

Peterborough School

2019 Annual Report



5666

Introduction

The Annual Report for 2019 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.

School contact details

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Message from the students

Under the leadership of School Captains Samantha Chamberlain and Britney Peters and Vice Captain Grace Collins the School Representative Council held an ANZAC Day ceremony and hosted several successful fundraising events including Bandanna Day and mothers and fathers day stalls.



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.

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 three 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: ADJUSTING THE CURRICULUM

- Develop a scope and sequence for Primary Science using the High School Format developed as part of our previous school plan by; explore existing resources within the school to align with the new K–6 Science syllabus
- Purchase Clarke Road money kit. and research, catalogue and align current school technology resources with the money program
- Provide information to staff in the form of mini presentations.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Two staff members have taken on the responsibility for developing a money program as other school projects have become a focus for team members. Library staff assist with organising resources. The Learning Team will discuss ways to assist with the development of a scope and sequence. | Mini wooden durable cash registers were purchased. Total \$32.95 from money raised through a book sale for the library Storage boxes were purchased for \$84.00 with money from donations to the library book sale |

Process 2: ENHANCED LITERACY

- Develop a whole school literacy scope and sequence by; using library resources to match literacy texts to student abilities, needs and interests
- Collate existing Four Blocks resources into a workable document by; incorporating 2017 best practice survey results and information from Jane Farral workshops

| Evaluation | Funds Expended (Resources) |
|--|--|
| A PowerPoint presentation for teachers was completed. A book was chosen from each level of the scope and sequence to present to teachers. The resources will be made by library staff to put in these bags. In early 2020 the sequence will be presented to staff. | Big Books purchased \$50.00 Other books purchased for \$93.85 with money raised from the library book sale. \$20 worth of book bags were purchased using donated library money. 100 book bags were donated by Peterborough families |

Progress towards achieving improvement measures

Process 3: EXPLORING SENSORY EDUCATION

- Develop and organise sensory workshops in order to facilitate a sensory fun day for siblings and families by; *incorporating previous sensory workshop material and brainstorming new ideas*

| Evaluation | Funds Expended (Resources) |
|---|-----------------------------|
| Sensory Workshop evaluation: The parent workshop was successful and the school received positive feedback. Requests were made for more refresher workshops on sensory/zones. Sixteen parents/carers attended. | School resources were used. |

Process 4: KEEPING THEM SAFE

- Investigate school SoSafe resources and align with current practice and investigate an app (currently under development) which will replace the People and Relationships Book.

| Evaluation | Funds Expended (Resources) |
|--|-----------------------------|
| A Learning Team workshop will be conducted and team members will all work on the SoSafe and Money programs together. | School resources were used. |

Process 5: ABORIGINAL EDUCATION

- Investigate exiting school resources that are used to support Aboriginal Education and align lesson plans, resources and strategies to key events including; *National Sorry Day, Reconciliation, NAIDOC week*

| Evaluation | Funds Expended (Resources) |
|---|---------------------------------------|
| The Learning Team will continue to support Aboriginal Education projects into 2020 within the school and work towards completing the Acknowledgment of Country and literacy scope and sequence when information and resources are provided. | Earn and Learn book purchases pending |



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.

Improvement Measures

At least 80% of students will be demonstrating individual growth annually in self – regulation – measuring data through individual checklists and ebs.

By the end of the planning cycle all students will be working toward using a personalised “toolkit” enabling self-regulation

Increase in parent and community engagement as demonstrated through community fundraising and involvement in special projects, events and school initiatives.

Progress towards achieving improvement measures

Process 1: STUDENT WELLBEING

Staff member trained in Managements of Actual or Potential Aggression (MAPA)

- All staff to complete refresher training in MAPA on a designated Staff Development Day with additional refreshers conducted each semester.
 - Fortnightly student welfare meetings held with additional student welfare discussions as part of stage meetings with meeting minutes circulated to all staff and stored in x drive
 - Build an understanding of EBS and training in data entry:
 - Monitor use during welfare meetings
 - Compare data at the end of each term/semester, identifying any patterns and improvements
 - Examine possible training in mindfulness
 - Establish an implementation team/Focus Group across the school to develop a Student 'Well Being' Policy.
 - School 'Student Wellbeing' policy document written and delivered to staff over cycle of School Plan
- Document will include :*
- individual students strategies (particularly sensory tools)
 - shared resources in sensory systems
 - reference to Zones of Regulation Program
 - data based results from EBS
 - use of common spaces strategies– music room, library, playground, courtyard
 - student supervision requirements across environments
 - playground strategies
 - reference to Kogarah DAS

| Evaluation | Funds Expended (Resources) |
|--|--------------------------------|
| Staff consistently use EBS to enter positive and negative data | School resources were accessed |

Progress towards achieving improvement measures

A wellbeing document will be completed in 2020 using previous documents as reference.

MAPA training was completed. Several School Learning Support Officers will be required to complete the 2nd day of training in 2020.

Process 2: ZONES OF REGULATION

- Principal and Assistant Principal participation in International Zones of Regulation webinar –information distributed to all staff during Term 2 SDD
- Stage meetings to share the resources that have been developed and successfully used
- Teachers' resources including visuals, powerpoints, signage and ideas shared to the x drive
- Incorporate Zones strategies across the school's PDHPE programs and 'Student Wellbeing Policy Document'
- Mentoring to develop the use Zones of Regulation Behaviour Plans

| Evaluation | Funds Expended (Resources) |
|--|-----------------------------------|
| <p>Positive feedback was received from parents and carers. Parent workshops will continue into the future as they have been extremely well received.</p> <p>Zones data: 50% students have a zones of regulation behaviour support plan, 52% of students have an individual tool box, 85% of teachers are either confident or very confident in using the zones program, 80% of teachers share their zones language (chatbooks, resources for use at home), 55% of teachers discuss or use zones resources with therapists,</p> | <p>School resources were used</p> |

Process 3: STAFF WELLBEING

- Mentoring Systems
 - establish and communicate timeline of professional requirements including casual folders, class programs and individual plans
 - Meeting and written feedback to teachers for each of these requirements.
 - Encourage mentoring systems through staff Performance and Development Plans (PDP's)
- Staff PDP process established through mentoring at the development and reviewing stages of the plan
- Introduction of group analysis (supervisor and teachers who they supervisors) mid year
- Promotion of the worth of observations in the PDP process as a valuable mentoring tool
 - Supply and encourage consistent use of staff diaries and school calendar at all meetings.
 - Mentoring pairs (once a term in staff meeting time)to discuss students reports (Terms 2,4), review behaviour plans (Term 2),shared expertise Term3)
 - Mentoring of pre 2004 teachers by teachers who have completed accreditation at proficient or higher

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>One beginning teacher gained proficient accreditation.</p> <p>100% of PDPs were completed.</p> <p>SLSO's were highly engaged in the process.</p> | <p>School and NESA resources used.</p> |

Process 4: HEALTH AND SAFETY

- Health and Safety Officer and committee elected to encourage staff to build responsibility for:
 - consistent use of Hotline to record issues
- knowledge and responsibility of mandatory training and eLearning requirements

Progress towards achieving improvement measures

- Process 4:**
- Systems in place to record and monitor
 - Review of incident report forms and data and risk assessments
 - Designated Health and Safety as part of meeting agendas
 - Review of Safe Operating Procedures documents and how they can be incorporated across environments

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>All health and safety documentation will be completed at the beginning 2020 by newly appointed Deputy Principal.</p> <p>Staff are consistently encouraged to report to the wellbeing hotline. A hotline check box was added to the school's hard copy reports.</p> <p>Safe Operating Procedures will be reviewed in 2020 to complete the plan.</p> | <p>Teacher Professional Learning funds were used.</p> |

Process 5: POSITIVE COMMUNITY PARTNERSHIPS

- Parents & Friends Association (P&F)
- Liaise with P&F at monthly meetings to discuss timeline to obtain two new buses.
- Designated staff member/s responsible for the bus fleet.
- Bus protocols written and delivered to staff
- Protocols saved to XDrive
- Designated classes responsible for bus cleaning
- Organised celebration in recognition of the new buses.
- NDIS
- Attendance of staff at events such as iDo expo and VSN meetings (each term) to network with other special educators
- Gathering information using DoE and NDIA sources
- Source and organise an independent speaker to address school staff in the NDIS process.
- Collate information for staff.
- Individual planning to include Statement of school/staff role in NDIS process to be published in newsletter and on website
- Clinic Reviews
- Principal and School Counsellor meet with Kogarah team to review clinic process and logistics
 - Systematically discuss students who require an initial visit or follow up visits to the clinic as part of IEP /ITP meetings and stage meetings.
 - Introduction to staff of My Toolkits website and resources
 - Network to deliver clinic information to other Specialist School Principals
 - Parents have access to a psychiatric and pediatric clinic held at school each term.
 - Sibling Support
- Survey families to identify those interested in a support group.
- Investigate other sibling programs in the local area

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Sibling support was very successful with 21 siblings aged between 4 and 16 attending the afternoon. sessions.</p> <p>These support afternoons will continue as a permanent feature of the school</p> | <p>School resources were used for the sibling support afternoons.</p> |

Progress towards achieving improvement measures

calendar and staff will work with the Parents and Citizens in relation to conducting afternoon discos in Term 1 and 4 in 2020.

With most students accessing NDIS funding the school continued to review external service providers and engagement agreements.. The school has in excess of 80 allied health professionals coming into the school.

All year 12 students had their last individual plan meeting prior to Term 2. This meeting was attended by our STT. An introductory workshop will be held for parents in week 3 of Term 1 2020.



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.

Improvement Measures

A sound understanding of student learning underpinned by increased baseline data and profiles that inform directions and interventions including individual plans and communication profiles.

At least 80% of students will be demonstrating individual growth over the life of the school plan as measured against school developed numeracy assessments.

All students will be working toward one SMART Goal each Semester.

Progress towards achieving improvement measures

Process 1: SMART GOAL PLANNING

- Classroom observations and annotations are collected and used to assist in the development and reporting on of student SMART goals.
- Staff complete professional learning in developing and assessing appropriate SMART Goals and use this knowledge in the development of student IEP/ITP's. Student IEP/ITP goals and curriculum
- Students will work towards achieving one SMART goal per semester as documented by comprehensive and individualised data collection.

| Evaluation | Funds Expended (Resources) |
|---|-----------------------------|
| A SMART goal database was developed and IEP/ITP review goals were added to this so teachers can refer to it when deciding on goals for 2020. Data will be analysed to determine if goals are SMART. SMART goals should fall in the 'consistently' or 'frequently' levels of progression when reporting. Staff will be given further training on the development and implementation of SMART goals at the start of 2020. A flyer will go home to parents reminding them of the philosophy behind and implementation of SMART goals prior to IEP/ITP meetings.. | School resources were used. |

Process 2: SCHOOL – WIDE ASSESSMENTS PLANNING AND DATA COLLECTION

- Students in their kindergarten equivalent year will be assessed using the Best Start and Communication Matrix.
- Look at relevant data collection tools – SWANs, Matrix – implement and assess in the NAPLAN years (3,5,7,9)
- Trial a time frame for performing assessment (e.g. all eligible students complete assessments during Term 2 of each year).
- Data will be stored in the student's current year folder on the shared school drive.

| Evaluation | Funds Expended (Resources) |
|--|--|
| All students (NAPLAN years/Kindergarten) were assessed using a communication assessment tool (Communication Matrix or SWANs) The assessment time frame worked well and teacher release time was adequate. Results were recorded in the shared drive which will enable all staff to view student assessment profiles. Mathematics assessments are still ongoing as time restraints hindered the completion of these. We will endeavour to finalise these during 2020. | Funds from QTSS (Quality Teaching, Successful Students) were used to release teachers to complete the assessments Subscription to assessment tools. |

Progress towards achieving improvement measures

Process 3: IMPROVED REPORTING

- Student progress is reported to parents twice a year formally and more frequently informally (i.e. communication books) and in consultation with parents goals are then adjusted appropriately.
- School reports will be adjusted to align with new IEP/ITP SMART goal setting.

| Evaluation | Funds Expended (Resources) |
|---|-------------------------------|
| <p>The Semester 2 report format was adjusted and simplified. Staff completed reports and supervisor feedback was positive on the standard of reporting. Data was collected on student achievement towards the Levels of Progression . This data will be used to assist staff to evaluate whether their IEP/ITP goals were SMART (Specific, Measurable, Attainable, Relevant and Timely) and appropriate to student needs.</p> | <p>School resources used.</p> |

Process 4: SUPPORTING STUDENT LEARNING THROUGH BEST PRACTICE

- A Communication audit of equipment will be carried out with recommendations made to staff reappropriate communication aids/devices for student use to meet their IEP/ITP goals.
- Student seating assessments conducted by an occupational therapy team to support learning across environments.
- Teacher professional learning in the importance of appropriate seating will be reflected in classroom management strategies and practice.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>A communication audit will be finalised during 2020. A survey of the communication devices used by students will be distributed to all teachers. This will be aligned to our available devices with the view of purchasing more if needed. Students will use the personal devices in their classroom .</p> <p>Lower cost AACs devices are consistently used in classrooms and appear to be working adequately.</p> <p>Seating assessments are being carried out for students by therapists (NDIS).</p> | <p>Go Talk App \$125.00</p> <p>\$50.00 AAC devices.</p> |



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | <p>All Aboriginal background funding was used to employ a School Learning Support Officer to support students 1:1 across all key learning Areas.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$7 340.00) | <p>Lessons based on Aboriginal perspectives are consistently taught in every stage at Peterborough School. All Aboriginal students have and a personalised plan, all attend school regularly and are engaged across Key Learning Areas.</p> <p>All Aboriginal students were supported across Key Learning Areas by a School Learning Support Officer and in a peer support program that assisted in the development of social and communication skills.</p> <p>One student was able to participate in a healthy meal preparation. program.</p> <p>Several students continue to require 1:1 support in their learning and social skill development.</p> <p>Peterborough School recognises the significance of indigenous history by recognising Aboriginal people through Reconciliation and NAIDOC Week Activities.</p> <p>Work continued on the development of an Aboriginal Literacy Scope and Sequence.</p> |
| English language proficiency | <p>English language proficiency funds were used to employ a School Learning Support Officer to support students in Literacy and Numeracy.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$2 992.00) | <p>English language proficiency funds were used to support students in literacy and numeracy. Students were supported 1:1 by a School Learning Support Officer to engage class programs including the 4 Blocks to Literacy Program.</p> <p>Students were assessed using the SWANS assessment tool, the communication MATRIX and a school developed numeracy assessment.</p> <p>The assessment data was completed and recorded for all students.. This data will be used as a baseline to determine future educational strategies and resources for each student.</p> |
| Quality Teaching, Successful Students (QTSS) | <p>The entirety of these funds were allocated to teacher release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$101 098.00) | <p>Quality Teaching, Successful Students funds were used to support staff in developing individual plans for students, writing reports and conducting assessments using the SWANs tool and communication MATRIX.</p> <p>Executive staff were allocated a day off class to mentor staff in the development of Performance and Development Plans, to work on aspects of the School Plan and in supporting student welfare.</p> |
| Socio-economic background | <p>The entirety of these funds was used to provide individual student support.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$98 712.00) | <p>Individual plans were developed for each of our low-socio-economic students. Some students were supported in a peer support program and others in physical management.</p> <p>Several students require 1;1 support to access all aspects of the curriculum. Funds</p> |

Socio-economic background

The entirety of these funds was used to provide individual student support.

Funding Sources:

- Socio-economic background (\$98 712.00)

were used to support these students throughout the school day.

Additional funds were used to provide 1:1 support support to students during recess and lunch play.

The individual support provided for each of these students saw a decrease in the number of playground related incidences.

Students, to the best of their ability were activities engaged across the school environment.



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 61 | 63 | 68 | 68 |
| Girls | 28 | 31 | 32 | 33 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Peterborough School had 6 students in Year 12 in 2019. All students participated in visits to post school destinations and transition programs were put in place to support timetabled attendance at post school option sites.

As a result all students with the support of their families were able to make an informed decisions about post school for 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2019 6 students completed their Higher School certificate in Life Skills. Students, their families, friends and staff celebrated the achievements of Year 12 students at a formal function held at the Shellharbour Club.



Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 12.56 |
| Teacher Librarian | 0.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 18.02 |
| Other Positions | 1.08 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 322,993 |
| Revenue | 4,149,638 |
| Appropriation | 4,065,237 |
| Sale of Goods and Services | 2,388 |
| Grants and contributions | 80,913 |
| Investment income | 1,100 |
| Expenses | -4,066,405 |
| Employee related | -3,819,122 |
| Operating expenses | -247,283 |
| Surplus / deficit for the year | 83,233 |

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 2,809,760 |
| Equity Total | 109,045 |
| Equity - Aboriginal | 7,340 |
| Equity - Socio-economic | 98,712 |
| Equity - Language | 2,992 |
| Equity - Disability | 0 |
| Base Total | 704,784 |
| Base - Per Capita | 47,092 |
| Base - Location | 2,107 |
| Base - Other | 655,586 |
| Other Total | 258,645 |
| Grand Total | 3,882,234 |

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.



Parent/caregiver, student, teacher satisfaction

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 to take part in staff run workshops. Zones of Regulation proved a popular workshop. Unfortunately only a limited number of parents were able to attend our SMART Goal presentation.

Parents carers and family members attended school for Crazy Hat Day, Book Week, Art Expo and Annual Presentations. Parents also joined their child's primary class at Wollongong University's Discovery Space. All events were well attended.

Several highly successful sibling support afternoons were held across the year.

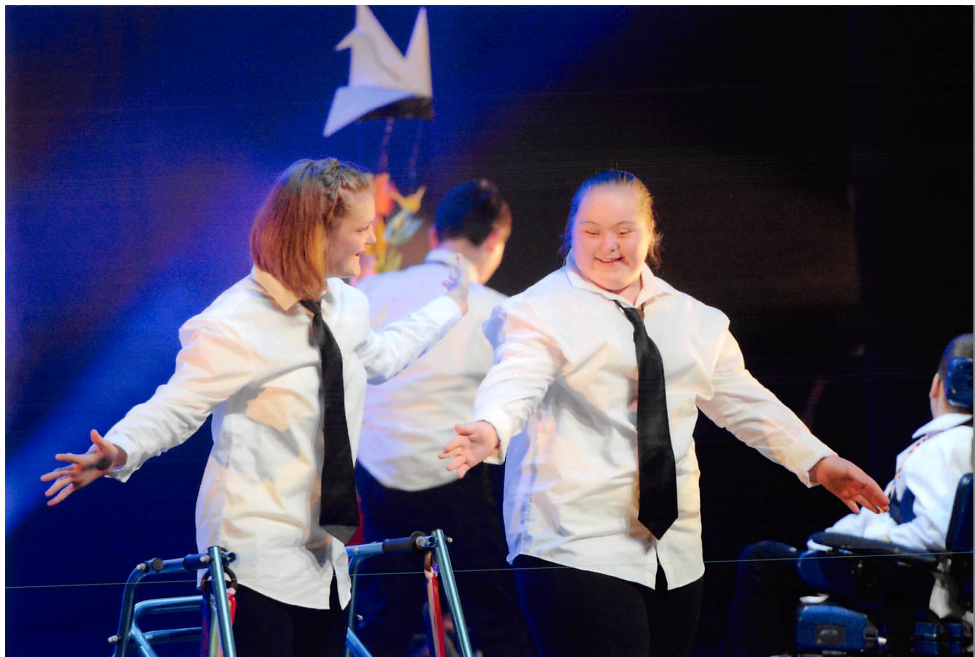
2019 was the final year where we were able to access the resources of the Kogarah Diagnostic and Assessment Service. Parents were invited to participate in multidisciplinary medical and/or psychiatry and transition clinics. The clinic was an opportunity for various people involved in the care of their child to come together to address any issues and establish a plan that best supports the child and family.

With the majority of students accessing NDIS funding the number of external service providers working in the school to support students dramatically increased.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Peterborough School was once again actively involved in Performing Arts with students participating in the Regional Dance Festival and Southern stars. Students also continued to be supported by the Rhythm Village music therapy program.

During 2019 several new initiatives took place. Bike riding was introduced in Semester 1 and robotics in Semester 2. Bike riding now continues as part of some class programs and school sport. Robotics / STEM was particularly successful with students participating in a robotics / STEM trial. Selected students also travelled to Oak Flats Primary School to participate in STEM classes alongside their mainstream peers.

The launch of the Burra Cafe in Term 4 was a highlight of the year with students learning barista skills, food preparation and money handling during Friday morning cafe openings.

Our first Dental clinic was launched with staff from Warilla Dental clinic checking students teeth. Families were later referred for follow-up appointments if necessary.

Several new community sponsors came on board with support. Bunnings assisted in the creation of a sensory space and painted a rainbow crossing allowing safe access to and from the school gate.

Dapto Mall presented the school with equipment for an indoor play space.

Our major support for the year came from Hotels Have Hearts. With this support we were able to complete a safe outdoor play space at the front of the school and purchase a new school bus.