

Peterborough Primary School 2016 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:

Leanne Draper

Date of Endorsement:

21st February 2017

School Context and Highlights

We started the year with an enrolment of 80 students with numbers fluctuating throughout 2016. 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 5/6/7 classes. We also have a special options class for students R-7 which currently has an enrolment of 4 students. From the beginning of 2016 Yunta became an outreach annex of Peterborough Primary with numbers increasing to 8 over the year.

We continued with Japanese for most students but 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 many outings to regions around South Australia. From the work undertaken in 2016 there is now a strong ATSI parent voice emerging.

Student achievement and growth continued to be a focus for Peterborough Primary & Yunta Campus in 2016. Some outstanding results were obtained in NAPLAN and Running Record testing. 100% of the year 5 cohort achieved the DECD Standard of Educational Achievement (SEA) Reading along with some amazing Running Record results for Year 1 and 2 students: Year 1 66% and Year 2 100% (this information will be used to set up intervention programs in 2017).

Some highlights for Peterborough Primary & Yunta Campus have included:

Parental Involvement; School Assemblies, Book Week Parade & Activities, Literacy and Numeracy Week Activities, SRC Induction, Student Showcase, Peterborough Expo, Sports Day & Swimming Carnival, Reconciliation and NAIDOC Week activities, Volunteers Morning Tea, End of Year Concert & Presentations, School Choir (Including participation in East of the Ranges Choir, Year 7 Graduation and Dinner, Fundraising activities supporting school and community event, Amalgamation of Yunta Rural School and Peterborough Primary.

Student Focus; NAPLAN Online Trial, Integrated transition program from Preschool to school and Yr7 to Yr 8, 5/6/7 School Camp to Pt Vincent, Swimming Lessons for R-4 students, Basketball, Cricket and Football Clinics, SAPSASA, Play at Lunchtime Program, Various class excursions (including ATSI group), School Performances, Whole Partnership Cultural Day * SA Museum Visit, PJ Day, Spider Days, Environmental Day.

Governing Council Report

Welcome to 2016! This is to be my last year on the Peterborough Primary School Governing Council. We started the year off well with many new faces in each classroom. We were very lucky to have our canteen reopen this year, thanks to Vanessa Hanley. Yunta has joined us again for another exciting year of learning.

We had a few new faces join us on the Governing Council including two Yunta ladies. Unfortunately toward the end of the first term we were told Ms T was leaving us, a sad time for us as we had fallen in love with her. At the start of term two we saw Mrs S move on also, to work in district office.

This term we had a very successful Environmental Education Day with St Joseph's joining us, it showed the kids many different things about the environment. Here we are half way through the year already. Heading into term three now our 5/6/7 class have their day in Port Pirie to perform in the East of Ranges Choir which they had been practising for all year. It was a great night yet again. Next day we had our annual Book Week Parade with many great costumes yet again. Well now we are due to have our Sports Day in the middle of September and due to poor weather we cancelled and we made it the end of September and yet again we had one of the biggest storms that we had ever seen. So finally, third time lucky!. On the 26th October we had our Sports Day, it was a beautiful day with Flinders winning Sportsmanship and Eyre winning the Championship. For our third year running we achieved the challenge of all students completing the Premier's Reading Challenge. So our children's surprise was a trip on the Pichi Richi.

Well into term four now, our year 5/6/7 class enjoy their camp at Pt Vincent with great weather. We then found out that we would have Mrs Tyas for our Principal for 2017. Down to the final week of the year and we have our concert, which was a really good night. Then Thursday saw our year 7 graduation which was a great night for our year 7s to show how far they had come in their Primary School life. I had a few tears as this was it; no more Primary School for my children or myself after this.

Where has the year gone? Thanks to the staff, students, parents and the wider community of Peterborough Primary School for enduring my children and myself for the past 11 years. Wishing everyone all the best for the future of our great school.

Leaner Draper
Chairperson 2016

Improvement Planning and Outcomes

Priority 1

- Support the learner to develop skills, knowledge, understandings and dispositions to achieve success.
- Grow the learner's personal ability to use high level thinking skills and apply this learning to new and increasingly complex situation.

Indicators of Success

- Observable measured growth against site, State and National targets for literacy and numeracy. ACHIEVED 2016
- Increase the percentage of students demonstrating through their NAPLaN results as attaining year level Proficiency Bands according to the DECD Standard of Education Achievement for Reading and Numeracy. ACHIEVED 2016
- Increase the number of students who attain scores in the Higher Bands. ACHIEVED 2016

Priority 2

- Develop effective communication strategies between home and school
- Facilitate a family centred approach to students' learning and attendance.
- Develop professional learning communities (PLCs) within the Flinders and other DECD partnerships.

Indicators of Success

- Increased numbers of parents participating in One Plan interviews and class interviews each year until in 2017 there is 100% take up in these important school activities. ACHIEVED 2016
- PLCs based on identified professional need within the school are developed and maintained until 2017. ACHIEVED 2016
- Positive association with local community groups. ACHIEVED 2016
- Parent surveys meet state 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 2016

Priority 3

- Develop positive interpersonal skills to effectively communicate and interact in their world

Indicators of success

- Increase in learners' ability to use a variety of skills to problem solve effectively. ACHIEVED 2016
- Decrease in Front office referrals, suspensions and take homes. ACHIEVED 2016
- Powerful learning and engagement in harmonious and supportive classrooms PARTIALLY ACHIEVED 2016
- Reduction in harassment and bullying ACHIEVED 2016

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.

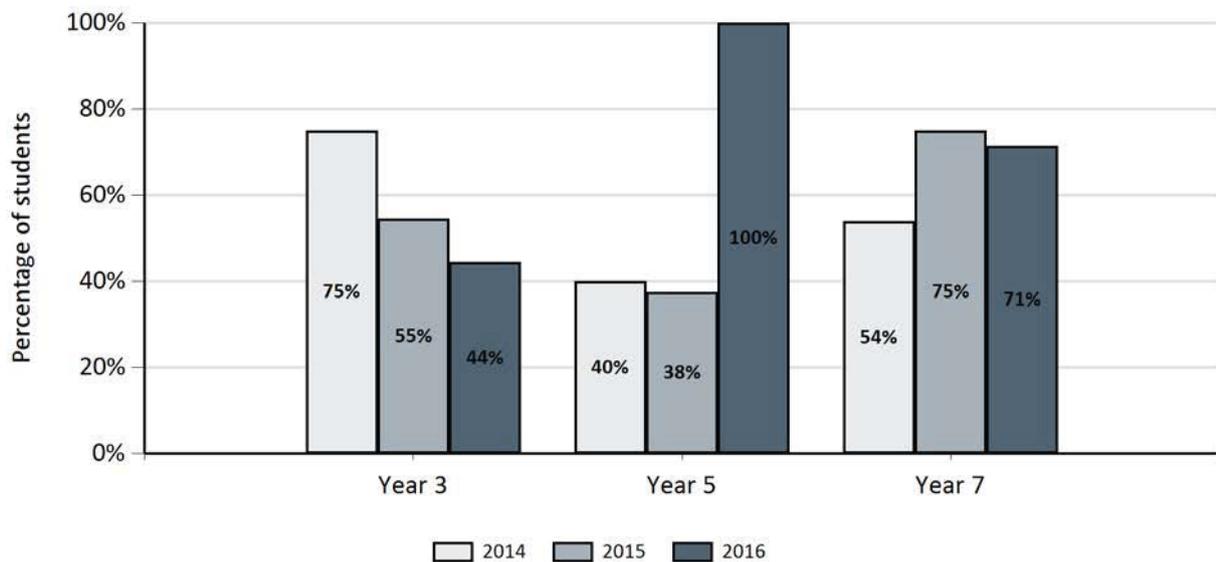
Based on the school's current performance, Peterborough Primary School will be externally reviewed again in 2019

Performance Summary

NAPLAN Proficiency

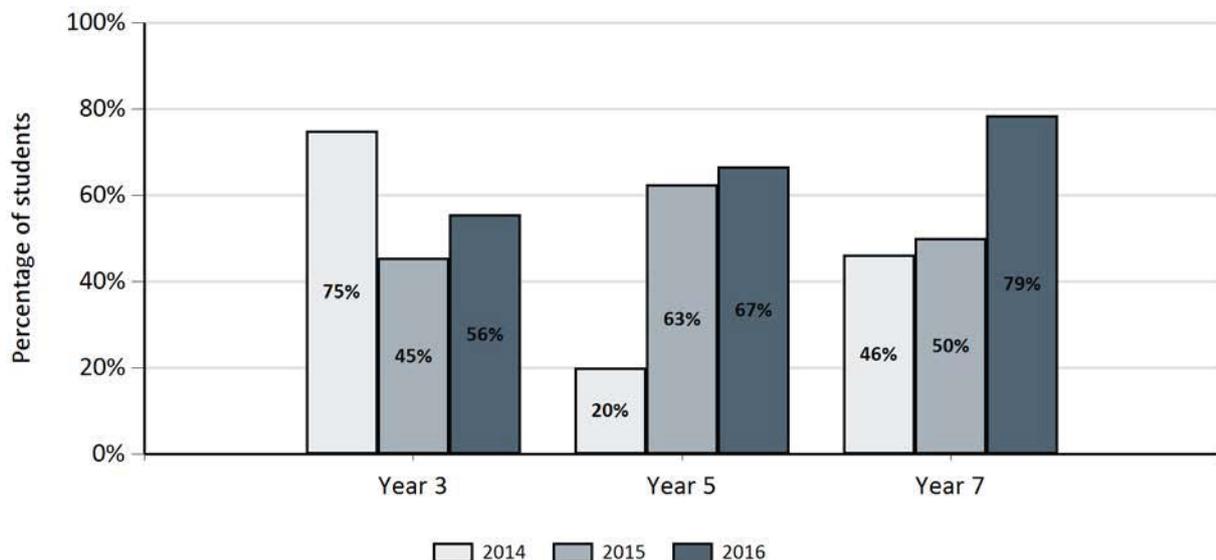
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	0%	30%	25%
Middle progress group	83%	60%	50%
Upper progress group	17%	10%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 3-5	Year 5-7	State (average)
Lower progress group	33%	20%	25%
Middle progress group	67%	40%	50%
Upper progress group	0%	40%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	9	9	1	0	11%	0%
Year 3 2014-16 Average	9.3	9.3	1.3	1.3	14%	14%
Year 5 2016	6	6	1	0	17%	0%
Year 5 2014-16 Average	8.0	8.0	0.7	0.3	8%	4%
Year 7 2016	14	14	1	1	7%	7%
Year 7 2014-16 Average	13.0	13.0	0.7	0.3	5%	3%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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 Improvement Planning Outcomes 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.

Highlights of achievement in NAPLAN are clearly identified in the numeracy results with every cohort demonstrating better results than 2015 data. Numeracy has been and will continue to be a focus for Peterborough Primary and Yunta Campus through Flinders Partnership approach. Peterborough Primary and Yunta Campus also demonstrated outstanding results in NAPLAN Reading data with 100% of year 5 students achieving the DECD Standard of Educational Achievement.

The PAT M and PAT R results indicate that 60% of students achieved DECD Standard of Educational Achievement (SEA) which is well above the target set for 2016. This is an outstanding achievement.

Running Record Results for 2016 indicated that classroom teaching programs and small intervention groups led to positive results for our Year 1 and Year 2 students. The majority of the cohort reached SEA or above setting them up for a great start into the new learning year.

Leading into the 2017 school year the focus will be not only be the pursuit of growth but also achievement: reaching and maintaining the SEA targets and extending their achievement levels into the higher bands.

Attendance

Year level	2014	2015	2016
Reception	94.0%	86.7%	86.6%
Year 01	88.6%	86.6%	88.3%
Year 02	92.0%	91.0%	87.0%
Year 03	94.5%	90.9%	87.6%
Year 04	92.6%	90.2%	88.4%
Year 05	90.3%	93.8%	88.2%
Year 06	90.9%	86.2%	87.3%
Year 07	87.9%	93.9%	88.4%
Primary Other	85.5%	83.7%	76.6%
Total	90.9%	89.5%	87.4%

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

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

Attendance Comment

Families are contacted on a daily basis when an absence is recorded to establish reason for not attending. Regular snippets regarding the impact of non attendance were posted in the Newsletter and letters are sent home raising concern around numbers of days absent. The school also worked closely with the DECD Attendance Officer. In 2016 student voice through Student Representative Council (SRC) became a strong advocate for regular attendance setting up an incentive program for students who attended every day. The work of our ACEO ensured that ATSI families were supported to attend regularly.

Behaviour Management Comment

The Behaviour Education Program for Peterborough Primary School & Yunta Campus offers guidance in relation to interactions with others. The concepts behind the program are relevant both at school and in the broader community. Our aim is to provide a safe, inclusive, supportive learning environment free from bullying, harassment and violence. To ensure our proactive strategies are meeting the needs of students: 'Feeling Safe at School' audits were conducted twice a year. This information along with data from EDSAS gave us a clear picture of the needs of the students in relation to behaviours. The data from 2016 showed a significant decrease in suspensions, bullying and violence from the previous year.

Client Opinion Summary

Parent, Staff and Students were carried out toward the end of term three 2016. This information highlighted within the survey gave us some clear directions to ensure we were catering for the needs of all clients within the school community.

Parent School Opinion Survey:

Parents were very positive with regard teacher: expectations, feedback, and fair treatment of students. School safety and communication with families was also rated highly: with 90% indicating that their child feels safe, and likes being at school. Parents (90%) felt that they could talk with their child's teacher about any concerns. An area parents highlighted as possible focus for the future was around student behaviour and staying in contact with parents to work together for the student.

Student Opinion Survey:

Over 90% of students felt that their teachers always expected them to do their best. They felt that the teachers motivated them and gave them opportunities to do interesting things. The majority of students indicated that they felt safe at school and could talk about their concerns. A focus for us as a school from the data indicated that we need to listen to student voice and take their opinions into account. This is already an area of focus for Peterborough Primary & Yunta Campus into the future.

Staff Opinion Survey

The staff opinion survey indicated many areas of positivity. They felt that students felt safe at school and were happy that parents were able to speak to them about their concerns. The data indicated that students were motivated to learn and their learning needs were being met. Staff also highlighted the way the school works with parents to support the learning needs of the students.

Overall the data indicated that as a school we were on track toward catering for the needs of all clients within the school community. It also have given us some clear directions into the future to ensure everyone's voice is heard and honored.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	5.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	10.0%
Transfer to SA Govt School	34	85.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

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	14
Post Graduate Qualifications	3

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	8.5	0.6	5.7
Persons	0	9	1	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$500.00
Grants: Commonwealth	\$6000.00
Parent Contributions	\$28,700.00
Fund Raising	\$1000.00
Other	\$64,000.00

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

2016 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 2016 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 in school/classroom and attendance. Student voice was a focus through SRC and class meetings	Engagement for individual students leading to growth academically & attendance
	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 was used through additional classroom support with SSOs. A sequential speech program was also in place to support individual students to work toward goals indicated in ILP/NEP and reports.	Outcome in academic growth was evident through PAT M & R data toward SEA
	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: allocated for students to be able to access performances, camps, excursions and develop leadership skills. With 18 ATSI students enrolled in 2016, funds supported .2 AET and 12.5hrs ACEO. Students identified as low achieving received additional support through targeted individual programs. The funding through the R-2 and Yr 3 scheme assisted with additional classroom support and training and development to improve outcomes for all students R-3. Intervention programs for students with learning difficulties were set up to support students to reach expected target- SEA. AC funding supported the CPAC, resources, PD for staff.	Overall academic outcomes have improved for most students through
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding Specialist School Reporting (as required)	Funding was allocated toward student wellbeing 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 in 2016.
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	N/A	N/A