

2017 Annual Report to the School Community



School Name: Frankston Special Developmental School

School Number: 5143

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Frankston Special Developmental School (FSDS) is located in Karingal in the outer southern suburbs of Melbourne. The school has well equipped facilities for the students including: nineteen classrooms, a gymnasium, two multi purpose areas, a homecrafts room, art and craft room and extensive play equipment.

FSDS provides a specialised and challenging curriculum for 120 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 (ILP) aim to develop social competencies, communication and personal independence. They are implemented and monitored by a team of dedicated staff which includes teachers, teacher assistants, four speech therapists, a social worker, an occupational therapist, a chaplain and a physiotherapist.

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

The school also provides an Early Education Program for students aged between 3.8 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 peers.

The Blackwood Special Schools' Outdoor Education Centre (BSSOEC) is a registered campus of FSDS. 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.

Framework for Improving Student Outcomes (FISO)

FSDS chose Excellence in teaching and learning; Curriculum planning and assessment as its FISO objective. In 2017 professional learning sessions focussed on refining assessment practices and developing comprehensive planning documents. This important work utilised the new FSDS curriculum, complete with checklist assessment tools at the end of each level. The FSDS curriculum, rolled out to staff in 2016, is a document we have adapted from the Victorian Curriculum to cater for the educational needs of our students.

Curriculum days and Professional Learning Community (PLC) meetings aimed to teach staff how to use the curriculum document to improve and differentiate teaching and refine assessment.

Teachers at FSDS are using the curriculum to construct detailed unit planners for each subject. The next step moving forward will be to develop a pedagogy to support our specialised curriculum and assessment framework.

We understand for this objective to be successful our teaching staff must be proficient users of ABLES and the assessment checklists located in the FSDS curriculum. They must also be able to competently develop unit planners from the FSDS curriculum and use them effectively in their practice.

Once our teachers have confidence to use the curriculum to effectively plan and assess our students we will move on to developing a whole school model of instructional practice. In 2017 we plan to trial the use of the Jolly Phonics program as a whole school approach to teaching reading and writing. We are aware we must invest heavily in human resources to support our teachers to develop their skills in this area.

Achievement

Considerable professional learning has been undertaken to extend each teacher's knowledge of learning and teaching. A priority at FSDS is to increase the capacity of our staff members to become better classroom practitioners. A focus in 2017 was to support teachers to deliver customised, targeted and engaging learning programs to our students using the FSDS curriculum document.

The FSDS curriculum has been adapted from the Victorian Curriculum. It has been devised to assist FSDS staff members to plan what they are to teach. The curriculum is sequential and incremental. When it is implemented and assessed correctly it will provide a continuum of learning for our students.

In 2017 the FSDS curriculum was extended to include goal banks for Independence and Social Competencies ILPs. These goals also adapted from the Victorian Curriculum now offer our teachers a framework to plan lessons in these important subject areas.

FSDS has employed two teaching and learning coaches, both members of the school leadership team, to support teachers to effectively use the assessment checklists included in the curriculum and to develop comprehensive unit planners. Once teachers have completed assessments and their unit planners, the teaching and learning coaches are working with them to implement the planners into their classroom practice.



In 2017 Professional Learning Communities (PLCs) were allocated four additional student free days to plan for teaching and learning. The purpose of these days, chaired by the teaching and learning coaches, was to collaboratively review assessment data and construct unit planners. PLCs generally consisted of three to five teachers who taught students of similar age and ability. It was in these planning days that selected students across PLCs were grouped together for certain subjects to further differentiate teaching and learning.

Support has been provided to teachers from coaches in various forms including coordinating planning days, modelling instruction, monitoring assessment practices, observation and feedback. Teachers have been surveyed and have reported that the unit planners have improved their practice. They are better organised, the role clarity of support staff is more explicit, resources are more accessible and there is greater collaboration in planning.

All students at FSDS have a prescribed Individual Learning Plan (ILP). Each ILP contains three goals, which address improving outcomes in communication, independence and social competencies, the three priorities for learning outlined in our school strategic plan. The ILP is devised by the class teacher in consultation with families, specialist teachers and the school therapy team. ILPs are clearly visible in each classroom and all staff are expected to be familiar with the ILPs of students in their class.

In 2017 all communication goals in student ILPs were written in conjunction with one of the school's four speech pathologists. The school has invested heavily in Alternative Augmentative Communication (AAC) devices. Speech Pathologists supported teachers to incorporate the use of AAC into their communication goals where appropriate to maximize learning for the students.

In 2016, the timeline for writing ILPs changed. Goals were written mid-year with a life span of twelve months. In 2017 we observed the success of this change. Students began the school year with carefully devised plans and learning targets. At mid-year when teachers began to devise new goals for their students they had already established effective working relationships with their students and families. The process was more streamlined and the goals were more accurate. Each student's ILP is regularly assessed and feedback on their progress is formally reported to parents twice yearly.

Student achievement is also assessed twice yearly using the *Abilities Based Learning Education System* (ABLES). Results from ABLES are plotted against the the FSDS curriculum, and used to draft Individual Learning Plans prior to consultation. There is a continual focus on developing the capabilities of our students.

ABLES has been used as an assessment tool at Frankston for six years. 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. Included in the FSDS curriculum document are checklists designed to assess learning against each level of the curriculum.

In 2017 our senior teaching team, led by the senior coordinator, have worked hard to implement the *Pathways* curriculum into their teaching programs. After consultation with families, the *Pathways* curriculum has been used to construct Managing Individual Pathway (MIPs) plans for all of our senior students. The MIPs plan outlines the skills required by our students to successfully transition to their preferred post school option. Learning programs are then designed to assist the students to achieve these goals. Similar to the FSDS curriculum, checklists at the completion of each level are used to assess the capabilities of each student.

The success of the *Pathways* program can be measured by the number of exiting students able to successfully access appropriate post-school placements. In 2017 all graduating students were placed in post-school settings. The exiting students are registered on the 'On Track' data collection. On Track investigates the movements of students with disabilities once they have left school.

In 2017 principals and leadership teams from up to fifteen specialist schools visited FSDS for a presentation on our journey of curriculum development. In the presentation examples were given of teachers using the FSDS curriculum and unit planners to implement sequential and differentiated learning programs in their classrooms. The feedback from this presentation was very positive. Our leadership team was requested by five schools, who attended this day, to present to their whole teaching staff. We have been very proud to do this, we feel we have worked hard to develop programs that optimise learning for our students. Sharing our experiences and knowledge will improve outcomes for other students in the wider community.

Engagement

Students at Frankston SDS continue to enjoy learning in highly resourced, well maintained learning facilities. Highlights of 2017 included the completion of four new state of the art middle school classrooms, a new gymnasium and the refurbishment of the East Karingal Kindergarten.

In 2017 we continued to successfully run two middle school classes from Karingal Heights Primary School (KHPS). The relocation to KHPS has been a huge success. The positive feedback from families, teachers and the students themselves has been quite overwhelming. The KHPS community have been incredibly welcoming, hospitable and generous with their resources. Our students at KHPS have access whenever they choose to a fully equipped computer lab, indoor gymnasium and commercial kitchen.



The result for students back at FSDS is continued smaller class sizes across the school and the flexibility to provide a more personalised learning program for our students. Since the completion of our building project we now have spare classrooms on our FSDS site for individual and small group learning. A fully equipped school library and therapy room have also now been made available to our students.

All staff members at Frankston SDS have completed the online professional learning program *Preventing and Responding to Extreme Behaviour* developed by the Principals' Association of Specialist Schools (PASS) and Monash University. This program which has been adapted from *School-Wide Positive Behaviour Support (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 behaviours are explicit and there is a clear framework to follow when managing behaviour that does not meet the standards required. This includes the composition of Positive Behaviour Plans developed in consultation with parents/carers and other professionals using the S-WPBS model.

In 2017 S-WPBS has further continued to be embedded in practice at FSDS. Professional Learning was provided to all staff members on how to write incident reports. The STAR (Setting, Trigger, Action, Response) reporting format was selected as our preferred method for reporting student behaviour. STAR was chosen because we felt it generated data that when analysed supported teachers to determine the function of the behaviour and common triggers, This data has then been used to assist the welfare team to construct Positive Behaviour Plans (PBPs). Students exhibiting tier three behaviours are now mandated to have their own individual Positive Behaviour Plan.

School rules and expectations of behaviour are explicitly taught to all students across the school. They have been grouped into three categories: Respect Yourself, Respect Others and Respect the Environment. These expectations are included in the curriculum and are clearly visible across the school. Reward systems such as Dojo points and Dolphin Dollars have been used effectively to promote desired behaviours.

As stated earlier FSDS Speech Therapists presented a range of professional learning opportunities to staff to increase their capacity to use Alternative Augmentative Communication (AAC) devices. The use of AAC devices has provided nonverbal students with a greater capacity to communicate their needs. This has allowed greater opportunity for these students to access the curriculum and participate in learning programs.

Work experience continues to be a major component of the *Pathways* curriculum. All of our senior 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.

Wellbeing

Wellbeing continues to be a focus for the FSDS school community. One of our student free curriculum days in 2017 was dedicated to working with students affected by trauma. This presentation included recognising the symptoms of trauma affected students and strategies to enable them to effectively access the curriculum. Laughter Yoga is one such strategy that is now being used successfully with our students.

The *I Can be Safe* program, a comprehensive program that teaches protective behaviours and social safety to young people with intellectual disabilities, written and devised by staff members at FSDS, has been rolled out across the school. The *I Can be Safe* program has been designed to teach students to function safely and more effectively both at school and in the wider community.

In 2017, The Independence goal bank was developed incorporating *I Can be Safe* and the Victorian curriculum. It is now compatible with the FSDS curriculum document including checklists and assessment tools. Teachers will be able to effectively assess the learning of their students in this important subject area and plan differentiated programs for future learning.

AAC devices have empowered students with limited communication to have a voice. The appointment of an additional speech pathologist working exclusively in the senior department has broadened opportunities for students to access AAC devices and the appropriate training required.

FSDS is committed to providing quality outdoor education programs for students with disabilities. In 2017, the Blackwood Special Schools Outdoor Education Centre, a registered campus of FSDS, implemented programs for 2,500 students across Victoria. FSDS has invested heavily in resources to ensure the programs offered at Blackwood are of the highest quality and comply with the Department of Education's strict safety guidelines for operating a residential outdoor education facility.

Participation in Interschool sporting programs is another means of building happy, healthy and resilient children. All senior school students at FSDS in 2017 were offered the opportunity to participate in sporting competitions against other specialist schools. A range of sports were offered to the students with the focus being on participation not winning. A highlight for many FSDS middle school students was the opportunity to participate in the Friday morning basketball league. This offered another opportunity for students to mix socially and actively with students from other specialist schools.

The school welfare team, which includes principal class officers, speech therapists, occupational therapists and welfare officers meet weekly to discuss and review student behavior, in particular their positive behavior plans. The welfare team



offer support in the form of recommending new strategies and modifying plans after consultation with the classroom team.

The continued production of *Me-TV*, a television show written, directed and starring FSDS students has been used to teach and reinforce important aspects of the *I Can be Safe* program. *Me-TV* is broadcasted across the school weekly on a Friday morning. Staff members report that students eagerly watch each show and are retaining information on important issues.

For more detailed information regarding our school please visit our website at
www.frankston-sds.com.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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools: Results for this school: Median of all Victorian Government Special Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 127 students were enrolled at this school in 2017, 37 female and 90 male.</p> <p>4 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Achievement	Student Outcomes
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>No Data Available</p> <hr/> <p>Results: Mathematics</p> <p>No Data Available</p>



Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>14.9</td> <td>16.1</td> <td>17.3</td> <td>16.0</td> <td>16.1</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	14.9	16.1	17.3	16.0	16.1
Year	2014	2015	2016	2017	4-year average								
Average absence days	14.9	16.1	17.3	16.0	16.1								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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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 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*'?

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.



Financial Performance and Position

Financial performance and position commentary

At the 31/12/2017, the total funds Available \$846,863 include as follows:-

Frankston Special Developmental School (SDS)	\$719,718
Blackwood Outdoor Education Centre (campus of Frankston SDS)	\$127,145

Balance: \$846,863

Of the \$846,863 surplus for Frankston SDS, \$401,999.67 is due to be paid to DET for the capital works project recently completed at the school. We are awaiting an invoice from DET for this amount. Once the invoice is presented to FSDS we will settle the account.

\$127,145 is money used to operate the Blackwood Outdoor Education Centre. This money is not available for business transactions on the Frankston campus.

Frankston SDS is no longer the banker school for the Northern Peninsula Network Student Support Services. In 2017 an amount of

\$ 56,117.19 was transferred from the FSDS bank account to SEVR.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,913,624	High Yield Investment Account	\$758,274
Government Provided DET Grants	\$623,005	Official Account	\$88,588
Government Grants Commonwealth	\$5,400	Other Accounts	\$0
Government Grants State	\$9,725	Total Funds Available	\$846,863
Revenue Other	\$86,720		
Locally Raised Funds	\$266,953		
Total Operating Revenue	\$5,905,427		
Equity¹			
Equity (Social Disadvantage)	\$67,693		
Equity Total	\$67,693		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,839,441	Operating Reserve	\$162,123
Books & Publications	\$389	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$14,673	Capital - Buildings/Grounds incl SMS<12 months	\$400,000
Consumables	\$73,121	Revenue Receipted in Advance	\$1,000
Miscellaneous Expense ³	\$457,804	School Based Programs	\$200,000
Professional Development	\$59,858	Asset/Equipment Replacement > 12 months	\$25,000
Property and Equipment Services	\$540,994	Maintenance -Buildings/Grounds incl SMS>12 months	\$38,740
Salaries & Allowances ⁴	\$24,806	Total Financial Commitments	\$846,863
Trading & Fundraising	\$8,701		
Travel & Subsistence	\$27,799		
Utilities	\$40,885		
Total Operating Expenditure	\$6,088,473		



Net Operating Surplus/-Deficit	(\$183,045)
Asset Acquisitions	\$20,085

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 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.