



Department of Education and
Early Childhood Development

2011 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

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

How to read the Government School Performance Summary 2011

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

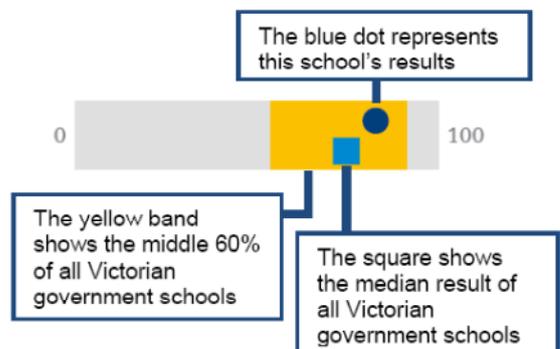
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

School Comparison



Lower



Similar



Higher

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Port Phillip Specialist School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2011

Revenue	2011 Actual
Departmental Grants	\$591,845
Commonwealth Government Grants	\$4,043
State Government Grants	\$13,250
Other	\$24,117
Locally Raised Funds	\$165,347
Total Operating Revenue	\$798,602

Expenditure

Salaries and Allowances	\$118,994
Bank Charges	\$1,325
Consumables	\$78,917
Books and Publications	\$251
Communication Costs	\$20,975
Furniture and Equipment	\$264,871
Utilities	\$41,730
Property Services	\$176,868
Travel and Subsistence	\$1,065
Motor Vehicle Expenses	\$6,638
Administration	\$14,796
Health and Personal Development	\$2,058
Professional Development	\$24,200
Trading and Fundraising	\$9,950
Support/Service	\$26,349
Miscellaneous	\$19,359
Total Operating Expenditure	\$808,346

Net Operating Surplus/-Deficit **-\$9,744**

Capital Expenditure **\$0**

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, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$210,623
Official Account	\$4,427
Other Bank Accounts(listed individually)	
Investment Account No. 2	\$68,974
(insert)	\$
Total Funds Available	\$284,024

Financial Commitments

Financial Commitments	2011 Actual
School Operating Reserve	\$10,000
Assets or Equipment Replacement <12 months	\$80,600
Capital – Building/Grounds including SMS < 12 months	\$3,369
	\$
Maintenance – Building/Grounds including SMS < 12 months	\$3,661
	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$27,894
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$158,500
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
	\$
Total Financial Commitments	\$284,024

Financial performance and position commentary