

2019 Annual Report to The School Community



School Name: Port Phillip Specialist School (5145)



PORT PHILLIP
Specialist School

- 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 2019 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 16 March 2020 at 10:23 AM by Juliet Cooper (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 17 March 2020 at 11:50 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 articulated Vision, Values and Mission above which has guided and informed the process of the schools continuous improvement and development.

2019 was a year of review for Port Phillip Specialist School

Key Challenges -

Reduced enrolment numbers due to increase in PSD students attending our local mainstream primary schools. Guaranteed and viable curriculum. Whole school curriculum framework for English & Math's is needed to build consistency and timely delivery of the curriculum.

Assessment and moderation of students' progress, 100% of which are on the Program for students with a disability.

At Port Phillip Specialist School, we are genuinely invested in our students who are at the heart of all we do.

We are driven by Trust, Collaboration, Compassion and Respect to inspire and empower each other, our students, their families and our whole community.

We hold ourselves accountable to these values and bring passion and joy to our students' learning through our unique and creative approach to delivering the curriculum.

SCHOOL VALUES

Trust

Trust empowers us all. We trust each other to act and, in turn, we feel trusted to act ourselves.

Collaboration

Collaboration is the essence that drives the actions and interactions across our school community. We work together to support all students.

Compassion

We remain open and willing to feel for others, in order to gain insight into their experiences.

Respect

We respect the diversity of our community and value the ideas and wellbeing of every individual.

SCHOOL VISION

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.

Our school is aiming to maximise learning growth for all students through evaluating the impact on learning and using evidenced-based High Impact Teaching Strategies. The school has begun using these in 2019 and will embed them into teaching delivery. This is important to help us improve student outcomes in literacy and numeracy and build teacher excellence in the curriculum documentation through the development of a whole school curriculum documentation and planning to address the needs of students and a scope and sequence for Numeracy and Literacy that also embedded the Visual and Performing Arts framework and included explicit teaching strategies in these two

curriculum areas over the next four years.

The school also aims to enhance the personal and social capabilities of students through the introduction of whole school SWPBS (School Wide Positive Behaviour Support) and continue to promote student voice throughout the school, while providing the opportunity for feedback from students, on learning, to all staff, including leadership, and the use of a variety of communication tools and behavioural responses to demonstrate engagement are areas for future development

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes

1 - Excellence in Teaching and Learning

- the implementation of an online data management system to support improved student outcomes and communication with parents
- staff trialled various online assessment tools and in 2018 the school introduced continuous assessment. This enabled a strong focus on assessment practice and informed quality teaching strategies to impact on student learning outcomes. The introduction of the continuous assessment also enabled teachers to experiment with and reflect upon more advanced ways to assess student progress
- following staff professional development in 2016 and 2017, PPSS also launched an online parent portal to allow for alternate forms of communication between families and staff. It enabled staff to track and gather data on behavioural incidents, communicate with parents, assess and write case management notes and store them in one place accessible to all appropriate staff this continued in 2018 and more data continued to be gathered on the students journey in 2019
- parents had access to Individual Learning Plans, student reports and continuous assessment tasks online and could communicate to teachers whenever needed

2 - Positive Climate for Learning

- the annual Arts Festival, which had come about with the merger of the previous Class Acts and Art Show
- through collaborations between classroom staff, specialists and therapists, teams developed ideas for routines, activities and projects that incorporated educational objectives and curriculum goals, focusing on abilities and strengths of each student
- all classes and students were represented in a stage performance and the Art Walk, which provided a variety of visual art, photos, videos and soundscapes representing all of the student accomplishments throughout the year
- the stage component of the Arts Festival provided the students with a focus on sensory regulation, movements, sequences, sounds, vocalisations, rhythm and dance routines. The final performance piece showcased the culmination of the students' learning
- the Panel agreed that combining the Visual and Performing Arts into one event, highlighted the unique approach Port Phillip Specialist School to integrate all areas of the Victorian Curriculum.

3 - Professional Leadership

a key school highlight was:

- the development of a new set of values that reflected the school mission statement and reaffirmed staff commitment to the school and provision of a comprehensive curriculum and a safe, calm and orderly learning environment
- the Panel noted through the Review process, and during staff and student discussions that the culture of the school had improved as a result and the leadership team consistently reinforced the values with staff through meetings and professional development.

Achievement

Curriculum planning and assessment

Level of achievement : Met

Outcome

Over the last three years staff skills has been built around knowledge and development of assessment strategies using SENTRAL online Learning System. Staff have trialled all areas on SENTRAL and now use the areas of Assessment & Reporting, Case Presentations and student profiles to build student data on evidence of progress. Attached below are pdf documents of ABLES assessment Data and ILP examples. In 2016 all staff began inputting their student Individual Learning Plans on SENTRAL a small number of staff trialled all areas of assessment on SENTRAL. In 2017 all staff began uploading evidence of learning into SENTRAL against both ILP Goals and for reporting purposes. This can be demonstrated online through the SENTRAL portal. 100% of student Individual Learning Plan Goals have clear assessment evidence either in the Continuum Tracker or the Continuous Assessment comments area of SENTRAL this has gained momentum and students who are active at school have ILP's and assessment on SENTRAL. This can be demonstrated online through the SENTRAL portal and pdf evidence in a screenshot below.

100% students have ABLES (2016/2017) assessments recorded on their Student Profile continuum tracker on SENTRAL (2018/2019). From 2019 100% of teachers will have peer observations prior to this (2018) a percentage of staff who had peer observations approximately 1/4 of teachers had formal peer observations and about half had informal peer observations.

Student Voice

PPSS provides multiple opportunities for student voice and all students are consistently encouraged to use their voice. Classroom observations highlighted that teachers used various methods to ask students how they enjoyed or did not enjoy the tasks. Teachers provided multiple modes of communication, such as PECS (Picture Exchange Communication System) and AAC (Augmentative and Alternative Communication) devices for students to communicate their needs, wants and choices. Classroom observations highlighted to the Panel that students were regularly given choice in their learning, particularly in individual work boxes.

Teachers used students to model leadership and social interaction skills, such as jobs in the classroom, students helping each other, setting up PECS for the daily timetable and the snack cart program. School assemblies were held once a term and were led by students. Many senior students demonstrated leadership qualities throughout the school, such as preparing and delivering lunches and supporting younger students in rehearsals for the upcoming performance.

Teachers enable students take responsibility for managing and regulating their behaviour as evidence of student agency. Feedback from students demonstrated to staff that many students were very articulate about what they enjoyed at school and what they would like to see improved and many students could articulate what they found easy or hard at school. Students continue to be very positive about the Visual and Performing Arts program

Engagement

PPSS 2019 School review noted that our school goal to deepen student engagement within a rich learning community was partially met. with all three targets also partially achieved.

During discussions with staff and parents, the Panel heard that parent engagement had increased in 2016 with an annual Family Fun Day, a biannual Trivia Night and regular education sessions on teaching and learning at PPSS.

These initiatives continued in 2017 and 2018 and 2019 with sessions on NDIS (National Disability Insurance Scheme), The Arts at PPSS and the launch of the parent portal on the data management system. The Parent forum confirmed to the Panel that parents were able to gain greater access to staff and their child's information and participate in regular social events. The Panel agreed that the target had been partially met as the response rate of 33 per cent had been reached in one internal parent survey.

The review panel reported that timetables across the school now had dedicated literacy blocks to ensure staff had included Literacy not only through integrated teaching but as stand-alone units. There was not a dedicated Numeracy block in weekly timetables at any level of the school. There was no data available to demonstrate explicit instruction of Literacy and Numeracy for targeted students and no baseline data had been established in 2016. The appointment of two English Learning Specialists in 2019, one in the Junior School and one in the Senior School, had seen the

provision of professional development for all teachers in Literacy, as well as modelling and peer mentoring. A curriculum audit by Panel members highlighted that the Victorian Curriculum was referred to in the Visual and Performing Arts scope and sequence but there was not a scope and sequence for English or Mathematics. An instructional model was being developed for Reading and teachers were implementing continuous assessments that included aspects of Literacy and Numeracy and referred to the Victorian Curriculum Standards. Classroom observations also indicated to the Panel that explicit teaching of Literacy and Numeracy was inconsistent across the school. The Panel agreed that the target had been partially met.

The review panel reported that attendance data as a means of determining student engagement but noted that attendance at PPSS could be impacted on significantly by medical appointments and specific needs of students. Panorama attendance data demonstrated to the Panel that the percentage of students with less than 10 days absent had declined from 2014-2018. The percentage of students with 30+ days absent had increased over the same period. There was no data available to demonstrate high levels of student engagement with the use of the Visual and Performing Arts (VPA) program or low percentage of students demonstrating challenging behaviours, as the data had not been collected over the period of the strategic plan. Student behaviour was addressed individually and through ILPs, with progress against goals discussed at SSGs and Case Presentations with school therapists, social worker, parents and staff.

The Panel agreed that the Target had been partially met.

Professional Learning for staff with a Koorie Engagement Support Officer was scheduled for the start of 2020 and the school noted that Culture was not included in scope and sequence documents. PPSS will align curriculum to cultural understanding as part of updating the Curriculum for 2020.

Wellbeing

Our 2019 review noted that the Integrated Services Model had ensured that all staff were supported to meet the needs of all their students. The review also observed a teacher sharing a case presentation at the weekly Integrated Services meeting. Throughout the year every child's progress was shared with the Integrated Services team and recommendations from the meetings enabled teachers to address the specific needs of each child. The Integrated Services team also discussed issues arising with students and families and provided support for teachers, parents and carers where appropriate. The review found that the processes put in place had enabled staff to support the health and wellbeing needs of all students. The review noted that our existing Child Safety Standards are "exemplary" and we were asked to share these with our Specialist School colleagues.

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 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 2019 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. In 2019 we opened the hospitality kitchen for our Independent Life Skills program and our Fitness Centre these were funded through the Port Phillip Specialist School Foundation our Community and DET Grants. In 2020 we hope to continue the upgrade for the Aquatics Centre and upgrade the Junior School Kitchen.

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

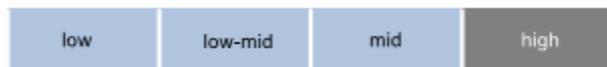
Enrolment Profile

A total of 90 students were enrolled at this school in 2019, 40 female and 50 male.

13 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;"> <p>Results: English</p> <table border="1"> <caption>Results: English 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>32%</td></tr> <tr><td>C</td><td>21%</td></tr> <tr><td>D</td><td>17%</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>1%</td></tr> <tr><td>2 - 2.5</td><td>1%</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;"> <p>Results: Mathematics</p> <table border="1"> <caption>Results: Mathematics 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>35%</td></tr> <tr><td>C</td><td>15%</td></tr> <tr><td>D</td><td>12%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>5%</td></tr> <tr><td>1 - 1.5</td><td>2%</td></tr> <tr><td>2 - 2.5</td><td>2%</td></tr> <tr><td>3 - 3.5</td><td>1%</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>	Level	Percentage	A	24%	B	32%	C	21%	D	17%	0.5	0%	F - F.5	2%	1 - 1.5	1%	2 - 2.5	1%	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	27%	B	35%	C	15%	D	12%	0.5	0%	F - F.5	5%	1 - 1.5	2%	2 - 2.5	2%	3 - 3.5	1%	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"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>22.9</td> <td>25.2</td> <td>22.9</td> <td>19.7</td> <td>22.7</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	22.9	25.2	22.9	19.7	22.7
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Average absence days	22.9	25.2	22.9	19.7	22.7								
<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>2016</th> <th>2017</th> <th>2018</th> <th>2019</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>96.2</td> <td>99.0</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	100.0	100.0	100.0	96.2	99.0
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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, 2019

Revenue	Actual
Student Resource Package	\$3,825,402
Government Provided DET Grants	\$563,826
Government Grants Commonwealth	\$6,255
Government Grants State	\$9,725
Revenue Other	\$10,028
Locally Raised Funds	\$407,092
Capital Grants	\$160,000
Total Operating Revenue	\$4,982,328

Equity ¹	
Equity (Social Disadvantage)	\$11,969
Equity Total	\$11,969

Expenditure	
Student Resource Package ²	\$3,801,556
Communication Costs	\$18,296
Consumables	\$34,400
Miscellaneous Expense ³	\$151,803
Professional Development	\$7,908
Property and Equipment Services	\$152,897
Salaries & Allowances ⁴	\$88,544
Trading & Fundraising	\$18,893
Travel & Subsistence	\$9,137
Utilities	\$67,127

Total Operating Expenditure **\$4,350,561**

Net Operating Surplus/-Deficit **\$631,767**

Asset Acquisitions **\$447,345**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$453,639
Official Account	\$6,010
Other Accounts	\$0
Total Funds Available	\$459,649

Financial Commitments	
Operating Reserve	\$79,026
Other Recurrent Expenditure	\$9,327
Funds Received in Advance	\$9,910
School Based Programs	\$111,400
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$96,747
Maintenance - Buildings/Grounds < 12 months	\$79,762
Maintenance - Buildings/Grounds > 12 months	\$3,759
Total Financial Commitments	\$409,932

(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 26 February 2020 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.