



# St Mary's College for the Deaf Wantirna South

2020

Annual Report to the School Community



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## Contact Details

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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 2020 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 School.

04/06/2021

**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 as students with a hearing loss. Since then, St Mary's has established further campuses within Aquinas College Ringwood (Year 7-12), Marymede Catholic College South Morang (Prep-Year 12) and Salesian College Sunbury (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 2020, there were 73 students from Prep-Year 12 enrolled across the five 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, youth workers, learning support officers, live captioners and 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 the breadth of learning experiences 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 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 and develop 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

2020 was a year of challenges for St Mary's College that were all embraced and successfully achieved.

Moving a school of students with impaired access in listening to an online classroom was one of the biggest challenges we faced. Not only were St Mary's staff tasked with ensuring that students had access to and could continue to learn our expanded curriculum teaching and therapy programs, but we had to ensure the curriculum, teaching and learning being delivered to our students remotely by our five different partner schools was in accessible formats and was designed with their learning needs in mind. Our partner schools demonstrated an amazing willingness to work with us to get it right for our students. For the time they put aside to work with us, even with their own remote learning challenges they had to manage, we are grateful. I would particularly like to thank the staff and leadership of Aquinas College, St John's Regional College, Salesian College Sunbury, Marymede Catholic College and Holy Trinity Primary School for their support throughout the period of remote learning. The combined goodwill and dedication in working together to ensure learning would continue for students with a hearing loss resulted in a positive experience for our students and their parents/guardians.

Our student leaders worked tirelessly through the lockdown period, creating videos and sending uplifting messages to other students within and across our campuses. Although daunting for students highly reliant on reading lips and face expression, our students managed this challenge with amazing resilience during periods of onsite learning with facemasks. Whilst some traditional learning experiences may have been lost, many new and rich learning opportunities in problem-solving and working in mission towards the common good were created.

2020 was also a review year for St Mary's College. Having decided to push on and not postpone this process, all in the St Mary's College community positively embraced the reflections, data analysis, interviews and self assessment required to ensure we had an accurate understanding of how the College was placed in relation to performance, quality and student achievement. All staff held a strong belief that this was a vitally important step in understanding what we need to do in going forward over the coming years. Virtual tours, online collaboration and the use of many Google applications enabled the review process to continue through Victoria's lockdown restrictions. The end result highlighted the amazing work of the College over the past four years and is best reflected in the Reviewer's Executive Summary comment below.

***"The college has had a remarkable and highly commendable four years. The commitment of leadership and staff to school improvement is palpable."***

The final highly anticipated event of the year was the VRQA approval to establish a St Mary's College campus in the west of Melbourne, hosted by Thomas Carr College in Tarenit. The number of documents and policies required to be produced and updated was enormous but to the amazing team at Thomas Carr College, nothing was too great a request. The welcoming and supportive manner in which Thomas Carr worked with St Mary's was incredible. We look forward to our first year of operation there in 2021.

As I reflect on one of the most unique years in my time leading in schools, I would like to thank the DCA and College Board for their ongoing support of both myself and the school during such a challenging year. I am truly humbled by the actions of our student, parents and staff in what was achieved over the year and are grateful for the opportunity to be a part of that journey with St Mary's' College for the deaf.

## College Board Report

2020 was unprecedented in its challenges but also highlighted the significant resilience of St Mary's staff, students, families and wider community through extended home learning and rapid movement between face to face and home learning. Teaching staff demonstrated their ongoing positivity and dedication to the students and school by going above and beyond, even personally adding captioning to learning resources to ensure equity of access. Students demonstrated their leadership through sharing their own personal journeys and supporting peers regardless of geographical distance.

In addition to managing the changes relating to COVID-19, St Mary's completed the school review process which occurs every four years. This review confirmed the strong leadership of St Mary's, and the Board would like to thank Principal Amanda Purcell and the St Mary's staff for ensuring a quality education for St Mary's students.

Moving forward, the St Mary's Board will concentrate on redefining terms of reference under the new governance of Melbourne Archdiocese Catholic Schools (MACS), supporting learning excellence, and strengthening wellbeing of staff and students. Continuous improvement in learning is a priority, as the school staff focus on driving outcomes through data-driven decision making.

Whilst the next year may continue to be unpredictable, the Board looks forward to seeing what the school achieves regardless of obstacles that appear in the path. Wishing everyone the best for 2021.

Laura Button

Chairperson

St Mary's College Advisory Board

## Education in Faith

### Goals & Intended Outcomes

**Goal:** To embed a strong Catholic Identity through the Dominican pillars of prayer, service, study and community.

**Intended Outcome:** The importance of Education in Faith is strongly recognised and valued by students, staff and parents.

### Achievements

We began 2020 with a whole school opening assembly and liturgy which was attended by all students, staff and a few parents. The coming together of our community and the initiative taken by our students in leading prayer focused on everyday life, was indicative of the importance of Faith in the St Mary's College community. A further four teachers gained accreditation to teach in a Catholic school by engaging in external Faith professional development offerings and another fifteen completing the 'Called' Workshop series as part of their ongoing commitment. All staff continued to be involved in regular Faith activities on offer through our partner schools, demonstrating the value that these activities have to students and staff of the school community.

#### VALUE ADDED

- A whole school assembly was held at our Sunbury campus with student leaders driving the planning of faith events throughout the morning.
- St Dominic's day was celebrated by the whole school during Lock Down by creating individual student reflective contributions to our newsletter and messages of gratitude to students at other St Mary's College campuses.
- The staff had a day discovering about the Dominican tradition with Sr Shiela from Siena College.
- Staff engaged in external Faith PD from providers such as Little Earthies, ACU and CEM. St Mary's staff were invited to join a series of "Called" workshops facilitated by Aquinas College. Many staff used this opportunity to reflect on their spiritual journey.
- Social justice and the 'dignity of others' events such as The Long Walk organised through Aquinas College online, the Virtual Winter Sleep-out at Marymede College and Salesian College and the Project Compassion collection of food and household items for the St. Vincent de Paul Society.



## Learning & Teaching

### Goals & Intended Outcomes

**Goal:** To create a challenging and engaging learning environment, supporting all students to achieve or exceed their expected growth in language and literacy.

#### Intended Outcomes:

- Written competency will improve in all students F-12.
- Rates of learning growth in language and literacy will improve.
- Students will become more confident and engaged in their learning.

### Achievements

In 2020 St Mary's College students engaged with learning online due to the COVID pandemic. Given the impact of 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.

Students learnt a new range of skills such as joining online meetings, submitting work through online portals and inventing ways to connect with each other whilst learning from home. During 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 using through various online platforms with captioning enabled and staff learnt new skills in their use of virtual classroom including Jamboards and Zubyte to caption pre-recorded content.

During this period students were challenged to find alternative ways of learning to build competency in areas such as self-awareness, creativity, critical thinking, Other skills developed during this time included information technology, independence and the students' understanding of the world.

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

- Amplification systems in classrooms
- Live captioning (C-Print)
- 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 allowed live captioning during remote learning.
- Online extracurricular activities to promote engagement during remote learning.

### VCE/VCAL

We are particularly proud of all our Year 12 school-leavers who all successfully completed their VCE or VCAL certificate. All year 12 graduates from 2020 received a placement for 2021. Many chose to study vocational education courses (certificates) in a variety of disciplines. Others have commenced degrees at university or apprenticeships.

**STUDENT LEARNING OUTCOMES**

In relation to writing achievement, eWrite data demonstrated growth in writing for 65% of students of more than a year over the previous 12 month period which was a significant achievement given the amount of the year learning from home.

In relation to expressive vocabulary and reading, EVT 3 and PAT Reading data demonstrated more than half of our students showed an improvement of more than 2 years over the previous 24-month period.

**MEDIAN NAPLAN RESULTS FOR YEAR 9** \*

Year 9 Grammar & Punctuation	
Year 9 Numeracy	
Year 9 Reading	
Year 9 Spelling	
Year 9 Writing	

\* 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.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	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	**		
YR 07 Numeracy	**	100.0	**		
YR 07 Reading	**	75.0	**		
YR 07 Spelling	**	100.0	**		
YR 07 Writing	**	100.0	**		
YR 09 Grammar & Punctuation	**	100.0	**		
YR 09 Numeracy	**	100.0	**		
YR 09 Reading	**	100.0	**		
YR 09 Spelling	**	100.0	**		
YR 09 Writing	**	100.0	**		

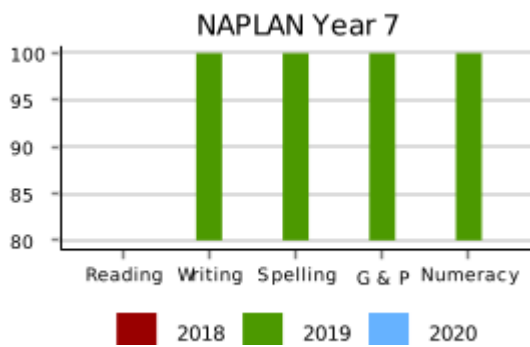
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* 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.

[Image.NaplanYear3]

[Image.NaplanYear5]



## Student Wellbeing

### Goals & Intended Outcomes

**Goal:** To promote social and emotional competence in DHH students through a Response to Intervention model.

**Intended Outcome:** Students will be resilient, have a healthy sense of self-worth and relate positively to peers and the wider community with confidence.

### Achievements

2020 continued to focus on students developing a positive self-worth and having increased positive relationships with peers. 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.

The role of the Youth Worker/Chaplain continued with senior secondary students on a needs basis and provided social opportunities for younger students to practice those skills. Assistance was also extended to supporting VET students to access external TAFE courses. The Youth worker ran lunchtime online groups and activities including an AUSLAN group, art and craft and social groups.

### Positive Behaviour for Learning (PBL)

The PBL team continued to implement a school-wide system to support positive student wellbeing. Staff undertook significant professional learning in the approach as provided through Catholic Education Melbourne. The school implemented an acknowledgement system to recognise and highlight when students demonstrated specific behaviours through weekly, monthly and yearly reward systems.

A minor and major behaviour chart was produced identifying appropriate Tier 1 interventions to be consistently applied across the College. Staff utilised our online management system to record positive impact and negative impact behavioural incidents. Staff were also introduced to SWIS an online record keeping system so that we could track major and minor behaviors.

#### VALUE ADDED

- Each campus elected a student leader who was responsible for collecting student opinions on various aspects of the school and endeavouring to support regular connections with peers working off site.

- Student leaders undertook key roles including creating online videos and shout-outs for students when they were working remotely at home. Some of these focused on events such as RUOK Day.
- Student leaders continued to be responsible for the College banner at partner school events and liturgies.
- 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)
- 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

Students were surveyed in response to their experience learning remotely in comparison to onsite. Students reported the most accessed accommodations onsite as:

- Soundfield systems
- Teacher of the Deaf

Students reported the most accessed accommodations learning remotely as:

- Live captioning
- Clear visual of speakers face
- Teacher of the Deaf

Clarity of understanding when comparing online to in-class teaching:

- Online better than in class - 30%
- Online and in-class about the same - 44%

- In-class better than online - 26%

These results were pleasing as it affirmed that an effective online learning environment was able to be created for most students.

In relation to feeling connected online socially with friends 72% of students responded positively.

### 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 parter 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	97.0%
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<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	83.2%
Y02	91.9%
Y03	89.1%
Y04	93.1%
Y05	85.6%
Y06	83.6%
Y07	94.3%
Y08	93.3%
Y09	92.6%
Y10	95.1%
Overall average attendance	90.2%

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	27.0
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%

<b>POST-SCHOOL DESTINATIONS AS AT 2020</b>	
Tertiary Study	25.0%
TAFE / VET	50.0%
Apprenticeship / Traineeship	25.0%
Deferred	0.0%
Employment	0.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%



## Child Safe Standards

### Goals & Intended Outcomes

#### Goals and intended outcomes

In 2020, our focus shifted to 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 2020, the following activities and procedures were undertaken to extend the cultural change to online learning environments;

- Protocols for conducting online classes were developed
- A Code of Conduct was developed for use by students, staff and parents in online environments
- 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
- An audit of potential risks at all campuses was completed resulted in additional risk items specifically relating to DHH students was added to each parter school's Student Safety Risk Schedule
- Student Leaders worked with Deputy Principals to build their capacity to have a voice in decisions and represent the student community.

## Leadership & Management

### Goals & Intended Outcomes

**Goal:** The College will operate as a Professional Learning Community (PLC) with a culture of reflective practice, collaboration and shared responsibility for improving student outcomes.

**Intended Outcome:** There will be an improved teaching climate reflecting quality teaching, engaging practice and improved teacher confidence.

### Achievements

In 2020, teachers met regularly, supported by leadership, to discuss new ways they can achieve greater learning outcomes for students. A key strategy in this endeavour was weekly PLC meetings scheduled with instructional leaders at most meetings. The College created and implemented two new roles, impact coach and research lead, designed to provide timely and evidenced-based improvement in teacher practice.

The intended outcome of improved teaching climate, reflecting quality teaching, engaging practice and improved teacher confidence was further supported by opportunities for distributive leadership and the building of collective efficacy amongst all teachers through collegiate and leadership support.

St Mary's College also completed its four-year review. This involved ensuring all policies and documentation were up to date and complied with VRQA regulations.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

In 2020, professional learning was undertaken by all teachers and educational support staff. Areas of development had a direct link to either our school improvement plan, the AITSL standards or government compliance standards. Professional learning was completed in the following areas:

#### Deafness

- Auditory Processing Disorder
- Theory of Mind
- Wellbeing & Identify
- Post-School Transition
- Strengthening Educational Outcomes
- Self-advocacy
- Reading Strategies

- Reading Assessment Administration
- Engaging Students in Mainstream Classrooms
- Masters of Learning Intervention (hearing Impairment)

**Additional disabilities**

- Vision Impairment
- Educational implications for deaf-blindness

**Teaching & Learning**

- Teaching Vocabulary & Spelling
- Learning Intentions & Success Criteria
- Visible Learning
- Written Text Construction
- Leadership Development
- Collaborative Expertise

**Faith**

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

**Child Health, Care & Wellbeing**

- First Aid & CPR Training
- Anaphylaxis Training
- Protecting Children Mandatory Reporting
- Mental Health First Aid
- Asthma Management
- Diabetes Management
- Occupational Health & Safety
- COVID Prevention & Infection Control
- Disability Standards for Education

Number of teachers who participated in PL in 2020

25

Average expenditure per teacher for PL

\$747

### TEACHER SATISFACTION

The CEMESIS survey was not conducted in 2020. Throughout the year, teachers moved from onsite to remote learning and back again several times over the year. As a specialist school, we had a mix of students both onsite and learning from home fairly frequently requiring teachers to be constantly moving between the two modes of teaching. All St Mary's College teachers demonstrated remarkable resilience and flexibility in adapting how lessons were being taught and also exceptional commitment to constantly overcoming barriers to learning online for our students with a hearing loss.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.2%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	87.5%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	68.8%
Graduate	43.8%
Graduate Certificate	6.3%
Bachelor Degree	87.5%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	22.0
Teaching Staff (FTE)	17.2
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	9.8
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

**Goal:** For St Mary's as a Catholic community to build strong partnerships with key stakeholders

**Intended Outcomes:**

- Parents are engaged in reciprocal partnership with the College to support their child's learning.
- The relationship with partner school staff displays a shared understanding of the working relationship and a commitment to the partnership model.

### 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 and documents prepared for Disability Liaison Officers at the relevant TAFE and Universities where students were transitioning, outlining student support needs.

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.

#### VALUE ADDED

- A number of virtual transition days were held for all incoming year 7 students in addition to what was offered by the partner schools. This meant a smooth transition from year to year and ensured students and parents alike were familiar with their new surroundings.
- Past students were invited to speak to senior secondary students about their rights in the workplace.
- Attendance 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 onsite or virtually.
- Online virtual orientation and school tours were held.
- Virtual meetings for incoming Prep and Yr 7 students were conducted.
- Partner school online orientation days attended.

## PARENT SATISFACTION

Although the CEMSIS survey was not conducted in 2020, many parents had an opportunity to provide feedback to the school through involvement in interviews with the School Reviewer.

Reviewer insights:

- Parents were effusive in their praise for the quality of communication with St Mary's College staff, saying that if there were problems at the Partner School, they would contact St Mary's College staff first.
- Parents valued the PSG meetings each term.
- Parents were willing to do all they can to support the college, but because of employment or other commitments often lack the time to do as much as they would like.