

# 2019 Annual Report to The School Community



School Name: Peninsula Specialist College (5230)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2019 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 09 September 2020 at 02:05 PM by Peter Koop (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 October 2020 at 03:06 PM by Clemens Unger (School Council President)

## About Our School

### School context

Peninsula Specialist College is a dual mode setting for students with a diagnosed intellectual disability. The school caters for students 5 – 18 years of age in its primary and secondary departments. We offer a comprehensive curriculum program using the Victorian Curriculum F -10 and Foundation VCAL to ensure that all students achieve personal success. Every year an Individual Learning Plan is designed for each student providing a personalised approach to learning.

Peninsula Specialist College believes that every child can and will learn in an environment of dignity and respect. Students are encouraged to take responsibility for their own learning and become successful learners, capable of building positive relationships across the school and wider community.

All staff at Peninsula Specialist College work within multidisciplinary teams focusing on students' academic, social and emotional goals.

Therapeutic interventions are the foundation of the educational programs at Peninsula Specialist College. Occupational Therapy based programs assist in the regulation of students' nervous systems, ensuring they are ready to learn. Every student has a functional communication modality ensuring their voice in their learning. An embedded Physiotherapy program assists students with their strength, conditioning and mobility.

Peninsula Specialist College is a School Wide Positive Behaviour School. Understanding student behaviour is a key to helping our students achieve the best possible outcomes at school, home and in the community. All staff participate in training which builds their capacity to prevent and respond to behaviour in a positive and consistent way across the school.

Our Vision:

Peninsula Specialist College students will be happy, resilient and confident individuals who work towards optimal independence through lifelong learning. They will be responsible, caring and respectful members of their community who acknowledge and respect cultural diversity. Students will be positive role models who are engaged with the school and the wider community and will advocate for themselves utilising effective communication.

Peninsula Specialist College students and staff will take every opportunity to ensure the wellbeing, empowerment and safety of all.

Our Values:

Our school values reflect the positive behaviours of our school community: Be a Learner, Be Respectful, Be Safe and Be Responsible. These values apply to behaviours in the classroom, playground and in the community. They are implemented and expected of all members of our school community.

Peninsula Specialist College has FTE staff: 3 Principal Class, 24.2 FTE teachers and 45.5 FTE Education Support Staff.

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

### Framework for Improving Student Outcomes (FISO)

In 2019, Peninsula Specialist College focused on the FISO improvement initiative of Positive Climate for Learning. This focused on the key improvement strategy of setting expectations and promoting inclusion capacity of students to monitor and self-regulate their behaviour to enable them to access learning and to minimise classroom disruptions through dysregulated behaviour. Students were given personalised 'Engine Speed' speedometers and 'Toolboxes' to assist in the regulation of their nervous systems. Each student in the school now has their social and personal needs met via a 'Positive Behaviour Support Plan'. This plan identifies the resources / interventions that are required in a tiered level of support. This is a proactive approach to meeting student need in a positive way, thereby minimising problematic behaviour and maximising time on task. Over the next twelve months data will be collected in relation to problematic or disruptive behaviours to analyse and effectively tailor the personalised engine speed interventions.

The other FISO improvement initiative, Building Practice Excellence was another focus for Peninsula Specialist College

in 2019. The goal of understanding student voice and agency in relation to the students' social, emotional and academic learning was facilitated by ensuring that every student at Peninsula Specialist College had an appropriate and accessible communication system. The recruitment of two Learning Specialists in the areas of Curriculum and School Wide Positive Behaviour Support helped facilitate increased understanding of the provision of the Victorian Curriculum and the requirements of students in their personal and social needs. Professional Learning Teams with the support of professional development from our Speech Pathologist was the foundation that ensured that every student in our school had the ability, access to and understanding of a functional communication modality. An investigation into what tools teaching staff can use to formally assess functional communication has commenced. This will continue throughout 2020.

### **Achievement**

The staff at PSC have been involved in PLT whole school professional development in relation to School Wide Positive Behaviour Support (SWPBS). The recruitment of a Learning Specialist in this area has led the direction of this priority for the school. Staff have been given the opportunity to participate in the development of a whole school behaviour matrix, which outlines the expected behaviours of every student in key learning environments across the school. The emphasis on recognising and reinforcing the appropriate behaviours in line with our school values has been the focus for staff at Peninsula Specialist College. To embed this understanding and approach within the school setting, level staff have met with the Learning Specialist in SWPBS in their area levels to focus their pedagogy. This has led to the development across our school setting of Positive Behaviour Support Plans for students that aim to support their learning needs in order to boost engagement and their access to the Victorian Curriculum. The therapy team has liaised with key staff in this process in identifying areas of support that are tiered in intervention. An example of this may be a student requires an 'Engine Speed' break that is timetabled at different intervals throughout their day so that they can participate in proprioceptive activities that are designed to regulate their nervous system, thereby increasing engagement and participation in the educational activity taught to them in their classroom. These student specific plans has seen a decrease in disengagement and or problematic behaviours and thus students have benefited and their achievement levels have increased as a result.

The Learning Specialist that leads curriculum has collaborated with the SWPBS Learning Specialist to ensure that the teaching and learning content in our school setting is age appropriate and differentiated to the level of understanding in a specialist school classroom. This is contributes to the tiered level of support and has seen an increase in engagement and learning. Students have access to the Victorian Curriculum that is differentiated in an ability and age specific way. This focus on the teaching and learning program has been well received by the students, with learning goals that are specific to where they are in the continuum of the curriculum and that are relevant and in line with parental expectations.

Our multidisciplinary team, including the speech therapist and occupational therapist has worked in conjunction with learning specialists, leading teachers and the wider leadership team to implement appropriate and accessible communication systems for every student at Peninsula Specialist College. The cohort of students at our school have expressive and receptive communication deficits and staff have participated in professional development through PLTs to embed their understanding of the communication needs of students. To ensure that this goal is achieved, transition plans that are specific to individual students have been designed to ensure that their communication needs are met when students are coming into the school and transitioning throughout our college. Students have access to a wide variety of communication resources such as PECS, PODD, proloquo2go, C-Pen Readers amongst a variety of other systems. Staff have been provided professional development in these systems and this will be ongoing throughout the life of our next School Strategic Plan with the advent of a communication working party.

### **Engagement**

The focus on SWPBS has informed pedagogy across the school. The understanding of a tiered level of support in intervention in conjunction with the development of and implementation of SWPBS plans, has increased engagement in the student population by meeting their individual therapeutic needs. This has seen problematic behaviours reduce and increased engagement, leading to improved student outcomes. Our school now offers Certificate 2 in Parks and Gardens and Hospitality in collaboration with Foundation VCAL. This has provided our students a pathway that

prepares them for transition after school and thus employment opportunities. The students have been able to generalise their increased understanding of their own needs outside of the school context, at home and in the community. Our parent community now refers to the 'Engine Speed' program when supporting their children and this common approach has empowered parents, teachers, education support staff to provide specialised support that the individual needs to meet their personal, social and academic goals.

Having a functional and accessible communication system underpins everything when it comes to meeting student need. The increased understanding and application of these essential communication systems has seen genuine engagement from our students as they are able to communicate their wants and needs, access the curriculum at their level and also exhibit positive behaviours as a result. Students are no longer needing to show through at times problematic behaviours to have their wants / needs met due to communication breakdown. The skills learned using these systems are being generalised at home and in the community.

### **Wellbeing**

The implementation and of SWPBS and the Engine Speed Program has empowered our school community to understand their personal learning needs and how to meet them in a proactive and therapeutic way. The students at Peninsula Specialist College are now adept at identifying their engine speed and will request and / or be given scheduled access to breaks to engage in personalised OT based therapeutic interventions. This empowerment has led to increased engagement and needs being met without a student becoming dysregulated and being afforded a break after exhibiting problematic behaviours. The understanding that it is okay to feel revved up and knowing what can be done to help, has led our students to have the self confidence to challenge themselves in their learning and to take measured risks to extend their understanding of the learning intention. Parents, extended family and members of the community have all seen the personal development of our students and as such less time is being spent in correcting problematic behaviours, and more time is invested in building capacity.

By ensuring that all the students at Peninsula Specialist College have access to and understanding of functional communication systems has led to more genuine exchanges with staff, peers and the parent community. This has led to deeper, more personable relationships and has given some of our parents for the first time a way of communicating with their child that is genuine, using a modality that is accessible and empowering. The students at our school are being equipped for life after leaving our college and given the tools to access society in a functional, and well-supported way.

### **Financial performance and position**

Peninsula Specialist College achieved a budget surplus of \$176000 due to efficient budget management. The surplus is targeted towards specialist programs at Peninsula Specialist College for the 2019 academic year. The funding model at Peninsula Specialist College comprises of Core Student Learning Allocation and funding established through the Program for Students with a Disability. Peninsula Specialist College receives Education State Equity funding and additional funding for Targeted Initiatives including Primary Welfare, Managed Individual Pathways, VETis, Swimming in Schools, Inclusion Boost, Equipment Boost for Schools and Early Years Koorie Literacy and Numeracy Program. Peninsula Specialist College did not receive any funding beyond the Student Resource Package.

**For more detailed information regarding our school please visit our website at**

**[www.peninsulaspecialist.vic.edu.au](http://www.peninsulaspecialist.vic.edu.au)**

# Performance Summary

The Government School Performance Summary 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 Performance Summary' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government specialist school type.*

### Enrolment Profile

A total of 195 students were enrolled at this school in 2019, 58 female and 137 male.

np percent of students had English as an additional language and 3 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.3	88.6	83.0	93.9

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	55.0	64.9	56.9	73.7

**ACHIEVEMENT**

**Teacher Judgement of student achievement**

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)		English	Mathematics
Achievement Level	Percent	Percent	Percent
A	5.9		4.9
B	9.9		9.7
C	11.0		7.9
D	10.6		10.2
0.5	16.7		14.1
F	15.8		16.6
F.5	14.6		11.0
1	9.5		15.6
1.5	4.5		9.5
2	1.6		0.5
2.5			
3			
3.5			
4			
4.5			
5			
5.5			
6			
6.5			
7			
7.5			
8			
8.5			
9			
9.5			
10			
10.5			
11			
11.5			
NA			

**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	2016	2017	2018	2019	4 year average
<b>Average number of absence days</b>	29.5	35.0	30.4	34.8	32.4

**Students exiting to further studies or full-time employment**

Percentage of students going on to further studies or full-time employment.

Student Exits	2016	2017	2018	2019	4 year average
<b>Percent exiting to further studies or full-time employment</b>	92.3	100.0	100.0	np	98.1

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$5,938,707
Government Provided DET Grants	\$1,108,964
Government Grants Commonwealth	\$300
Government Grants State	\$26,037
Revenue Other	\$1,824
Locally Raised Funds	\$102,449
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,178,282</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$51,281
Transition Funding	\$0
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$51,281</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,882,289
Adjustments	\$0
Books & Publications	\$608
Communication Costs	\$15,915
Consumables	\$192,442
Miscellaneous Expense <sup>3</sup>	\$520,422
Professional Development	\$27,702
Property and Equipment Services	\$128,468
Salaries & Allowances <sup>4</sup>	\$298,995
Trading & Fundraising	\$3,354
Travel & Subsistence	\$19,695
Utilities	\$39,950
<b>Total Operating Expenditure</b>	<b>\$7,129,841</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$48,441</b>
<b>Asset Acquisitions</b>	<b>\$33</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$100,786
Official Account	\$29,086
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$129,872</b>



Financial Commitments	Actual
Operating Reserve	\$129,872
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$129,872</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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*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.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in two key areas:

### **Achievement**

Student achievements in

- English and Mathematics

### **Engagement**

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

## WHAT IS THE MEANING OF 'DATA NOT AVAILABLE' OR 'NP'?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## TOWARDS FOUNDATION LEVEL VICTORIAN CURRICULUM

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 a disability 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').