

## 2015 Annual Report to the School Community

Port Phillip Specialist School

School Number: 5145



Name of School Principal:

Alison Druce

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Name of School Council President:

[Michael O'Connell

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Date of Endorsement:

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

#### School Context

Port Phillip Specialist School (PPSS) is located in a central position close to the central CBD of Melbourne, public transport, close to recreational facilities including beaches and within walking proximity to retail and primary produce outlets. The grounds are maintained by students and staff. PPSS is a solid brick construction built in the 1800's, it has transformed from a primary school and as such, some of its buildings still resemble its beginnings. Many of the school buildings have been refurbished and these now include an in-ground heated pool and hydrotherapy spa, sensory integration room, THEISS Independent Living Unit house, a computer resource centre, a therapy resource centre, multipurpose function rooms and serviced offices and Performing Arts Centre. This centre provides specialised teaching and learning spaces to service the needs of our Visual and Performing Arts Curriculum. Over the past four years the school has clearly articulated its Vision, Values and Mission which has guided and informed the process of the schools continuous improvement and development.

Students are drawn from a wide range of suburbs in the South East Region but customarily come from the Municipalities of Port Phillip, Bayside and Stonnington. However, a small number of students attend the school from outside the bus zone. The zone comprises a mix of socio-economic groups including a large public housing component and more affluent suburbs. Transport to and from school is provided to students who live in the transport zone at no cost to parents.

All students have an intellectual disability however, we have an increasing number of students with multiple disabilities. A large percentage of our students have Autism Spectrum Disorder (ASD) and an increasing number within our Early Education Program are visually impaired and/or have multiple disabilities. Our enrolments have been between 115 and 140 over the last four years. All students are funded under the Program for Students with Disabilities (PSD).

A diminishing number of our students undertake Victorian Certificate of Applied Learning (VCAL) units. This appears to be due to the increase in multiple disabilities in the cohort of students as they move into the transition years. Our curriculum incorporates Victorian Essential Learning Standards (VELS), AusVELS and Victorian Early Years Learning and Developmental Framework (VEYLDF).

The school consists of four sub-schools and two early education programs. Our Early Years sub school caters for ages 5 – 8, Foundation 8-11, Pathways 11-15 and Transition To Life 15 – 18 years of age. Students are placed within a class group, which will best cater for their individual needs. Planning and program development occurs within specific sub-schools and is integrated to achieve a whole school plan through an online curriculum program called MarkBook Accelerus. Learning outcomes are formally reported bi-annually to parents and caregivers. Student Support Groups meet bi-annually to review student individual goals. PPSS has 60 staff, with a profile of two principal class, two leading teachers, fifteen teachers, six specialists, seven therapists, two wellbeing staff and four administration staff.

Our school website is currently under development and is expected to become a tool for further communication with parents and the community. Use of ICT in education is broad through the provision of desktop computers within classrooms, touch screen technology in classrooms and a computer lab, interactive white boards and mobile learning devices in the form of iPads to enable us to maximise teaching and learning for our students individualised needs.

Educational connections include strong relationships with Universities such as Monash University and La Trobe University of Melbourne. Research projects are administered at the school. We accept many trainee students within Allied Health and education. In 2014 PPSS signed a partnership with White Lodge Group in Singapore who has established Melbourne Specialist International School (MSIS). MSIS have endorsement from the Minister of Education to deliver the Visual & Performing Arts Program developed at PPSS. PPSS and MSIS work closely together to ensure the new school delivers programs through an integrated approach.

2015 saw the school community reflect and review current approaches to education and service delivery through the Peer Review process. This consultative process garnered the below information:

#### **VPAC Confirmed by staff and parents**

Through the information gathered during the self-reflection period, confirmation has been gained, that staff and parents believe the Visual & Performing Arts Curriculum delivered at PPSS continues to hold strong merit. The belief continues that students are more engaged in learning when learning through Visual & Performing Arts. Staff observe this of students during programs, student attendance is consistently high and parents comment on what they see engages their children. Some work toward quantitative evidence to support these observations has started. This is an area that could be extended and strengthened with the partnership with MSIS.

#### **Integrated Services Model and Committee**

The underlying ideals of the Integrated Services Model are supported by staff for meeting students learning across a range of needs. Of note is that this model is viewed as two structured meetings that take place weekly, rather than an approach that filters through all that we do at PPSS. Some staff rely on other professionals rather than independently seeking relevant information and materials. Time constraint is identified as a challenge to delivering some strategies. If these were delivered in an integrated manner as per the model, time would not be a constraint. This indicates lack of understanding of the Integrated Services Model.

Lack of understanding of the Integrated Services Model is also highlighted as several comments made by parents related to 'more therapy' and 1:1 therapy requests. These ideas are in conflict with the model. Greater communication to our community about the Integrated Services Model may result in better understanding.

The Integrated Services Model was developed in 2000. Staff turnover since that time is significant. Revisiting Professional Development and 'unpacking' the original intent may develop greater understanding by staff which will also empower staff to communicate to parents more effectively about the range of strategies they use in classrooms.

#### **Collaboration**

Working collaboratively underpins the approach across the teaching and learning cycle at PPSS. The majority of staff work

exceptionally well through collaboration. Most successful is collaboration delivering arts-based learning sessions. This is yet to result in significant increase of art-based delivery within classroom programs at other times, though progress has been made in increasing staff confidence in using these approaches.

Working in 'collaborative programs' for presentation of Allied Health strategies has had limitations. Staff and parent perceive students are not 'accessing enough therapy'. Utilisation of therapy services by staff and clarity of the Integrated Services approach for parents need to be reviewed and changed utilising the evidence base.

#### **Communication**

School wide communication is highlighted as a significant issue. Class information related to individual students and their progress is the key focus for families. Knowing when whole school events are on is a communication challenge for some people though this is not an extensive challenge relating to non-attendance of events.

#### **Community Involvement**

Community involvement is perceived as weak however, 40% plus of responders attended significant events including Family Fun Day (57%), End of Term Assembly and Parent Information sessions. The school has offered a range of opportunities to engage with the school. The data shows that personal/family/work commitments are the key reason for not attending. The data also shows support for information sessions taking place during school hours rather than after school hours. Child care may play a significant role in this challenge. Further investigation related to what parents believe will help to make them feel more connected and increase their engagement in the school community would be of benefit.

### Achievement

Key focus for student Achievement were in the delivery of English and Assessment practice.

Staff, supported by leadership, improved their skills in building literacy rich environments, establishing appropriate visuals to support student learning at class and individual student's levels, increase student experiences with literacy through shared and guided reading. Building on the previous years' work with ABLES assessments, our team have begun to develop more extensive process in measuring individual student progress against individual student goals. We recognise that standardised and commercial testing has limitations with our cohort of students. We recognise assessment must be as individualised as the goals and programs we deliver.

Teachers increased their repertoire of assessment tools and resources and increased their use of these.

In these two areas the staff identify 2015 as laying solid foundations for further improvement in the delivery of English and Assessment practice. These feature strongly in the 2016-2019 Strategic Plan.

### Engagement

Engaging students in the learning process is one of the fundamental philosophies behind PPSS's development of the Visual & Performing Arts Curriculum. Our Arts Specialist team work collaboratively with classroom teams to deliver programs aimed at extending students and meeting individual learning goals. During 2015 PPSS further extended the concepts of teaching literacy, numeracy and social skills through the modes of Visual Arts, Dance, Drama and Music. Most significantly working in professional teams to plan and implement programs thus enhancing teacher skill sets. Our collaborative practices were further refined. Two teachers from PPSS presented workshops at the Australian Association for Special Education conference held in Perth, sharing our Visual & Performing Arts approach.

### Wellbeing

Strengthening the skills of staff to understand and cater to the needs of students with challenging behaviour was a focus. At the base of these strategies is communicating effectively, using visual aids to support receptive and expressive communication. Teachers, therapists and psychologists work together to strengthen the uses of visual for both classroom environments as a whole and to design individualised visual communications systems for students.

Understanding challenging behaviour and planning appropriate strategies is better supported when data is collected and analyzing. Teachers have undertaken professional development related to this data collection. They have a resource kit of possible data collection techniques from which to draw. We have seen good professional shifts in the value of this information. Further work toward analysis this data will be a future focus. This work has been supported with the gradual completion of the School Wide Positive Behaviour Learning Modules undertaken by all staff at PPSS.

### Productivity

Due to the underlying structures, processes and belief for the value of working collaboratively at PPSS, developing a culture of feedback is a natural next step. Through the teacher Professional Development Plan process, most teachers undertook three peer observations and resulting self-reflection. Teachers are comfortable to give positive and constructive feedback. Our ability to give critical feedback remains a challenge. Our new Annual Implementation Plan Leader positions for 2015 resulted in visible gains in changing teacher practice. Naturally, a peer coaching model has evolved with stronger outcomes for change in classroom practice. We will continue with this structure into 2016.

For more detailed information regarding our school please visit our website at  
<http://www>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government special schools: Result for this school: Median of all Victorian government special schools:

### School Profile

#### Enrolment Profile

A total of 131 students were enrolled at this school in 2015, 56 female and 75 male. There were 3% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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.



#### School Staff Survey



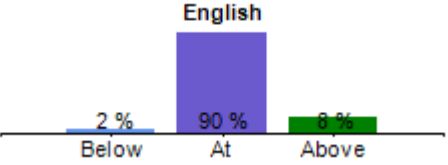
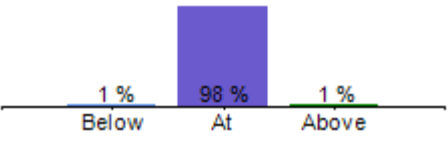
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Result for this school: ●

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 12 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p>  <p><b>Mathematics</b></p> 	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

# How to read the Performance Summary

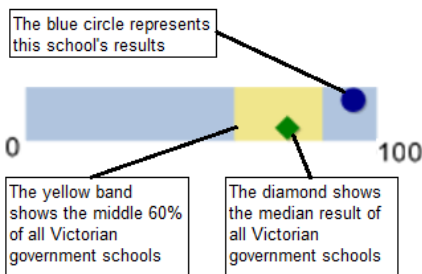
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. 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 Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

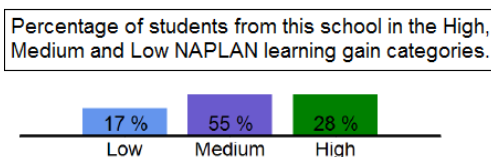
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.

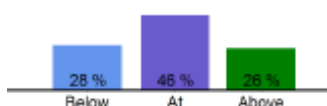


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal 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:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## 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 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$4,312,718
Government Provided DET Grants	\$585,440
Government Grants Commonwealth	\$675
Government Grants State	\$8,817
Revenue Other	\$10,233
Locally Raised Funds	\$289,881
<b>Total Operating Revenue</b>	<b>\$5,207,764</b>

Funds Available	Actual
High Yield Investment Account	\$392,061
Official Account	\$14,888
Other Accounts	\$79,554
<b>Total Funds Available</b>	<b>\$486,503</b>

Expenditure	
Student Resource Package	\$4,280,559
Books & Publications	\$499
Communication Costs	\$22,706
Consumables	\$57,038
Miscellaneous Expense	\$53,637
Professional Development	\$14,161
Property and Equipment Services	\$314,232
Salaries & Allowances	\$187,135
Trading & Fundraising	\$15,104
Travel & Subsistence	\$16,093
Utilities	\$50,519

Financial Commitments	
Operating Reserve	\$50,000
Asset/Equipment Replacement < 12 months	\$47,900
Capital - Buildings/Grounds incl SMS<12 months	\$54,101
Maintenance - Buildings/Grounds incl SMS<12 months	\$177,671
School Based Programs	\$94,729
Other recurrent expenditure	\$58,527
Maintenance -Buildings/Grounds incl SMS>12 months	\$3,575
<b>Total Financial Commitments</b>	<b>\$486,503</b>

**Total Operating Expenditure** **\$5,011,683**

**Net Operating Surplus/-Deficit** **\$196,082**

**Asset Acquisitions** **\$81,267**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

### Financial performance and position commentary

[Insert financial commentary here]