

2017 Annual Report to the School Community



School Name: Port Phillip Specialist School

School Number: 5145

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



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 were refurbished around 2000 and these now include an in-ground heated pool and hydrotherapy spa, a sensory integration room, a THEISS Independent Living Unit house, a computer resource centre, a therapy resource centre, multipurpose function rooms and serviced offices and Performing Arts Centre. These facilities provide a specialised teaching and learning spaces to service the needs of our students and the Performing Arts Centre houses our Visual and Performing Arts Program. The school has a clearly articulated Vision, Values and Mission which has guided and informed the process of the schools continuous improvement and development. That being:

PPSS is committed to values of professional excellence, co-operation and respect while embracing diversity. Our environment is creative, accepting, flexible and positive. PPSS believes that all students will develop capabilities, in communication and independence, to the best of their abilities. PPSS supports students to build confidence and demonstrate capabilities in an environment that is respectful and supportive.

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 Stonington. 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 by the Department of Education (DET) 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 105 and 125 over the last four years. All school aged students are funded under the Program for Students with Disabilities (PSD). PPSS is funded by DET to run an Early Education Program for children aged 2.8 – 5 years old. This is provided via an onsite program and an integrated program at Uniting Care Kinder in Port Melbourne.

PPSS delivers the Victorian Curriculum Levels F-10 utilising the ABLES Assessment tools and Victorian Early Years Learning and Developmental Framework (VEYLDF). A number of our students undertake Victorian Certificate of Applied Learning (VCAL) units.

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. Learning outcomes are formally reported bi-annually to parents and caregivers. Student Support Groups meet bi-annually to review students' individual goals. PPSS has 60 staff, with a profile of two principal class, two leading teachers, fourteen class teachers, five specialists, five therapists, two wellbeing staff and four administration staff.

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 also 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 as well as the University of Melbourne. Research projects are administered at the school. We accept many trainee students within Allied Health and education.

Educational Programs delivered through Visual & Performing Arts

Students are more engaged in learning when learning is through Visual & Performing Arts, this being underpinned by a strong evidence base. Staff observe this of students during programs, student attendance is consistently high and parents comment on what they see engages their children. Our team of Specialist Teachers and Special Education Teachers are excellent at integrating Curriculum and ILP goals within learning programs utilising VPA strategies and activities for delivery. At points through the week class based teams and Arts Specialists work collaboratively to develop and implement student programs using VPA within classrooms. All teachers are expected to embed VPA within daily work programs for student learning.

Integrated Services Model

The Integrated Services Model, developed in 2000, continues to be pivotal in meeting student wellbeing. Students are supported to access education to their maximum potential by PPSS supporting their health and wellbeing needs. Therapists, Psychologists and our schools Social Worker, work in collaboration with the class based teams to understand students' needs and develop and implement required support strategies. The Integrated Service Committee continue to meet formally two times each week to address issues arising and manage all students through a case review process. The committee engage with external agencies to support the 'whole child'. Our Social Worker engages with families and community organisations to individually address any non-attendance matters.

Community Involvement

PPSS works hard to involve Parents and Community at the school. Events such as Family Fun Day, Trivia Night, end of Term Assembly and Class Act are key points our community come together. Parent Information sessions were held throughout the year with a focus on communicating how education is presented at PPSS, how therapies are integrated into the curriculum and information was presented that related to NDIS transitions. The Parent Social Committee increased its activities during 2017 holding successful events that met both social and fundraising aims.

Facilities

The students and community at PPSS enjoy a high quality special education facility. Basic education provisions are funded by DET. Additional facilities such as the Hydrotherapy Pool have been built by parents and the generosity of the broader community. PPSS is moving into a period where maintenance and management of facilities is expected to become expensive. The aging buildings and resources will require significant investment from both DET and community resulting in expected pressure on School Council budgets.

Framework for Improving Student Outcomes (FISO)

During 2017 PPSS focused on the FISO Improvement Initiative: Building Practice Excellence. Key strategies to support improvement included-

1. Increase staff skill in using a range of assessment strategies to assess student capability, show student progress and to plan future learning through online Assessment and reporting at PPSS



2. Increase quality staff practice through structured professional learning, proficient use of Digital Literacy, staff coaching, peer observation, feedback and reflection while consistently embedding the Visual and Performing Arts practices
3. Development of a partnership with NDIA in regards to therapeutic Services promotion of positive relationships and successful transitions.

To support improvement strategies an internal leadership structure was utilised whereby an experienced teacher, through Expression of Interest, was selected to lead improvement of one stated AIP goal. In 2017 PPSS selected two AIP leader roles: AIP Leader of IT and AIP Leader of Visual & Performing Arts. The Key Improvement related to Assessment was led by the Assistant Principal and two Leading Teachers.

Achievement

The journey toward improved assessment practices built on the work of 2016. More teachers were clear about how they would assess students learning to demonstrate growth, from the start of their planning cycle. This continues to require an individualised student approach as standardised tests are unsuitable.

Over 2017 PPSS became immersed in the use of Sentral school management system. All student profiles are now on Sentral, Integrated Services notes are recorded and updated to the system. Student assessment data against ILP goals was uploaded or recorded on Sentral. Semester Two reports were prepared on Sentral. Progress in this area will continue in 2018 as we expand the use of the assessment tools available on Sentral and delve into progressive reporting.

Engagement

Under the direction of DET, the Victorian Curriculum became our mandated curriculum as of 2017. PPSS has been on a journey for several years of adapting our localised curriculum (the PPSS Visual & Performing Arts Curriculum) to the Victorian Curriculum. This year saw PPSS engage wholly in the Victorian Curriculum. We clarified, as a team, Visual & Performing Arts will continue to be the central strategy for the delivery of learning for students at PPSS. We will continue our journey of aligning Victorian Curriculum and Visual and Performing Arts into 2018 and maintain an AIP Leader position to support this journey.

IT in teaching & learning continued under the leadership of our AIP Leader position. Practice was shared and more classrooms were fitted with IT hardware and software. Teachers implemented a range of literacy and mathematic programs utilising iPads and internet licensed packages.

Student non- attendance levels are extremely low at PPSS. PPSS has been strategic is human resource management to support students appropriately. Class sizes are very small and each class is supported by one Special Education Teacher and one Education Support Class at all times. In addition the Integrated Services Model ensures support therapies are utilising within the naturalistic classroom environment resulting in further reduction of adult to student ratios at points in the learning program. This enables our team to tailor learning appropriately resulting in high attendance.

The PPSS Curriculum Framework is underpinned by a strong evidence base where learning is an active process for the child. Our emphasis on utilising Visual and Performing Arts for both their intrinsic and extrinsic power ensure we maximise learning opportunities and engagement in the Victorian Curriculum for all students with a disability.

Wellbeing



In the area of student Wellbeing the Integrated Services Committee supported families through transitions to the NDIS. Family centred support meetings were held accessing the knowledge and professionalism of our full range of onsite professionals. Under the Fully Serviced School model families and students have been supported to gain appropriate government funding within the NDIA model.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools: Results for this school: Median of all Victorian Government Special Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 117 students were enrolled at this school in 2017, 43 female and 74 male.</p> <p>10 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Achievement	Student Outcomes																																						
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p style="text-align: center;">Results: English</p> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>25%</td></tr> <tr><td>B</td><td>25%</td></tr> <tr><td>C</td><td>19%</td></tr> <tr><td>D</td><td>5%</td></tr> <tr><td>0.5</td><td>2%</td></tr> <tr><td>F - F.5</td><td>11%</td></tr> <tr><td>1 - 1.5</td><td>10%</td></tr> <tr><td>2 - 2.5</td><td>5%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> <p style="text-align: center;">Results: Mathematics</p> <p style="text-align: center;">No Data Available</p>	Level	Percentage	A	25%	B	25%	C	19%	D	5%	0.5	2%	F - F.5	11%	1 - 1.5	10%	2 - 2.5	5%	3 - 3.5	0%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes																	
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>24.4</td> <td>23.6</td> <td>22.9</td> <td>25.2</td> <td>24.0</td> </tr> </tbody> </table>						Year	2014	2015	2016	2017	4-year average	Average absence days	24.4	23.6	22.9	25.2	24.0
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<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>						Year	2014	2015	2016	2017	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

Achievement

Student achievements in :

- English and Mathematics

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

Financial Performance and Position

Financial performance and position commentary

Port Phillip Specialist School exercised sound financial management by suitably expending funds on both human and physical resources resulting in a small net surplus of approximately \$19,000.00. Revenue sources and figures remain consistent with past financial years. Of note, expenditure associated with facilities management were over \$350,000.00 being required to maintain, service and run the school facilities. Fundraising activities continued during 2017 with parents and community raising funds to provide specialised resources for special children's needs. PPSS continued to receive Advance Grant and smaller philanthropic Grants which supported students to access additional outdoor education programs giving opportunity to further develop and generalise independence. Replacement of short term leave is a significant expense at approximately \$140,000.00

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,202,475	High Yield Investment Account	\$33,464
Government Provided DET Grants	\$542,425	Official Account	\$64,178
Government Grants Commonwealth	\$1,596	Other Accounts	\$209,983
Government Grants State	\$9,725	Total Funds Available	\$307,625
Revenue Other	\$24,904		
Locally Raised Funds	\$214,903		
Total Operating Revenue	\$4,996,028		
Equity¹			
Equity (Social Disadvantage)	\$10,764		
Equity Total	\$10,764		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,146,431	Operating Reserve	\$133,897
Communication Costs	\$20,104	Asset/Equipment Replacement < 12 months	\$36,776
Consumables	\$76,339	Capital - Buildings/Grounds incl SMS<12 months	\$106,727
Miscellaneous Expense ³	\$217,641	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Professional Development	\$22,750	Beneficiary/Memorial Accounts	\$11,365
Property and Equipment Services	\$304,449	Revenue Received in Advance	\$700
Salaries & Allowances ⁴	\$138,368	School Based Programs	\$83,654
Trading & Fundraising	\$23,890	Maintenance -Buildings/Grounds incl SMS>12 months	\$8,403
Travel & Subsistence	\$14,346	Total Financial Commitments	\$391,522
Utilities	\$50,784		
Total Operating Expenditure	\$5,015,102		
Net Operating Surplus/-Deficit	(\$19,073)		
Asset Acquisitions	\$11,978		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.