## 1. CONTEXT

<table>
<thead>
<tr>
<th>School Name</th>
<th>Peterborough Primary School</th>
<th>School Number</th>
<th>0339</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Helyn Strokowsky</td>
<td>Partnership</td>
<td>Flinders</td>
</tr>
</tbody>
</table>

The school operated with four classes and a Special Options Class 3-7.

Achieving DECD attendance at 93% was a factor in some classes especially in Reception/One class. However 27 students across the school gained an Award for achieving 93% or higher attendance on 2015.

There was improvement in the number of students at /above or just below the scale scores in PAT tests; there was also improvement in the number of students represented in the NAPLAN proficiency bands or higher.

The support for the school from the parents and the community was strong this year. Individual classes had robust support as well as across the whole school. There was an increase in parent participation in school organized events such as Open Learning Days, fundraising events and presence on school excursions.

Student transience continues to be a factor in the educational delivery with several families enrolling for short periods of time and then returning to previous addresses, usually intra and interstate. Enrolment fluctuated around 77; for example, at the beginning of term 3 there was an enrolment adjustment upwards of 20 students; by beginning of term 4; only 6 of these students remained.
2015 Chairpersons Report

- 100th Anniversary of ANZAC celebration. Celebrated by our Year 7’s being able to go on a trip to Canberra. With money being donated by the school for a large portion of the trip. The parents rallied together to fundraise for the balance. Well done!

- Many class fundraisers greatly supported by parents for the children’s camps during the year

- All children enjoyed visits to Yunta School this year.

- Had some staffing changes in Term 1 and 2. Then a much more settled Term 3 and 4.

- A very successful Sports Day moved to end of Term 3. With BBQ and Food and Drink Stall greatly supported by the parents yet again.

- School was very fortunate to have many volunteers helping out with numerous tasks.

- All children completed the Premiers Reading Challenge and enjoyed a trip to Bounce in Adelaide.

- Unfortunately due to declining numbers we have reduced down to 3 classes in 2016.

- Great news for our Canteen to reopen in 2016

Thank you to everyone involved in 2015 and for making it a worthwhile year

Chairperson for 2015

Peterborough Primary School

Leanne Draper
3. 2015 HIGHLIGHTS

- School Showcase events for parents to engage in their child’s learning. These were held in Week 5 each term (or close to this date if possible). The attendance of adults averaged at 92%.

- Senior students’ participation in extra curricula events including leadership development, choir, racial discrimination workshops, SAPSSA and interschool team events

- Play is the Way ratified as the common approach to student self development following input by Wilson McCaskill

- Professional learning for staff was undertaken in positive dispositions and intentionality, maths improvement, data disaggregation (NAPLAN & PATM/R), students experiencing trauma, school review and continuous improvement and the implementation of the arts curriculum

- National data collection for students with a disability
• School hosted Country Cabinet and an additional visit by the Minister for Education and Child Development

• External Review led by Mr Rob Harkin
• Partnership Review
• Recommendation by Working Party to close Yunta Rural School and reopen as Peterborough Primary and Yunta Campus School in 2016 was accepted by the CE and Minister
• School Excursions including camps, Canberra, Bounce, Port Pirie, sleepovers

• End of year concert and graduation

More information about these events and more can be found in the weekly newsletters which are placed on the school website each week; Other communication strategies include the school’s Facebook page and the school’s notice board located next to the parents’ car park.
4. SITE IMPROVEMENT PLANNING AND TARGETS

School Learning Improvement Plan 2014 - 2017

Powerful Learners

Our Goal

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

Priorities

- 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.

Targets

Intervention and Improvement focus on Numeracy

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN</td>
<td>60% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>70% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>80% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>90% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
</tr>
<tr>
<td>PATM</td>
<td>30% of wave 1 and 2 students: at or above stanine target</td>
<td>35% of wave 1 and 2 students: at or above stanine target</td>
<td>40% of wave 1 and 2 students: at or above stanine target</td>
<td>45% of wave 1 and 2 students: at or above stanine target</td>
</tr>
<tr>
<td></td>
<td>30% of wave 1 and 2 students will achieve target growth in Scale Score for their year level</td>
<td>35% of wave 1 and 2 students will achieve target growth in Scale Score for their year level</td>
<td>40% of wave 1 and 2 students will achieve target growth in Scale Score for their year level</td>
<td>45% of wave 1 and 2 students will achieve target growth in Scale Score for their year level</td>
</tr>
</tbody>
</table>

Improvement and Maintenance focus on Literacy

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running Records: at state target (YR Rec -3)</td>
<td>91% of wave 1 and 2 students will achieve their appropriate year level target</td>
<td>92% of wave 1 and 2 students will achieve their appropriate year level target</td>
<td>93% of wave 1 and 2 students will achieve their appropriate year level target</td>
<td>94% of wave 1 and 2 students will achieve their appropriate year level target</td>
</tr>
<tr>
<td>Accelerated Reader STAR test: At or better than chronological age</td>
<td>50% of wave 1 and 2 students will achieve their appropriate age target</td>
<td>55% of wave 1 and 2 students will achieve their appropriate age target</td>
<td>60% of wave 1 and 2 students will achieve their appropriate age target</td>
<td>65% of wave 1 and 2 students will achieve their appropriate age target</td>
</tr>
<tr>
<td>(YR 4-7)</td>
<td>NAPLAN</td>
<td>PATR/M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>30% of wave 1 and 2 students: at or above stanine target</td>
<td>30% of wave 1 and 2 students: at or above stanine target</td>
<td></td>
</tr>
<tr>
<td></td>
<td>70% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>35% of wave 1 and 2 students: at or above stanine target</td>
<td>35% of wave 1 and 2 students: at or above stanine target</td>
<td></td>
</tr>
<tr>
<td></td>
<td>80% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>40% of wave 1 and 2 students: at or above stanine target</td>
<td>40% of wave 1 and 2 students: at or above stanine target</td>
<td></td>
</tr>
<tr>
<td></td>
<td>90% of wave 1 and 2 students: at or above the appropriate proficiency band</td>
<td>45% of wave 1 and 2 students will achieve expected growth in Scale Score points for their year level</td>
<td>45% of wave 1 and 2 students will achieve expected growth in Scale Score points for their year level</td>
<td></td>
</tr>
</tbody>
</table>

**Indicators of Success**

- Observable measured growth against site, state and national targets for literacy and numeracy. **ACHIEVED IN 2015**
- 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 IN 2015**
- Increase the number of students who attain scores in the Higher Bands in Year 3. **ACHIEVED IN 2015**
- Increase the number of students who, having attained scores in the Higher Bands maintain their Higher Band achievement as they progress through their schooling years at Peterborough Primary. **ACHIEVED IN 2015**

**Powerful Partnerships**

**Our Goal**

Strengthen partnerships between families and communities which support effective learning outcomes for students of Peterborough Primary.

**Priorities**

- 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.
Targets

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase parent</td>
<td>70% of parents</td>
<td>80% of parents</td>
<td>90% of parents</td>
<td>100% of parents</td>
</tr>
<tr>
<td>involvement at the school level</td>
<td>and caregivers will attend One Plan meetings and class interviews</td>
<td>and caregivers will attend One Plan meetings and class interviews</td>
<td>and caregivers will attend One Plan meetings and class interviews</td>
<td>and caregivers will attend One Plan meetings and class interviews</td>
</tr>
<tr>
<td>Increase in communication from parents and caregivers for reasons of absences</td>
<td>70% of parents will communicate with the school reasons for student absences</td>
<td>80% of parents will communicate with the school reasons for student absences</td>
<td>90% of parents will communicate with the school reasons for student absences</td>
<td>100% of parents will communicate with the school reasons for student absences</td>
</tr>
</tbody>
</table>

| Development and          | 100% and written into performance goals  | 100% and written into performance goals  | 100% and written into performance goals  | 100% and written into performance goals  |
| maintenance of PLCs within the school |                                    |                                    |                                    |                                    |
| Development and          | 90% - part time staff may not be able to achieve this and written into performance goals | 90% - part time staff may not be able to achieve this and written into performance goals | 90% - part time staff may not be able to achieve this and written into performance goals | 90% - part time staff may not be able to achieve this and written into performance goals |
| maintenance of PLCs within and the wider networks including the Partnership |                                    |                                    |                                    |                                    |

Indicators of Success

- Increased numbers of parents attending One Plan interviews and class interviews each year until in 2017 there is 100% take up in these important school activities. **ACHIEVED IN 2015**
- PLCs based on identified professional need within the school are developed and maintained until 2017. **PARTIAL ACHIEVEMENT IN 2015**
- Positive association with local community groups.
- Each staff is a member of at least one PLC at partnership level and maintained until 2017. **NOT ACHIEVED IN 2015**
- 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 IN 2015 AND PRESENTED AS EVIDENCE IN EXTERNAL REVIEW**

Powerful Self

Our Goal

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

Priority

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

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>93% or higher</td>
<td>93% or higher</td>
<td>96% or higher</td>
<td>96% or higher</td>
</tr>
<tr>
<td>Positive Behaviours</td>
<td>10% decrease in recordable</td>
<td>10% decrease in recordable</td>
<td>10% decrease in recordable</td>
<td>10% decrease in recordable</td>
</tr>
<tr>
<td></td>
<td>incidences on EDSAS from 2013 total</td>
<td>number of reports</td>
<td>incidences on EDSAS from 2014 total</td>
<td>number of reports</td>
</tr>
<tr>
<td></td>
<td>reports</td>
<td></td>
<td>reports</td>
<td>reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicators of success

- Increase in learners’ ability to use a variety of skills to problem solve effectively. ACHIEVED (evidence - student survey)
- Decrease in Front office referrals, suspensions and take homes. ACHIEVED
- Increased attendance. NOT ACHIEVED
- Powerful learning and engagement in harmonious and supportive classrooms PARTIAL ACHIEVEMENT (evidence – growth mindset survey)
- Reduction in harassment and bullying ACHIEVED (evidence – student well being at school surveys)
- Common language and expectations used by members of the school community. NOT ACHIEVED

External Review Final Directions

These will be incorporated into site and partnership directions for improvement in 2016.

Peterborough Primary School is tracking well. The leadership team has implemented an explicit improvement agenda that is evidence-driven and has a strong focus on building teacher capacity.

The principal will work with the Education Director to implement the following Directions:

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.
4.1 Junior Primary and Early Years Scheme Funding

The funding was used to support an additional teacher in the JP classes, a literacy intervention program in Years 1 and 2 and in Reception in Term Four 2015.

By the end of Term 4, running records in R, 1 and 2 showed an increase in reading attainment from that achieved by end of term 3 2015 with 80% of students gaining the SEA.

4.2 Better Schools Funding

The funding was used to support an additional teacher in the JP classes, a literacy intervention program in Years 1 and 2 and in Reception in Term Four 2015; maths intervention and support in Year 6/7.

5. STUDENT ACHIEVEMENT

2015 A – E Grades Semester 1 (Totals allocated)

![English Graph](image1)

![Maths Graph](image2)
Analysis of Progressive Achievement Tests (PAT) Reading and Maths indicates the percentage of students at their current level of academic progress (CLAP) who achieved the Standard of Educational Achievement. This is unlike NAPLAN which assesses students in their year of schooling level.
5.1 NAPLAN

Student Proficiency Bands Student Mean Scores

Figure 4: Year 3 Mean Scores

Figure 5: Year 3-5 Growth

Figure 6: Year 5 Mean Scores
There has been significant growth in student achievement in 2015. All students participate in NAPLAN and complete the test assigned to their year of schooling level if they are working at a modified curriculum stage. This is not the case for the Progressive Achievement Tests which are assigned to the students’ agreed current level of academic progress (ILPs).
6. STUDENT DATA

6.1 Attendance

Figure 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>87.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>85.2</td>
</tr>
<tr>
<td>Year 2</td>
<td>87.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>89.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>90.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.7</td>
</tr>
<tr>
<td>Year 7</td>
<td>91.8</td>
</tr>
<tr>
<td>Primary Other</td>
<td>92.9</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>89.6</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>89.6</td>
</tr>
</tbody>
</table>

7. CLIENT OPINION

PSYCHOLOGICAL HAZARD AND HEALTH CHECKLIST: SITE SPECIFIC

1. Supportive Leadership
   1.1 People in leadership positions treat people with respect.
   1.2 People in leadership positions trust the judgement of people in the workgroup.
   1.3 Those in leadership positions take time to understand our issues.
   1.4 Leadership at this site is effective.
   1.5 I am able to approach and speak to leaders about concerns and grievances.
   1.6 I can rely on support from the leaders of this site.
   1.7 Leaders communicate a clear vision, clear goals and clear tasks.
   1.8 I am satisfied with how this site manages conflict, (and harassment, bullying and discrimination if they occur).  
   1.9 I am confident with the department's psychological health procedure.
   1.10 I feel supported by this site's student/child behaviour management processes. (If applicable).

2. Role Clarity
   2.1 I have a clear understanding of my role in this site and the responsibilities of my job.
5. Co-worker Interaction

3.1 I have the opportunity to work within teams at this site.
3.2 There is good communication between groups/staff at this site.
3.3 Teams at this site achieve high quality outcomes.
3.4 I can rely on my colleagues for support and assistance when needed.
3.5 Staff at this site discuss and share work approaches and problems solving together.
3.6 There is good team spirit, which includes fun, at this site.

4. Participative decision making

4.1 I have opportunities to contribute to site decision making which impacts on my work.
4.2 Site decision making processes and structures are fair and effective.
4.3 There are forums at this site where I can express my views and opinions.

5. Goal alignment

5.1 My personal goals co-exist harmoniously with site goals.
5.2 It is clear that team goals are well aligned with site goals.
5.3 The goals of this site are well aligned with organisational goals.

6. Appraisal and Recognition

6.1 There is an effective and supportive induction process at this site.
6.2 I feel encouraged in my work by positive feedback, praise, thanks and other forms of recognition.
6.3 I feel a valued staff member.
7. Employee Development
7.1 I am encouraged to take advantage of opportunities for professional growth.
7.2 Site performance management processes are explicit and support my professional development.
7.3 I receive adequate training when the requirements of my job change.
7.4 I feel my work matches my skills and abilities.

8. Work Demands
8.1 It is possible to manage work demands without experiencing ongoing, significant distress.

9. Individual Morale/Distress
9.1 I often experience positive feelings at work e.g., satisfaction, pride, support, delight, challenge, creativity, team belonging, professional community.
9.2 I rarely experience negative feelings at work e.g., anxiety, threat, anger, sadness, isolation, devalued, conflict

10. Group Morale/Distress
10.1 There is often a positive feeling within our group at this site e.g., achievement, working together, support, fun, positive feedback, belonging, raised.
10.2 Levels of negative feelings/distress rarely impact significantly on group functioning eg anger, conflict, sadness, powerlessness, isolation, anxiety, feeling unsafe.

11. Other
11.1 Staff at this site are supported at times of psychological vulnerability/personal difficulty.
11.2 Psychological hazards at this site are assessed quickly and managed effectively.
11.3 I am aware of the independent counselling service/employee assistance program provided by DCCS (score 5 for yes and 1 for no).
11.4 I understand I can report psychological injuries using the WMS (score 5 for yes and 1 for no).
**PARENT SURVEY**

1. Teachers at this school expect my child to do his or her best.
2. Teachers at this school provide my child with feedback to improve their work.
3. Teachers at this school treat students fairly.
4. This school is well looked after.
5. My child feels safe at this school.
6. I can talk to my child’s teacher about my concerns.
7. Student behaviour is dealt with at this school.
8. My child likes being at this school.
9. This school looks for ways to do things better.
10. This school listens to our opinions.
11. Teachers encourage my child to learn.
12. My child is making good progress at this school.
13. My child’s learning needs are being met at this school.
14. This school works with me to support my child’s learning.

**STAFF SURVEY**

1. Teachers at this school expect students to do their best.
2. Teachers at this school provide students with useful feedback about their school work.
3. Teachers at this school treat students fairly.
4. This school is well looked after.
5. Students feel safe at my school.
6. Students at this school can talk to their teachers about their concerns.
7. Parents at this school can talk to teachers about their concerns.
8. Student behaviour is dealt with at our school.
9. Students like being at this school.
10. This school looks for ways to do things better.
11. This school takes staff opinions seriously.
12. Teachers at this school motivate students to learn.
13. Students’ learning needs are being met at this school.
14. This school works with parents to support students’ learning.
15. I receive useful feedback about my work at this school.
16. Staff are supported at this school.
STUDENT SURVEY

Student Survey

1. My teachers expect me to do my best
2. My teachers provide me with useful feedback about my school work
3. Teachers at my school treat students fairly
4. My school is well looked after
5. I feel safe at my school
6. I can talk to my teachers about my concerns
7. Student behaviour is dealt with at our school
8. I like being at my school
9. My school looks for ways to do things better
10. My school listens to our opinions
11. My teachers encourage me to learn
12. My school gives me opportunities to do interesting things
8. ACCOUNTABILITY

8.1 Behaviour Management

In 2015 Peterborough Primary School ‘Student Behaviour Education’ Policy was revised encompassing the philosophy of the ‘Play is the Way’ program. The key concepts of the program offer guidance in relation to interactions with others and are relevant not only at the school level, but also beyond into the broader community.

The key concepts form the cornerstone of Behaviour Education at Peterborough Primary School:

- Treat others as you would like them to treat you
- It takes great strength to be sensible
- Pursue your personal best no matter who you work with
- Be brave – participate to progress
- Have reasons for the things you say

Peterborough Primary School aims to provide a safe, inclusive, supportive learning environment free from bullying, harassment and violence. To ensure the proactive strategies implemented throughout the school were meeting the needs of students ‘Feeling Safe at School’ audits were conducted twice a year. Following the collection of data, results were shared with staff and the Governing Council.

Below are the results from the two 2015 Feelings at School audits:
8.2 Relevant History Screening


8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>10</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>4</td>
</tr>
</tbody>
</table>

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Persons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

As attached.