

2018 Annual Report to The School Community



School Name: Port Phillip Specialist School (5145)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2019 at 02:23 PM by Juliet Cooper
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 April 2019 at 11:03 AM by Kevin Dillon (School
Council President)

About Our School

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 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 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 end of Term Assembly and The Arts Festival 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 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)

Building Practice Excellence in our Teachers was the Focus for Port Phillip Specialist School in 2018 PPSS has worked effectively as a learning community by involving staff in a range of learning opportunities to build staff capacity.

Through the development of a collaborative timetable teachers, specialist and therapists worked together to develop each others skills and knowledge as well as classroom practices to be collectively responsible in the development effective and consistent teaching practices and student outcomes.

Teacher effectiveness through the compilation of Data gathering through SENTRAL and building capacity of staff to assess through a range of online evidence gathering tools were priority areas for school improvement and aligned to students individual learning needs. Staff continued to use the Visual and Performing Arts as a Teaching and Learning Tool to engage students in collaborative with Specialist Teachers this included the launch of the new Arts Festival Production in term 3 of 2018.

Achievement

In 2018 PPSS launched our Parent Portal to enable students progress to be transparent to our parent community on a more regular basis. This allowed parents to see students progress through continuous assessment practices that were trialled in 2017. Teachers now assess students following a yearly planner in each of the Victorian Curriculum learning areas and demonstrate progress in students achievements from the start of their planning cycle. Individual Learning Plans are still reported on twice per year and continuous assessment is completed throughout the year with a summative report at the end of the academic year delivered to parents through the Parent Portal. All student profiles are now on Sentral, Integrated Services notes are recorded and

updated to the system. Student assessment data against ILP goals is uploaded or recorded on Sentral.

Engagement

The Victorian Curriculum underpins the learning outcomes for every student at PPSS. PPSS has been on a journey for several years of adapting our localised curriculum (the PPSS Visual & Performing Arts Curriculum) to the Victorian Curriculum. Visual & Performing Arts will continue to be the central strategy for the delivery of learning for students at PPSS. We continue our journey of aligning Victorian Curriculum and Visual and Performing Arts and maintain an AIP Leader position to support this journey.

Teachers continue to implement 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 in 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. Transitions for both incoming students and Graduating families 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.

Financial performance and position

Port Phillip Specialist School exercised sound financial management by suitably expending funds on both human and physical resources resulting in a small net surplus. Revenue sources and figures remain consistent with past financial years. Of note, expenditure associated with facilities management are still required to maintain, service and run the school facilities. Fundraising activities continued during 2018 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.

For more detailed information regarding our school please visit our website at
<http://www.portphillip.vic.edu.au/>

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

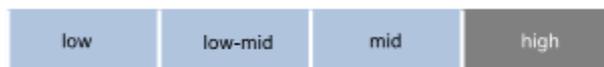
Enrolment Profile

A total of 108 students were enrolled at this school in 2018, 42 female and 66 male.

8 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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>	<div style="text-align: center;"> <h3>Results: English</h3> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>27%</td></tr> <tr><td>B</td><td>32%</td></tr> <tr><td>C</td><td>26%</td></tr> <tr><td>D</td><td>4%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>2%</td></tr> <tr><td>1 - 1.5</td><td>6%</td></tr> <tr><td>2 - 2.5</td><td>2%</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> </div> <div style="text-align: center; margin-top: 20px;"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>24%</td></tr> <tr><td>B</td><td>33%</td></tr> <tr><td>C</td><td>19%</td></tr> <tr><td>D</td><td>6%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>4%</td></tr> <tr><td>1 - 1.5</td><td>6%</td></tr> <tr><td>2 - 2.5</td><td>4%</td></tr> <tr><td>3 - 3.5</td><td>1%</td></tr> <tr><td>4 - 4.5</td><td>2%</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> </div>	Level	Percentage	A	27%	B	32%	C	26%	D	4%	0.5	0%	F - F.5	2%	1 - 1.5	6%	2 - 2.5	2%	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%	Level	Percentage	A	24%	B	33%	C	19%	D	6%	0.5	0%	F - F.5	4%	1 - 1.5	6%	2 - 2.5	4%	3 - 3.5	1%	4 - 4.5	2%	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"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>23.6</td> <td>22.9</td> <td>25.2</td> <td>22.9</td> <td>23.6</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	23.6	22.9	25.2	22.9	23.6
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Average absence days	23.6	22.9	25.2	22.9	23.6								
<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"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</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	2015	2016	2017	2018	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$4,326,956
Government Provided DET Grants	\$423,237
Government Grants Commonwealth	\$11,810
Government Grants State	\$5,792
Revenue Other	\$6,599
Locally Raised Funds	\$195,367
Total Operating Revenue	\$4,969,760

Funds Available	Actual
High Yield Investment Account	\$163,217
Official Account	\$26,102
Other Accounts	\$101,304
Total Funds Available	\$290,623

Equity ¹	
Equity (Social Disadvantage)	\$11,264
Equity Total	\$11,264

Expenditure	
Student Resource Package ²	\$4,221,920
Communication Costs	\$19,328
Consumables	\$30,018
Miscellaneous Expense ³	\$153,611
Professional Development	\$12,708
Property and Equipment Services	\$222,806
Salaries & Allowances ⁴	\$92,524
Trading & Fundraising	\$16,708
Travel & Subsistence	\$10,117
Utilities	\$63,571

Financial Commitments	
Operating Reserve	\$10,000
Other Recurrent Expenditure	(\$1,640)
Funds Received in Advance	\$10,216
School Based Programs	\$94,844
Asset/Equipment Replacement < 12 months	\$24,000
Capital - Buildings/Grounds < 12 months	\$94,548
Maintenance - Buildings/Grounds < 12 months	\$58,654
Total Financial Commitments	\$290,622

Total Operating Expenditure	\$4,843,311
Net Operating Surplus/-Deficit	\$126,449
Asset Acquisitions	\$41,626

- (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 15 March 2019 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.

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*' or '*ND*' mean?

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.