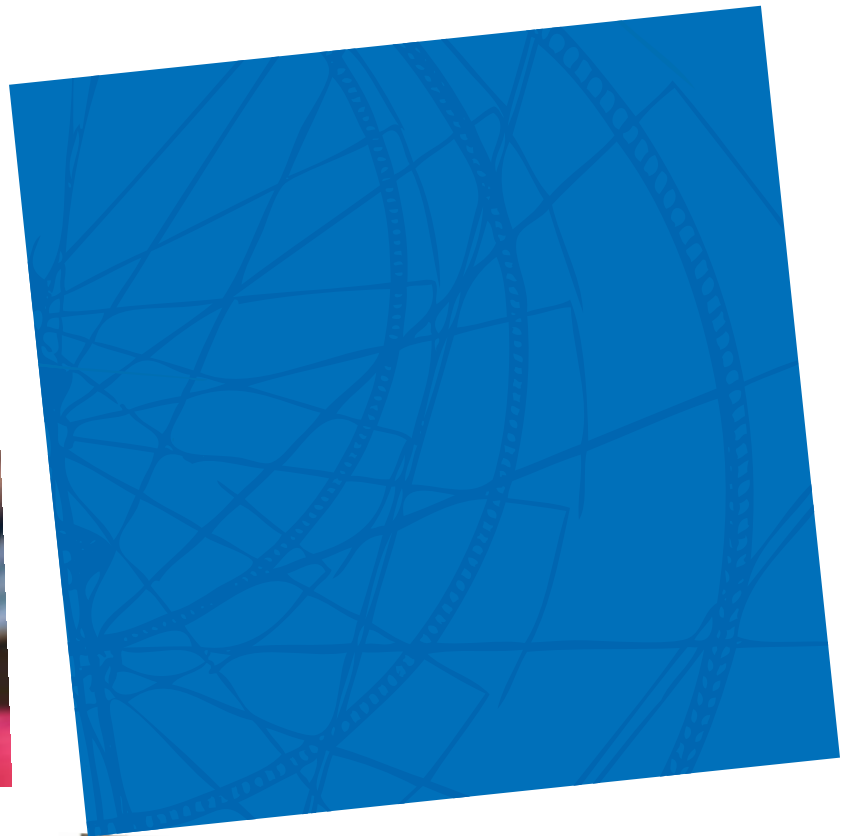




Department of Education and
Early Childhood Development

2010 Annual Report to the School Community

Port Phillip Specialist School
School Number: 5145



Port Phillip Specialist School

Port Phillip Specialist School is a multi-mode specialist school catering for a diverse range of students aged 2.8 to 18 years. Our student population includes students with moderate to severe intellectual disabilities, with other associated disabilities. The school is recognised as a leader in providing educational, health and welfare services to students and their families.

Curriculum innovation has been at the forefront of our thinking and practice. Our Visual and Performing Arts Curriculum (VPAC) is being embedded in teaching and learning throughout the school. With the VPAC we use the power of an Arts-based curriculum to have students with special needs engage with learning in the following areas; communication, numeracy and living skills. These important learning areas are made more accessible for our students by using dance, drama, music and visual arts as a means to have them develop necessary skills for later life beyond their school years.

The school is also acknowledged as leading the way in Integrated Service provision. We present a new and integrated approach to structuring educational, medical, paramedical and mental health services to maximize the available resources and outcomes for students and the broader community.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>PPSS has developed its own unique curriculum and reporting mechanisms which provide rich opportunities to develop the potential of our special needs students.</p> <p>The VPAC delivers communication, numeracy and living skills goals using the teaching power of the visual and performing arts. Integral to this is the inclusion of arts therapy. Using this combined approach with qualified specialist teachers and therapists, we have enhanced capacity to respond to the particular needs of our students. Our paramedical services (occupational therapy, physiotherapy, and speech-language therapy) remain integral to our program.</p> <p>Our curriculum is framed by the areas of communication, numeracy, and living skills. These three areas are interpreted and differentiated according to individual student needs. Each student's program is devised through collaboration between teachers, specialists, and therapists.</p>	<p>Student absence rates are low and are particularly pleasing, given the student disability profile and the broad target area from which our students are drawn. A number of our students have complex medical conditions that often require lengthy hospitalisation.</p> <p>It is important to note that a large number of our students never miss a day of school. The school has a small number of students who have life threatening medical conditions that require frequent hospitalisations. Our students are connected to school through individualised learning programs that are tailored to their individual learning styles. The curriculum is planned around each student's needs.</p> <p>The nature of interaction between staff and students at PPSS is predicated upon supporting each student to achieve to his or her maximum potential. To this end we strive to retain class sizes that foster relationships aimed at maximising teaching and learning opportunities. Also the school's creation and development of an Arts-based curriculum is very much part of this student-centred approach.</p>	<p>Transition into school at the Prep years is also a significant part of the school's planning and support for parents and students. This process is carefully constructed to provide direction and advice to parents who may just be at the start of their child's diagnosis of disability.</p> <p>All students leaving PPSS at the end of their school years, i.e. attaining the age of 18 years, are provided with a suitable exit strategy which may range from further courses at TAFE, to employment and/or placement at a suitable adult facility.</p>

For more detailed information regarding our school please visit our website at

www.portphillip.vic.edu.au/index.php?id=1&p=home

or view our 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

Port Phillip Specialist School

School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.



- Overall socio-economic profile

Data not available

Based on the school's Student Family Occupation index which takes into account parents' occupations.

- 134 students (55 female, 79 male) were enrolled at this school in 2010.

- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

Financial Performance and Position

Port Phillip Specialist School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2010

Revenue	2010 Actual
Departmental Grants	\$610,414
Commonwealth Government Grants	\$4,083
State Government Grants	\$
Other	\$57,639
Locally Raised Funds	\$831,517
Total Operating Revenue	\$1,503,653

Expenditure

Salaries and Allowances	\$197,815
Bank Charges	\$1,696
Consumables	\$103,035
Books and Publications	\$6,371
Communication Costs	\$23,042
Furniture and Equipment	\$247,891
Utilities	\$46,568
Property Services	\$900,477
Travel and Subsistence	\$1,474
Motor Vehicle Expenses	\$5,893
Administration	\$20,658
Health and Personal Development	\$2,726
Professional Development	\$26,067
Trading and Fundraising	\$23,417
Support/Service	\$36,407
Miscellaneous	\$20,066
Total Operating Expenditure	\$1,663,603

Net Operating Surplus/-Deficit **-\$159,950**

Capital Expenditure **\$371,578**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2010

Funds Available	2010 Actual
High Yield Investment Account	\$236,090
Official Account	\$1,478
Other Bank Accounts(listed individually)	\$
Investment Account No. 2	\$65,607
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$303,175

Financial Commitments

2010 Actual	
School Operating Reserve	\$32,874
Assets or Equipment Replacement <12 months	\$36,098
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$53,383
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$179,310
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$1,510
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$303,175

Financial performance and position commentary