

2022 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).
- 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 of the previous calendar year 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 05 May 2023 at 06:15 AM by Trevor Hodsdon (Principal)

- This 2022 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 09 May 2023 at 03:32 PM by Margaret Green (School Council President)

How to read the Annual Report

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.

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'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').

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 comprehensive curriculum programs 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 and differentiated approach to learning.

Peninsula Specialist College believes that every child has the ability to 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 the 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.

School-wide Positive Behaviour Support (SWPBS) is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes analysis of data in professional learning teams, implementation of evidence-based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

Our school purpose is supported by the following school values that are central to the life of the school.

Be Responsible • Be Respectful • Be Safe • Be A Learner

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2022 the universal school planner was broken down in Professional Learning Communities to identify learning intentions for lessons, specific processes and teaching/ learning activities, differentiation strategies and success criteria. The expectation of a whole school planning template was implemented to ensure that all students within Peninsula Specialist College are provided with consistent and quality learning tasks. Staff were provided with explicit instruction in whole group, small group and individual settings to ensure that learning tasks are student focused to suit the needs, interests, abilities and strengths of all students.

Essential Assessment was rolled out throughout the whole school and implemented in classrooms. Students were provided in differentiated assistance in accessing the assessment tool and tasks set to identify skills and deficits throughout the areas of literacy and numeracy. Staff were educated on how to access assessment tasks, individualised reports and specific data to classes, cohorts and individuals. Student data was used to develop Individualised Learning Plans, goals based on misconceptions identified in the assessment tasks. As a result, teaching and learning tasks were able to be targeted specifically to areas of need within classrooms and ICT based, learning tasks focused on individual areas of need were accessed via the 'My Literacy' and 'My Numeracy' portals within the program.

Students consolidated their understanding of self regulation through the Engine Speed program, differentiated throughout the school based on individualised skills and need. Students learnt about identifying feelings, emotions, triggers, strategies and reflection tools, with the use of common language and processes, visual tools and age appropriate content. In 2022, students demonstrated an increased understanding of managing their regulation, which was evident in a shared use of language and universal strategies throughout the school.

Staff developed a more comprehensive understanding of Positive Behaviour Supports through the development of an unexpected behaviour matrix and continuum. Staff collaborated in Professional Learning Communities to identify major and minor behaviours, how they present in students in different contexts and how they should be responded to. Staff were provided with explicit professional development in understanding, responding to and reporting on behaviours of concerns in the school. This was

successfully implemented as a whole school focus and staff have demonstrated their understanding of this through implementation of positive behaviour support strategies in the classroom, yard, transitions and specialist programs, as well as differentiation of strategies based on student needs and reporting of behaviours of concern on the school reporting and management tool, Sentral.

Wellbeing

During 2022, Peninsula Special College developed the School Wide Positive Behaviour Support process through creating our individualised un-expected behaviour matrix, behaviour continuum and Sentral incident reporting system. During Term 4, we began our accreditation process for the DET Bronze Award for SWPBS framework. This involved a variety of systems implementation, artefacts and fidelity walk through with our bayside coach Anthony King. This framework provides a consistent approach with staff on how to best support students to regulate and approach their individual learning needs.

Last year we began to network with other schools to share curriculum, programs and data to provide information and collaborate around best practice to enhance student outcomes. We were fortunate to work with Frankston SDS, Nepean School, Dandenong Valley and Osbourne Primary.

Our SWPBS Staff Attitudes Survey (SAS) and Students Attitudes to School Survey (ATOSS) saw a large increase in results for engagement from students and staff.

ATOSS results:

My teacher makes learning fun- 50% to 83 %

My teacher helps me understand things- 78% to 94%

My teacher thinks I can do well at school- 78% to 96%

My teacher thinks my ideas are good- 41% to 85%

SAS results:

Expected student behaviours are rewarded regularly- In place: 14% to 84%

Expected student behaviours are taught directly- In Place- 17% to 79%

Student voice and advocacy was made a priority and included the implementation of the Student Representative Council (SRC) that involved our senior students. The senior school feedback system was introduced and individualised for each classroom. This was created by students to pick age appropriate rewards and to focus on interests. The therapy team and Keryn began Wednesday Sing-A-Long's for students across the school. This was a highlight for students, staff and visitors.

The culmination of the Bronze accreditation was the presentation to school council of all the work and data that reflects an increase in positive engagement and wellbeing by students and staff.

Engagement

During 2022 PSC had begun to re-engage the school community after the COVID-19 pandemic. We began to engage parents, carers and the school community through the following school events:

-Mother's Day Morning Tea

-Father's Day BBQ

-End of term Footy Colours Day

-Halloween dress up and parade

-Book week

We also had our student SRC meet monthly, sharing ideas and feedback for the school, building on student voice and agency. They were involved in organising Book Week and also judged the book week door competition. Students had roles in assemblies and given special responsibilities, modelled college values and expectations.

PSC also developed a social committee to improve staff morale and to build a sense of community. We also started to have staff morning teas that were hosted by a different section of the school each week.

We also implemented individual classroom newsletters that were sent out to parents through the Sentral portal. End of term newsletters with photos and information on school events that were held throughout the term. Sentral was also utilised as a platform for parent communication to send through notices, share information, student ILP's and reports.

Primary and secondary assemblies also commenced on a weekly basis, providing opportunities for parents and carers to re-engage with the school.

In term 4 we had an Open night for the senior school parents and families to provide information about the programs and curriculum at PSC. The Senior School careers Expo was also another way in which we provided an opportunity for our families to explore possible careers opportunities and pathways for their children. The highlight of Term 4 was engaging all the staff to decorate their pigeonholes around the Christmas theme which was then judged by the student representative council and prizes given out accordingly at the final assembly.

Financial performance

During 2022 there was a reduction in the amount of money entering the school due to a number of reasons, the main two were a reduction in the number of students who appeared on the census and a delay in receiving Disability Inclusion funding due to the low numbers of facilitators. The school also had significant outgoings over the year predominately through the contracting of casual relief staff through the agency (ANZUK). The school ended the year with a deficit of around \$600,000.

The school received equity funding of \$45,270. This was used towards Relief Staff, both Teaching and support and paid to the agency contracted to handle relief Staff (ANZUK)

The Active Schools extracurricular grant of \$13,900 and the PE boost of \$4,058 were also used towards payment to ANZUK for relief staff.

We also covered payment to engage Spotless cleaners to provide extra Cross Infection above what we had already been allocated throughout the year, this equated to in excess of \$60,000.

The school did not engage in any fundraising activities.

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 176 students were enrolled at this school in 2022, 59 female and 117 male.

NDP percent of students had English as an additional language and 7 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).

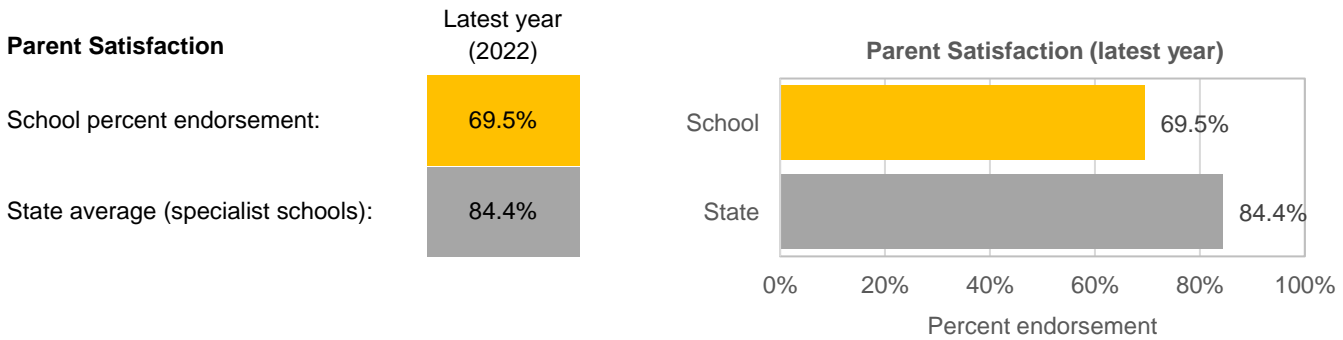
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

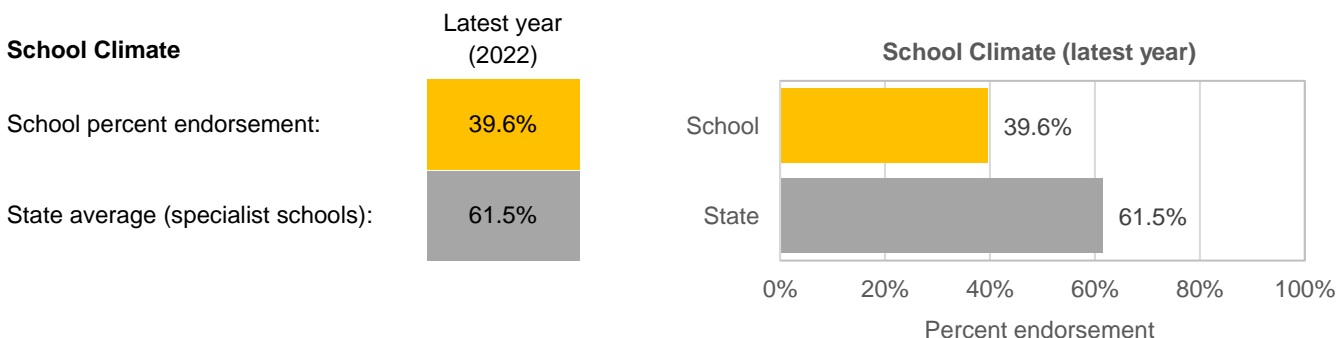


School Staff Survey

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.



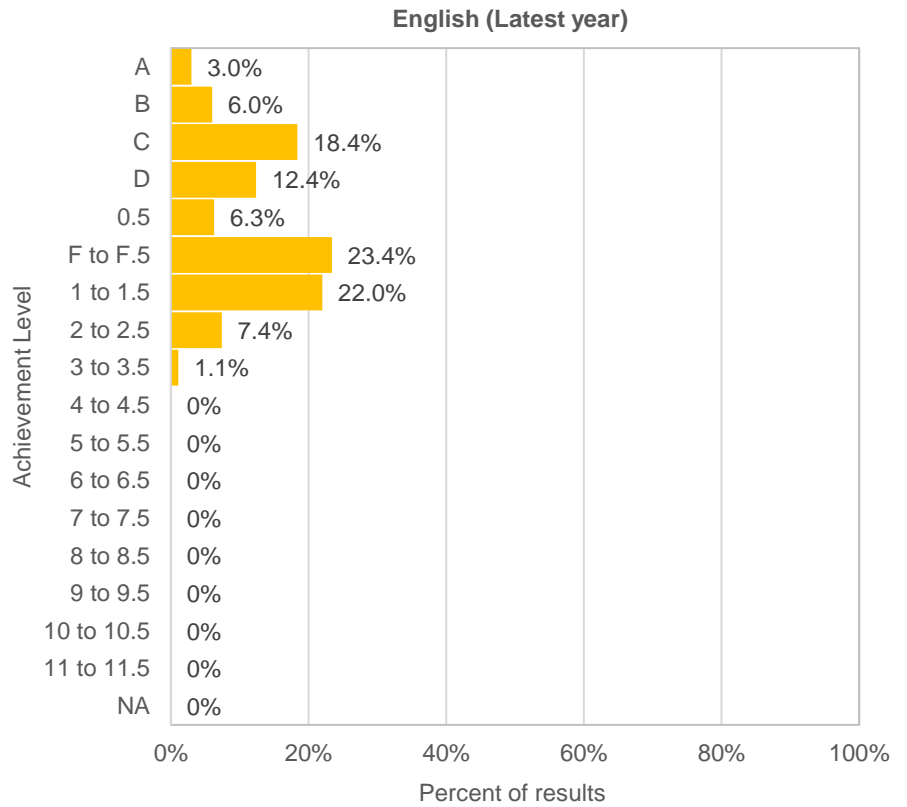
LEARNING

Teacher Judgement of student achievement

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

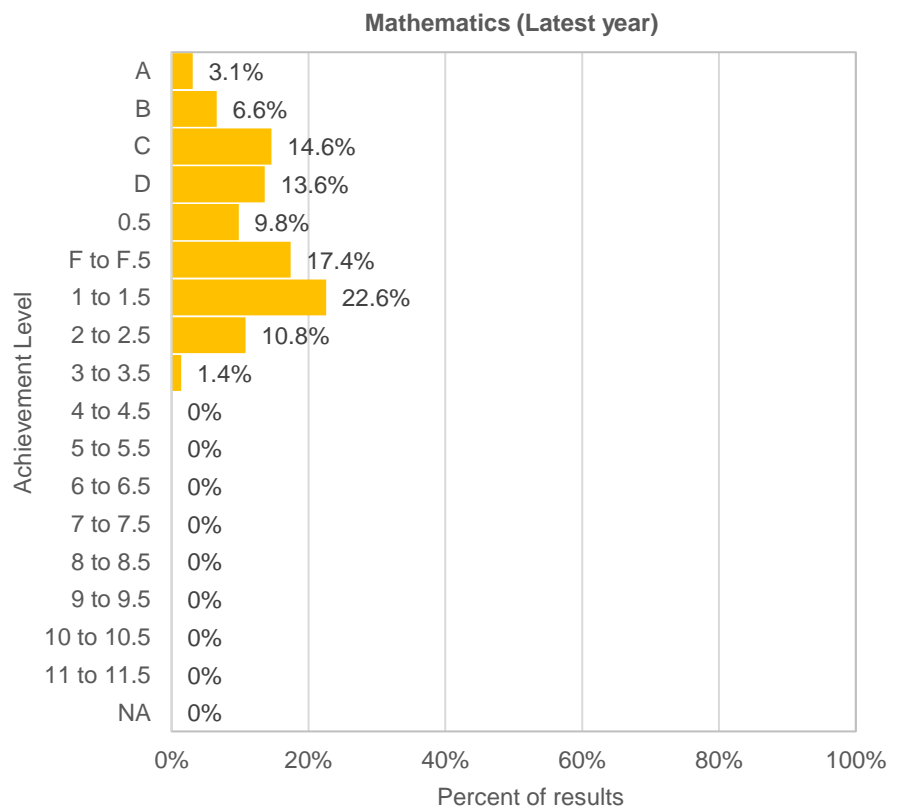
English

Achievement Level	Latest year (2022)
A	3.0%
B	6.0%
C	18.4%
D	12.4%
0.5	6.3%
F to F.5	23.4%
1 to 1.5	22.0%
2 to 2.5	7.4%
3 to 3.5	1.1%
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



Mathematics

Achievement Level	Latest year (2022)
A	3.1%
B	6.6%
C	14.6%
D	13.6%
0.5	9.8%
F to F.5	17.4%
1 to 1.5	22.6%
2 to 2.5	10.8%
3 to 3.5	1.4%
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



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	2019	2020	2021	2022	4-year average
School average number of absence days:	34.5	30.3	25.6	44.5	33.5

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	2018	2019	2020	2021	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, 2022

Revenue	Actual
Student Resource Package	\$7,242,031
Government Provided DET Grants	\$852,229
Government Grants Commonwealth	\$1,012
Government Grants State	\$9,800
Revenue Other	\$2,951
Locally Raised Funds	\$35,568
Capital Grants	\$0
Total Operating Revenue	\$8,143,591

Equity ¹	Actual
Equity (Social Disadvantage)	\$91,698
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$91,698

Expenditure	Actual
Student Resource Package ²	\$6,504,754
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$21,261
Communication Costs	\$14,685
Consumables	\$124,423
Miscellaneous Expense ³	\$12,159
Professional Development	\$19,137
Equipment/Maintenance/Hire	\$51,616
Property Services	\$193,663
Salaries & Allowances ⁴	\$59,681
Support Services	\$708,911
Trading & Fundraising	\$2,493
Motor Vehicle Expenses	\$19,699
Travel & Subsistence	\$0
Utilities	\$47,282
Total Operating Expenditure	\$7,779,764
Net Operating Surplus/-Deficit	\$363,828
Asset Acquisitions	\$501

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$12,760
Official Account	\$20,149
Other Accounts	\$0
Total Funds Available	\$32,909

Financial Commitments	Actual
Operating Reserve	\$32,909
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
Total Financial Commitments	\$32,909

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.