

2013 Annual Report to the School Community

Peninsula Specialist College

School Number: 5230



Name of School Principal: Peter Koop

Name of School Council President: Nicola Douglas

Date of Endorsement: 28th April 2014

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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Peninsula Specialist College is a dual mode setting catering for students with an intellectual disability. Students are aged between 5 to 18 years, with primary and secondary departments operating in the school.

Peninsula Specialist College is committed to learning through the development and implementation of a comprehensive whole school curriculum that is engaging, motivating and challenging, enabling our students to strive towards their academic, social, emotional and physical potential.

The school provides comprehensive programs for students with an extensive curriculum to ensure that students achieve personal success, in a caring and supportive environment.

An Individual Education Program is developed for each student. Our engaging and comprehensive curriculum provides a strong focus on Literacy and Numeracy, Science, Communication Skills, Social Skills and Technology.

Peninsula Specialist College provides Speech Pathology, Physiotherapy and Occupational Therapy support through our multidisciplinary team.

At Peninsula Specialist College staff and students have made clear, through consultation, that the following values are crucial to ensure we work together effectively and ethically; RESPECT, COOPERATION, COMMUNICATION, ROLE CLARITY, PROFESSIONAL BEHAVIOUR.

Peninsula Specialist College has 49.2 equivalent full-time staff: 3 Principal Class, 20.4 teachers and 26.8 Education Support Staff.

All students at Peninsula Specialist College showed progress at satisfactory or above in achieving their individual goals.

Further information can be found on the Peninsula Specialist College website www.peninsulaspecialist.vic.edu.au/ .




Achievement	Engagement	Wellbeing
<p>Peninsula Specialist College will:</p> <p>Improve student achievement across the curriculum with particular focus on literacy, numeracy, science, communication and personal development.</p> <ul style="list-style-type: none"> ~ establish a coherent, accessible and relevant curriculum across the AUSVELs domains. ~ enhance purposeful teaching practices by building staff capacity within a framework of collaborative teams. ~ revisit school vision and school goals. ~ develop a curriculum planning regime. ~ develop a whole college approach to teaching and learning. ~ collect and analyse available data. ~ increase the percentage of students deemed capable to work at level 2 reading to 60% ~ increase the percentage of students deemed capable to be at level 2 or above in the physical, personal and social learning domain to 50%. ~ increase the percentage of students deemed non-verbal to communicate through Assisted Learning Devices, electronic devices and/or augmentative and alternative communication to 50%. 	<p>Peninsula Specialist College will:</p> <p>Improve attention to, and engagement in, learning and respect for themselves and others.</p> <ul style="list-style-type: none"> ~ develop the capacity of teachers to engage students in stimulating learning that ensures a greater level of personal learning opportunities, improved problem solving and creative thinking and increased independence and interdependence. ~ provide resources and relevant PD to support social skills program across the college. ~ implement social skills programs across the college. ~ include partnership program goals into curriculum planning documents and Individual Learning Plans. ~ decrease the average ungraded days absent to 25.5 or less. ~ increase the student behaviour variable (classroom) in the staff opinion survey to 76.5. ~ increase the student motivation variable in the parent opinion survey to 6.35. 	<p>Peninsula Specialist College will:</p> <p>Enhance the transition of students into, within and out of Peninsula Specialist College in order to realise their full academic, social and physical potential.</p> <ul style="list-style-type: none"> ~ develop transition processes into, through and out of the school that track each student's learning journey. ~ review current transition processes. ~ investigate the implementation of a suitable student tracking tool. ~ provide a smooth and positive transition experience for all students. ~ complete MIPS plans for all students aged 15+. ~ will use available transition data to inform the selection of a suitable student tracking tool.

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

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 129 students were enrolled at this school in 2013, 44 female and 85 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.



Please note: The Staff Opinion Survey was not conducted in 2013.

How to read the Performance Summary 2013

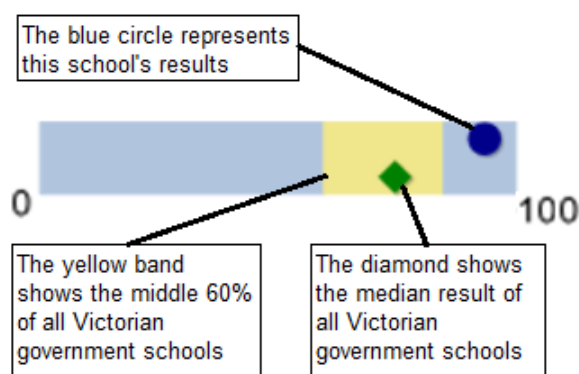
What are student outcomes?

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.

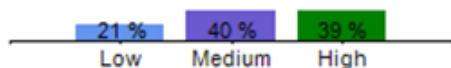
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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 relative growth 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 growth 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 relative growth 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 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$599,394
Government Grants State	\$9,725
Revenue Other	\$7,852
Locally Raised Funds	\$114,304
Total Operating Revenue	\$731,274

Funds Available	Actual
High Yield Investment Account	\$168,850
Official Account	\$31,667
Total Funds Available	\$200,517

Expenditure	
Books & Publications	\$4,474
Communication Costs	\$10,248
Consumables	\$100,698
Miscellaneous Expense	\$151,410
Professional Development	\$22,268
Property Maintenance	\$189,321
Salaries & Allowances	\$158,724
Trading & Fundraising	\$7,137
Travel & Subsistence	\$11,350
Utilities	\$28,161
Total Operating Expenditure	\$683,792

Financial Commitments	
Operating Reserve	\$99,981
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$40,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
School Based Programs	\$30,536
Total Financial Commitments	\$200,517

Net Operating Surplus/-Deficit **\$47,482**

Asset Acquisitions **\$12,244**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

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

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary