

School Strategic Plan 2023-2027

Port Phillip Specialist School (5145)



PORT PHILLIP
Specialist School

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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School vision	<p>Port Phillip Specialist School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between the school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for all students.</p> <p>VISION Our vision is to create a supportive and motivating learning environment based on a culture is one of respect, trust, collaboration, and compassion. One in which students are challenged in a supportive environment and are part of an inclusive community.</p> <p>MISSION To build the capacity of every student to be independent and to develop social skills and readiness for post school life.</p> <p>OBJECTIVE: To ensure that all students are provided with individualised learning and support to enable them to - develop their literacy and communication skills to communicate effectively with others. - learn prosocial skills to effectively interact with other others in a variety of situations - learn strategies to regulate their emotions - develop self-care and independent living skills - access the Victorian Curriculum at an appropriate level.</p>
School values	<p>Trust - Trust empowers us all. We trust each other and feel trusted to act ourselves. Collaboration - We work together to support all students and each other. Compassion - We treat each other with compassion. Respect - We respect the diversity of our community and value the ideas and wellbeing of every individual.</p>
Context challenges	<p>Port Phillip Specialist School (PPSS) is located in the Local Government Authority of Port Phillip in the south-eastern suburbs of Melbourne approximately five kilometres from the Melbourne Central Business District. The school has completed an upgrade of facilities that has enhanced teaching and learning with further upgrades required to complete the master plan. The school is organised into an administrative wing and senior, middle and junior sub-schools each with appropriate recreational play spaces and sensory areas. The school has a performing and visual arts centre and an aquatic centre to support learning and therapeutic care. Enrolments at the time of the review in 2023 were 95 students. Enrolments have been stable over the past four years.</p>

	<p>The Student Family Occupation (SFO) index was 0.2781 and the Student Family Occupation Education (SFOE) index was 0.2185 in 2022–23.</p> <p>The staffing profile of Port Phillip Specialist School includes a principal and assistant principal, teaching staff, education support (ES) staff, and allied health professionals including occupational therapists, speech therapists, physiotherapists and a mental health practitioner.</p> <p>The school provides an approved curriculum framework differentiated to meet student needs. All students have individual education plans (IEPs) and personalised goals. Specialist subjects provided include visual and performing arts and health and physical education</p> <p>The school provides an early education program onsite and supports the placement of students with disabilities and additional needs at the Port Melbourne Uniting Kindergarten.</p>
<p>Intent, rationale and focus</p>	<p>Port Phillip Specialist School aims to maximise student potential by providing an individualised safe learning environment that promotes active learning and encourages adventure, independence and self-esteem. Port Phillip Specialist School provides all students with an individualised curriculum with therapeutic supports that prepare them for life as valued community members.</p> <p>Port Phillip Specialist School is renowned for its mental health and well-being services. The school's new strategic plan (2023-2027) identifies the importance of providing a systematic and integrated service team (IST) approach that supports students throughout their entire school experience. An IST approach provides each student and their family the support they need, when they need it and the therapy services to enable all students to access the curriculum in a safe and supported way. Our IST approach provides universal and tiered support in a structured and data-informed manner in the areas of Student Engagement, Capabilities Curriculum, Health and Physical Activity, Mental Health and well-being.</p>

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Goal 1	Optimise student learning growth
Target 1.1	By 2027 increase the percentage of students demonstrating in-band learning growth for: <ul style="list-style-type: none">• speaking and listening from 55% in 2022 to 65%• reading from 56% in 2022 to 65%• mathematics from 52% in 2022 to 65%
Target 1.2	By 2027: <ul style="list-style-type: none">• 100% of students will have individual education plans• 100% of student individual goals will contain targeted smart goals• 90% of students will achieve their three individual learning goals• (baseline data unavailable)
Target 1.3	By 2027 increase the percentage of positive endorsement on the School Staff Survey for: <ul style="list-style-type: none">• leadership module from 55% in 2022 to 65%• collective focus on student learning factor from 66% in 2022 to 75%
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect	Redefine the school's vision for learning and wellbeing

<p>shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build leadership structures and collaborative processes to realise the school's vision</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Define and implement the Port Phillip Specialist School's guaranteed and viable curriculum and assessment framework</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Goal 2</p>	<p>Optimise student well-being outcomes</p>
<p>Target 2.1</p>	<p>By 2027 increase the percentage of positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> • use student feedback to improve practice from 55% in 2022 to 60% • teacher collaboration from 56% in 2022 to 65%.

<p>Target 2.2</p>	<p>By 2027 increase the percentage of positive endorsement on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • promoting positive behaviour from 81% in 2022 to 85% • student agency and voice from 79% in 2022 to 81% • connection and progression module from 84% in 2022 to 88%
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed whole school consistent practices in positive behaviour support through professional learning to monitor and support student wellbeing outcomes</p>
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Broaden the range of partnerships to support the learning and well-being of all students</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	

Key Improvement Strategy 2.b

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

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