document, is based on current best practice methodology with a focus on appraisal, coaching and feedback leading to targeted development in order to improve teacher performance and ultimately impact student outcomes.

Overview:

St Paul's College uses the Australian Professional Standards for Teachers developed by the Australian Institute for Teaching and School Leadership (AITSL) to underpin the Performance and Development process. The Standards provide the basis for developing shared understandings across the school of what effective teaching looks like, as teachers progress through their careers.

The Performance and Development process provides an on-going framework for teachers to:

- reflect on their practice
- set goals in order to measure progress
- collect evidence from multiple sources to reflect on and measure performance against agreed goals
- target Professional Development opportunities to support on-going professional growth
- be involved in a process of on-going feedback, reflection and review.

While the Performance and Development Process has an evaluative component in measuring progress against goals, it is part of a Performance and Development cycle (see below) focussed on continual improvement in teacher professional practice and provides an opportunity for open and honest communication about an individual's professional growth.

The 2020 Performance & Development Cycle:



Reflection and goal setting	Professional Practice and Learning	On-going feedback, reflection and Review
Goals take into account the teacher's own reflection on their teaching practice informed by evidence and feedback, the school strategic plan, and goals or priorities set by and for teams of teachers within the school.	All teachers are supported in working towards their goals, including through access to high quality professional learning. Evidence used to reflect on and evaluate teacher performance should be rigorous and from multiple sources.	All teachers receive regular formal and informal feedback on their performance. This includes a formal review against their performance and development goals mid cycle and end of cycle, with verbal and written feedback being provided to the teacher.

2020 Student Attendance

Year Level data for Student Attendance: 2020 Overall Attendance 97.06%

Students – 48.2 Full Time Equivalent Students Enrolled

Year Level data for Student Attendance: All Students (Including Indigenous Students)								Data SchoolsHUB calculated and applied for validation checks		
Year Level	Possible School Days	Attendance Days	Attendance Rate	Students with Attendance Rates <90%	Students with Attendance Rates ≥90%	Number of Students	Possible School Days for Students with ≥90% Attendance	Days Absent	Possible School Days for Students with <90% attendance	Total Students in Year Level
11 Years and Younger	2208	2121.54	96.08%	2	26	28	2047	86	161	28
12 Years and Older	1102	1091.00	99.00%	0	14	14	1102	11	0	14

Year Level data for Student Attendance: Non-Indigenous/Not Stated Students (calculated by SchoolHUB based on provided data)								Data SchoolsHUB calculated and applied for validation checks		
Year Level	Possible School Days	Attendance Days	Attendance Rate	Students with Attendance Rates <90%	Students with Attendance Rates ≥90%	Number of Students	Possible School Days for Students with ≥90% Attendance	Days Absent	Possible School Days for Students with <90% attendance	Total Students in Year Level
11 Years and Younger	2208	2121.54	96.08%	2	26	28	2047	86	161	28
12 Years and Older	1102	1091.00	99.00%	0	14	14	1102	11	0	14

Data to be provided to ACARA for My School					
Overall Attendance %	Non Indigenous Attendance %	Indigenous Attendance %	Overall Proportion of Students Attending at Least 90% of the Time	Non Indigenous Proportion of Students Attending at Least 90% of the Time	Indigenous Proportion of Students Attending at Least 90% of the Time
97.06%	99.00%		95.14%	100.00%	

Student attendance is recorded as required twice per day at primary level and in every class at secondary level for all students 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.

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 2020

St Paul's is a registered special school and students do not participate in the NAPLAN literacy and numeracy assessments. Individual Education Plans are implemented for each child, taking into account the child's strengths and areas of development to set achievable and challenging goals across the Victorian Curriculum. These goals are set and assessed in consultation with the Student Support Groups (SSG) which include parents, teaching and allied health staff.

Teachers use online Abilities Based Learning and Education Support (ABLES) assessment tools as well as ongoing observation of student learning to monitor progress.

Curriculum Adjustments for Disability 2020

St Paul's College meets The Disability Standards for Education 2005 (the Standards), and our obligation as an education and training provider that seeks to ensure that students with disability can access and participate in education on the same basis as other students. Included in this delivery is support through our allied health staff, specialist and targeted curriculum material, and use of expertise across the school. We also advise and guide our mainstream school partners in their commitment to deliver a disability and sensory specific curriculum and provide professional development and advice as needed.

Individuation and augmentation of all lessons and content meet the needs of students experiencing difficulty in oral expression, written expression, listening comprehension, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving.

Specific Curriculum Adjustments

Curriculum adjustments enable students with ASD and additional learning and support needs to access curriculum content on the same basis as their peers.

Accessible Concrete Learning Materials

Independent Living Skills Programs

Functional Behaviour Assessments

Positive (Functional) Behaviour Assessment is a process that identifies a specific challenging behaviour, the purpose of the challenging behaviour, and what factors are maintaining the behaviour that is interfering with the student's learning. Developing a process that leads to the development of an intervention plan "Positive behaviour Support Plan" that addresses behaviours of concern in the classroom and in and around the school.

Positive Behaviour Support Plans

A template is developed for setting and implementing a Positive Behaviour Support Plan to ensure the safety of the child and those around them. The plan is created with the school psychologist, teachers, parents and leadership to ensure that any challenging behaviour is being met with consistency. A step by step plan is implemented with very specific steps tailored for the needs of the individual student.

Independent Learning Plans and Reporting

- Developing an effective Independent Learning (or Education) Plan template is essential for addressing the needs of our students, all of whom require additional support or adjustments in the program, school environment or curriculum.
- Setting, tracking and capturing data from students SMART Goals ensures St Paul's College fulfils its obligations in terms of delivering quality teaching and learning
- Regular Support Group Meetings take place with parents and carers

- School Reports are provided for every student each Semester

Transitions

Transitions can be difficult for our students with ASD, whether it's from year to year, a new teacher or classroom or simply from one lesson to another. To ease the anxiety around transitions, staff implement strategies to guide students and families through this process - effectively creating a plan for success.

Empowering students and building school pride

The College has developed and implemented approaches that give all our students a greater say in the decisions that affect their learning and their lives. The whole school community engages with students so that they have a voice in the learning process, and fully and proudly participate in school life including the planned development and delivery of a VCAL program Certificate, when three of the Middle School Students progress from the Compass and Duke of Edinburgh Awards as they reach the required year level at St Paul's College in 2021.

Setting expectations and promoting inclusion

The School works continually across its community to implement a transdisciplinary approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behavioural expectations, building teachers' understandings of positive classroom behaviour (PBS) and engagement practices, and ensuring that all students have the tools and skills to develop positive and self-regulating behaviours.

Building community

Visible, transparent and consultative leadership ensures that the College has substantially strengthened its capacity to build relationships with the broader community by partnering with the community sector and providers, making strategic use of existing community resources and capabilities, and increasing the services delivered 'inside the school gate'. Staff understand the value of harnessing the full capacity of the community including parents to collectively encourage students' learning and enhance student outcomes.

Student Assessment 2020

Assessments have been designed to describe skills and abilities that teachers can observe in everyday school and classroom contexts and interactions with students.

The assessments cover two learning areas and one capability:

1. **English – Speaking and Listening:** the development of functional communication skills leading towards recognition and use of the social conventions of communication
2. **English – Reading and Writing:** the development of the use and interpretation of symbolic forms of representation leading towards early reading and writing
3. **Personal and Social Capability:** the development of skills to support personal/emotional and social/relational dispositions, intelligences, and sensibilities including:
 - Personal and Social Capability, Self-Awareness: Self (specifically for students on the autism spectrum): the development of basic skills related to attention, memory and becoming an independent learner.
4. In the June 2020 Curriculum Day staff were trained our teaching staff to implement;

The Roadmap of Communicative Competence (ROCC)
A rubric tool to assess, plan and evaluate communication outcomes.
The school implemented ROCC to ensure that we meet the needs of all of our students with complex communication needs who use Augmentative and Alternative Communication (AAC).

The school has delivered on improving communication assessments to ensure they adequately and specifically address all of the St Paul's College students with complex communication. This assessment tool rolled out across the whole school has helped teachers, allied health and support staff to gain a better understanding of every student's ability to communicate.

The ROCC now allows St Paul's college to generate data on individual, classroom and whole school levels.

It has empowered the school to:

- set goals and map progress.
- collecting data on all our students and classes
- create a shared understanding amongst team members

In 2020 our focus was on whole school communication, we trialled Dedicated Communication iPads installed with common applications (e.g. Proloquo2Go, TouchChat, LAMP) in certain classrooms and assessed their impact on communication. Since introducing the Dedicated Communication iPads there were significant increases in communication accessibility, interest and use as demonstrated by our ROCC data (please refer to graphs below).

Semester 1 2020



Semester 2 2020



These graphs reflect significant improvement across 3 out of the 10 ROCC domains that represent communication accessibility (e.g. moving the iPad around the classroom, bringing it between rooms and the playground), interest and use. The red areas represent emergent communicators, our goal is to advance our students from the red section to the orange, yellow and green sections which are more advanced stages of communication. When we see a reduction in the red areas of these graphs that shows that our students are progressing to more advanced stages of communication.

We are most proud of our students and staff in the 40% increase in communication accessibility which is reflected in the 'Is responsible for system availability (at all times)' domain. We attribute this improvement to the Dedicated Communication iPads as this gave our students access to a comprehensive communication system. Together, these assessment tools provide a comprehensive picture of each student's strengths and abilities.

Learning Data

The ABLES assessments produce four reports:

- Learning: readiness report summarises the skills and abilities the student is currently developing and those that the student might learn next, which can be linked to relevant curriculums and a set of recommended teaching strategies.
- Profile Report: maps a student's level of learning and progress across consecutive assessments, and in all four of the learning pathways as appropriate for the student.
- Class Report: provides an opportunity to reflect on the learning of groups of students who are working at the same or adjacent levels on the learning pathways.
- School Report: maps individual student's growth in learning at two points in time, two years apart (where data is available).

By reviewing these reports, a teacher can identify where a student is working on the Victorian curriculum continuum and use this to provide a teaching and learning program that is appropriate to the student's current achievement. If the student is working at a level that is preliminary to Foundation of the Victorian curriculum in some learning areas, the teacher would use the 'Towards foundation level' materials to inform appropriate curriculum choices.

The 2020 objectives 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.

Parent, Student and Staff Satisfaction levels 2020

Surveys are completed from time to time to collect information on issues deemed as important by the school community. The data collected is used by the leadership team to determine areas for future improvement. 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 regarding 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 took the time to participate and contribute to our further growth in our purpose-built facility in Balwyn in 2020. Despite the impact of the pandemic, the parent survey data continued to provide very high levels of satisfaction across all aspects of the school's operations.

Parent Survey Data 2020

2020 Prep Parent Survey	99.15% satisfaction
<i>Survey encompassed; Teacher Quality, Curriculum, Learning Opportunities, Personal Development, Parent Communication, Adaptive Technologies and Resources for Students with a Disability, Learning and School Management</i>	
2020 Middle School Parent Survey	97.5% satisfaction
<i>Survey encompassed; Teacher Quality, Curriculum, Learning Opportunities, Personal Development, Parent Communication, Adaptive Technologies and Resources for Students with a Disability, Learning and School Management</i>	

Pastoral Care at St Paul's College 2020

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.

Pastoral care of students is implemented in many aspects of school life, and especially in its vision and mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour management processes, family engagement, community partnerships, and its positive school environment.

Related policies and procedures around pastoral care of students include special needs provision, student behaviour codes, safe school environment (anti-bullying), and critical incident management. These policies and procedures are consistent with the principles expressed in the relevant policy statements and procedures and are compliant with all relevant legal requirements.

Volunteer Program at St Paul's College 2020

The school acknowledges the volunteers who generously gave their time and talents to enhance the lives of students and their families. The school also celebrated National Volunteer Week in 2020 to recognise the important role played by community support in the school.

Governance 2020

Board of Directors

Mr Julien O'Connell AO – CHAIR

Mr Tom Carr

Ms Anna Clarke

Mr Brendan Donohoe

Mr Terry Janes

Dr Ro Saxon

Mr Michael Tehan

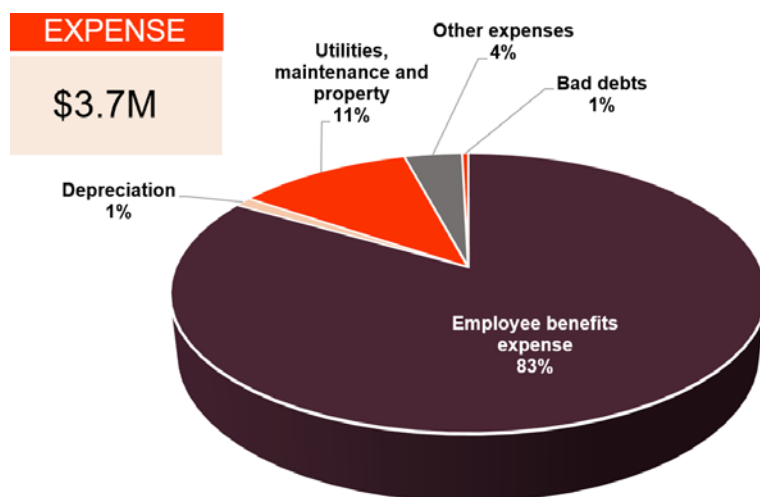
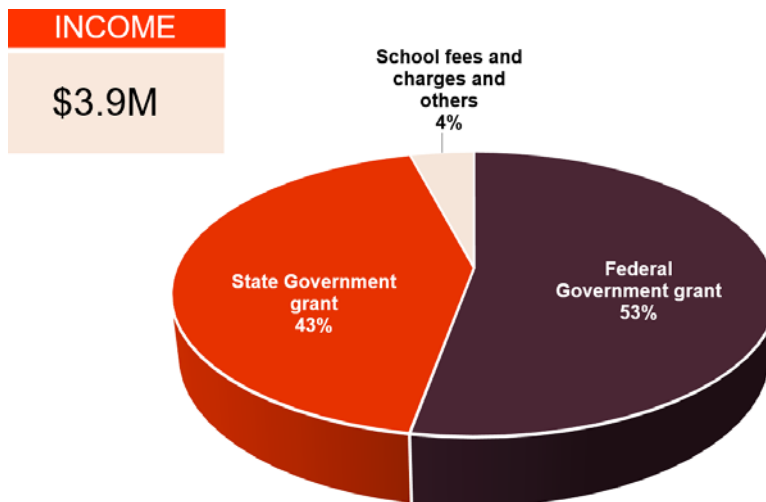
Ms Sally Howe

Ms Phoebe Shipp

Mr Bob Santamaria

Mr Michael Fisher

Financial Performance Report



Villa Maria Catholic Homes – St Paul's College
For the year ended 31 December 2020

Statement of Profit or Loss and Other Comprehensive Income

For the year ended 31 December 2020

	2020	2019
Federal Government grant revenue	2,054,348	1,609,644
State Government grant revenue	1,675,038	1,753,755
Private Income	2,400	22,236
School fees and charges	154,013	131,218
Income from excursions and trips	2,520	15
Employee benefits expense	(3,067,667)	(2,833,005)
Depreciation	(40,293)	(38,434)
Utilities and maintenance (and property expense)	(417,824)	(541,483)
Other expenses	(137,829)	(269,843)
Bad debts expense	(14,771)	(18,746)
Profit/(Loss) for the year	209,935	(184,643)
Other comprehensive income for the year, net of income tax	-	-
Total Comprehensive income/(loss) for the year	209,935	(184,643)

VRQA School Annual Reports

The School must provide an annual report to the VRQA for publication on the [State Register](#), a searchable database on the VRQA website.

The report must include:

- a description and analysis of student learning outcomes in state-wide tests and examinations for the current year and for the last two years
- a description and analysis of rates of student attendance for the year
- a report of the School's financial performance
- copies of any other reports the School is required to prepare for the school community under any funding agreements with the State or Commonwealth.

The Principal will table the completed Annual Report at a School Council meeting for endorsement and attest 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

Providing a school annual report is required under the Education and Training Reform Regulations 2017, which states that a registered school must make available to the school community information concerning the School's performance at least once a year.

VRQA Submitting school annual reports

All schools must provide their annual report to be published on the State Register.

The Department of Education and Training and the Catholic Education Commission of Victoria manage the process of submitting these reports to us for their respective schools.

Independent schools should email a Word and PDF version of their report directly to us at:

- vrqa.schools@edumail.vic.gov.au

The report is due to VRQA no later than 31 August.