

2018 Annual Report to The School Community



School Name: Frankston Special Developmental School (5143)



- 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 2018 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 30 April 2019 at 11:14 AM by Scott Tucker
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 11:17 AM by Marita Hayes-Brown
(School Council President)

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 home crafts room, art and craft room and extensive play equipment. FSDS was allocated \$815,000 in the 2018 Victorian budget, plans are underway to construct two new classrooms on the western side of the gymnasium with this money.

FSDS provides a specialised and challenging curriculum for 124 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, two occupational therapists, 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 2018 professional learning sessions focussed on developing the capacity of staff to effectively incorporate the new FSDS curriculum into their practice. 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 2018 we continued use the Jolly Phonics program as a whole school approach to teaching reading and writing. Teaching and learning coaches and the 'Leading literacy team' have worked hard to support our teachers to develop their skills in this area.

Achievement

In 2018 the FSDS School Improvement Team (SIT) prioritised the use of consistent language across the school when teaching English, Speaking and Listening. The SIT team sought to develop teacher's knowledge and capacity to implement effective and high impact learning strategies to improve and develop students' literacy skills.

The outcome of this work in relation to student achievement has been most encouraging. Students across the school have participated in a range of programs where they have listened to a range of spoken, written and multimodal texts inclusive of fiction, non-fiction, poetry, functional and information texts. They have been able to identify connections between texts and their personal experiences and they have explored text structures and language features to learn about characters, settings and events and to communicate factual or functional information. All students in the Junior and Middle school have participated in explicit instruction of reading processes.

The workforce plan has been structured to provide two full time Teaching and Learning Coaches (TLC) to support teaching staff to deliver these programs. Pupil free curriculum days and Professional Learning Communities (PLC) were also prioritised to improve literacy skills. Consistent approaches to teaching literacy include; documented weekly programs for literacy, teaching staff collecting evidence and sharing within their departments and PLC's, communication term by term planners and classroom libraries in every room. 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. In 2018 teachers continued to deliver customised, targeted and engaging learning programs to our students using the FSDS curriculum document.

FSDS have continued to employ two teaching and learning coaches, both members of the school leadership team, to support teachers to effectively collate and analyse assessment data 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 2018 teachers used their four Professional Practice days to specifically plan for teaching and learning. Teachers worked in Professional Learning Communities (PLCs) generally consisting of three to five teachers who taught students of similar age and ability. The purpose of these days, chaired by the teaching and learning coaches, was to collaboratively review assessment data and construct unit planners. It was in these planning days that selected students across PLCs were grouped together for certain subjects to further differentiate teaching and learning. 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.

In 2018, Frankston SDS has been the key driver of a Community of Practice (CoP) to develop assessment tools targeted for students with intellectual disabilities. The CoP, consisting of specialist schools across south east Victoria, met regularly throughout the year. They have developed three assessment tools measuring progress in literacy. The project is now at the stage where schools are using the tools with their students and providing constructive feedback to the CoP. To my knowledge there are no formal assessments available for students with moderate and severe intellectual disabilities. This is ground breaking work!

Engagement

Establishing a positive, safe and stimulating environment for learning through the implementation of the School Wide Positive Behaviour Support program (S-WPBS) is a priority at Frankston SDS. In 2018 a focus of professional learning at FSDS was increasing staff capacity and knowledge of how to develop and implement Positive Behaviour Plans (PBP). All students exhibiting tier three behaviours are expected to have their own individual Positive Behaviour Plan. This is a task that was formerly assigned to the therapy team.

All teachers and education support staff had a goal in their performance development plans related to this. Teacher assistants recorded information from tools including (Setting, Trigger, Action, Response) STAR reports, scatter plots, Antecedents, Behaviour and Consequence (ABC) templates and functional needs assessments to collect data for their teachers. The teachers then analysed this data to construct a plan outlining clear behavioural expectations and proactive strategies to engage students in all learning environments. Therapists are on hand to coach teachers through this process. Once the teacher has written the plan it is reviewed by the school welfare team including a psychologist and the student's family. Feedback is given and amendments are made where appropriate.

There have been many positive outcomes from this key work. All staff members have increased their capacity to understand and effectively manage challenging behaviour, the therapy team now have more time to work directly with students and we have data to confirm that there has been a reduction in Tier 2 and 3 behaviour at FSDS in 2018.

Students at Frankston SDS continue to enjoy learning in highly resourced, well maintained learning facilities. A highlight of 2018 included the refurbishment of our junior school classrooms. In 2018 we continued to successfully run two middle school classes from Karingal Heights Primary School (KHPS) and our early education program out of the East Karingal Preschool (EKP).. The relocation to these two venues has been a huge success. The positive feedback from families, teachers and the students themselves has been quite overwhelming. The KHPS and EKP communities have been incredibly welcoming, hospitable and generous with their resources. 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.

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.

FSDS Speech Therapists have continued to provide 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. We believe that if our students can become more independent in all aspects of their life they will enjoy a better quality of life. In 2018 developing the independence of all students remained a key priority. Teachers undertook professional learning to increase their

capacity to work collaboratively to revise and broaden the range of independence goals to meet the needs of all students. A comprehensive goal bank which is directly related to performance indicators in the Victorian curriculum is available to teachers when selecting independence goals for their 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 also been used to teach students to be more independent. 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.

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.

Participation in Interschool sporting programs is another means of building happy, healthy and resilient children. All senior school students at FSDS in 2018 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.

At Frankston SDS all middle and senior school students are offered the opportunity to attend a school camp. The curriculum implemented on school camps aligns perfectly to our core priorities of developing communication, independence and social competencies. A highlight for our graduating students of 2018 was their school camp to the Gold Coast. Mountain bike riding expeditions and outdoor learning experiences at Blackwood and Garfield North Outdoor Education Centres were other camps enjoyed by our students.

In 2018 senior students at Frankston SDS participated in a Debutante Ball. This was a great community event attended by more than 200 people at the Sandhurst Golf Club. The students looked stunning in their tuxedos and ball gowns entertaining the audience with their finely tuned dance routines.

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

FSDS is committed to providing quality outdoor education programs for students with disabilities. In 2018, 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. In 2018, Frankston with the support of DET invested time to ensure Blackwood was fully compliant with the Child Safe Standards

We are hopeful a review on Blackwood, conducted in 2018, will result in more adequate funding. This will provide greater opportunities for students with disabilities to participate in outdoor learning and a more sustainable governance structure for Frankston SDS

Financial performance and position

Financial performance and position commentary

At the 31/12/2017, the total funds Available	\$391,506	include as follows:-
Frankston Special Developmental School (SDS)	\$313,591	
Blackwood Outdoor Education Centre (campus of Frankston SDS)	\$77,915	
	Balance:	\$391,506

Frankston SDS (Frankston Campus) has a bank balance at the end of 2018 of \$313,591. This represents 6% of the total Student Resource Package. This money will be targeted for educational programs in 2019 and to cover any unforeseen expenses that may occur.

\$77,915 is money used to operate the Blackwood Outdoor Education Centre. This money is not available for business transactions on the Frankston campus.

The Blackwood Campus continues to operate underfunded. It is reliant on locally raised funds to continue. A review on Blackwood by the department of education and Training was conducted in 2018. We are hopeful the outcome of this review will lead to better funding for Blackwood and it will be able to deliver outdoor education programs to students with disabilities long into the future without the constant financial hardship it is accustomed to.

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

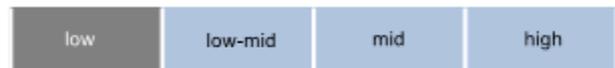
Enrolment Profile

A total of 124 students were enrolled at this school in 2018, 37 female and 87 male.

7 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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>
	<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>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>16.1</td> <td>17.3</td> <td>16.0</td> <td>18.5</td> <td>17.0</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	16.1	17.3	16.0	18.5	17.0
Year	2015	2016	2017	2018	4-year average								
Average absence days	16.1	17.3	16.0	18.5	17.0								
<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>2015</th> <th>2016</th> <th>2017</th> <th>2018</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	2015	2016	2017	2018	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0								

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$5,069,273
Government Provided DET Grants	\$671,563
Government Grants Commonwealth	\$3,709
Revenue Other	\$95,684
Locally Raised Funds	\$344,863
Total Operating Revenue	\$6,185,092

Funds Available	Actual
High Yield Investment Account	\$378,742
Official Account	\$12,763
Total Funds Available	\$391,506

Equity ¹	
Equity (Social Disadvantage)	\$44,862
Equity Total	\$44,862

Expenditure	
Student Resource Package ²	\$4,960,088
Books & Publications	\$6,009
Communication Costs	\$14,944
Consumables	\$81,742
Miscellaneous Expense ³	\$833,070
Professional Development	\$37,267
Property and Equipment Services	\$414,913
Salaries & Allowances ⁴	\$12,717
Trading & Fundraising	\$5,534
Travel & Subsistence	\$22,146
Utilities	\$51,089
Total Operating Expenditure	\$6,439,519

Financial Commitments	
Operating Reserve	\$223,154
Other Recurrent Expenditure	\$591
Funds Received in Advance	\$560
School Based Programs	\$119,281
Asset/Equipment Replacement < 12 months	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$37,919
Total Financial Commitments	\$391,506

Net Operating Surplus/-Deficit	(\$254,427)
Asset Acquisitions	\$26,317

- (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 15 March 2019 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 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 '*ND*' mean?

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.