

curriculum areas over the next four years.

The school also aims to enhance the personal and social capabilities of students through the introduction of whole school SWPBS (School Wide Positive Behaviour Support) and continue to promote student voice throughout the school, while providing the opportunity for feedback from students, on learning, to all staff, including leadership, and the use of a variety of communication tools and behavioural responses to demonstrate engagement are areas for future development

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes

1 - Excellence in Teaching and Learning

- the implementation of an online data management system to support improved student outcomes and communication with parents
- staff trialled various online assessment tools and in 2018 the school introduced continuous assessment. This enabled a strong focus on assessment practice and informed quality teaching strategies to impact on student learning outcomes. The introduction of the continuous assessment also enabled teachers to experiment with and reflect upon more advanced ways to assess student progress
- following staff professional development in 2016 and 2017, PPSS also launched an online parent portal to allow for alternate forms of communication between families and staff. It enabled staff to track and gather data on behavioural incidents, communicate with parents, assess and write case management notes and store them in one place accessible to all appropriate staff this continued in 2018 and more data continued to be gathered on the students journey in 2019
- parents had access to Individual Learning Plans, student reports and continuous assessment tasks online and could communicate to teachers whenever needed

2 - Positive Climate for Learning

- the annual Arts Festival, which had come about with the merger of the previous Class Acts and Art Show
- through collaborations between classroom staff, specialists and therapists, teams developed ideas for routines, activities and projects that incorporated educational objectives and curriculum goals, focusing on abilities and strengths of each student
- all classes and students were represented in a stage performance and the Art Walk, which provided a variety of visual art, photos, videos and soundscapes representing all of the student accomplishments throughout the year
- the stage component of the Arts Festival provided the students with a focus on sensory regulation, movements, sequences, sounds, vocalisations, rhythm and dance routines. The final performance piece showcased the culmination of the students' learning
- the Panel agreed that combining the Visual and Performing Arts into one event, highlighted the unique approach Port Phillip Specialist School to integrate all areas of the Victorian Curriculum.

3 - Professional Leadership

a key school highlight was:

- the development of a new set of values that reflected the school mission statement and reaffirmed staff commitment to the school and provision of a comprehensive curriculum and a safe, calm and orderly learning environment
- the Panel noted through the Review process, and during staff and student discussions that the culture of the school had improved as a result and the leadership team consistently reinforced the values with staff through meetings and professional development.

Achievement

Curriculum planning and assessment
Level of achievement : Met

provision of professional development for all teachers in Literacy, as well as modelling and peer mentoring. A curriculum audit by Panel members highlighted that the Victorian Curriculum was referred to in the Visual and Performing Arts scope and sequence but there was not a scope and sequence for English or Mathematics. An instructional model was being developed for Reading and teachers were implementing continuous assessments that included aspects of Literacy and Numeracy and referred to the Victorian Curriculum Standards. Classroom observations also indicated to the Panel that explicit teaching of Literacy and Numeracy was inconsistent across the school. The Panel agreed that the target had been partially met.

The review panel reported that attendance data as a means of determining student engagement but noted that attendance at PPSS could be impacted on significantly by medical appointments and specific needs of students. Panorama attendance data demonstrated to the Panel that the percentage of students with less than 10 days absent had declined from 2014-2018. The percentage of students with 30+ days absent had increased over the same period. There was no data available to demonstrate high levels of student engagement with the use of the Visual and Performing Arts (VPA) program or low percentage of students demonstrating challenging behaviours, as the data had not been collected over the period of the strategic plan. Student behaviour was addressed individually and through ILPs, with progress against goals discussed at SSGs and Case Presentations with school therapists, social worker, parents and staff.

The Panel agreed that the Target had been partially met.

Professional Learning for staff with a Koorie Engagement Support Officer was scheduled for the start of 2020 and the school noted that Culture was not included in scope and sequence documents. PPSS will align curriculum to cultural understanding as part of updating the Curriculum for 2020.

Performance Summary

Engagement	Student Outcomes

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