

## 2014 Annual Report to the School Community

Port Phillip Specialist School

School Number: 5145



Name of School Principal:

Alison Druce

Name of School Council President:

Michael O'Connell

Date of Endorsement:

23 March 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Port Phillip Specialist School (PPSS) is a multi-mode specialist school catering for a diverse range of students aged 2.8 to 18 years. Our student population includes students with mild, moderate to severe intellectual disabilities, with other associated disabilities. Approximately 45% of our students have Autism Spectrum Disorder as well as their intellectual disability. The school is recognised as a leader in providing educational, health and welfare services to students and their families.

Curriculum innovation has been at the forefront of our thinking and practice. Our Visual and Performing Arts Curriculum (VPAC) is embedded in teaching and learning throughout the school. With the VPAC we use the power of an Arts-based curriculum to have students with special needs engage with learning in the following areas; English/Communication, Mathematics, Interpersonal Skills, Personal Learning and Physical Education/Health/Wellbeing. These important learning areas are made more accessible for our students by using dance, drama, music and visual arts as a means to have them develop necessary skills for later life beyond their school years.

The school is also acknowledged as leading the way in Integrated Service provision. We present a new and integrated approach to structuring educational, medical, paramedical and mental health services to maximize the available resources and outcomes for students and the broader community. To support this approach we maintain a diverse staffing mix. This includes two Principal Class officers, twenty-three Teachers and thirty-four Education Support staff including therapists.

### Achievement

During 2014, improvements in student achievement have focused on assessment using the Abilities Based Learning Education Support (ABLES) assessment tools and further development in collaborative report writing across the five curriculum domains.

All students at PPSS were assessed using all four assessment tools across two periods of the school year; start of Term 2 and start of Term 4. These assessments were carried out by more than one staff member in most cases in efforts to align teacher judgments. Assessments were performed before the formal written report cycle as indicators for student progress. All teaching staff completed the online training modules related to ABLES resources early in 2014.

Each teacher planned learning strategies for each semester's duration within all curriculum domains Unit Plans are used to articulate Educational Objectives for class based learning. In many cases these plans were developed collaboratively using collegial support. Student progress was reported through collaboratively written reports. PPSS recognizes that better student outcomes are achieved when learning strategies and activities are developed and implemented collaboratively.

### Engagement

A strong research evidence base exists for using and Visual & Performing Arts (VPS) within teaching and learning. VPA within the teaching process activates neurological pathways and develops new neurological pathways. VPA is highly motivating both extrinsically and intrinsically. During 2014 we sought to measure the level of engagement of our students when learning through VPA. Curriculum Leaders valued the need for this work however, a higher priority developed.

This project evolved into improving the delivery of English content. Using VPA and sharing a range of fundamental English delivery tools such as individualized visual schedules and literacy rich environments became the focus of professional development for teaching staff. Professional development sessions were delivered by therapists, VPA teachers and class teachers. A focused sixty minute English block was implemented school wide and could be evidenced in class programs.

PPSS engaged with the global education community. A new partnership between PPSS and Melbourne Specialist International School (MSIS) in Singapore was endorsed by the Minister for Education, the previous Minister Dixon, under the auspice of the Department of Education and Early Childhood Development (DEECD) International Division. Under this new partnership the VPA Program will be shared. This will be achieved by providing professional development and program consultation to MSIS throughout the one year term of the contract. MSIS seek to emulate the practices and

approaches to education for students with disabilities as implemented at PPSS.

## Wellbeing

Student wellbeing focused on students independence skills. Tracking data has been developed to better communicate each student's level of functioning and inform future skill development. This data has been collected for all students at PPSS. The student hand over process that has been developed is further enhanced with this data. The hand over process includes comprehensive Integrated Services information, medical forms and behaviour plans for each student as is relevant. The package created from this process is handed to the incoming teacher along with verbal 'hand over' meetings which take place on the final Curriculum Day in December. This data also further informs the transition planning for students in their final years of schooling. Teachers are well informed of the needs of students in their new class at the start of each year ensuring appropriate planning to meet the both learning needs and wellbeing for each student in his/her class.

2014 saw a highly successful year in community engagement and the development of resources. To enhance student wellbeing and health, our new main playground refurbishment was completed. The playground has achieved its design intent by providing equipment for independent and structured play and sensory need provision. This includes a new bike track and basketball court, built in gym pieces, climbing bridges and tornado swing. This refurbishment was entirely funded by community contributions.

Through our Integrated Services Model PPSS continue to have a strong focus on the development of students of social skills, self-esteem and conflict resolution. Through collaborative programs planning and implemented by therapists and teachers we continue to enhance our students wellbeing.

## Productivity

DEECD introduced new Performance and Development processes. These came into effect during 2014. PPSS established a project group made up of teachers, leadership members and the local Australian Education Union representative. Significant consultation was used to develop a new Performance and Development process at PPSS. Using the Australian Institute for Teaching and School Leadership (AITSL) standards as a reference point, new templates were developed. Discussion focused on what evidence could be presented by teachers to demonstrate they were performing at standard both within each domain and within the individual goals set. Staff at PPSS elected to move to a calendar year for Performance and Development process purposes.

Further work on Curriculum Day in July focused on developing a matrix of professional expectations at PPSS. All teachers input views on levels of professional practice and developed a combined view of the standards expected of all at PPSS.

A Performance and Development package has been formed to clearly articulate the processes at PPSS. This includes a visual flow chart to ensure teachers have clarity of the process including time frames. This work will be further extended in 2015 with a focus on building a culture of professional feedback.

Staff efficacy improved through the enhancement of curriculum documentation. The VPAC was reviewed and updated to include AusVELS. This work was carried out by senior teachers developing curriculum educational objectives within the Foundation to Four levels within each curriculum domain.

In addition, Bloom's Taxonomy was re-visited. Associated verbs were added to curriculum documentation to remind teachers of the hierarchy of development when planning Educational Objectives for their students.

Sub-school professional development, led by Curriculum Leaders, was targeted to Educational Objective planning and the specific needs of teachers and students. These teams formed Professional Learning Teams (PLT's) and enhanced the collaborative planning and implementation of student programs.

Data from the Staff Opinion Survey supports that the culture and processes at PPSS are viewed as supportive by team

members.

For more detailed information regarding our school please visit our website at  
<http://www>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

### School Profile

#### School Enrolments

A total of 139 students were enrolled at this school in 2014, 59 female and 80 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



# How to read the Performance Summary

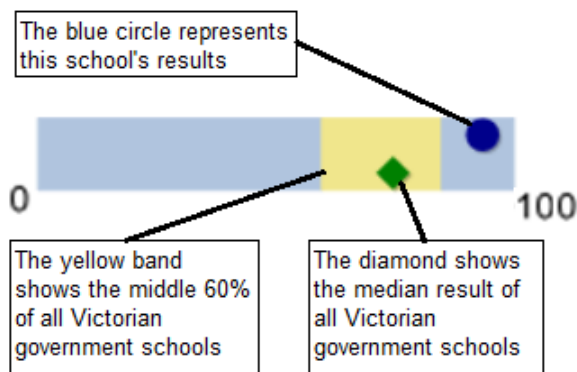
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

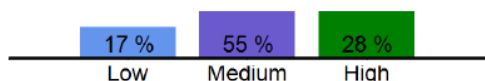
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$4,419,529
Government Provided DE&T Grants	\$624,565
Government Grants Commonwealth	\$9,443
Government Grants State	\$9,725
Revenue Other	\$11,835
Locally Raised Funds	\$231,840
<b>Total Operating Revenue</b>	<b>\$5,306,937</b>

Funds Available	Actual
High Yield Investment Account	\$302,137
Official Account	\$23,025
Other Accounts	\$78,178
<b>Total Funds Available</b>	<b>\$403,340</b>

Expenditure	
Student Resource Package	\$4,449,180
Books & Publications	\$2,164
Communication Costs	\$18,982
Consumables	\$77,691
Miscellaneous Expense	\$40,638
Professional Development	\$15,667
Property and Equipment Services	\$284,277
Salaries & Allowances	\$190,940
Trading & Fundraising	\$11,026
Travel & Subsistence	\$12,355
Utilities	\$53,762

Financial Commitments	
Operating Reserve	\$50,000
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds incl SMS<12 months	\$36,803
Maintenance - Buildings/Grounds incl SMS<12 months	\$110,000
School Based Programs	\$126,260
Other recurrent expenditure	\$50,277
<b>Total Financial Commitments</b>	<b>\$403,340</b>

**Total Operating Expenditure** **\$5,156,681**

**Net Operating Surplus/-Deficit** **\$150,256**

**Asset Acquisitions** **\$172,406**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

[Insert financial commentary here]