

Peterborough Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Peterborough Primary School Number: 339

Partnership: Flinders

Name of School Principal:

Maree-Anne Tyas

Name of Governing Council Chair:

Sarah Thomas

Date of Endorsement:

21st February 2018

School Context and Highlights

We started the year with an enrolment of 65 students with numbers declining throughout 2017. Our enrolments included: 28 male, 34 female, 10 ATSI and 37 school card families.

The structure of the school changed in 2016 with a reduction of a class as overall enrolments have dropped over previous years. The structure included an R/1, Yr 2/3/4 and Yr 5/6/7 classes. We also have a special options class for students R-7 which currently has an enrolment of 4 students but possibly looking to increase in 2018. Yunta continued to be an outreach annex of Peterborough Primary with numbers steady on 6. We also supported a Preschool child to access Kindergarten in Peterborough on a Monday when the Yunta class spent time with peers and engaging in specialist teaching areas. We continued with Japanese for students from Year 2 to Year 7; not including special options unit. It was delivered in a face to face capacity rather than Open Access. Our Aboriginal Education Teacher and Aboriginal Community Education Officer have been working closely together with our ATSI students. They gather every week to explore culture and the many areas their families come from. As a group they experience various outings to regions around South Australia. There is now a strong ATSI parent voice emerging with over one third of our students being Aboriginal Torres Striate Islander.

A great deal of our resources and focus in 2017 were put into Visible Learning plus, Brightpath Writing Trial and LDAM. These projects have given us a great foundation into future planning and improvement.

Some highlights for Peterborough Primary & Yunta Campus have included:

Parental Involvement:

- * Book Week Parade
- * Arts Expo
- * Sports Day
- * Reconciliation & NAIDOC Week
- * Volunteers Morning Tea * Local Excursions
- * End of Year Concert & Presentations
- * School Choir
- * Year 7 Graduation
- * P&F Stalls

Student Focus:

- * Peer Support R-7
- * National Tree Day
- * STEM Congress ATIS
- * Wheels Day
- * Sport Clinics
- * SAPSASA



Governing Council Report

It has been another busy but successful year at Peterborough Primary School. This is my first year as Chairperson of Governing Council and I would like to begin by thanking all the council members and staff for their support this year.

The students have worked extremely hard this year and have achieved outstanding results in PAT M and PAT R tests. The maths and reading intervention programs have also been a huge success with all students participating in these programs, showing huge improvements.

School uniforms were made compulsory this year. Governing Council selected a new range of more affordable uniforms and I must say that it looks lovely to see all the children wearing them every day.

The computer room had a much needed upgrade with new furniture and computers for the students. Plans for a new disabled toilet were also put into motion and we hope to see the construction of this begin soon. Governing Council also doubled as the new Grounds Committee, assisting in the new look front entrance and feature wall overlooking the COLA. The committee have many exciting projects planned for 2018.

All classes enjoyed excursions to various locations this year. The 5/6/7 class enjoyed their 2 night stay at Errappa Blue Light camp. Our first arts expo was held in term 4 with students performing various forms of art to family and friends. A very entertaining evening was had by all.

I would like to thank the Parents and Friends Committee for all their hard work this year. I would also like to congratulate Ree Tyas who was the successful applicant for the Principal's position at Peterborough Primary School for the next 5 years. We look forward to working with Ree to further improve our lovely school.

Thank you again to the staff for their hard work and dedication, it is much appreciated by all. Unfortunately student enrolments have declined slightly this year but we hope they will increase in the coming years.

Sarah Thomas
Chairperson of Governing Council

Improvement Planning and Outcomes

Priority One:

Students develop the capacity to learn and to have an active role in their learning.

Indicators of Success:

- Students attendance will be 95% or greater. NOT ACHIEVED 2017
- Observable measured growth against site, state and national targets for literacy and numeracy. ACHIEVED 2017
- Increase the proportion of students demonstrating through their NAPLAN results as being above the NMS indicates attainment of the DECD Education Achievement Standard for Reading and Numeracy. ACHIEVED 2017
- Increase the number of students who attain scores in the Higher Bands. ACHIEVED 2017

Priority Two:

Strengthen partnerships between families, school and communities which support effective learning outcomes for students.

Indicators of Success:

- Increased numbers of parents attending One Plan interviews and class interviews each year until in 2017. ACHIEVED 2017
- PLCs based on identified professional need within the school are developed and maintained until 2017. ACHIEVED 2017
- Parent surveys meet increased levels of satisfaction of PPS as a supportive learning environment fostering a commitment to care for the well-being, engagement and achievement of students. ACHIEVED 2017
- Positive association with local community groups. ACHIEVED 2017

Priority Three:

Develop a well-balanced learner who is considerate of themselves, others and their world.

Indicators of success:

- Increase in learners' ability to use a variety of skills to problem solve effectively. ACHIEVED 2017
- Decrease in Front office referrals, suspensions and take homes. ACHIEVED 2017
- Increased attendance. NOT ACHIEVED 2017
- Common language and expectations used by members of the school community. ACHIEVED 2017

External Review Final Directions for 2016-2019:

1. Strategically analyse students' achievement data, particularly those in the middle and upper years, to identify specific learning needs and align teaching strategies and interventions to lift students into higher bands.
2. Maintain the intensity and focus of the school improvement processes that are currently in place, particularly the focus on growth mindset and improved student attendance. Review the breadth of data that is collected so as to maintain the already well-articulated and relentless focus on lifting student achievement.
3. Continue the focus on building the capacity of teachers, and in particular their ability to provide greater differentiation in their teaching for all learners, but specifically to support more able students to be more successful.
4. Explore how the continuing focus on student voice can be utilised to further support teachers in refining their practice.

Based on the school's current performance, Peterborough Primary School will be externally reviewed again in 2019

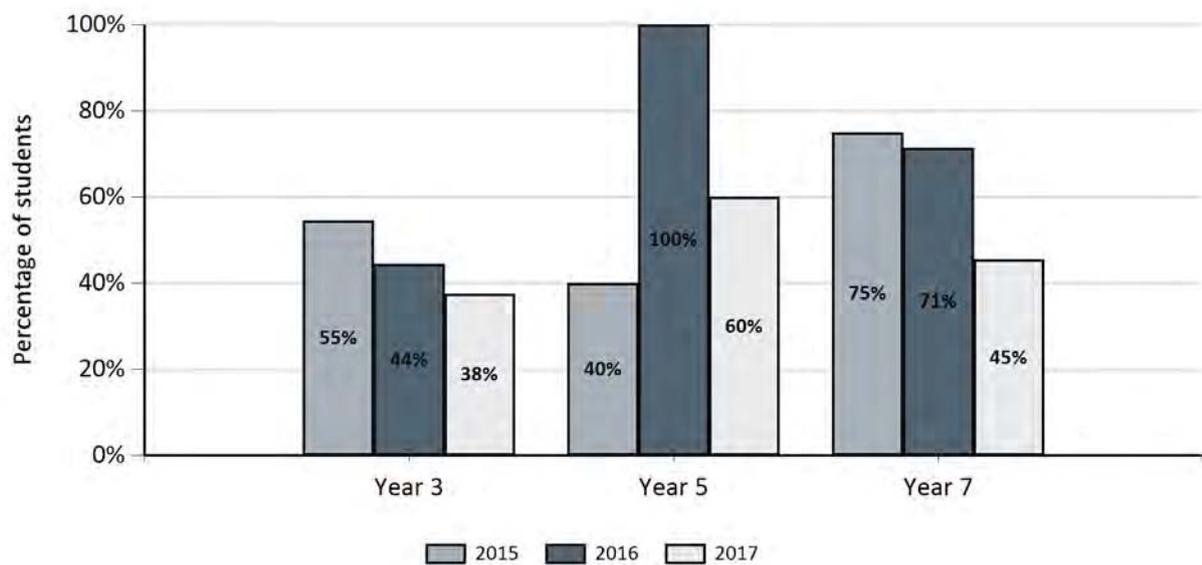


Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

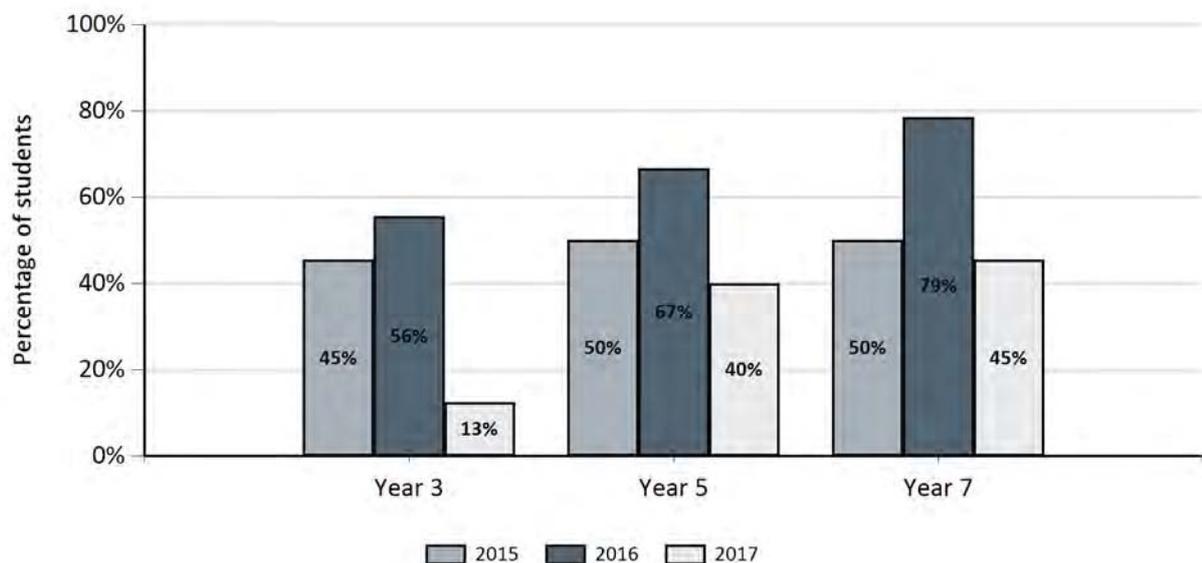
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	25%	25%	25%
Middle progress group	50%	63%	50%
Lower progress group	25%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	11%	14%	25%
Middle progress group	67%	57%	50%
Lower progress group	22%	29%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	8	8	1	0	13%	0%
Year 3 2015-17 Average	9.3	9.3	1.3	1.3	14%	14%
Year 5 2017	10	10	3	1	30%	10%
Year 5 2015-17 Average	8.7	8.7	1.7	0.7	19%	8%
Year 7 2017	11	11	0	0	0%	0%
Year 7 2015-17 Average	12.3	12.3	0.3	0.3	3%	3%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School Performance Comment

"As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year."

Some outstanding results were obtained in PAT M&R, NAPLAN and Running Record:

Student achievement and growth continued to be a focus for Peterborough Primary & Yunta Campus in 2017. While the overall results show a decline in achievement from 2016 to 2017; the like cohorts (2015 to 2017) at quite stable. This will be an area of focus as we aspire to have more students achieving SEA and into the higher bands.

In PATM (maths) 100% of test 1, 3 and 4 cohorts achieved agreed targets or SEA. Reading produced a similar story with 100% PATR achievement in tests 3, 4 and 6. Overall the percentage of students in 2017 achieving agreed targets and SEA has increased from the 2016 data.

PAT M: 60% (2016) to 79% (2017) achieving agreed targets or SEA

PAT R: 60% (2016) to 85% (2017) achieving agreed targets or SEA

PAT M average effect size indicated that 84% of students (5 out of 6 year levels) were well above the expected .4. In 2017 we utilised the Quicksmart resource to support students with their numeracy skills. Some outstanding individual PAT M scores demonstrated major growth for students not only in the area of maths but across the board. Some outstanding effect size figures for individuals in PAT M engaged in Quicksmart included: 4.53, 2.69, 1.78, 3.61, 2.24 and 1.86. This equates to 77% of students on the program at or above SEA.

Some amazing Running Record results for Yr 1 and 2 students: Yr 1 100% with 80% in the higher bands and Yr 2 71% at SEA. Closing the gap was a focus for our reading intervention in 2017 with students supported through Ripper Reading and effective classroom teaching to raise the bar.

This information along with individual site data will be used to set up intervention programs in 2018 to maintain higher band achievement and to support those needing extra support to "close the gap".

Numeracy will continue to be a focus for Peterborough Primary School & Yunta Campus through the Flinders Partnership 2018 plan.

Again in 2018 school year the focus will be achievement; reaching and maintaining the SEA targets with a higher percentage of students achieving and retaining higher bands.

Attendance

Year level	2014	2015	2016	2017
Reception	94.0%	87.4%	86.6%	87.7%
Year 1	89.5%	86.6%	88.3%	94.8%
Year 2	92.0%	91.9%	87.0%	86.6%
Year 3	94.5%	90.9%	87.6%	89.1%
Year 4	93.2%	90.2%	88.4%	86.6%
Year 5	88.3%	93.7%	88.2%	84.7%
Year 6	90.9%	85.6%	87.3%	95.6%
Year 7	87.9%	93.9%	88.4%	85.8%
Primary Other	85.5%	83.7%	76.6%	75.1%
Total	90.8%	89.8%	87.4%	87.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

The average attendance figures over the last four years has seen a decline in attendance although 2016 to 2017 was reasonably stable; but not at DECD expectations. Families are contacted on a daily basis to ensure the safety and wellbeing of the students. Newsletters and letters home highlight the detrimental effect on student learning when away from school. As a school we work closely with the Attendance Officer and Support Services to engage with families who find it difficult to maintain attendance. This joint targeted effort has proven to be a positive way forward.

Behaviour Management Comment

Our Behaviour Education Program offers guidance to students through the Play is the Way Program. The concepts of the program are relevant both at school and in the borderer community setting. Our aim is to provide a safe, inclusive, supportive learning environment free from bullying, harassment and violence. Proactive strategies are reviewed on a regular basis following the "Feeling Safe at School" audit. These are conducted twice a year. This information along with data from EDSAS give a clear picture of the needs of students. In 2017 we have seen a decline in the recordable incidents from the 2016 data of 51%. The areas with the most dramatic drops in the last 12 months were around violence (60% decrease) and threatened good order (32% decrease).

Client Opinion Summary

Parent, staff and student opinion surveys were carried out toward the end of term 3. This information has given us some clear direction to ensure we are catering for the needs of all clients within the school community.

Parent School Opinion Survey:

Overall we received some very positive results with 20% of families responding to the survey. Some areas such as: expectations of student learning; communicating with families; providing feedback; motivating students to learn; child making good progress; working with families to support the child and a well maintained school were highly rated with 100% to 90% positive response. The perception of student behaviour being managed well at the school will continue to be a focus for us with only 34% positive responses, although 56% did not agree or disagree. This is a great improvement from the 2016 data.

Student Opinion Survey:

90% of students felt that their teachers always expected them to do their best. They felt that they were provided with useful feedback, teachers motivated them to learn and gave them opportunities to do interesting things. Students indicated they felt safe at school and that they could talk about their concerns to their teacher. Students believed that as a school we are always looking for ways to improve and that they are treated fairly. The focus for us into the future is to hold the line on learning and to ensure student voices are truly heard and valued.

Staff Opinion Survey:

The staff opinion survey indicated many positive areas. Staff felt that teachers expected students to do their best and that they provided them with useful feedback. Communication was also highlighted as 100% felt that both parents and students could talk to them about their concerns. The survey indicated that staff believed the school is always looking for ways to improve and that they are supported and receive useful feedback.

Overall the data indicated that as school we are on track toward catering for the needs of all clients within the school community. It has also given us some clear direction for the future including ensuring all voices are heard and honoured. Through our Visible Learning journey we are working together to ensure that all aspects of our school community is visible allowing for honest and critical feedback-PPS a Visible Learning School!

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	16.1%
Transfer to SA Govt School	26	83.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Employees:

All employees of a part-time, full-time or casual basis employed by DECD: Teachers are screened through the Teachers Registration Board of SA .

Screening required:

- parents attending overnight camps or school sleepovers
- parent volunteers, if their own child is not involved in the service or activity

No screening required:

- parents who volunteer in connection with an activity that involves their own child
- one-off guest appearances supervised by staff
- parents volunteering on a governing council
- parents involved in one off events such as sports days which their child is attending

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	13
Post Graduate Qualifications	2

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	7.4	0.5	6.9
Persons	0	8	1	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$1,315,992
Grants: Commonwealth	\$3,000
Parent Contributions	\$23,303
Fund Raising	\$776
Other	\$29,156

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	The 0.58 counsellor worked with individuals and groups of students on programs around anger management, reluctance to engage and attendance. SRC and the Peer Support Program supported our work around student voice.	Decrease in incidents recorded on EDSAS. Increased engagement & academic growth
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Funding supported additional SSO time in the classrooms. a sequential speech program supported verified students to access the curriculum as they worked toward their NEP/ILP goals	Academic & personal growth was evident through data achieving goals set in plans
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Rural and Isolated the funding enabled students to access performances, camps, excursions, joint area bus etc. With a high percentage of ATSI students enrolled funds supported a .2 AET and 13hrs ACEO on site. Identified students received additional support: targeted intervention. The funding R-2 and Yr 3 scheme assisted with additional classroom support and training and development to improve outcomes for all student R-3. Intervention programs for students with learning difficulties were set up to support students to reach SEA targets. The AC funding supported the school with resources, Professional Learning to build capacity of teachers	Overall improved academic outcomes for the majority of students in Numeracy and Literacy
Program Funding for all Students	Australian Curriculum	N/A	N/A
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding Specialist School Reporting (as required)	Funding was allocated toward student well-being programs, intervention, classroom support and resources. Students received additional support through the funding to build capacity to access school/curriculum programs	Data indicates an improvement in academic outcomes for many students
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	N/A	N/A