

Peterborough School Annual Report



2017



5666

Introduction

The Annual Report for **2017** is provided to the community of **Peterborough School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susanne Corkery

Principal

School contact details

Peterborough School

41 William Avenue

Warilla, 2528

www.peterboro-s.schools.nsw.edu.au

peterboro-s.School@det.nsw.edu.au

4297 1611

School background

School vision statement

We believe that all students can learn.

Our vision is to:

- Provide each student with a safe, positive, inclusive and innovative learning environment
- Develop school programs that are individualised and meaningful
- Immerse students in quality programs
- Empower each student to reach their potential
- Provide students with the tools to become valued citizens of the future

School context

Peterborough School caters for students aged 4 – 18 years of age with moderate to severe intellectual, physical and multiple disabilities including autism and mental health disorders.

The School currently has an enrolment of 98 students.

Students come from a range of socio economic backgrounds and cultures.

In consultation with parents, carers and support personnel staff develop individualised programs for each student.

Class programs cover all Key Learning Areas while still focusing on individual student learning.

The School is supported by a Parents and Friends Association and has strong links to the community.

Features of the school include a hydrotherapy pool, safe play spaces, a trampoline park, sensory play spaces, a library, computer lab and communication resource room. The school has 3 buses which are used to access the community. The school boasts a strong Performing Arts program including – drumming, dance and signing choir. Specialised equipment and resources including augmentative and alternative communication devices (switches, iPads) are available to assist students to achieve their potential.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** we were placed in the following bands:

- Excelling for Learning Culture
- Excelling for Curriculum and Learning
- Sustaining and Growing for Wellbeing
- Delivering for Assessment and Reporting

- Delivering for Student Performance Measures

The independent panel determined that in the domain of Learning the school's self-assessment was consistent with the evidence presented and was validated using the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** we were placed in the following bands:

- Excelling for Collaborative Practice
- Sustaining and Growing for Effective Classroom practice
- Sustaining and Growing for Learning and Development
- Sustaining and Growing for Professional Standards
- Delivering for Data Skills and Use

The independent panel determined that in the domain of Teaching the school's self-assessment was consistent with the evidence presented in 4 element/s and was validated using the School Excellence Framework. In the element of Collaborative Practice the evidence presented indicated the school was operating at the Sustaining and Growing stage.

The results of this process indicated that in the School Excellence Framework domain of **Leading** we were placed in the following bands:

- Excelling for Leadership
- Sustaining and Growing for School Planning, Implementing and Reporting
- Sustaining and Growing for School resources
- Sustaining and Growing for Management Practices and Processes

An independent panel determined that in the domain of Leading the school's self-assessment was consistent with the evidence presented and was validated using the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Delivering a Diverse Curriculum

Purpose

Every student will be actively involved and challenged toward success in all Key Learning Areas.

- To actively engage every student in meaningful, consistently challenging and individually focused learning experiences.
- To deliver adjusted and modified curriculum content that caters to individual needs while still focusing on K – 12 syllabus elements.
- Every student at Peterborough School will work toward achieving success as measured against individual goals and milestones.

Overall summary of progress

Over the course of three years Peterborough executive staff in consultation with speech pathologists and the wider school community worked to develop a communication continuum to support the learning needs of all students. The continuum consists of 10 levels with Level 1 focusing on pre-intentional behaviours and Level 10 on extending language. Links to syllabus outcomes, communication and literacy strategies, social skills development, individual support plan suggestions, assessment tools and augmented communication strategies are embedded in each level of the continuum.

4 Blocks Literacy, Key Word Sign, the use of visuals, the app. Proloquo2Go and incorporating a core vocabulary into classroom pedagogy are some of the strategies used to support learning throughout the school. All these strategies have been embedded in the continuum.

Work with the University of Melbourne's SWANS assessment tool and data gathering materials were used to support assessment in literacy.

Key adjustments and modifications were made to Science, History and Geography syllabi with Science resource kits completed for use with students K–6 and Scope and Sequences completed for all stages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><i>The following achievement measures will be achieved in working towards this strategic direction.</i></p> <ol style="list-style-type: none">1. Staff will be committed to a high level of student achievement across Key Learning Areas.2. All students will be assessed across Key Learning Areas.3. Students will show consistent achievement of individual goals.4. Scope and Sequence and adjustments in place across targeted Key Learning Areas.	<p>All work on developing The Peterborough Communication Continuum and on modifying and adjusting NSW syllabi to suit the specific learning needs of our students was completed by staff in their own time – before, during and after school.</p>	<p>In 2017 all staff completed student assessments either using the MATRIX or SWANS Assessment tools and students were plotted against the communication continuum. Communication plans were developed for each student.</p>

Next Steps

Further work needs to be completed on writing SMART goals for students. All student goals need to be specific, measurable, achievable, realistic and be achievable within a timeframe.

Mentors will be used to guide teachers in class programming. Individual plans and class programs need to be clear, concise and consistent across stages.

Our 2018–2020 School Plan will maintain Delivering a Diverse Curriculum as a strategic direction focusing on:

- Literacy– staff will review and modify the continuum and continue work on 4 Blocks literacy and working with words.
- Stage 6 Syllabi of Mathematics, History and English.
- K–6 Science Syllabus – staff will finalise work on this syllabus.
- K–12 PDHPE.
- Developing a whole school money program.

A new strategic direction titled Developing Best Practice will focus on:

- How best to use the formalised assessment tools of SWANS and the MATRIX.
- Assessment data – developing consistent anecdotal assessment data across Key Learning Areas and embed in class programming.



Strategic Direction 2

Promoting School Wellbeing

Purpose

Every member of the Peterborough School community will feel safe and supported.

- To ensure the wellbeing of every student at Peterborough School as a priority.
- Planning will incorporate strategies to enhance wellbeing, learning and engagement.
- To build workforce capacity by creating a positive culture of mutual support and trust.
- To build workforce capacity through professional learning experiences that are meaningful and relevant and through a culture of leadership and support.

Overall summary of progress

Sensory integration was a focus in 2017. By providing students with a preferred sensory activity prior to working we saw a significant difference in on task learning and engagement. Several information sessions were provided to staff from other schools as well as a comprehensive professional learning workshop for Peterborough staff.

In 2017 the Zones of Regulation Program was adopted across the school as a resource for managing student behaviour. The program aims to foster skills in self-regulation, improving emotional control, sensory regulation and the ability to exercise executive functioning skills. The approach uses four colours (zones) to help students visually and verbally self-identify how they are functioning in the moment. The program has been very successful and one of the only tools that allows students to take responsibility for their own learning and promote self awareness.

Wellbeing continued to be supported through regular student welfare meetings and the Kogarah Assessment and Diagnostic Clinic.

A Communicating Through Music initiative was created to cater for students who had high levels of engagement in music but limited verbal communication. With music as a strong motivational tool students were encouraged to use visuals and augmented communication tools to make choices and to join in activities.

In Semester 2 the school was approached by The Rhythm Village, a music program that caters to the needs of students with disabilities. The Rhythm Village was offered to the school free of charge. An evaluation of the program found it to be engaging, highly motivational and fun. The Rhythm Village will return in 2018 due to a generous donation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><i>The following achievement measures will be achieved in working towards this strategic direction.</i></p> <ol style="list-style-type: none">1. An overall increase in students, staff and parents meaningfully connecting with student wellbeing programs in the school.2. All staff will show increased confidence in the development of behaviour support plans and risk assessments for students.3. There will be an increase in students displaying positive behaviours.	<p>Existing school resources were used to set up sensory activities including boxing equipment, bikes, swings and climbing equipment. Other sensory items were purchased by teachers.</p> <p>Beginning teacher funds were used to support 2 staff in participation in sensory tools training with international speaker and songwriter Genevieve Jereb, a paediatric occupational therapist.</p>	<p>Student welfare meetings were scheduled regularly with all staff given the opportunity to relay changes to student support plans, interventions, risks and concerns. Incident reports are reviewed and through consultation and sharing of ideas with strategies put in place to support the wellbeing of all.</p> <p>One of the biggest challenges for students with a disability is their inability to manage transitions, social engagement and lack of structure.</p> <p>For that reason playground structure and resources were reviewed.</p> <p>Links to Zones of Regulation has also been valuable. Students are encouraged to access an appropriate calming tool as outlined in individualised programs.</p>

Next Steps

We will continue to build on the success of the school wide introduction to the 'Zones of Regulation' program.

Staff will support students through shared lessons, strategies, ideas and resources. Sensory education will be integrated into the 'Zones of Regulation' program as more individual sensory tools are identified and developed for each of the four zones contained in the program.

Anecdotal evidence from across the school will be compared with Student Welfare data. Staff will use sensory education to develop a more holistic approach in PDHPE. and a study will look at whether student health outcomes are improved by increasing physical activity through sensory based programs.

Staff will continue to develop their growing understanding of the importance of sensory education. This will be led by staff who are passionate about sensory education and have identified the importance of developing a school vision. These staff members have also identified they would like to explore a partnership with the University of Wollongong in the area of sensory processing.

A further focus area may include empowering students to develop alternate forms of expression and self regulation through Art Therapy.



Strategic Direction 3

Creating Positive Partnerships

Purpose

To build stronger relationships as a learning community to develop the capacity of families and students so that they develop the skills and capacities to achieve personal goals.

- To strengthen partnerships between the school and community through a culture of mutual support of the;
 - Aboriginal Community
 - Parents / Carers / Families
 - Interagencies
 - Volunteers
 - Community Groups
- To ensure staff and communities collaborate to effectively deliver quality educational experiences to our students.

Overall summary of progress

During 2017 Peterborough School established a relationship with Yallah TAFE.

Students from a TAFE horticulture course worked alongside staff and students from Peterborough School in establishing a community garden. By working collaboratively an Eco Schools Grant was submitted, notes were sent home to parents asking for volunteers to assist in the project and the TAFE and Peterborough students worked together in preparing garden beds, drawing plans, planting seedlings. and making an accessible path.

Peterborough continues to offer a comprehensive work experience program. High school students were allocated to in-school work experience placements, work placement in the local community and trials at post school option organisations.

The successful transition from school to post school life requires thoughtful planning and organisation. Links were made with several external service providers including Greenacres, The Disability Trust and Flagstaff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><i>The following achievement measure will be achieved in working towards this strategic direction.</i></p> <p>1. There will be an observable increase in students, staff, parents and community members meaningfully connecting and collaborating with the school.</p>	<p>Link Support funds were used to support students in work experience placements at McDonalds, St Vincent De Paul and post school trials at post school service providers.</p>	<p>With the exception of a sibling support group and volunteers program all initiatives outlined in the School Plan were completed successfully.</p>

Next Steps

With the continued roll out of the NDIS, school staff need to develop an understanding around this process. Community engagement with staff, particularly when requesting allied health services, will be required.

Fostering and extending existing community partnerships into the future will improve students' outcomes. A partnership with our school, Yallah TAFE and our local Aboriginal community will continue to develop our community garden project. Into the future Aboriginal design and planting will be incorporated into the garden.

Volunteers have been identified as an underused resource in our school. Strategies need to be embedded into the school structure so that classes have consistent access to the required volunteer support. A timetable will be formulated to track the community involvement through volunteering each year of the school plan.

The school will continue it's successful transition to post school options program by extending the number of students accessing community based work experience.

Sibling Support has been identified as a need within the school community. By utilising existing staff who have siblings with a disability we will seek an expression of interest from families and hold informal afternoons of games. An investigation of existing sibling support programs (Anglicare) will also take place.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	* Aboriginal background loading: \$6 085	All Aboriginal students worked toward learning the Key Word Signs for Acknowledgment of Country with one Year 3 student successful in learning the words and presenting the acknowledgement in school assemblies and special events All students have an individualised learning plan and are supported in a peer support program that assists them in developing social skills and safe play. Some students continue to require support when accessing the playground. All students are working well toward achieving individual goals as outlined in personalised learning plans.
Quality Teaching, Successful Students (QTSS)	* Quality Teaching, Successful Students: \$12 494	Quality Teaching, Successful Students funds were used to support staff in developing individual plans for students, writing reports and in formulating Performance and Development Plans.
Socio-economic background	* Socio-economic background: \$73 747	<p>Individual plans were developed for each of our low social-economic students. Some students were supported in a peer support program and others in physical management including physiotherapy and occupational therapy.</p> <p>Several Peterborough students require 1:1 support to access all aspects of the curriculum. Funds were used to support students throughout the school day.</p> <p>Additional funds were used to employ staff to work on the development of play and social skills during recess and lunch breaks.</p>
Support for beginning teachers	* Support for beginning teachers: \$10 788	During 2017 Peterborough School supported 1 beginning teacher in his first year of temporary employment. He was supported in the development of a Performance Development Plan and in programming and reporting. He was supported in professional development and in successfully completing the proficient stage of accreditation.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	55	58	61	63
Girls	27	31	28	31

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Peterborough had 7 school leavers in 2017. These students were able to participate in taster days organised with post school service providers. The school was on hand to support the students and their families make informed decisions about future directions and goals. In 2018 3 students will attend Jarrah and 2 students will access Greenacres community participations programs. One student will attend Flagstaff and one student will be following her passion to work with horses using her individually funded package.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.38
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	16.12
Other Positions	1.08

*Full Time Equivalent

Peterborough School currently has no Aboriginal teachers as part of the workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

During 2017 staff had the opportunity to participate in many professional learning opportunities. School Learning Support Officers updated their Health Care Procedures Training and Administration of Medication. All staff updated their training in Child Protection, Emergency Care, CPR and Anaphylaxis Awareness. Several staff also completed accreditation in the administration of emergency medication delivered via webinar by Epilepsy Action Australia . Staff participated in non violent crisis intervention updates, sensory education and in Zones of Regulation training.

Peterborough staff display a high level of interest in professional development and the motivation to enhance their student learning and engagement. This is achieved through observations of colleagues experienced in particular KLAs, attending mini presentations, staff development days, student welfare meetings and working through personal development programs with mentors to develop quality teaching skills and understanding of student needs. Teachers are guided by the Professional Standards, working together to create high quality and engaging teaching and learning programs for all students.

Mini presentations included units of work in History: Then and Now, sensory education and 4Blocks to Literacy.

Staff continue to work toward accreditation with most working toward the highly accomplished career stage. Two staff who were working toward the Highly Accomplished Stage of accreditation mentored non teaching staff in the development of their Performance and Development Plans.

One teacher was successful in gaining accreditation at the Proficient Teacher level with the NSW Education Standards Authority and all pre 2004 staff will be accredited as proficient at the beginning of the 2018 school year.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	3,496
Revenue	3,447,129
Appropriation	3,338,230
Sale of Goods and Services	2,083
Grants and Contributions	106,373
Gain and Loss	0
Other Revenue	0
Investment Income	444
Expenses	-3,200,605
Recurrent Expenses	-3,200,605
Employee Related	-3,086,615
Operating Expenses	-113,990
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	246,524
Balance Carried Forward	250,020

The School Finance Committee is made up of the School Administrative Manager, School Administrative Officer, the Principal and an Executive teacher. The committee meets regularly to discuss and plan financial management.

A significant amount of funding was targeted toward employing additional staff, increased utility expenses and school maintenance.

School performance

Other assessment data

The provision of an appropriate external assessment tool for students with a disability has been an ongoing process of trial and error.

Peterborough students are exempt from taking part in NAPLAN assessments.

During 2016 Peterborough School elected to take part in a trial of the SWANs assessment tool developed by the University of Melbourne. In 2017 the tool was used across the school to assess students in social processing, literacy, learning skills, communication and emotional understanding.

SWANs (**Profiling Developmental Standards of Learning for Students with Additional Needs**) is used to profile the development of students with additional needs and designed to help teachers monitor and intervene accurately in their learning. Techniques of assessment and tailored intervention offer new insights to curriculum and teaching. The SWANs project addresses an area of educational assessment that had been traditionally neglected as 'too hard'.

The Communication MATRIX is an assessment tool devised to assist professionals in understanding the communication status, progress, and unique needs of anyone functioning at the early stages of communication or using forms of communication other than speaking or writing. In consultation with speech pathologists Peterborough School adopted the MATRIX as a formal assessment tool. The tool is aligned to the schools Communication Continuum.

The Peterborough executive team liaised with speech pathologists in sourcing an appropriate assessment tool for students functioning at the pre-intentional level of communication.

A series of afternoon professional learning activities took place where all staff were introduced to the tool.

Mentoring groups were established with staff working together to learn the intricacies of the MATRIX and to assess students.

Aligning the MATRIX to the school's communication continuum enables teachers to write effective individual communication plans for the students in their class.

The MATRIX analyses the student data and produces a student profile. Teachers are able to use the performance data to write SMART communication goals.

Individual learning is supported by the MATRIX and links to the communication continuum. By plotting students against the continuum using MATRIX data teachers are able to identify teaching strategies and resources that would support individual student learning.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	515,069
Base Per Capita	26,583
Base Location	2,107
Other Base	486,380
Equity Total	80,230
Equity Aboriginal	6,083
Equity Socio economic	73,747
Equity Language	400
Equity Disability	0
Targeted Total	2,630,503
Other Total	22,192
Grand Total	3,247,994

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Policy requirements

Aboriginal education

Peterborough School has a commitment to providing positive learning experiences for all students.

This is highlighted by our achievements in Aboriginal Education including curriculum adjustments in teaching about reconciliation, participation in reconciliation days, visits from National Parks and Wildlife, approval for a Key Word Sign Acknowledgment of Country, Creative Arts and our ongoing relationship with a local elder, Aunty Bev Armer.

This year students raised funds through a gold coin donation to the Cathy Freeman Foundation. The Foundation supports indigenous children and their families achieve success.

During Book Week the school raised money from a book swap that was donated to the Indigenous Literacy Foundation.

Extra curricula learning opportunities support student development and are aligned to the schools vision, values and priorities. A visit from National Parks and Wildlife provided students with the opportunity to learn about bush food, indigenous dance, music, weapons and art.

Primary student Taj Puckeridge was the recipient of first prize in the state Aboriginal Reconciliation Art Competition. The competition attracted over 200 entrants from 110 primary Schools.

Much of the assessment carried out at Peterborough is informal with staff developing checklists and task analysis for individual students and completing observations.

Data from across the school ranges from communication observations, numeracy assessments, toileting charts etc.

Numeracy and literacy assessments are linked to Sunshine Online (an online literacy and numeracy program which caters to the needs of Peterborough students).

Levels achievement are reported at the end of each semester in class and individual programs

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. Parents, carers and support personnel are invited to school each semester to participate in planning meetings. Individual student outcomes are negotiated and strategies put in place. Parents are also given the opportunity to comment on the appropriateness of their child's placement.

Throughout the year parents, carers and family members were invited to school for our Crazy Hat Day, Book Week, Grandparents Day, Art Expo and Annual Presentations. All events were well attended.



Multicultural and anti-racism education

All classes actively engage students in multicultural activities. Language units of study are covered on a cyclic basis. Countries and languages studied include; Indonesia, Japan and Italy. In 2017 High School classes participated in a modified Unit of Study on Italy.