

# 2020 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](http://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 2020 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 10 June 2021 at 09:49 AM by Juliet Cooper (Principal)

The 2020 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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 10 June 2021 at 10:45 AM

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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## What does the 'About Our School' section refer to?

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum

### Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## 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. 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 80 and 105 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

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

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.

The staffing profile of our school includes 49.3 full-time equivalent staff including one Principal, one Assistant Principal, 2.0 Learning Specialists, 14.24 Classroom teachers 6.0 EFT Para-Professionals, 30.8 full-time equivalent Education Support (ES) staff. In 2020 we had no staff who identify as Aboriginal and Torres Strait Islander staff employed at our school and are not accredited to offer programs for overseas students.

**Framework for Improving Student Outcomes (FISO)**

A whole school curriculum scope and sequence has been created for English and Maths that endures over a two year period. During term 1 of 2020 all staff had input on what aspects of the curriculum were most appropriate to student needs, and also the timeline for each strand of the curriculum was discussed. Feedback was collated and used as the basis for the creation of the curriculum map, which was then disseminated throughout the school in individual teacher folders, as well as digitally on a Shared School Cloud based Drive, accessible by all staff. Each strand of the curriculum has been also been included, with the appropriate outcomes from the Victorian Curriculum, in an easy to follow flow chart highlighting what outcomes are needed to advance within and across band. Each strand is to be delivered to students across 5 weeks, and as such two strands are to be delivered each school term. Maths PLC groups have been created and delivered to assist teachers in delivering the new guaranteed and viable curriculum and have been attended by all teaching staff initially, with staff now offered an option on whether to attend Numeracy or Literacy PLC's. With the skills prescribed for teachers each term, they are empowered to create a unit plan that assesses the students in their classes. Teachers have been assisted through PLC and training sessions to use Sentral Continuous Assessment to track student learning by using the sub skill checklists and comment on student progress weekly to aid the teaching and learning cycle. Staff will receive greater assistance with adopting this form of assessment routine in 2021.

**Achievement**

In 2020, PLC's were held 3 times per term including through remote means to ensure our new whole school curriculum framework was developed and ready for Teachers. In 2021 the PLC will resume in English and Math through face to face meetings to begin moderation among teachers using common assessment tasks already created (sub-skill checklists) or developed by teachers in the PLC's. Professional Development opportunities will be given to staff to increase capability in Common Assessment Tasks for Literacy and Numeracy. Coaching of teachers will be utilised with peer modelling.

Students had access to remote learning materials provided by Teachers through, Google Documents, the school website, SEA SAW and Sentral. The differentiation in online learning tools used was needed to ensure all the needs of students were met. Although students accessed much of the materials they still needed generous support from their parents and carers. Teachers ensured check in with families to ensure students had access to the content. They undertook live online classes to check on engagement and determined that students although used the content benefited through face to face delivery with tangible learning tools in order to progress the most.

**Engagement**

During 2020 Engagement with student and families was significantly reduced by the impact of the COVID- 19 Pandemic. Students had access to remote learning materials provided by Teachers, Specialist, Therapists and Education Support staff through, Google Documents, the school website, SEA SAW and Sentral Student. Engagement was predominantly made through the use of videos and live online classes. Although students and families engaged with our remote learning content it was found that the greatest engagement with students was through live online sessions. PPSS now has a library of teaching videos that parents students and parents can access through the schools website at any time. To support students engagement as we transitioned back to onsite learning PPSS focused on wellbeing of both students and staff to encourage attendance in the last term of 2020.

**Wellbeing**

In the area of student Wellbeing the Integrated Services Committee continued to support students through the development of strategies for staff to integrate into the classrooms. The team of therapists also supported families for both incoming students and graduating families. Family centred support meetings continued to be held albeit it through remote means accessing the knowledge and professionalism of our full range of onsite professionals. Student wellbeing was monitored weekly through check ins and welfare checks via emails, surveys and phone calls for students who were not access the online learning materials supplied through the remote learning. The wellbeing committee also developed online resources and materials including hardcopy and videos to be used by families during

remote learning period of 2020 during the pandemic and now make up a library of resources that both staff and families can continue to use in 2021 and beyond. Staff professional development continued to be delivered by our wellbeing team in order to prepare for the implementation of the whole school positive behaviour support program across the school.

### **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 were put on hold in 2020 due to COVID-19 pandemic. PPSS continued to receive the Advance Grant and smaller philanthropic grants which supported students to access additional outdoor education programs giving opportunity to further develop and generalise independence as students returned from remote learning. In 2020 we upgraded the Junior kitchen for our Independent Life Skills program and begun the upgrade for the School Gymnasium roof funded through the Victorian Schools Building Authority and is excited to be included in the Government School Upgrades with the promise of \$9.3 million of funding.

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

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 89 students were enrolled at this school in 2020, 35 female and 54 male.

12 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

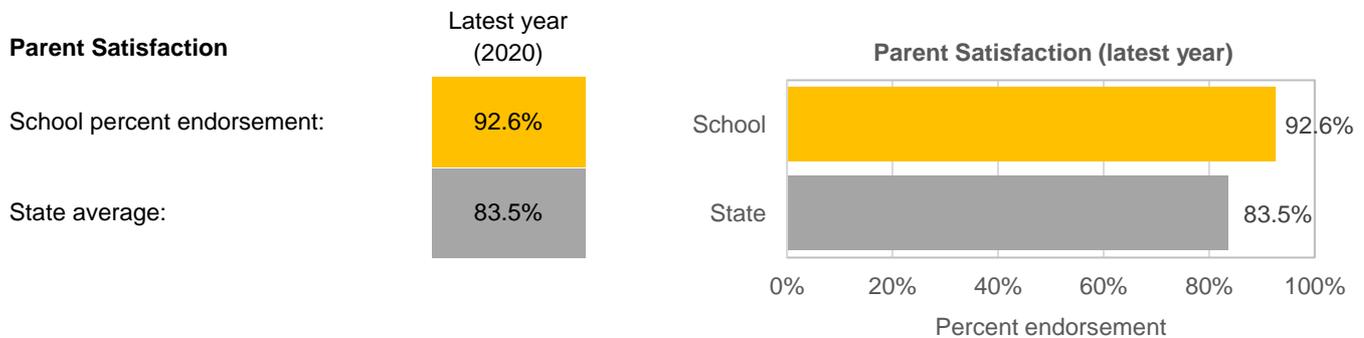
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

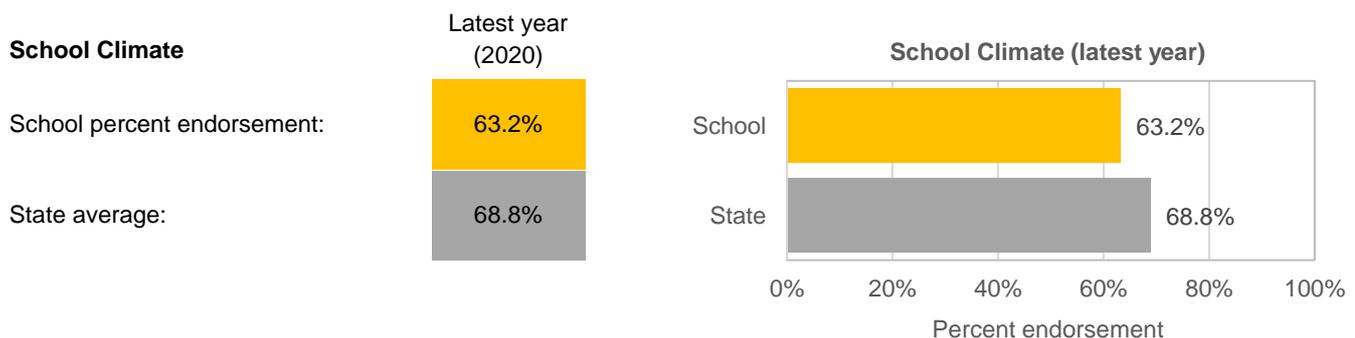


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



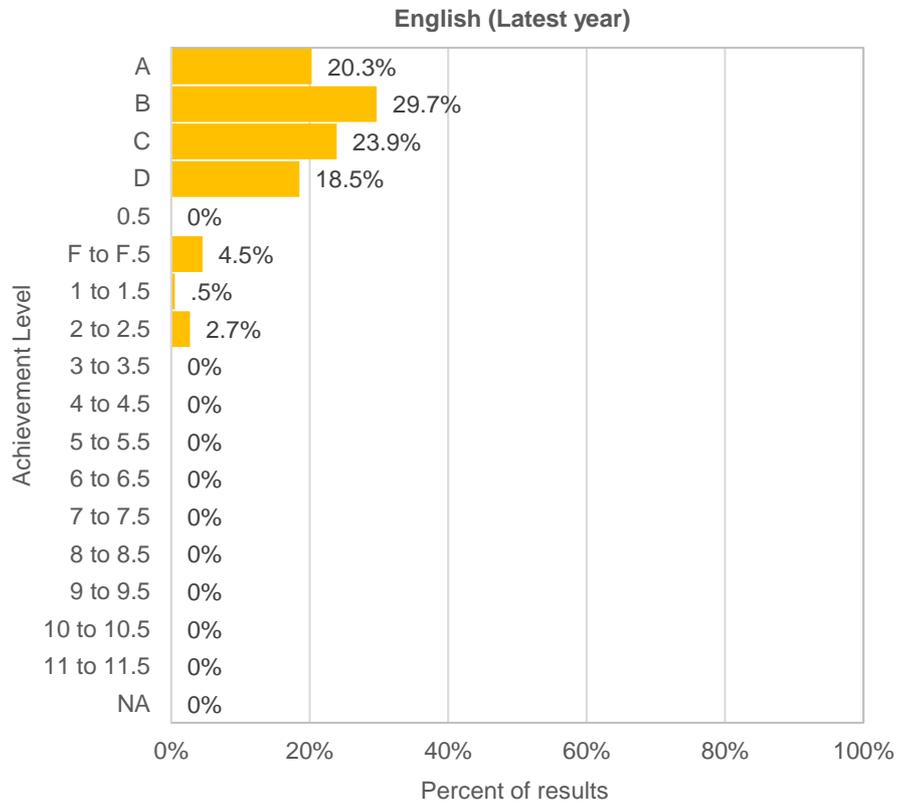
## ACHIEVEMENT

### Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

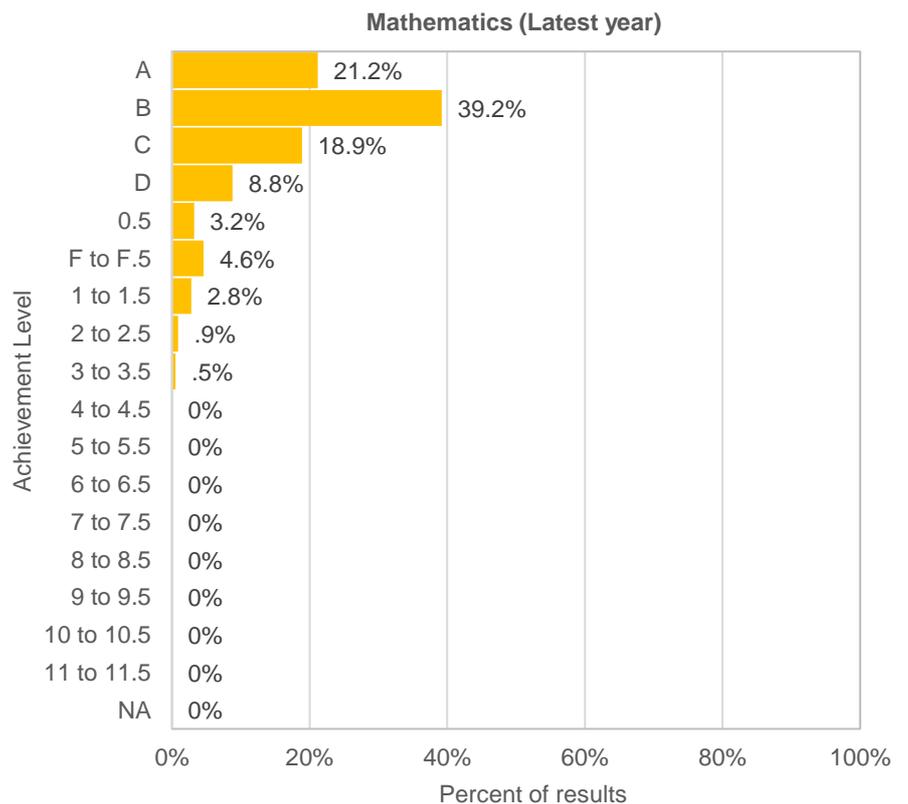
#### English

Achievement Level	Latest year (2020)
A	20.3%
B	29.7%
C	23.9%
D	18.5%
0.5	NDA
F to F.5	4.5%
1 to 1.5	0.5%
2 to 2.5	2.7%
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2020)
A	21.2%
B	39.2%
C	18.9%
D	8.8%
0.5	3.2%
F to F.5	4.6%
1 to 1.5	2.8%
2 to 2.5	0.9%
3 to 3.5	0.5%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	25.1	22.6	19.9	19.6	22.1

### Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	96.2%	NDP	98.0%

# Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,210,363
Government Provided DET Grants	\$387,177
Government Grants Commonwealth	\$6,357
Government Grants State	\$9,725
Revenue Other	\$3,983
Locally Raised Funds	\$250,083
Capital Grants	\$40,000
<b>Total Operating Revenue</b>	<b>\$4,907,688</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$10,825
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$10,825</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,043,418
Adjustments	NDA
Books & Publications	\$402
Camps/Excursions/Activities	\$3,331
Communication Costs	\$22,012
Consumables	\$42,136
Miscellaneous Expense <sup>3</sup>	\$33,291
Professional Development	\$12,199
Equipment/Maintenance/Hire	\$81,593
Property Services	\$95,098
Salaries & Allowances <sup>4</sup>	\$96,715
Support Services	\$28,242
Trading & Fundraising	\$2,402
Motor Vehicle Expenses	\$4,847
Travel & Subsistence	\$906
Utilities	\$59,048
<b>Total Operating Expenditure</b>	<b>\$4,525,641</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$342,047</b>
<b>Asset Acquisitions</b>	<b>\$48,446</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$607,821
Official Account	\$7,623
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$615,443</b>

Financial Commitments	Actual
Operating Reserve	\$70,689
Other Recurrent Expenditure	\$2,302
Provision Accounts	NDA
Funds Received in Advance	\$6,480
School Based Programs	\$111,876
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$139,292
Maintenance - Buildings/Grounds < 12 months	\$50,348
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$3,759
<b>Total Financial Commitments</b>	<b>\$404,746</b>

*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.*