

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 01 May 2024 at 05:58 PM by Anne O'brien (Principal)

- This 2023 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 02 May 2024 at 01:36 PM by Paul Grant (School Council President)

# How to read the Annual Report

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## 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

### Learning

- 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).

Key terms used in the Performance Summary are defined below:

### NDP and NDA

'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').

## Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### **Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Port Phillip Specialist School boasts outstanding upgraded purpose-built facilities to support teaching and learning within an inclusive model and is located in a central position within proximity to the CBD, public transport, and recreational facilities. The grounds consist of four outdoor learning spaces and three playgrounds allowing opportunities for active and passive play and outdoor learning in the house garden. The full-size gymnasium and hydrotherapy swimming pool ensure a range of activities are encompassed in daily learning opportunities and to support Health and Physical Education and well-being.

The school's mission is to ensure a commitment to the values of professional collaboration, trust, compassion and respect whilst embracing diversity in an environment that is creative, accepting, flexible and positive. PPSS supports students to build confidence and demonstrate capabilities in a respectful and supportive environment and believes that all students can develop in their independence and communication skills to the best of their abilities.

The key values demonstrate Port Phillip Specialist School's commitment to implementing its Mission so that the vision is driven by our values of:

- Respect: We respect the diversity of our community and value the ideas and well-being of every individual.
- Trust: Trust empowers us all. We trust each other to act and in turn, we feel trusted to act ourselves.
- Compassion: We remain open and willing to feel for others to gain insight into their experiences.
- Collaboration: Collaboration is the essence that drives the actions and interactions across our school community. We work together to support all students.

93.5 student enrolments were confirmed in August 2023. The family Occupation (SFOE) index in 2024 is 0.102 and the Student Family Occupation and Education Index is consistently low. The overall school's socioeconomic profile is based on the school's Student Family Occupation and Education Index (SFOE). SFOE is a measure of the socio-educational disadvantage of a school, based on the 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, and a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is: Low.

Students enrolled at Port Phillip Specialist School are funded under the Program for Students with Disabilities (PSD) and transitioning to Disability Inclusion Funding (DI). New enrolments are funded under DI funding. Two students are currently funded under alternate placement and 5 students are from Out of Home Care.

The school went through a School Review in 2023. The review highlighted the value of the Art's Festival and the introduction of the School Wide Positive Behaviour Framework (SWPBS) along with the guaranteed and viable curriculum in English and Mathematics. Remote and Flexible learning was also highlighted with PPSS successfully providing inclusive and supportive approaches during this period.

The Leadership team consists of a substantive Principal appointed in September 2023, a substantive Assistant Principal appointed in term one 2024, and a Mathematics Learning Specialist. The Integrated Services Team consists of allied health staff: 1.6 Occupational Therapists, 0.6 Speech Therapist/DI Coordinator, 1.0 Physiotherapist and 1.0 Mental Health Practitioner/Wellbeing. 12 Homegroups are taught by 12 teachers and supported by 21 Education Support Staff (4 staff part-time) (ES), two Specialist Teachers, 1 Early Education Teacher, 0.2 tutor learning and 3 administrative staff. The school's specialist programs are Performing Arts, Visual Arts, and Physical Education including swimming.

A major success in 2023 was the completion of the upgraded facilities resulting in a new administrative block complete with a social staffroom, meeting rooms, offices and a sick bay and purpose-built classrooms in Block B incorporating DDA bathrooms, classrooms, sensory rooms, active learning spaces, library space, and staff offices allowing for collaborative planning and outdoor learning spaces and the installation of three flagpoles.

A substantial commitment via Equity funding saw a review of processes to support the implementation of wellbeing programs to support students. Equity funding has been allocated to promote SWPBS accreditation and to implement Respectful Relations across the school, support additional ES, and release the Speech Pathologist to manage Disability Inclusion at a whole-school level.

The school maintains local community partnerships including Back to Bikes, Riding for the Disabled, The Orange College and local Woolworths supporting teaching and learning through engagement with the local community.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Student achievement of Individual Education Plan goals and the development of meaningful literacy and numeracy programs have

been areas of focus in 2023.

Student Support Group Meetings (SSG) that inform student's Individual Education Plans (IEPs) were prioritised in 2023. Meetings were scheduled to allow relevant therapy staff to attend every meeting. Teachers and therapists consulted to identify and write priority smart goals. The 3 individual goals were written in the 'SMART' format including adjustments to learning ensuring students were able to access the curriculum and supporting maximum engagement in learning.

Teachers implemented Little Learners Love Literacy (LLLL), where students are systematically taught synthetic phonics and skills for decoding. The Tutor Learning Program (TPG) and Classroom teachers implement LLLL and all classrooms have been working with their decodable readers. This year our TLP teacher began to collect data with the small group of students she was working with during her program. This included letter/sound identification and running records to ensure that the students were working at their point of need. Moving forward we will be collecting whole school letter/sound identification data with the help of our Speech Therapists and Occupational Therapists to ensure that we are collecting accurate data from our non-speaking students.

Teachers implemented the viable and guaranteed curriculum in mathematics. Students engaged with strands and threads within the mathematics curriculum that supported them to engage with and consolidate mathematical concepts. Students learnt through functional activities and had opportunities to transfer skills to everyday lives.

The Learning Specialists held three Professional Learning Community (PLC) meetings each term. Classroom teachers focused on improving student learning in line with the improvement priorities outlined in our school's Annual Implementation Plan (AIP). Staff collaborated to create differentiated assessment tasks for students working at levels A, B, C, D, Level 1, Level 2 and Level 3 within the Victorian Curriculum. Teachers then moderated the student's work to ensure accurate data was collected and together planning took place. This allowed staff to share their expertise along with lesson plans that have been successfully implemented along with suggested adjustments.

## Wellbeing

The school had a whole school focus on health and wellbeing for all school stakeholders that included embedding approaches to build community connections and connectedness across the school year. This included a whole school approach towards social and emotional learning and engagement. This was supported through the SWPBS framework, where students accessed individualised toolboxes to support sensory regulation. The Occupational therapist worked consistently with staff to ensure the toolboxes were regularly updated according to students' needs. Behaviours of Expectation from the SWPBS matrix were explicitly taught to enable students to work towards demonstrating behaviours to be safe, respectful, responsible and to be learners. This resulted in increased de-escalation in student behaviours and an increase in positive behaviours confirmed by the staff opinion survey. Respectful Relations was incorporated and targeted to student needs.

The Mental Health Practitioner worked to promote positive mental health and wellbeing for the whole school community. The Mental Health Program has provided support at an individual, group and whole school level, and has included individual counselling, Respectful Relationships and Social and Emotional learning programs in classrooms and the evolving whole school superhero strengths program. Underpinning all of these initiatives is a focus on supporting the community to identify and understand individual and group strengths and how they are used to have a positive impact on our own lives and the lives of those around us. Strengths-focused well-being programs take a holistic and preventative approach to well-being and mental health, aiming to build resilience and growth at the individual and community level and encourage positive culture and strength-focused conversations across the school. Collaborations between staff and the Mental Health Practitioner have promoted a deeper understanding of student strengths to facilitate individual resilience and well-being, developing and maintaining positive and meaningful relationships and have been designed around the respectful relationships curriculum.

Integrated Services Meetings focused on student wellbeing. Students identified in Tier One to Three were discussed and targeted strategies were implemented to support student well-being and engagement through consultation and collaboration between the physiotherapist, occupational therapists, speech therapist, mental health practitioner, teachers, inclusion outreach coach and leadership staff. Therapy staff work alongside teachers to support the delivery of programs with a therapeutic approach that promotes well being and engagement for students.

## Engagement

The school's strong focus on engagement and supporting students with additional needs continued in 2023. The SWPBS framework supported student well-being and academic outcomes and promoted increased respectful and positive behaviour. With a focus on positive behaviour, students were given opportunities to increase engagement in learning through their ability to regulate behaviour when supported with a sensory toolbox. Teachers were able to access tools that allowed them to establish and maintain a positive learning environment where they were able to focus on teaching and learning because of the decrease in students due to dysregulation.

The student well-being and attendance policy procedures were reviewed resulting in ensuring the absence coding was correctly entered into the department's database to reflect the accurate reason for student absences. Consistent parent contact was made when students were absent for 2 consecutive days and codes were updated once reasons for absences were confirmed. For students who had multiple absences, plans were implemented to increase attendance along with support from the mental health practitioner or leadership in facilitating student's regular attendance.

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## Other highlights from the school year

2023 saw the completion of the building upgrade. The school community celebrated the school opening in Term 4. Guests included past staff, founding principal, parents, students and community members. Staff and students were excited to move back into purpose-built facilities that were spacious, supported learning needs, were DDA accessible, and supported student movement and quiet needs along with outdoor learning and sensory spaces. Staff had access to a social staffroom and teacher office space allowing for collaborative planning and whole school professional development. Additionally, had access to the playground that had been reduced to a third of its original space and transitioning between buildings, learning spaces and playgrounds was once again efficient and accessible for all students. The administration building supported the smooth and efficient running of the school with parents having the opportunity to volunteer or meet on the premises and all meetings with parents, external therapists, DI meetings able to be held on-site.

We welcomed parents to a whole school movie night which was very successful. Parents had the opportunity to go to the movies with their children and enjoy the night. It will be a regular community event moving forward.

Students attended Blackwood Camp where they participated in activities designed to promote healthy self-esteem, develop resilience and build teamwork with all students who attended camp gaining valuable and worthwhile experiences. Students also attended Riding for the Disabled, Circus Skills excursions, and excursions to the art gallery, aquarium and local parks. Engagement with the community allows students to develop relationships and be supported by a wider community.

In term 4, the school opened the Mini Woolies shop. The program involves replicating a Woolworths supermarket on a smaller scale and is designed as a learning and educational tool where students can practice real-life skills in numeracy, literacy and communication, and have opportunities for students to build their confidence and independence as they prepare for future experiences in the wider community.

2023 was also a year of the school review. This allowed us to reflect on our practices and the progress of students as well as celebrate our achievements. Most importantly it also allowed us to focus on and plan for areas of development over the next strategic plan to ensure that teaching-learning, and community connectedness is strengthened ensuring students have the best opportunities and experiences as the school strives for excellence for all stakeholders.

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## Financial performance

2023 saw the completion of the \$9K school upgrade. Financial projections were made in 2022 to refurbish out-of-scope needs and wish list items to refurbish the upgraded facilities. At the end of 2023, the school received \$13468 in equity funding which was utilised to employ staff to support student's social and emotional skill development. The school received a Smarty Grant which was used to install shade sails and also accessed sporting schools to access Health and PE programs to promote students' health and well-being. Fundraising opportunities included Bunnings Sausage Sizzle and the teatowel fundraiser. Both fundraisers were very well supported with funds targeted for the playground upgrade.

**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 2.0 (FISO 2.0).

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 91 students were enrolled at this school in 2023, 28 female and 63 male.

11 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).

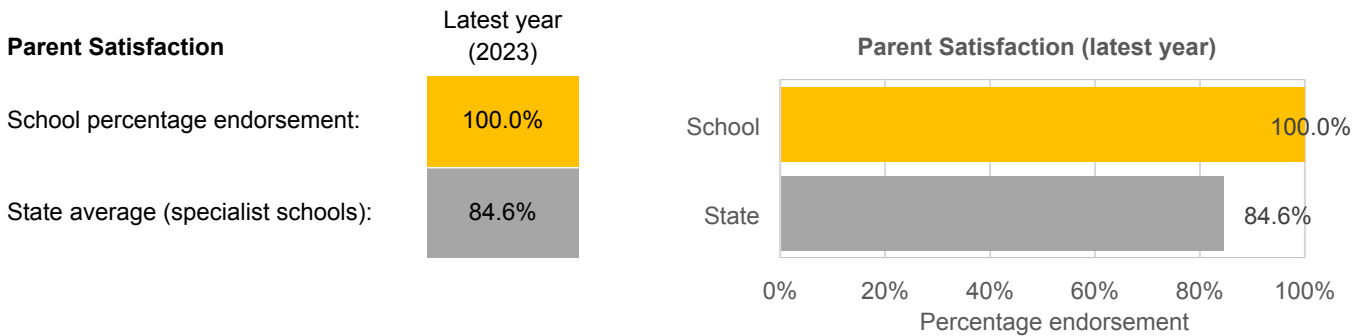
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

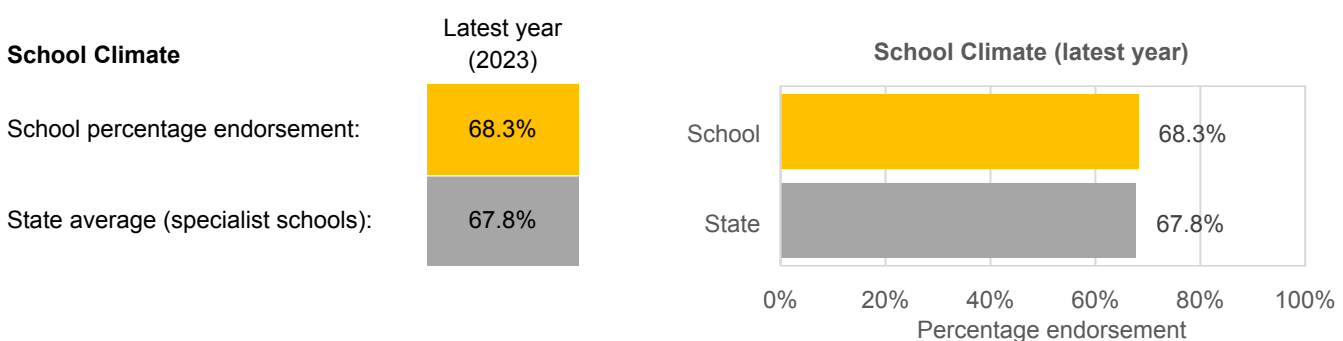


### School Staff Survey

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

Percentage 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.



**LEARNING**

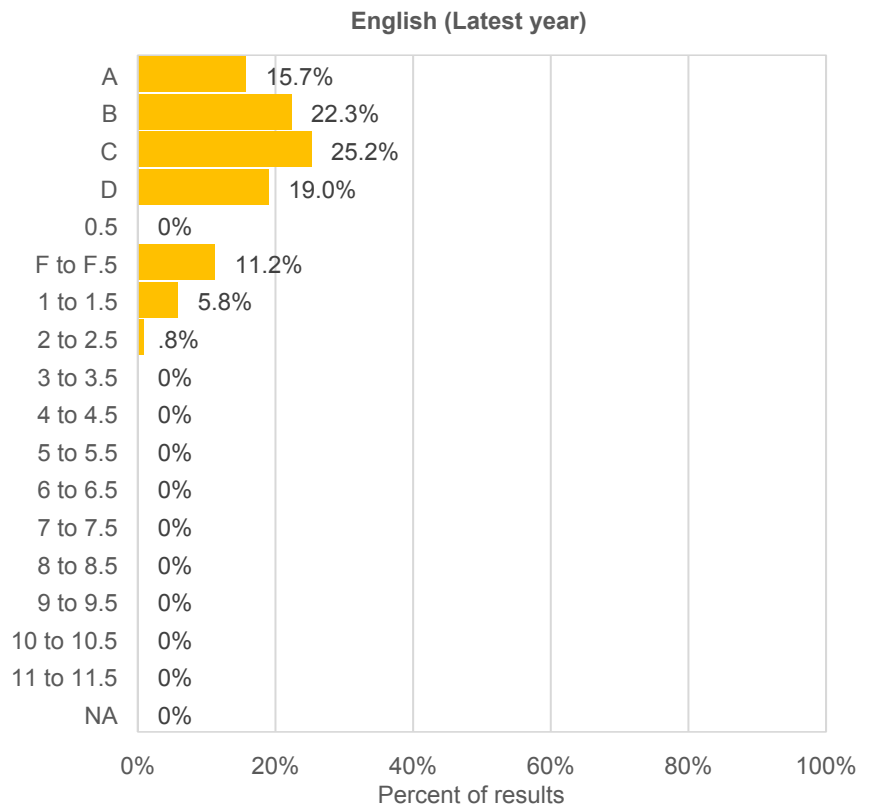
**Teacher Judgement of student achievement**

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

**English**

Achievement Level	Latest year (2023)
A	15.7%
B	22.3%
C	25.2%
D	19.0%
0.5	NDA
F to F.5	11.2%
1 to 1.5	5.8%
2 to 2.5	0.8%
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

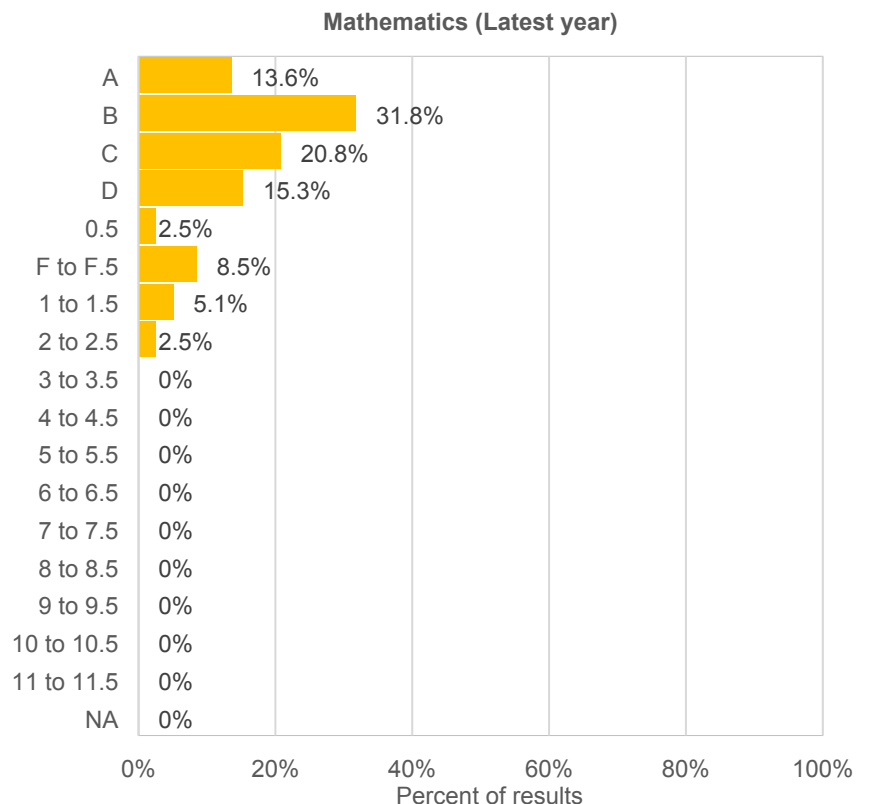
Achievement Level



**Mathematics**

Achievement Level	Latest year (2023)
A	13.6%
B	31.8%
C	20.8%
D	15.3%
0.5	2.5%
F to F.5	8.5%
1 to 1.5	5.1%
2 to 2.5	2.5%
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

Achievement Level





## 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.

Student Absence	2020	2021	2022	2023	4-year average
School average number of absence days:	19.6	18.3	32.1	20.2	22.4

### 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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	NDP	100.0%	100.0%	100.0%	100.0%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,882,821
Government Provided DET Grants	\$407,317
Government Grants Commonwealth	\$5,922
Government Grants State	\$0
Revenue Other	\$34,138
Locally Raised Funds	\$75,951
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,406,150</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$9,310
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$9,310</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,424,603
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$12,506
Communication Costs	\$11,579
Consumables	\$65,823
Miscellaneous Expense <sup>3</sup>	\$13,965
Professional Development	\$10,884
Equipment/Maintenance/Hire	\$103,777
Property Services	\$95,873
Salaries & Allowances <sup>4</sup>	\$181,076
Support Services	\$106,933
Trading & Fundraising	\$8,527
Motor Vehicle Expenses	\$12,186
Travel & Subsistence	\$0
Utilities	\$60,962
<b>Total Operating Expenditure</b>	<b>\$5,108,693</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,297,457</b>
<b>Asset Acquisitions</b>	<b>\$167,347</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 16 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$283,645
Official Account	\$7,465
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$291,110</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$104,438
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$62,451
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	\$275,089
Maintenance - Buildings/Grounds < 12 months	\$125,709
Asset/Equipment Replacement > 12 months	\$78,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$645,687</b>

*All funds received from the Department of Education, 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.*