

**2014 Annual Report to
the School Community**

Frankston Special Developmental School

School Number: 5143



Name of School Principal: Scott Tucker

Name of School Council President: Marita Hayes-Brown

Date of Endorsement: _____

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Frankston Special Developmental School (SDS) is located in Karingal in the outer southern suburbs of Melbourne. The school has well equipped facilities for the students including: seventeen classrooms, a gymnasium, homecrafts room, art and craft room, computer lab and extensive play equipment. The school community was buoyed to receive a 2.5 million dollar building grant during the year for future capital works.

Frankston SDS provides a specialised and challenging curriculum for 126 school aged students with moderate and severe intellectual disabilities. The school challenges students to do their best in a supportive and engaging environment.

The following values are seen as being central to the life of the school and how all members in the school community should conduct themselves: Sharing, Caring, Respect and Individuality. The school vision statement *Learning for life* is the focus of all programs conducted at Frankston SDS.

The school's Individualised Learning Programs aims to develop social competencies, communication and transition options to further personal independence and are implemented and monitored by a team of dedicated staff which includes teachers, teacher assistants, two speech therapists, a social worker, an occupational therapist, a psychologist, a chaplain and a physiotherapist.

Measurable goals are devised and progress is monitored throughout the year in all areas to ensure improved outcomes for the students.

The school also provides an Early Education Program for students aged between 2.8 and 4.8 years who exhibit significant global developmental delay. The Early Education Program operates out of the East Karingal Kindergarten. It is an inclusive program; our staff and students working together with their mainstream colleagues and friends.

The Blackwood Special Schools' Outdoor Education Centre (BSSOEC) is now officially registered as a campus of Frankston SDS. Blackwood OEC provides outdoor education programs to students with disabilities across the state. Two qualified outdoor education teachers are employed at the school. Blackwood is located 80 kms north west of Melbourne.

Achievement

All students at Frankston SDS have a prescribed Individual Learning Plan (ILP) devised by the class teacher in consultation with parents, carers, specialist teachers and the school therapy team. They are also assessed twice yearly using the *Abilities Based Learning Education System* (ABLES). These results are plotted against the curriculum framework *AusVELS* and used to draft Individual Learning Plans prior to consultation. There is a continual focus on developing the capabilities of our students.

The staff, with the assistance of our two speech therapists, have developed *Specific, Measurable, Attainable, Realistic and Timed* (SMART) goals to improve our students' outcomes in the subject of English. Data taken from students' final year reports reveal 84% of the students have achieved the goals set for them in English in their ILPs.

Considerable professional learning has been undertaken to extend each teacher's knowledge of learning and teaching. The school is continuing to work towards strengthening its capacity to more accurately and specifically measure student progress and to provide better measures of student performance. Professional Learning Teams have been developed to collaboratively plan for future learning effectively utilizing shared skills and expertise.

The continued development of the 16+ program and its success can be measured by the number of exiting students able to successfully access appropriate post-school placements. In 2014 all graduating students were placed in post-school settings. The exiting students have now become part of the 'On Track' data collection. On Track investigates the movements of students with disabilities once they have left school. The school is involved in providing feedback to improve the methods of recording this information.

Engagement

Students at Frankston SDS continue to enjoy learning in highly resourced, well maintained learning facilities. In particular our early education students are enjoying the purpose built facilities at East Karingal Kindergarten where the program now operates. The relocation of our early education program has freed up a classroom in our school. This has resulted in smaller class sizes across the school and the flexibility to provide a more personalised learning program for our students.

In 2014 a record number of staff members participated in *PECS* and *Auslan* classes to improve their capacity to engage the students they work with. Alternative modes of education such as *PECS* and *Auslan* offer nonverbal students the opportunity to effectively communicate. The capacity to teach alternative modes of communication is a great skill to have as an educator at a Special Developmental School.

A specific 16+ curriculum has been implemented to meet the needs of our senior students. Work experience is a major component of this program. All of our students are now participating in some form of work experience. Volunteers and student placements have been utilised to enable this labour intensive program to operate. The students are learning skills that will enable them to function effectively in life after school.

A 16+ skills inventory checklist has also been designed to assess the capabilities of our senior students. This assessment will be a valuable tool when deciding on the most appropriate post-school setting for a particular student. All staff involved in the 16+ program have had the opportunity to visit the post-school placements accessed by the students to ensure that accurate information is being disseminated to parents and that they are aware of the skills required in these settings.

Wellbeing

All staff members at Frankston SDS have completed the online professional learning program *School-Wide Positive Behaviour Support (S-WPBS)* developed by the Principals' Association of Specialist Schools (PASS) and Monash University. The [S-WPBS](#) is a whole school program for managing challenging behaviours. It aims to build a positive culture where all members of the school community feel supported, safe and ready to learn.

Expectations of desired behaviors are explicit and there is a clear framework to follow when managing behavior that does not meet the standards required. This includes the composition of Positive Behavior Plans developed in consultation with parents/carers and other professionals using the S-WPBS model.

Frankston SDS falls well below the state mean for student absences. This is despite significant health issues faced by many of our students. The school continues to plan and implement approaches intended to improve the supportive environment which underpins the students' wellbeing and contributes to improved learning outcomes. An example of this is the official recognition of being a *Health Promoting School*. In order to receive this accreditation Frankston SDS must satisfy an independent body it is meeting [an](#) extensive criteria of best practice.

The *I Can be Safe* program, a comprehensive program dealing with the issues of protective behaviours and young people with intellectual disabilities, was implemented in the school in 2014. This program [was](#) written and devised by staff members at Frankston SDS and teaches students to function safely and more effectively both at school and in the wider community. Our staff members have won awards for this program and have presented at two special education conferences. We are thrilled to hear from schools across the state that they are using the *I Can be Safe* program to teach this important subject.

In 2014 our Student Representative Council was expanded to include four house captains as well as our two school captains and two vice-captains. These positions of responsibility are selected by the students and continue to grow in their prestige. The Student Representative Council are first and foremost role models to their younger peers; they do however meet regularly to discuss current issues relevant to the student population and act as spokespeople on their behalf. We were proud of the confidence they demonstrated in their presentation to our school review panel.

Productivity

Information Communication Technology continued to be a priority at Frankston SDS in 2014. Each student was provided with their own customized iPad that was encouraged to be taken home and used outside of school hours. The iPad program serves a number of functions for our students. It is a personal communication device (*Pro lo quo* or *PECS*) expanding the students' capacity to communicate effectively with class mates, staff members, family and people in the wider community. It is an interactive learning resource used to teach a variety of subject areas, that can then be taken home to reinforce learning that has taken place at school. It also has been used effectively as a communication device between parents and staff members. There is the capacity for parents to also view film of the student learning at school, this offers another opportunity for learning to be reinforced at home.

All classes at Frankston SDS have access to an Interactive Whiteboard. The use of Information Communication Technology (ICT) has been extended and embedded into learning. ICT is no longer timetabled as a specialist subject, instead the ICT coordinator has

worked hard to build the capacity of staff to deliver classroom programs using a wide range of ICT equipment.

The introduction of *Me-TV*, a television show written, directed and starring Frankston SDS students has been a huge success. *Me-TV* is broadcast across the school weekly on a Friday morning. Important learning areas such as Maths, English and Interpersonal development are reinforced in each episode. Staff members report that students are deeply engaged when watching each show and are retaining information more readily.

For more detailed information regarding our school please visit our website at
<http://www>

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 126 students were enrolled at this school in 2014, 40 female and 86 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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the 2013 trial of the new *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



How to read the Performance Summary

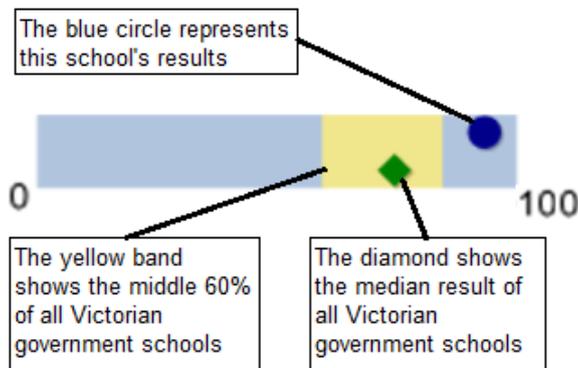
What are student outcomes?

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.

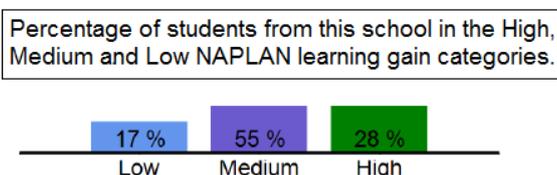
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



Additionally, NAPLAN learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

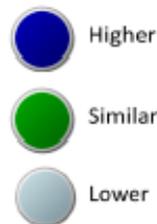


What is a School Comparison?

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.

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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$4,211,378
Government Provided DE&T Grants	\$518,935
Revenue Other	\$275,630
Locally Raised Funds	\$54,769
Total Operating Revenue	\$5,060,713

Funds Available	Actual
High Yield Investment Account	\$368,580
Official Account	\$248,789
Other Accounts	\$174,299
Total Funds Available	\$791,668

Expenditure	
Student Resource Package	\$4,132,842
Books & Publications	\$1,036
Communication Costs	\$5,268
Consumables	\$64,140
Miscellaneous Expense	\$322,523
Professional Development	\$46,996
Property and Equipment Services	\$164,111
Salaries & Allowances	\$206,574
Trading & Fundraising	\$6,264
Travel & Subsistence	\$14,733
Utilities	\$27,803
Adjustments	\$400

Financial Commitments	
Operating Reserve	\$136,572
Maintenance - Buildings/Grounds incl SMS<12 months	\$136,925
School Based Programs	\$343,871
Capital - Buildings/Grounds incl SMS>12 months	\$174,299
Total Financial Commitments	\$791,668

Total Operating Expenditure **\$4,992,689**

Net Operating Surplus/-Deficit **\$68,023**

Asset Acquisitions **\$6,228**

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

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

[Insert financial commentary here]