

Peterborough School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

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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 99 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, a trampoline park, sensory play spaces, a student kitchen, 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 dance and a signing choir. Specialised equipment and resources including augmentative and alternative communication devices are available to assist students 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. 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.

School teams were formed to work in the 3 domains of Learning, Teaching and Leading. Each team is led by an executive staff member with teams working together to improve school performance across the 3 domains.

Results of our self assessment survey indicate that in the domain of Learning we were in the following bands:

Learning Culture: Excelling

Wellbeing: Excelling

Curriculum: Excelling

Assessment: Delivering

Reporting: Delivering

Student Performance Measures: Delivering

School executive reviewed and amended Annual School report formats. Report formats were adjusted so that staff could comment on student progress toward SMART Goals.

We hope to move toward sustaining and growing in 2019 as we look at developing assessment tools to support specific student performance.

Results of our self assessment survey indicate that in the domain of Teaching we were in the following bands:

Effective Classroom Practice: Sustaining and Growing

Data Skills and Use: Working towards delivering

Professional Standards: Excelling

Learning and Development: Sustaining and growing

As a school catering to the needs of students with a disability we are working as a team to deliver a better performance in data skills and use. This will always be challenging as a lot of the measures are based on external data and assessments.

Results of our self assessment survey indicate that in the domain of Leading we were in the following bands:

Educational Leadership: Excelling

School Planning, Implementation and Reporting: Sustaining and Growing

School Resources: Sustaining and Growing

Management Practices and Processes: Sustaining and Growing

Staff are actively supported in their performance and development by executive staff. Creating strong links with community partners continue to support the school in gaining school resources. Continued work in these areas will provide better resourcing for the school.

Our self-assessment 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

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 syllabus elements.

To ensure staff collaborate to effectively deliver quality educational experiences for students.

Overall summary of progress

Throughout 2018 several curriculum initiatives were finalised.

The School Learning Team looked over several resources from other schools including worksheets from Clarke Road School's money program. It was decided that the worksheets were too busy for our students and that if they were to be used they would need to be modified.

The Mary Brooksbank numeracy program was downloaded. This is now being adjusted to suit the needs of Peterborough students and work commenced on embedding numeracy learning progressions into a Peterborough program.

A Primary Science Scope and Sequence was completed. Information was sourced from Shoalhaven Zoo. This information will be added to our living things theme.

An Aboriginal Literacy Scope and Sequence was commenced with staff selecting appropriate books from library resources. Part of the School's Literacy Scope and Sequence will incorporate a section on Aboriginal texts. These texts will become part of the book bag organisation, with resources added to compliment the stories.

Some texts in the library were found to be quite dated and not appropriate for our student needs. It was suggested that we approach the AECG to ask for suggestions of picture books that could be added to the library and the scope and sequence.

Sensory Education progressed well in 2018 with most classes adding sensory activities to their daily routine. The trampoline park proved to be a successful sensory tool.

Staff members organised personal development resources into a So Safe folder on the school's shared drive. This enabled staff to more easily access resources for their class.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of students will be demonstrating individual growth annually as measured against the Peterborough Communication and Literacy Continuum using the SWANS Assessment tool, MATRIX or individual checklists and data collection.	Resources were sourced from the library and internet. Annual SWANS subscription \$297 Money Program \$265	Data was gathered on student performance against the achievement of SMART Goals. The majority of students had achieved their goal frequently or consistently. If achievement was still at the developing or beginning stages it was felt that goals should be evaluated and made more explicit.

Next Steps

In 2019 staff will work on the completion of money worksheets and resources and on finalising a numeracy scope and sequence and assessment tool.

Shoalhaven Zoo will be providing excursion activities for Primary classes studying the Living Things Science theme.

Stories will need to be in picture book form with simple text to suit the learning needs and literacy levels of our students.

Peterborough's sensory team will present a workshop to Sen-Hub (a group of special education teachers across the region) on sensory strategies and resources that can be used with their classes and a dedicated sensory space will be created at Peterborough School.



Strategic Direction 2

Promoting School Wellbeing

Purpose

To ensure the wellbeing of every student at Peterborough School as a priority.

To strengthen staff capacity, safety and wellbeing.

To build workforce capacity by creating a positive culture of mutual trust and support.

To strengthen the partnerships between families, the community and the school through mutual support.

Overall summary of progress

The Ebs team successfully completed a year long trial in which both positive and negative behaviours were entered into the Departments behaviour data base.

Staff reviewed the school's behaviour record sheet which was added to the student behaviour folder. Changes to the sheets have made recording an incident more detailed. Even though we plan to transfer to a digital platform to record and review student behaviour the behaviour record sheet will continue to be used by support staff in 2019..

The structure of student welfare meetings assisted staff to communicate and discuss individual students' behaviour strategies in depth. As a result behaviour support has become more consistent for students in the playground and in other spaces outside their classroom.

Tim Palk successfully completed instructor training in MAPA.

A Zones of Regulation workshop was extremely well received by parents. The evaluations indicated parents found the resources and strategies helpful in the home context. Parent participation was good with 10% of Peterborough parents in attendance. Parents have requested follow up training.

A Zones of Regulation workshop was attended by executive staff. It was beneficial in that it consolidated existing knowledge of the program and confirmed our school program, including the development of resources, was being implemented appropriately.

Zone of Regulation resources including tool boxes, worksheets, videos, visuals, presentations and programming sheets were all uploaded into the shared drive with teachers consistently accessing these resources. All teachers are now using the Zones of Regulation program in their classrooms and a Zones of Regulation Behaviour Plan was developed and used by some staff in 2018.

All classroom teachers were given written feedback on their class programs, students' individual plan folders and casual folders by their supervisor. The feedback was discussed at individual mentor meetings.

The Performance and Development Plan (PDP) process is now well established. All staff are aware of the PDP cycle and the review timeline.. All staff completed their PDP with a shared mid year review a very successful session for both teaching and support staff. Observations were problematic for some staff with time restraints seen as an issue.

Pre 2004 teachers and executive seeking to maintain accreditation as proficient were mentored in the use of eTAMS by selected teachers who had completed their maintenance cycle. Teachers have been motivated to discuss their accreditation evidence at stage meetings, PDP meetings and executive meetings. Pre 2004 teachers are now more confident and skilled in logging evidence.

Staff have become increasingly aware of the importance of reporting to the Hotline. with the executive team consistently reminding staff to ring the Hotline when there has been an incident.

Safety issues are part of the agenda for student welfare meetings.

Nancy Urban continued to be responsible for the upkeep of the school bus fleet. This included writing new bus protocols, ensuring the buses were road worthy and completing registration. Buses were cleaned as part of high school work crews. The Illawarra Hoteliers Association will be donating a new 12 seater bus to the Peterborough Foundation at the beginning of the 2019 school year. There will be a ceremony to mark the donation.

Processes were put into place to support our year 12 students and their families relating to NDIS. As the Department of Education withdrew the Year 12 post school assessment, individual planning around the NDIS process for school leavers was established. Jennie Warren reviewed the Individual Transition Plan form for senior students to ensure it contained all required information.. A mid year individual plan meeting for Year 12 students was introduced. Our transition support teacher, Jennie Warren, family and support personnel were present at the meetings. The meetings were very successful in providing the ITP support document. This document was used as evidence for the NDIS 'change of circumstance' review required when year 12 students leave school..

Peterborough hosted successful clinic days each term. Parents were supported during psychiatric, paediatric and transition meetings with the Kogarah team, the Principal and our school counsellor. Teachers were released from classroom duties to also attend the clinic meeting.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>At least 80% of students will be demonstrating individual growth annually in self – regulation – measuring data through individual checklists and ebs.</p> <p>By the end of the planning cycle all students will be working toward using a personalised “toolkit” enabling self–regulation</p> <p>Increase in parent and community engagement as demonstrated through community fundraising and involvement in special projects, events and school initiatives.</p>	<p>Staff professional learning (MAPA training) \$3430</p>	<p>Zones of Regulation has been implemented in all classes and is used across the school community as a self–regulation tool. Several students are able to access a personalised toolkit independently with others needing assistance and guidance.</p> <p>A Zones of Regulation workshop was well received by parents.</p>

Next Steps

Tim Palk will deliver a MAPA workshop for staff during the Term 2 Staff Development Day.

A workshop will instruct all staff in the use of Ebs (behaviour recording, both positive and negative). As part of this transition teachers new to the system will be partnered with a member of the trial team.

Work will begin on developing a sibling support network.



Strategic Direction 3

Developing Best Practice

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to meet the diverse needs of our students.

To support the effective and sustainable operation of the school by collecting school wide assessment data.

To ensure that every student is working toward achieving success as measured against SMART goals and milestones.

Overall summary of progress

During 2018 staff worked on collecting consistent and ongoing student assessment through either the Communication Matrix or SWANS. As a result each student now has a baseline assessment which has been placed on the shared drive for all staff to access and add future assessments. It was decided that students will subsequently be assessed on entry to school and in the NAPLAN years (3,5,7,9) and in Year 11 using either the Communication Matrix or SWAN's as of 2019.

All students have been working toward one SMART Goal each Semester. Achievement was evident through the collection of documented, comprehensive and individualised data. Staff evaluated student progress at the end of each Semester to ensure the goal was achieved in the set timeframe and that the goal was an accurate reflection of need.

Work on a data base of SMART goals began. When complete it will be accessible to staff through the shared drive. All staff (teachers and SLSO's) attended training sessions outlining the "why "and "how "behind the introduction of SMART Goals. Staff also shared examples of how they have formally and informally assessed student progress in their classroom.

In 2018 changes were made to school report formats. School reports were adjusted to align with individual SMART goals. The report format is now consistent for Primary and High School reporting with the format being slightly different for Stage 6 students.

The end of year report was updated to provide feedback on student achievement using the following updated Levels of Progression.

B (Beginning): *the student is beginning to participate in the task with maximum assistance.*

D (Developing): *the student is developing understanding of the information, concepts and/or skills. The student often relies on physical or verbal assistance when participating in a task.*

F (Frequently): *the student can frequently perform the skill or demonstrate knowledge, requiring little assistance.*

C (Consistently): *the student can complete tasks consistently and without assistance. The student maintains the skills or knowledge over time.*

Student seating assessments were conducted during 2018 by an occupational therapy team to support learning across environments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>A sound understanding of student learning underpinned by increased baseline data and profiles that inform directions and interventions including individual plans and communication profiles.</p> <p>At least 80% of students will be demonstrating individual growth over the life of the school plan as measured against school developed numeracy assessments.</p> <p>All students will be working toward one SMART Goal each Semester.</p>	<p>Staff completed work in their own time (before or after school).</p> <p>All planning meetings were held outside of school hours.</p> <p>Teaching staff were allocated a days release to conduct individual plan meetings – \$7500</p>	<p>All students have a baseline communication assessment using either the Communication Matrix, SWANS or both.</p> <p>All students worked toward the achievement of a SMART Goal</p> <p>(Specific, Measurable, Achievable, Realistic and Timely).</p> <p>In cases where goals weren't achieved staff were encouraged to evaluate and write a more achievable goal.</p>

Next Steps

Assessments for students in Years 3, 5, 7, 9 and 11 will take place in Term 2.

A Data base of SMART goals will be completed and accessible to staff through the shared drive.

Teachers will meet with their supervisors to discuss the SMART goals that their students are working on and ideas on how to effectively assess progress. Continued collegial discussion will take place to further educate staff in the skill of writing goals in a SMART format. Staff ability to write effective SMART goals will be assessed by measuring student progress against the Levels of Progression on school reports. If it is a SMART goal students should be assessed as consistently (C) or Frequently (F) being able to demonstrate the skill

An information session will be held for parents in Term 1 of 2019 to provide information on the theory behind SMART goals and on how we use them in students individual plans.

Work will commence on a K–12 numeracy assessment and will be trialled throughout 2019. When it is finalised we will formalise how we utilise it throughout the school and in what year level students will be assessed.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6142	<p>All Aboriginal students have a Personalised Learning Plan and are supported in peer support programs that assist them in developing social skills. Some students continue to require support when accessing the playground.</p> <p>Several students were successful in learning the Key Word Signs for Acknowledgment of Country. These students were recognised by being asked to Regional Office to deliver the acknowledgment at a Principal meeting.</p> <p>Peterborough School recognises the significance of indigenous history by recognising Aboriginal people through Reconciliation and NAIDOC Week activities.</p>
English language proficiency	\$1042	<p>English language proficiency funds were used to support families during individual planning meetings for their child. An Arabic speaking member of staff was given release to act as a translator in providing feedback and information to a non- English speaking family.</p>
Quality Teaching, Successful Students (QTSS)	\$30089	<p>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.</p> <p>Funds were also used to release executive staff to mentor, support and observe teachers.</p>
Socio-economic background	\$77469	<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>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	58	61	63	68
Girls	31	28	31	32

Peterborough School continues to grow. In 2018 we had 15 classes supporting 100 students. 2 classes were located off site next to Warilla Primary Schools library. In 2019 2 new classrooms and a toilet block will be added to our off site facilities.

Year 12 vocational or trade training

Peterborough had 5 school leavers in 2018. 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.

Year 12 attaining HSC or equivalent

In 2018 5 students completed their HSC in Life Skills. Students, their families, friends and staff celebrated the achievements of Year 12 students at a formal held at the Shellharbour Club.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.55
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	17.02
Other Positions	1.08

*Full Time Equivalent

Peterborough School currently have no Aboriginal staff.

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 2018 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 .

All staff attended the Annual SEPLA (Special Education Principals and Leaders Association) conference for one day with 2 staff attending a further day for school leaders.

Tim Palk completed a 3 day course to become a trainer in delivering Management of Actual or Potential Aggression (MAPA) to Peterborough staff and others staff across the region.

Executive staff attended a Zones of Regulation Workshop and a seminar conducted by Dr Ross Greene which was helpful in reinforcing the Zones program as a valuable school tool.

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. 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 nonteaching 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 were accredited as proficient at the beginning of the 2018 school year.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	250,020
Revenue	3,795,147
Appropriation	3,705,569
Sale of Goods and Services	-168
Grants and Contributions	88,347
Gain and Loss	0
Other Revenue	0
Investment Income	1,400
Expenses	-3,722,174
Recurrent Expenses	-3,722,174
Employee Related	-3,525,269
Operating Expenses	-196,905
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	72,973
Balance Carried Forward	322,993

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	653,765
Base Per Capita	36,222
Base Location	2,107
Other Base	615,436
Equity Total	84,654
Equity Aboriginal	6,142
Equity Socio economic	77,469
Equity Language	1,042
Equity Disability	0
Targeted Total	2,693,953
Other Total	143,369
Grand Total	3,575,740

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.

School performance

Other assessment data

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

These assessments are linked to individual SMART Goals which are assessed on levels of achievement each semester.

The Communication MATRIX is an assessment tool used by Peterborough staff to assist in understanding the communication status, progress, and unique needs of students functioning at the early stages of communication or using forms of communication other than speaking or writing. The tool is aligned to the schools Communication Continuum enabling students to be plotted

Students are also assessed using SWANs (Profiling Developmental Standards of Learning for Students with Additional Needs). The tool is used to profile the development of students with additional needs and designed to help teachers monitor and intervene accurately in their learning.

Parent/caregiver, student, teacher satisfaction

In 2018, 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.

Parents also joined their child's primary class at Wollongong University's Discovery Space. All events were well attended.

A very successful parent workshop was conducted on the use of the Zones of Regulation. The workshop was well attended with parents expressing an interest in attending future workshops.

The school continued to work closely with the Kogarah Diagnostic and Assessment Service. Parents are invited to participate in a multidisciplinary medical and/or psychiatry clinic. The clinic is an opportunity for various people involved in the care of their child to come together to address any issues and establish a plan that best supports their child.



Policy requirements

Aboriginal education

There were 8 Aboriginal identified students at Peterborough School in 2018. All students have individual Personalised Learning Plans.

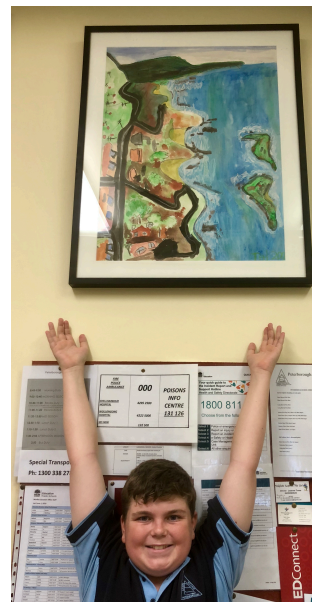
Members of the Peterborough Aboriginal Committee regularly attended AECG meetings.

Whole school activities included;

- All Peterborough students participating in a Reconciliation Walk on Friday 25th May to celebrate Reconciliation Week and recognise National Sorry Day. Funds were collected by the Student Representative Council during the day to support the work of the Cathy Freeman Foundation which seeks to assist indigenous students to reach their full potential at school.
- Rangers from National Parks and Wildlife in Nowra attended Peterborough school on 27th June 2018 to run workshops celebrating NAIDOC Week. Students enjoyed learning about Aboriginal culture by participating in workshops including Aboriginal music, dance and movement, stencil art and Women's Business.
- Students regularly attended excursions to Killalea National Park with the focus being Aboriginal culture and artefacts.
- Artwork by Peterborough students was entered into the Reconciliation Challenge competition. Taj Puckeridge a Year 5 student was presented with a highly commended for his wonderful artwork of the Illawarra Coastline and Islands.
- Work on a new Sensory Garden commenced at school. This was designed in consultation with Aunty Bev Armer with an Aboriginal perspective – totems, seating, sensory plants. A mural of a goanna/blue tongue was recently completed in the garden.

Lessons based on Aboriginal perspectives are consistently taught in every stage in the Peterborough Science Scope and Sequence and school programs have been adapted from the History and Geography K–10 syllabuses that have Aboriginal perspectives.

The Peterborough Aboriginal Literacy Scope and Sequence remains a work in progress with the purchase of further books with an Aboriginal focus to continue into 2019.



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 2019 High School classes will participate in an Indonesian Unit of Study.

Peterborough School has an elected anti racism coordinator.

During 2018 a non –English speaking family was supported by an Arabic speaking member of staff.