

Port Phillip Specialist School 5145

School Strategic Plan 2008 -2011



Endorsement by School Principal	SIGNED..... NAME..... DATE.....
Endorsement by School Council	SIGNED..... NAME..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

School Profile

<p>Purpose</p>	<p>We have three interlocking purposes that provide the impetus for our educational vision.</p> <p>Students – for our students our purpose is to maximise their independence and potential through the provision of an arts-based learning program.</p> <p>Families – for our families we provide support in order to maximise the outcomes of their involvement in the educative process.</p> <p>Education – our purpose in education is to remain an innovative school that is at the ‘cutting edge’ of educational service provision for students with special needs.</p>												
<p>Values</p>	<p>We believe that all students have the right to an education that enhances self-esteem, provides confidence and a sense of dignity. The school is committed to providing an environment that offers support, understanding and information to parents, families, caregivers and the wider community. We believe in developing the school as an integral part of the community, working with others to provide the most worthwhile educational practice.</p>												
<p>Environmental Context</p>	<p>Social – community and demographics</p> <ul style="list-style-type: none"> • Port Phillip Specialist School provides an excellent standard of educational programs for approximately 162 students aged 2.5 to 18 years of age who have special needs. Of these 93 are males and 69 are female. • All students in the school have an intellectual disability that is determined as an IQ below 70. The School has a dual level intake in that students who have an IQ between 51 and 70 are considered to be Special School students whereas students who have an IQ below 50 are considered to be Special Developmental School (SDS) students. • The students who attend our school have a variety of labels, they all have some form of ID but may also be labeled as having “developmental delay”, chromosomal syndromes, autism spectrum disorders, Down syndrome, Rett Syndrome, cerebral palsy, Fragile X, visual impairments, hearing impairments, etc. • Port Phillip Specialist School caters for students with a range of complex and interacting impairments that will affect learning and the families of each student. Because of the diverse range of needs, each student requires highly individualised attention to program development and programs are developed around each student’s individualized goals. • The School consists of three sub-schools (Junior School, Middle School & Transition School) plus two Early Education Programs. One operates at the Port Melbourne Uniting Church Kindergarten and the other from the main school site. Students are placed within a sub-school based primarily on age and a classroom that is based on ability level that will best cater for the students’ individual needs. All staff have input to the most appropriate academic location for each student. <p>• Currently the breakdown of students into sub-schools is:</p> <table data-bbox="734 1193 1151 1315"> <tr> <td>EEP</td> <td>=</td> <td>20</td> </tr> <tr> <td>Junior</td> <td>=</td> <td>49</td> </tr> <tr> <td>Middle</td> <td>=</td> <td>42</td> </tr> <tr> <td>Senior</td> <td>=</td> <td>51</td> </tr> </table> <ul style="list-style-type: none"> • Each sub-school has particular strengths or focus areas to meet needs of the students. Planning and program development occurs within specific sub-schools and is integrated to achieve a whole school plan for curriculum development and program delivery. 	EEP	=	20	Junior	=	49	Middle	=	42	Senior	=	51
EEP	=	20											
Junior	=	49											
Middle	=	42											
Senior	=	51											

Environmental – grounds & facilities

- The school is located 2-blocks from the Bay Street, Port Melbourne which is the main shopping area for Port Melbourne. The school is 4 blocks from the scenic Port Phillip Bay (to the south of the school) and its local beaches and recreational opportunities. The school is 1.8km from the City of Melbourne Town Hall and is easily accessible by bus, tram, and taxi. Port Phillip Specialist School is ideally located to have easy access to the major attractions of Melbourne without the drawbacks of being based in the heart of Melbourne.
- The school serves a wedge shaped area of Melbourne, bounded by the Bay and Glenhuntly Road to Warrigal Road to Toorak Road and the Yarra River. This area comprises a mix of socio-economic groups including a large public housing component and recently gentrified suburbs.
- Transport to and from Port Phillip Specialist School is provided to students who live within the transport zone, at no cost to parents. However, a small number of students attend the school from outside the zone. For example we have students from Yarraville, Brighton, Hawthorn, North Melbourne, Bentleigh, Richmond, Carlton, and Sandringham.
- Learning takes place in well-resourced rooms and learning centres. Our playground provides shaded areas for play and plenty of room for activity such as ball sports and bike riding. The playground has recently been redeveloped to improve the opportunities for appropriate play and more effective utilisation by the various school groups. We have employed a drama/play therapist to assist children with appropriate play in the play ground.
- Many of the school buildings have recently 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, multi-purpose function rooms and serviced offices. Dental Services Victoria began operating from the school in 2001. The most recent development of on-site facilities has been the completion of the Gina Rose Performing Arts Centre. This major facilities upgrade was the result of a Government grant, which was matched dollar for dollar by local fund-raising to meet the required \$2.3 million. This centre provides specialised teaching and learning spaces to service the needs of our Visual and Performing Arts Curriculum.
- With the closing down of Albert Park College in 2007, the school lost a number of vital rooms for our Transition program. The school negotiated space at the Montague Continuing Education Centre, in South Melbourne where the PPSS funded the establishment of the Campbell Edwards Centre for 2007 and 2008. Unfortunately the agreement with Montague CEC expires at the end of 2008. The School Council will continue to work with region resolve this situation.
- To ensure the continued viability of our programs, the school is planning to develop the Transition Learning Centre (TLC) on the main campus of Port Phillip Specialist School. The planning stage for the TLC is well underway. Funding the project is the challenge we now face. The School Council will have ongoing discussions with DEECD.

Educational

- In 2005 the school embarked on a whole school curriculum renewal project that resulted in the development and implementation of the Visual and Performing Arts Curriculum (VPAC). This project has necessitated major changes in practices for all teaching and therapy staff at PPSS. This long-term curriculum renewal has been (and remains) the central focus for the school into the foreseeable future.
- Alongside VPAC has been the development of a computerised database that links teacher planning of units of work directly to student reports. This powerful teaching and learning tool is called Learning with Purpose (LwP).
- In 2007 the school focus for professional development was defining 'best practice' as it applies in a special school. From this we have taken the lead provided by this information to review our goal writing processes and the procedures attached to what was called the PSG, now known as the Student Support Group (SSG).

The School has three guiding principles that have been pursued over this triennium. The first principle is the Fully Serviced School, the second is the Integrated Model of Service Delivery, and the third is the Visual and Performing Arts Curriculum.

Port Phillip Specialist School has developed the idea of a Fully Serviced School. The Fully Serviced School is an innovative expansion

to the current educational service provision to students and their families. The Fully Serviced School represents a comprehensive, multidisciplinary approach to providing educational, medical, paramedical, and other support services to maximise educational outcomes for our students. The fully serviced school ensures that a wide range of disciplines are represented within the school to cater to the diverse learning needs and priorities of our students.

The School has also developed the concept of a Fully Integrated Model of Service Delivery. The idea behind this model is that all staff members have responsibility and input for setting appropriate goals, for determining teaching strategies to achieve the goals, for empowering each other and collaborating on teaching practices which can maximise goal achievement. Using this model, staff use group problem solving for what is to be learned as well as how the student might learn. Therapy and specialist areas of teaching are reinforced across the curriculum, ensuring that generalisation (transfer) of learning is built into the curriculum. This means each student has opportunities to practice skills on a daily basis. Appropriate teaching techniques can be utilised by specialist and paramedical staff more consistently. Staff are centred more on outcomes of students rather than traditional 'teaching territorial boundaries' or single person responsibilities.

The school has also introduced the concept of using a Visual and Performing Arts Curriculum (VPAC) which is a multi-modality approach to teaching that recognises individual learning styles (as indicated by Gardner, 1998). This multi-modality approach is also based on advances in neuropsychology, neurodevelopment and neuro-educational research. Using the Visual and Performing Arts Curriculum as a vehicle, individualised programs are used to teach communication, numeracy, and living skills.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To develop students' capacity in communication. To increase students' application of functional numeracy. To further develop and consolidate students' independent living skills. To develop the Transition Learning Centre for an appropriate learning space for Transition students. 	<ul style="list-style-type: none"> All students to have an individualised plan in place to develop their communication, functional numeracy and independent living skills. Achieve sufficient funding for commencement of the TLC. 	<ul style="list-style-type: none"> Continued implementation of Port Phillip Specialist School's Visual and Performing Arts Curriculum (VPAC) to improve teaching and learning through the arts. Develop the school's practices for monitoring and reporting students' needs. Utilise 'therapists' skills and knowledge base to inform teaching / learning for independent living skills. Locate funding to build TLC.
Student Engagement and Wellbeing	<ul style="list-style-type: none"> To increase student engagement in learning through a strong focus on the Visual and Performing Arts Program. To develop students' pro-social behaviours through gender specific programs. 	<ul style="list-style-type: none"> To improve Parent Opinion Survey responses to indicators of their child's engagement with learning. Have more of our Middle & Transition students participate in these programs. 	<ul style="list-style-type: none"> Utilisation of art, dance, drama, & music to foster communication, numeracy & independent living skills; embed into classroom practices. Employ teaching staff with additional VPA skills / talents. Continue to foster understanding of integrated services model of delivery where therapy and teaching services collaborate. To restructure the organisation of students for literacy and numeracy programs and better match students' needs and the learning and teaching approaches. To implement gender specific programs/activities.

<p>Student Pathways and Transitions</p>	<ul style="list-style-type: none"> • To enhance students' post school options. 	<p>100% of students have a planned exit strategy from PPSS for either further education or employment options.</p>	<ul style="list-style-type: none"> • To develop the Transition Learning Centre for an appropriate learning space for transition students. • The implementation of VPAC to be enriched by hosting of international symposium 'Re-imagining Special Education through Arts Education and Arts Therapy' in July 2008 at Melb Convention Centre. • Maintain appropriate VCAL programs and explore additional after school options.
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SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
Continued implementation of Port Phillip Specialist School's Visual and Performing Arts Curriculum (VPAC) to improve teaching and learning through the arts.	Year 1	<ul style="list-style-type: none"> ▪ Ongoing professional development activities that are themed for each year to focus on a particular aspect of our curricular practices for new & existing staff. ▪ Expand ICT uptake throughout school via continued use of Learning with Purpose (LwP). ▪ Use of in-house expertise to facilitate uptake of VPAC practices. 	<ul style="list-style-type: none"> ▪ Class teachers to present examples of successful lessons or sequence of learning that highlights a VPAC approach.
	Year 2	<ul style="list-style-type: none"> ▪ Ongoing professional development activities that are themed for each year to focus on a particular aspect of our curricular practices for new & existing staff. ▪ Expand ICT uptake throughout school via continued use of Learning with Purpose (LwP). ▪ Use of in-house expertise to facilitate uptake of VPAC practices. 	<ul style="list-style-type: none"> ▪ Class teachers to present examples of successful lessons or sequence of learning that highlights a VPAC approach.
	Year 3	<ul style="list-style-type: none"> ▪ Ongoing professional development activities that are themed for each year to focus on a particular aspect of our curricular practices for new & existing staff. ▪ Expand ICT uptake throughout school via continued use of Learning with Purpose (LwP). ▪ Use of in-house expertise to facilitate uptake of VPAC practices. 	<ul style="list-style-type: none"> ▪ Class teachers to present examples of successful lessons or sequence of learning that highlights a VPAC approach.
	Year 4	<ul style="list-style-type: none"> ▪ Ongoing professional development activities that are themed for each year to focus on a particular aspect of our curricular practices for new & existing staff. ▪ Expand ICT uptake throughout school via continued use of Learning with Purpose (LwP). ▪ Use of in-house expertise to facilitate uptake of VPAC practices. 	<ul style="list-style-type: none"> ▪ Class teachers to present examples of successful lessons or sequence of learning that highlights a VPAC approach.
Utilisation of art, dance, drama, & music to foster communication, numeracy & independent living skills; embed into classroom practices.	Year 1	<ul style="list-style-type: none"> ▪ Ongoing professional development activities 	<ul style="list-style-type: none"> ▪ See above
	Year 2	<ul style="list-style-type: none"> ▪ Ongoing professional development activities 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ Ongoing professional development activities 	<ul style="list-style-type: none"> ▪
	Year 4	<ul style="list-style-type: none"> ▪ Ongoing professional development activities 	<ul style="list-style-type: none"> ▪
To develop the Transition Learning Centre for an appropriate learning space for transition students.	Year 1	<ul style="list-style-type: none"> ▪ Awareness raising and fund raising to start in local and wider community. ▪ To gain DEECD support for this necessary facilities upgrade. 	<ul style="list-style-type: none"> ▪ Contact and support established from local Member of Parliament. ▪ Support also established from Regional Director (SMR) to have our funding submission accepted for consideration.
	Year 2	<ul style="list-style-type: none"> ▪ Begin building of Transition Learning Centre (TLC) ▪ Opening of TLC 	<ul style="list-style-type: none"> ▪ Start of building program. This to be documented in school Newsletters to keep our community informed of progress
	Year 3	<ul style="list-style-type: none"> ▪ Resourcing of TLC 	<ul style="list-style-type: none"> ▪ Fit-out of Kindergarten ▪ Fit-out of all internal teaching spaces
	Year 4	<ul style="list-style-type: none"> ▪ Improved teaching strategies 	<ul style="list-style-type: none"> ▪