

2021 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 2021 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 02 March 2022 at 01:48 PM by Juliet Cooper (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 April 2022 at 04:30 PM by Kevin Dillon (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 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.

How to read the Annual Report (continued)

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.

'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.

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 disabilities 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 1800s, 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 center, a therapy resource center, multipurpose function rooms, and serviced offices and Performing Arts Centre. These facilities provide 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 maximize learning growth for all students through evaluating the impact on learning and using evidence-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 behavioral responses to demonstrate engagement are areas for future development. COVID-19 and the State Government Lockdowns throughout 2020 and 2021 have

The staffing profile of our school includes 35.46 full-time equivalent staff including one Principal, one Assistant Principal, and 2.0 Learning Specialists. In term 4, 2021 a third Learning Specialist was appointed funded through the Inclusion Outreach Coaching Initiative, and a Learning Tutor (0.4) was also appointed through the Tutor Learning program to support students post covid-19. We had 10.2 Classroom teachers 3.74 EFT Therapists and 16.12 full-time equivalent Education Support (ES) staff. In 2021 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)

As a result of our school review in 2019, a whole school curriculum scope and sequence has been created and implemented 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 the 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 PLCs. 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 commenting on student progress weakly to aid the teaching and learning cycle. The Professional Learning Communities have supported staff with the adoption of this form of assessment routine in 2021 and the moderation of assessment tasks began once again when students returned to onsite learning post-COVID-19 lockdowns. Common Assessment Tasks continue to be implemented and moderated through a whole school scheduled timeline of PLC meetings where Teachers showcase the students' progress over the two-year curriculum framework.

Achievement

In 2021, PLCs were held 3 times per term including through remote means to ensure our new whole school curriculum framework was implemented by Teachers in their weekly work programs across the school. In 2022 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 PLCs. Professional Development opportunities are given to staff to increase capability in Common Assessment Tasks for Literacy and Numeracy. Coaching of teachers will be utilised with peer modeling.

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 2021 Engagement with students and families was significantly reduced by the impact of the COVID-19 Pandemic. Students had access to remote learning materials provided by Teachers, Specialists, Therapists, and Education Support staff through, Google Documents, the school website, SEA SAW, and Sentral to deliver remote teaching and learning materials. Students and families were contacted daily by classroom teachers and those students who were challenged by remote opportunities were offered alternatives or returned onsite in line with the department's guidelines. The 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.

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-centered 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 daily in 2021 through check-ins and welfare checks via emails, surveys, and phone calls for students who were not accessing the online learning materials supplied through remote learning. The wellbeing committee also developed online resources and materials including hardcopy and videos to be used by families during the remote learning period of 2021 during the pandemic and now make up a library of resources that both staff and families can continue to use in 2022 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 behavior support program across the school. In 2021 PPSS implemented the Smiling Minds Program for both staff Ambassadors of the program and trialed the program with students as they returned to onsite learning. The Ambassadors will continue to run Smiling Minds programs throughout the school in 2022. In 2021 our Therapy Team implemented School-Wide Positive Behaviour Support (SWPBS) across the whole school and developed resources for every classroom, An SWPBS Committee met twice per term to reflect on the implementation of the program and support Teachers with its use for particular students. PPSS was funded through DET for one day per week for a Mental Health Practitioner (MHP) for Secondary School aged students and has had limited success in the recruitment of this position, with two successful applicants starting than finishing up within several weeks of being appointed, As a school, we have decided through consultation that we would fund the position a further two entice applicants and be able to use the successful applicant across those whole school. Due to the limited

Finance 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, expenditures associated with facilities management are still required to maintain, service, and run the school facilities. In 2021 The House facility had significant damage by an electrical fault that lead to a fire and much of 2021 was not used as the refurbishment of the Kitchen took three terms to complete. Fundraising activities were put on hold in 2021 due to the COVID-19 pandemic. PPSS continued to receive the Advance Grant and smaller philanthropic grants which supported students to access additional outdoor education programs giving an opportunity to further develop and generalise independence as students returned from remote learning. In 2021 we upgraded three Sensory and therapy Rooms through donations from these small philanthropic grants and completed 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. In 2021 we also began the procurement process for a new school bus to replace one that was no longer, accessible and had deteriorated with wear and tear over its lifetime. We are happy to be taking delivery of this new asset in 2022.

For more detailed information regarding our school please visit our website at
<https://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 86 students were enrolled at this school in 2021, 34 female and 52 male.

13 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).

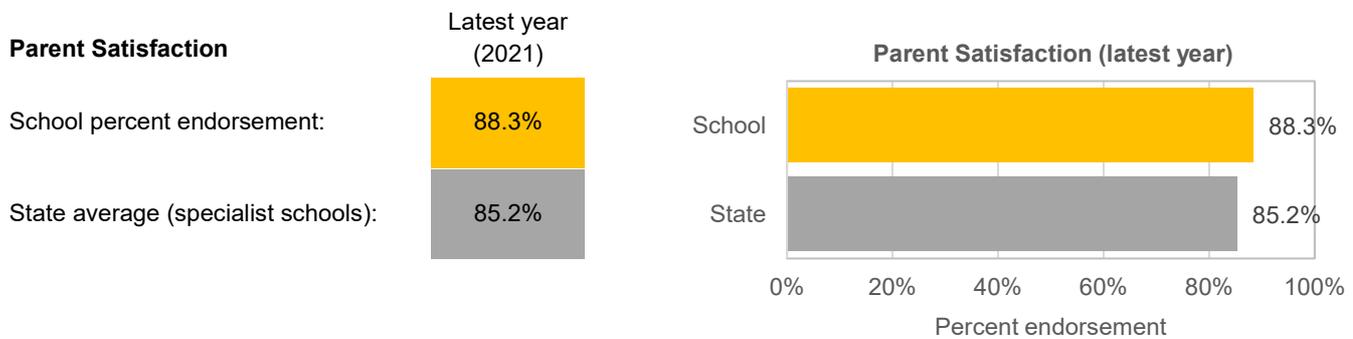
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

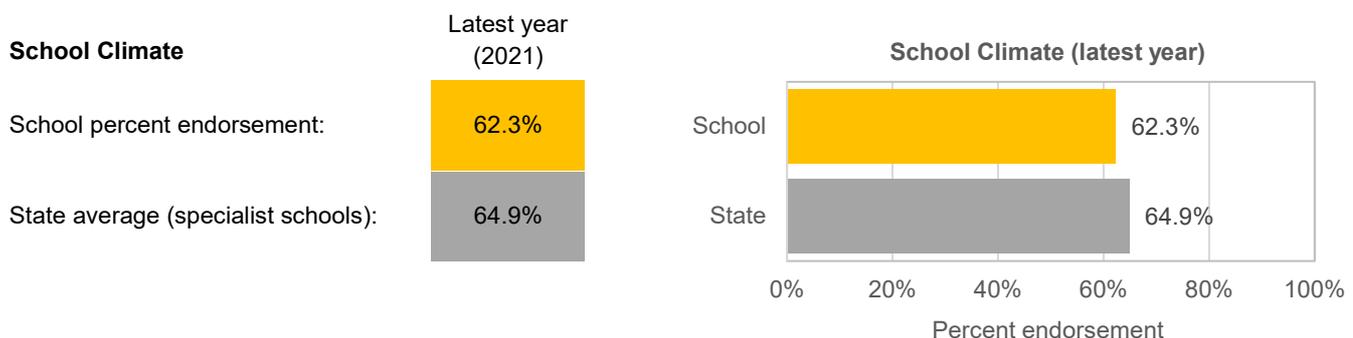


School Staff Survey

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.



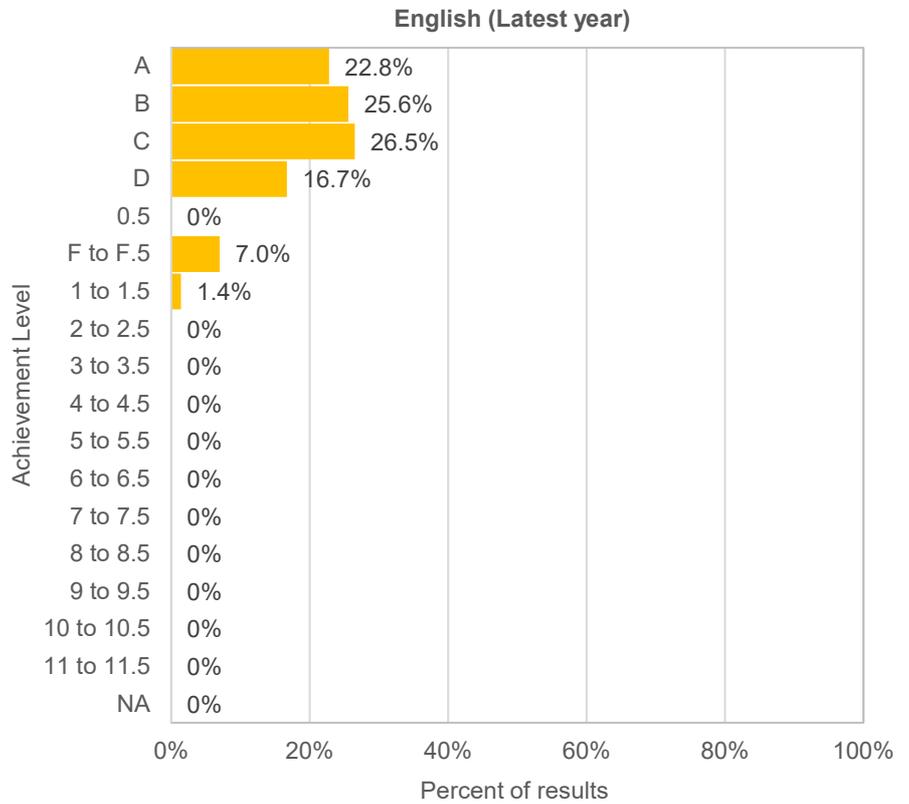
ACHIEVEMENT

Teacher Judgement of student achievement

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

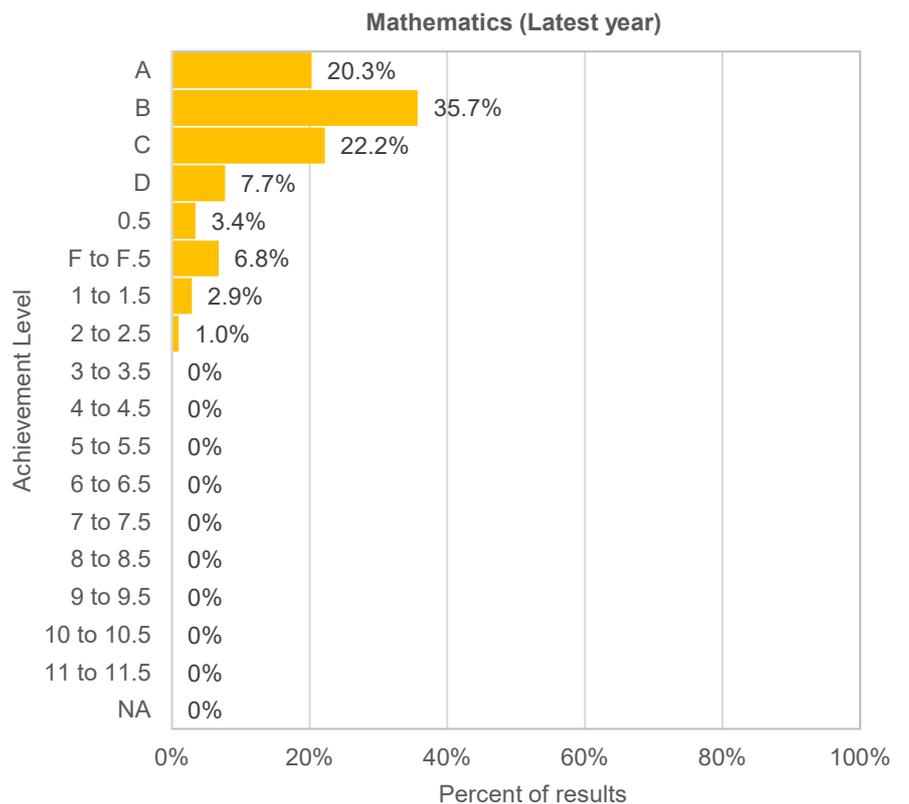
English

Achievement Level	Latest year (2021)
A	22.8%
B	25.6%
C	26.5%
D	16.7%
0.5	NDA
F to F.5	7.0%
1 to 1.5	1.4%
2 to 2.5	NDA
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 (2021)
A	20.3%
B	35.7%
C	22.2%
D	7.7%
0.5	3.4%
F to F.5	6.8%
1 to 1.5	2.9%
2 to 2.5	1.0%
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



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 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	22.6	19.9	19.6	18.3	20.3

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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	96.2%	NDP	100.0%	98.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,010,425
Government Provided DET Grants	\$776,042
Government Grants Commonwealth	\$3,924
Government Grants State	\$11,735
Revenue Other	\$4,847
Locally Raised Funds	\$100,321
Capital Grants	\$0
Total Operating Revenue	\$4,907,294

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,406
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,406

Expenditure	Actual
Student Resource Package ²	\$3,727,482
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$3,064
Communication Costs	\$18,015
Consumables	\$37,690
Miscellaneous Expense ³	\$14,181
Professional Development	\$8,794
Equipment/Maintenance/Hire	\$55,113
Property Services	\$115,258
Salaries & Allowances ⁴	\$98,031
Support Services	\$40,747
Trading & Fundraising	\$6,861
Motor Vehicle Expenses	\$8,110
Travel & Subsistence	\$156
Utilities	\$54,747
Total Operating Expenditure	\$4,188,249
Net Operating Surplus/-Deficit	\$719,046
Asset Acquisitions	\$172,617

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$877,204
Official Account	\$819
Other Accounts	\$0
Total Funds Available	\$878,023

Financial Commitments	Actual
Operating Reserve	\$62,675
Other Recurrent Expenditure	\$1,619
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$74,296
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$118,455
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$231,300
Capital - Buildings/Grounds > 12 months	\$216,147
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$704,492

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.