



# St Mary's College for the Deaf Wantirna South

## 2021 Annual Report to the School Community



Registered School Number: 1669

# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Our College Vision.....3
- College Overview .....4
- Principal’s Report .....5
- Education in Faith.....7
- Learning & Teaching .....8
- Student Wellbeing .....12
- Child Safe Standards.....16
- Leadership & Management .....17
- College Community .....20

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## Minimum Standards Attestation

I, Amanda Purcell, attest that St Mary's College for the Deaf 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 2017 (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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

04/04/2022

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Our College Vision

### Our College Vision

A faith community shaping the formation of empowered, inquiring students

### Our Values

Our College philosophy integrates our key values of Empowerment, Inclusion, Independence and Resilience with our knowledge of the explicit needs of deaf and hard of hearing students and the values intrinsic to Catholic Faith.

**Empowerment:** Empowering deaf and hard of hearing students to lead themselves as strong and confident contributors to their school community.

**Inclusion:** Promoting inclusive learning environments that celebrate diversity, acknowledge human rights and commit to the social justice central to the Catholic faith.

**Independence:** Fostering self-sufficient, capable deaf and hard of hearing students actively setting and achieving their own goals.

**Resilience:** Building resilient deaf and hard of hearing young people capable of dealing with life's challenges, maintaining positive relationships and holding a healthy sense of their own identity.

## College Overview

St Mary's College opened at "Delgany" Portsea in 1948 as a day and boarding school for deaf and hard of hearing students. It relocated to Melbourne in 1985, establishing a primary campus (Prep-Year 6) at Wantirna South and a secondary campus at Dandenong (Year 7-12). These campuses were located within the grounds of Holy Trinity Primary School and St John's Regional College with a view to enabling students who are deaf and hard of hearing the opportunity to learn within a mainstream school environment whilst accessing daily onsite specialist support required to succeed. Since then, St Mary's has established further campuses within Aquinas College Ringwood (Year 7-12), Marymede Catholic College South Morang (Prep-Year 12), Salesian College Sunbury (Year 7-12) and Thomas Carr College Tarneit (Year 7-12), enabling students with a hearing loss from across Melbourne the opportunity to enrol in a St Mary's inclusive education campus.

Students come to St Mary's College from early intervention programs for deaf and hard of hearing children, primary deaf facilities and also Catholic and Government local schools. To be eligible to enrol, students must have a bilateral permanent hearing loss of 40db or greater. In 2021, there were 72 students from Prep-Year 12 enrolled across the six campuses.

The College is set up to maximise each students' potential for effective spoken communication as well as academic and personal growth. Teachers of the Deaf, speech language pathologists, learning support officers, Auditory-Verbal Therapists and Auslan educational interpreters work directly with our students and collaborate with subject teachers from our partner schools to create learning and teaching experiences that meet each child's individual needs. Classrooms within the partner schools are fitted with FM SoundField towers and transmitters and all extra-curricular activities offered to students through the partner schools such as camps, sports, music and performing arts are monitored and adjusted as necessary to become fully accessible for students with a hearing loss.

Our students have the opportunity to study a wide range of Victorian Curriculum subjects as offered from Prep through to VCE, VCE/VET and VCAL. Our tiered approach to intervention ranges from full inclusion in the partner school classrooms to an individualised course of study involving time in regular classes and time receiving specialist teaching and intervention with a personalised program of learning. Building on the Victorian Curriculum, students are also taught from the expanded curriculum for deaf and hard of hearing students, designed to improve learning outcomes that may be impacted by deafness including the development of confidence and a positive identity. Our student wellbeing model follows Positive Behaviour for Learning (PBL) as a whole school approach to communicating behavioural expectations and an understanding of the consequences of decisions made. These are a broad range of tailored and proactive strategies used in achieving positive social and academic learning outcomes.

## Principal's Report

2021 was once again a year of challenges for St Mary's College with innovation, flexibility and resilience of both students and staff proving that great education can still occur despite significant periods of learning from home. Our staff and students took what they learned from 2020 and built on this as they successfully accessed online classes and maintained remote friendships. Our staff once again rose to the challenge of ensuring students had full access to learning, captioning hours of video content, note taking, reteaching and offering social activities out of class time to keep students connected.

Unfortunately we were unable to come together as a whole school to celebrate our annual Opening Assembly and St Dominic's Day celebration. However, modified events shared at each campus using whole school video presentations prepared by staff and students, contributed to a sense of community. The snap lock-downs and circuit breakers experienced over terms 1, 2 and 3 meant other anticipated excursions such as primary and secondary deaf sports days and many camps and excursions offered through our partner schools were postponed until 2022. Fortunately, some lucky students were able to attend retreats, camps and work experience that were scheduled to run at the start and end of the year.

It was with much excitement and some trepidation that we made a staggered return to campus in term 4. Whilst there were concerns of lost learning and re-establishing friendships, life for students and staff quickly returned to almost normal, albeit with masks, air purifiers and lots of open windows. Our students resettled quickly with little lost learning demonstrating that a positive behaviour to learning and skilled teaching can make even obstacles presented through flexible and remote learning able to be overcome.

Our partner schools continued to demonstrate great commitment to work with us, removing their facemasks when instructing our students for communication clarity and monitoring for any gaps in their learning that needed some assistance. I would particularly like to thank the staff and leadership of Aquinas College, St John's Regional College, Salesian College Sunbury, Marymede Catholic College, Thomas Carr College and Holy Trinity Primary School for their support throughout the period of remote learning and onsite learning.

Although challenged by the noise and constant changes required to keep our community COVID Safe, the College leadership team pushed on with the actions required for the first year of our School Improvement Plan which resulted in incredible growth in our students' writing. Students also reported an above average feeling of having a voice and ownership in their learning journey and procedures designed to create child safe environments and protect the welfare of each student were further embedded.

Despite the limited allowable time onsite, we were also able to commence operating our new secondary campus at Tarneit, with considerable support from Thomas Carr College, our hosts in this new partnership. This was an incredibly exciting time, and we look forward to next year when we can hopefully, formally acknowledge the opening of our Tarneit campus.

2021 was also the final year that St Mary's would operate under the guidance of the Delegated Canonical Administrators, who were tasked with ownership of the school on behalf of the Archbishop of Melbourne in 2003. I would like to particularly acknowledge the dedication and due diligence demonstrated by DCA President Tony Tuohey in ensuring the continuation of the vision and values of the school as we transition to our new governors, MACSS in 2022. The ongoing support of the DCA, the St Mary's staff and College Board of myself and the school during another challenging year, has been incredible. Most importantly, I would like to acknowledge the families

and carers within our community, and thank them for their continued dedication to partnering with us on each student's educational journey at St Mary's College.



## Education in Faith

### Goals & Intended Outcomes

To build confident and resilient learners inspired to live in the tradition of the Dominican charism with voice and agency in decision-making.

### Achievements

We began the school year with a liturgical celebration and Opening Assembly where students and staff from across the school gathered as a campus community to reflect on our faith through online student-led prayer and acknowledge the achievement of our 2020 award winners. A highlight of the awards is the presentation of the Dominican Award, where one student is selected from the whole school who has demonstrated actions and words in their school life that reflect the four Dominican Pillars of Community, Service, Study and Prayer. Our St Dominic's Day celebration was unfortunately also held online as a result of COVID-19 restrictions but again, provided an opportunity to reflect on social justice, faith and developing virtue in ourselves.

### Religious Education Curriculum

All students were able to explore, understand and come to know the essential elements of the Christian faith journey through participation in the Religious Education curriculum as offered through our partner schools. For those students fortunate enough to attend retreats and reflection days, they were able to get to know one another a little better while exploring their path in life and developing the confidence to make decisions knowing their worth as children created in the image of God.

#### VALUE ADDED

- Filmed liturgies to mark significant events.
- Student-led prayer at assemblies and prayer services
- Staff prayer at all briefings and staff meetings.
- Staff professional learning focusing on ecological thinking, prayer and spirituality
- Unfortunately due to the extent of lock-downs many of the social Justice activities were unable to be run in person. Many of them like the Long Walk organised through Aquinas College was online, and the Project Compassion collection of food and household items for the St. Vincent de Paul Society had to be modified.



## Learning & Teaching

### Goals & Intended Outcomes

**Goal:** To enhance purposeful and effective pedagogical practices that promote successful learning outcomes for deaf and hard of hearing students.

#### **Intended Outcome:**

That there is consistent growth in literacy, numeracy and language competency in all students.

### Achievements

In 2021 St Mary's College students once again engaged with learning online due to the COVID pandemic. Given that hearing loss makes learning independently and through video conferencing extremely challenging, both staff and students did a remarkable job to ensure full access to the curriculum and learning continued.

2021 was the first year of a four-year strategy to enhance literacy, numeracy and language in our students. This was a challenging task with much of the teaching and learning occurring in online environments. The focus for 2021 was to use effective research-based strategies to improve reading comprehension. Whilst teachers met regularly and built their knowledge in this area through learning teams, a lack of opportunity to work face-to-face with students resulted in a decision to carry this focus forward to 2022. Whilst not a priority area, much work continued with students on writing skills during learning from home which pleasingly resulted in our students achieving an above average improvement in this area.

Students continued to learn additional skills during remote learning such as joining online meetings, submitting work through online portals and inventing ways to connect with each other whilst learning from home. Extracurricular activities were delivered in a variety of ways to engage and keep students connected with their peers. This included options such as opt-in social, art and reading clubs. Students were able to access captioning of all online class through various online platforms with captioning enabled. Upon returning, we were able to offer additional tuition in literacy to support a number of students identified with slower than expected growth through the Tutor Initiative Program.

To further support student learning, students were offered additional access supports including:

- Amplification systems in classrooms
- Note taking both at school and online
- Speech Language therapy both at school and online
- Auditory-Verbal Therapy both at school and online
- Interpreting (Auslan) both at school and online
- In-class learning support both at school and online

- Google Meet with live captioning during remote learning.
- Online extracurricular activities to promote engagement during remote learning.

## VCE/VCAL

All Year 12 students successfully completed their senior secondary education following their chosen pathway. Year 12 graduates from 2021 received a range of different post school opportunities. We had 5 students complete VCAL. Most have actively endeavoured to find apprenticeships in their chosen area. Many chose to study vocational education courses (certificates) in a variety of disciplines. Two students completed a VCE pathway and commenced degrees at university.

### STUDENT LEARNING OUTCOMES

Teachers tracked student learning outcomes in 2021 using formative and summative assessment data. Receptive language (PPVT), writing (eWrite) and reading (PAT-R) assessments were conducted with some students. However, student absences and remote learning resulted in a significant amount of lost assessment opportunities.

For writing, assessment data demonstrated growth in writing for 85% of students of greater than one year over the previous 12-month period which was a significant achievement given the amount of the year learning from home. Receptive language data showed a stable but positive result of a year's growth for a year.

### NAPLAN

NAPLAN did not take place in 2020 as a result of the COVID-19 pandemic. However, when looking at growth across the 3 key areas of assessment from 2019 to 2021, all students in Year 9 made medium or high relative growth from Year 7. The same cohort of students made medium relative growth from Year 7 to Year 9 with a mix of low, medium and high results for reading. Students in Year 7 made medium relative growth across all areas from Year 5 and students in Year 5 made high growth in reading, medium growth in numeracy and medium to low growth in writing.

### MEDIAN NAPLAN RESULTS FOR YEAR 9

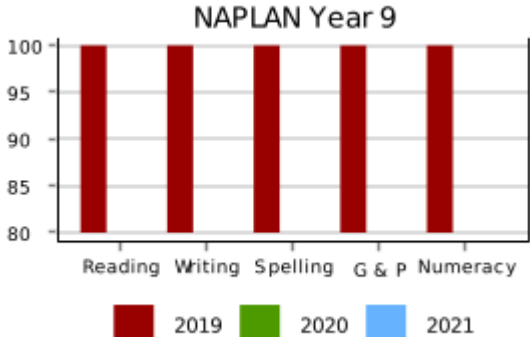
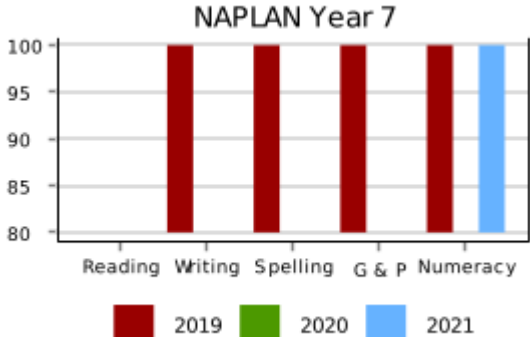
Year 9 Grammar & Punctuation	506.0
Year 9 Numeracy	528.3
Year 9 Reading	497.4
Year 9 Spelling	551.9
Year 9 Writing	516.3

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	**	-	-	**	-
YR 03 Numeracy	**	-	-	**	-
YR 03 Reading	**	-	-	**	-
YR 03 Spelling	**	-	-	**	-
YR 03 Writing	**	-	-	**	-
YR 05 Grammar & Punctuation	**	-	-	**	-
YR 05 Numeracy	**	-	-	**	-
YR 05 Reading	**	-	-	**	-
YR 05 Spelling	**	-	-	**	-
YR 05 Writing	**	-	-	**	-
YR 07 Grammar & Punctuation	100.0	-	-	40.0	-
YR 07 Numeracy	100.0	-	-	100.0	-
YR 07 Reading	75.0	-	-	80.0	-
YR 07 Spelling	100.0	-	-	80.0	-
YR 07 Writing	100.0	-	-	80.0	-
YR 09 Grammar & Punctuation	100.0	-	-	55.6	-
YR 09 Numeracy	100.0	-	-	75.0	-
YR 09 Reading	100.0	-	-	50.0	-
YR 09 Spelling	100.0	-	-	66.7	-
YR 09 Writing	100.0	-	-	75.0	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

**Goal:** To build confident and resilient learners inspired to live in the tradition of the Dominican charism with voice and agency in decision-making.

**Intended Outcome:**

That students have the attitude, mindset, skill and strategies to successfully manage academic and social challenges, as well as the confidence to engage with new experiences.

### Achievements

Positive Behaviour for Learning as a school-wide strategy to improve student engagement and confidence was dominant in the school's approach to building confident and resilient learners. Each campus was highly supported in the provision of student wellbeing and pastoral care with strong relationships between St Mary's College students, families and staff providing the foundation to explore the life and offerings of our host schools. Each campus maintained a staff to student ratio of approximately 1:4, meaning families and students were provided with daily and continuous support and guidance. The Leadership Team continued to develop clear guidelines and documentation with each partner school to guide staff unfamiliar with the wellbeing needs of students with a hearing loss, with a view to maintaining an effective and consistent experience for our students. Work was also completed to support wellbeing for students who were working from home with daily check-ins and social connection opportunities.

### Positive Behaviour for Learning (PBL)

The PBL focus in 2021 was on 3 groups of behaviours were identified as having the biggest impact on success at school for deaf and hard of hearing students:

- **Self-advocacy**
- **Miindset for learning**
- **Connection to others**

The school continued with an acknowledgement system to recognise and highlight when students demonstrated specific behaviours through weekly, monthly and yearly reward systems both onsite and when learning from home. Digital rewards and vouchers provided a popular incentive in looking for ways to apply these behaviours in their actions, words and interactions with others at school.

### Student Leadership

A campus leader from the student population was appointed at each campus with the role of suggesting student ideas to teachers and deputy principals of the school, being involved in the organisation of St Dominic's day, carrying the school banner at events, ensuring new students to the campus feel welcomed and liaising with other student campus leaders. This active and visible group of student leaders ensured students felt connected and supported when learning from home through the production of video messages and online meetings. Through regular meetings with the St Mary's College Student Leader, their voice was empowered and their ideas incorporated in many events and activities both remotely and onsite.

## VALUE ADDED

The following value added opportunities were provided by St Mary's College:

- Each campus elected a student leader.
- A Position of Leadership was established for a member of staff to be responsible for coordinating the student leaders program
- Student leaders continued to be responsible for the College banner at partner school events and liturgies when onsite
- PBL weekly winners were acknowledged weekly and monthly winners recognised in the newsletter and awarded a gift voucher
- Campus based celebrations of milestones including birthdays and recognition of graduating students occurred
- Social programs for primary students at Wantirna South were well attended
- Staff began using behaviour tracking software to identify possible goals for students in various areas of social skills or behaviours

The following value added opportunities were accessed by our students through our partner schools:

- Camps, retreats and buddy peer support programs
- Virtual Harmony Day events
- Virtual wellbeing workshops and activities
- Access to Youth Space (secondary) at lunch and recess
- Virtual music, drama, sports and art groups and activities
- Duke of Edinburgh's Award
- Formal evening events such as Graduation Mass, Dinners, Debs and Presentation Balls, although many of these were virtual due to lock down.

## STUDENT SATISFACTION

In 2021, St Mary's College students completed the annual survey MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey). Overall, St Mary's College students reported more positively (62%) than the MACS school's average (57%). Areas of significant positivity include teachers having high expectations of what they can achieve (77%) and student perception of safety at school (72%).

The annual school survey (MACSSIS) data showed an increase in student's feeling they have a voice in their school life from 56% to 62% with student engagement in learning increasing from 64% to 73% and recovering when something happens to you increasing from 42% to 51%

**STUDENT ATTENDANCE**

St Mary's College is responsible for reporting on student attendance. To ensure diligence to student safety, attendance is recorded throughout the day by both St Mary's and each partner school (each period for secondary students and twice daily for primary). The Campus Organiser of St Mary's is responsible for ensuring any unexplained absences are reported to parents / guardians as soon as possible following the first roll mark. The Deputy Principal at each campus makes contact with parents / guardians of any students that are absent for two consecutive days. This may be to enquire about the wellbeing of the student, rather than to discuss attendance concerns, as the absence reason may be known. For students who continue to have non-medical related absences, a PSG meeting is called to ascertain causes and develop strategies to help improve the student's attendance. For more significant difficulties with attendance, a school engagement plan is developed with the student and PSG members.

During Remote Learning, the Campus Organiser would record the attendance of secondary students by checking against the partner school pastoral/home group attendance roll and also attendance at St Mary's scheduled classes with the students' Teacher of the Deaf. For primary students, the Campus Organiser would determine attendance by checking students were online for their daily St Mary's' class with their Teacher of the Deaf. Where a primary or secondary student failed to attend a scheduled online class for two consecutive days, the Deputy Principal would make contact with the parent / guardian.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	100.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.5%
Y02	92.7%
Y03	96.7%
Y04	96.5%
Y05	95.4%
Y06	95.3%
Y07	94.8%
Y08	94.7%
Y09	88.5%
Y10	92.5%
Overall average attendance	93.9%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29.4
VCE Completion Rate	100%
VCAL Completion Rate	100%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	13%
TAFE / VET	37%
Apprenticeship / Traineeship	13%
Deferred	13%
Employment	0%
Other – The category of Other includes both students Looking for Work and those classed as Other	24%



## Child Safe Standards

### Goals & Intended Outcomes

In 2021, our focus continued on ensuring safe environments for children to learn and interact in online environments.

Our goals were:

- To build an understanding in students as to what safe and unsafe interactions look like online.
- To ensure students had strategies and were empowered to respond to situations in which they felt unsafe
- For all staff to know how to interact appropriately with children in online environments.

### Achievements

In 2021, the following activities and procedures were undertaken to extend the cultural change to online learning environments as well as ongoing implementation and review of our child safe strategies;

- The embedding of policies and commitments into every day practice
- Professional learning of teachers, non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- Strategies addressing the principle of inclusion
- Child Safety Team meetings
- Human Resources practices (recruitment, supervision, performance review refined)
- Child safety - Risk Management practices review and improved
- Information on cyber safety and responding to inappropriate behaviour online was shared with staff, parents and students
- Daily online wellbeing check-ins were conducted with every student
- Student Leaders worked with the staff student leader in building their capacity to have a voice in decisions and represent the student community.

## Leadership & Management

### Goals & Intended Outcomes

**Goal:** To extend the professional capabilities of St Mary's staff to collaborate effectively and be empowered in leading learning communities.

**Intended Outcome:**

That knowledge of individual student's needs and best practice in deaf education are embedded in St Mary's and partner school collegiate planning.

### Achievements

In 2021, St Mary's College leadership continued to build the capacity of teachers to be leaders of their area of expertise within their partner schools. This was achieved by supporting and enabling teachers to meet regularly as teachers of the deaf as well as with our partner school teachers to discuss ways they can achieve greater learning outcomes for our students. A key strategy in this endeavour was weekly PLC meetings scheduled with instructional leaders at most meetings.

The College leadership continued to provide access to a Research Lead, designed to provide timely and evidenced-based improvement in teacher practice. The Impact Coaching program continued throughout both remote and onsite teaching, providing instructional leadership advice to St Mary's College Senior Leadership and teachers as they collected and analysed evidence to evaluate impact. Impact coaching was delivered by working one-to-one with teachers, to model and observe classroom practice including by video and to support reflection and professional conversation.

Annual Review meetings were held with all teaching staff designed to provide feedback on where to improve knowledge of students' individual needs and evidenced-based strategies as well as affirm the great initiatives and achievements demonstrated by staff over the year. One of the new strategies suggested from our 2020 school review was the establishment of areas of whole school responsibility for deputy principals. The areas of Curriculum, Student Wellbeing and Staff Development and Wellbeing were defined as key areas of whole school improvement. St Mary's College Deputy Principals each undertook strategic actions and tasks within their allocated area, leading to a number of key achievements in our School Improvement Plan.

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### Description of Professional Learning undertaken in 2021

The professional learning undertaken by staff at St Mary's College in 2021 focused on our school strategic directions and deaf-specific learning. Many teachers completed online courses and attended webinars whilst working from home during the lockdown. The main categories of professional learning undertaken by all teachers and educational support staff related to our school improvement plan, the AITSL standards or government compliance standards. Professional learning was completed in the following areas:

**Deafness**

- International Conference of Educators of the Deaf

- Australian Association of Teachers of the Deaf
- Hear our Heart Ear Bus Project
- Reading Strategies for Deaf and Hard of Hearing Students
- Phonological Decoding and Reading Comprehension
- Speech perception and language outcomes for infants receiving cochlear implants
- Teacher Aides: Supporting Deaf and Hard of Hearing Students in your School
- Creating assessment and rubrics for learning Auslan (secondary school)
- Masters of Learning Intervention (hearing Impairment)

**Faith**

- Faith Through an Ecology Lens
- Faith Formation
- Engaging in Scripture
- Engaging in Sacrament
- Engaging in Prayer Child Health,

**Care & Wellbeing**

- Positive Behaviour for Learning (PBL) Coaches
- The Zones of Regulation
- First Aid & CPR Training
- Anaphylaxis Training
- Protecting Children Mandatory Reporting
- Mental Health First Aid
- Asthma Management
- Diabetes Management
- COVID Prevention & Infection Control
- Disability Standards for Education

Number of teachers who participated in PL in 2021	21
Average expenditure per teacher for PL	\$800

**TEACHER SATISFACTION**

In 2021, St Mary's College staff completed the annual survey MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey). Overall, St Mary's College staff

reported more positively (70%) than the MACS school's average (67%). Areas of significant positivity include the quality of relationship between staff and the leadership team (89%) and teachers' perception of being able to improve instruction through collective efficacy (87%).

The annual school survey (MACSSIS) data showed an increase in support from leadership for team's instructional decisions from 56% to 62% with student engagement in learning increasing from 68% to 90% and confidence to motivate students increasing from 85% to 90%

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.7%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	74.4%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	78.9%
Graduate	42.1%
Graduate Certificate	10.5%
Bachelor Degree	89.5%
Advanced Diploma	21.1%
No Qualifications Listed	0.0%

#### STAFF COMPOSITION

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	20.0
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	15.5
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

To extend the professional capabilities of St Mary's staff to collaborate effectively and be empowered in leading learning communities.

### Achievements

Members of the school leadership team attended PSG transition meetings for all new students prior to entering the school and met with relevant support agencies for students preparing to finish their education. Special Considerations and Special Entry Access Scheme (SEAS) applications were completed with students and families of Year 12 students. Documents were also prepared for Disability Liaison Officers at the relevant TAFE and Universities where students were transitioning, outlining student support needs for future success in those environments.

St Mary's College leadership team also engaged in regular meetings with leadership teams of each partner school to ensure all planning and activities both onsite and remotely were rolled out in a smooth and consistent manner for St Mary's students and families. Our Teachers of the Deaf participated in Year Level planning meetings and relevant curriculum meetings held by our partner schools in order to contribute knowledge of the learning and wellbeing needs of deaf and hard of hearing students, provide advice on use of soundfield systems and modifications as well as managing how teaching would occur both remotely and onsite throughout the COVID-19 restrictions. This often involved moving between multiple different online platforms throughout the day depending on those used by each partner school.

### VALUE ADDED

- A number of virtual and on-site transition days were held for all incoming year 7 students in addition to what was offered by the partner schools.
- Attendance and engagement at the Victorian Deaf Education Network (VDEN) meetings by College leaders.
- Parents attended the College's Opening Assembly and St Mary's graduation events either on-site or virtually.
- Online virtual orientation and school tours were held.
- Virtual meetings for incoming Prep and Yr 7 students were conducted.

### PARENT SATISFACTION

In 2021, St Mary's College parents and carers completed the annual survey MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey). Overall, St Mary's parents and carers reported more positively (78%) than the MACS school's average (67%).

Areas of significant positivity include how well teachers support their child's learning (100%) and quality of communication about learning and wellbeing (78%). Parents also had an opportunity to provide feedback to the school through involvement in regular Parent Support Group (PSG) meetings. Parents have expressed feelings of value in the PSG meetings held each term and positivity and gratitude in relation to the close and ongoing communication between home and St Mary's College.