

2020 Annual Report

Peterborough School



5666

Introduction

The Annual Report for 2020 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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Message from the students

2020 was a very challenging year for all students, our parents and teachers. Many of us had to learn from home. We were unable to do many of our planned activities but excitingly we eventually got to celebrate our final year at school with a fun formal at the Shellharbour Club.

Kiara, Jacob and Rowan. 2020 school Captains.



School Captain Kiara celebrating her 18th birthday with Tim Palk and Mechelle McCracken.

School vision

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.



Isabella and Jack participating in our STEM Program.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
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.

Overall summary of progress

The K-6 Science Syllabus was reviewed and adjusted to suit individual student needs. The syllabus outcomes were included in a Peterborough Primary Scope and Sequence which was incorporated into a similar format as High School Science. School resources were taken into consideration when modifications were made. The Scope and Sequence was completed and presented to staff.

The School's library resources were incorporated into a Literacy Scope and Sequence. Green bags from Woolworths were selected as inexpensive and robust storage for books. Bags were purchased and some donated. Bags were filled with selected texts and accompanying lesson resources. Jane Farrall's Four Blocks program was used to develop a sequential literacy program embedded within the Scope and Sequence. Basic literacy elements such as Guided Reading, Working with Words, Writing and Reading were adapted to suit student needs.

A Sensory Integration workshop was conducted with 16 parent/carers attending. The workshop involved information on what sensory integration is, how it relates to all of us and how tools are used to assist students in regulating their behaviour.

A Peterborough Scope and Sequence was developed for the delivery of the So Safe PDHPE program.. The program was modified whilst keeping important concepts as the basis for the sequence. Associated scripts were also retained. Early Stage 1-Stage 1 Outcomes were incorporated and resources such as Peterborough ' Public and Private' booklets were made up to accompany each concept.

Aboriginal education library resources and books were sourced and texts were incorporated into the Literacy Scope and Sequence. Texts were purchased that dealt with the concepts of Sorry Day and other culturally significant topics.

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)
The K-6 Science syllabus has been successfully adjusted to suit the needs of Peterborough students and includes content and resource information to assist teacher programming.	School library resources - cost nil

Process 2: ENHANCED LITERACY

- Develop a whole school literacy scope and sequence by; using library resources to match literacy

Progress towards achieving improvement measures

- Process 2:** 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)
The Peterborough Literacy Scope and Sequence was completed incorporating Aboriginal Literacy. The program and sequence were presented to staff in a workshop. Teachers, especially casual teachers continue to use the book bags for class literacy programs. The bags contain the selected texts from the sequence with resources for literacy lessons associated with the texts.	Funding Sources: <ul style="list-style-type: none"> • Literacy and numeracy (\$100.00)

- 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)
A sensory workshop was conducted and parent feedback was positive. Feedback on the school's Facebook page indicated that parents/carers were interested in the school programs and were also keen for a refresher course. Although 40 parents/carers indicated they were interested in the workshop only 16 attended. On reflection staff concurred that a reminder on the Facebook page and/or a note sent home may have had an influence on attendance.	School class resources

- 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)
The So Safe PDHPE Scope and Sequence was completed. Associated resources were made for the first part of the program. Lesson materials for the remainder of the program will continue to be made as time and staff resources allow. The PDHPE program will continue to be a focus of the 2021 school improvement plan. The So Safe app is still in development so currently not available.	School library resources

- 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)
Texts were purchased that were suitable for incorporation into the Literacy Scope and Sequence. Book bags and associated lesson materials were made and are available for teachers to use in their class programs. The Aboriginal section of the Scope and Sequence will be presented to the local AECG for approval.	\$300

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.

Overall summary of progress

All new staff were trained in the Management of Potential Aggression (MAPA) course during the term 1 staff development day.

Within COVID 19 guidelines, student welfare meetings were held at either a face to face level or on TEAMS. The monitoring of EBS data was specifically referenced during each meeting and all minutes were circulated through email, hard copy and storage on the schools shared T-Drive.

Three staff members completed Smiling Mind leader training.

The Peterborough Student Wellbeing policy document was reviewed. Final work on the document will be completed in the next school planning cycle.

Teaching resources for Zones of Regulation were placed on the schools shared T-Drive providing access for all staff, and Zones of Regulation was incorporated into some behaviour management plans.

Ongoing group and individual mentoring sessions by supervisors with teaching and non-teaching staff, in the processes of creating, reviewing and completing Performance Development Plans. was provided with one teacher gaining teacher accreditation. Classroom observations and peer mentoring sessions were introduced to offer additional ongoing support.

The executive team conducted a review of behaviour notification slips, entries into EBs and reports to the incident hotline.

Wellbeing will continue to be a focus of the next planning cycle.

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

Progress towards achieving improvement measures

- Process 1:**
- 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)
<p>Successful completion of training in MAPA for all new staff members during SDD Term 1.</p> <p>All staff were included in fortnightly student welfare meetings throughout the year. Ongoing communication of minutes to all staff members saw an improvement in the way staff responded to students by using consistent behaviour management strategies.</p> <p>Three staff members completed Smiling Mind leader training and trialed these strategies in their classroom context. The success of the trial will see mindfulness introduced as part of future school panning.</p> <p>The school wellbeing team will continue to work on the completion of a wellbeing document incorporating the Zones of Regulation.</p>	<p>MAPA work books - \$886.88</p> <p>2 day MAPA renewal - \$1100</p> <p>Annual MAPA membership fees - \$175</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$2161.88)

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>Staff are widely accessing the teaching resources for Zones of Regulation on the shared on T-Drive.</p> <p>The Zones of Regulation format was successfully included in some behaviour management plans.</p>	<p>Nil</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)

Process 3:

- 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>Successful introduction of a professional requirements timeline assisted staff to maintain all requirements at a current level.</p> <p>Ongoing group and individual mentoring sessions by supervisors with pre and post 2004 teaching and non-teaching staff, assisted supervisors to support staff in the processes of creating, reviewing and successfully completing PDP goals including opportunities for classroom observations and peer mentoring sessions during high school meeting times.</p>	<p>Nil</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
 - 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>Staff were reminded during welfare, primary and high school meetings to report all incidents and injuries to the WHS hotline. There was no obvious pattern, change or increase in data provided by EB's.</p> <p>Behaviour notification slips were updated with the addition of specific information allowing a more accurate description of events being added to EBs.</p> <p>Staff were reminded during welfare, primary and high school meetings to report all hazards and WHS issues to the WHS officer on site and to record on Work Health and Safety hazard report forms available in the staff room. There was no noticeable increase of reporting.</p>	<p>Nil</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

Progress towards achieving improvement measures

Process 5: 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)
Due to COVID we were unable to host our sibling support afternoons. These were very successful in 2019 and will continue as part of future planning.	



The trampoline park is used extensively in our Zones of Regulation Program.

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.

Overall summary of progress

A Communication workshop was conducted during the Term 2 Staff Development Day. The Peterborough Communication Continuum was introduced to new staff and revised with existing staff. Communication goals were discussed in reference to Matrix and SWANS assessments and examples of effective communication plans were presented to staff. Executive staff analysed all existing communication plans and collected data on the percentage of goals that fit the SMART criteria.

Kindergarten students participated in the Best Start assessment and all now have a baseline Matrix assessment.

All students (with the exception of one class) now have a baseline SWANS numeracy assessment and all have a baseline communication assessment using either the SWANS or Matrix assessment tool .

The SWANS literacy and Matrix data was analysed to further promote best practice..

End of year reports remained in the same format. Students were assessed against their three IEP/ITP SMART goals (using the Peterborough Levels of Progression) and also Key Learning Areas.

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)
Further work needs to be done on educating teachers in how to effectively write SMART goals (ensuring all criteria is included) and reference the Matrix and SWANS assessments in their planning.	School resources

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)

Progress towards achieving improvement measures

- Process 2:**
- 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)
<p>A follow up workshop will be held on the SDD day at the start of 2021 to provide teachers with further information regarding the Peterborough Communication Continuum and the development of SMART goals (communication).</p> <p>After analysing the SWANS literacy and Matrix data we realise we need to conduct assessments more regularly. The next cycle of the school plan will address this need.</p>	School resources

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>It is believed that the current yearly report format is functional and suits the needs of both our student and parent population.</p> <p>Reports will be distributed to parents in the last week of term.</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>The communication audit data will be used in the next cycle of the school plan.</p> <p>In 2021 supervisors will work closely with teachers to develop effective communication plans and communication strategies.</p> <p>On the first SDD teachers will participate in another communication workshop to further enhance their knowledge and skills.</p> <p>The library has been unable to provide an up to date inventory of communication devices.</p> <p>The seating assessments were abandoned due to the implementation of the NDIS. Individual students are now assessed by therapists as needed.</p>	Teacher time and Excel spreadsheet

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>A School Learning Support Officer was employed to provide support to individuals and small groups.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$7 502.00) 	<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. The support provided to students enabled them to participate in whole school activities and successfully join other students during recess and lunch breaks.</p>
English language proficiency	<p>School Learning Support Officer employed to provide support to individuals and small groups.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$4 814.00) 	<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 in class programs including the 4 Blocks to Literacy Program. Students were assessed using the SWANS assessment tool, the communication MATRIX and a school developed numeracy assessment. The assessment data was completed and recorded for all students..</p>
Quality Teaching, Successful Students (QTSS)	<p>teachers were employed to provide release to executive staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$31 065.00) 	<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. 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>School Learning Support Officer was employed to provide support to individuals and small groups.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$117 240.00) 	<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. Several students required 1:1 support to access all aspects of the curriculum. Funds were used to support these students throughout the school day. Additional funds were used to provide 1:1 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 engaged in activities across the school environment.</p>
	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$28 962.00) 	<p>With the support of a mentor one beginning teacher was able to gain their accreditation.</p> <p>Due to COVID the majority of funds were not expended as most professional learning and support was able to be completed without financial expense. Funds will be rolled over for use in 2021.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	63	68	68	76
Girls	31	32	33	33

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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 9 students in Year 12 in 2020. 6 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 these students with the support of their families were able to make an informed decisions about post school for 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2020 7 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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.71
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	19.78
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	406,225
Revenue	5,329,172
Appropriation	5,271,165
Sale of Goods and Services	427
Grants and contributions	57,139
Investment income	440
Expenses	-5,160,659
Employee related	-4,769,837
Operating expenses	-390,822
Surplus / deficit for the year	168,513
Closing Balance	574,738

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.

Peterborough School received supplementary funding in 2020. The funds were used to implement an Art Therapy Program 5 days a week and to employ additional staff to support individual and groups of students in wellbeing and social skills programs.



Pop art by Taj.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	129,556
Equity - Aboriginal	7,502
Equity - Socio-economic	117,240
Equity - Language	4,814
Equity - Disability	0
Base Total	4,261,472
Base - Per Capita	48,269
Base - Location	2,107
Base - Other	4,211,096
Other Total	770,866
Grand Total	5,161,894

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.

2020 was a very different year for our school community with COVID restrictions impacting parent/carer attendance at school functions and face to face meetings.

During the height of the restrictions many students were learning from home. Primary and High School work packages were developed to be used as a learning from home resource. ZOOM and other online learning platforms were also used to support students learning from home.

Parents were able to attend 4 separate end of year assemblies that were conducted under a COVID safe plan and Year 12 were able attend an end of year formal.

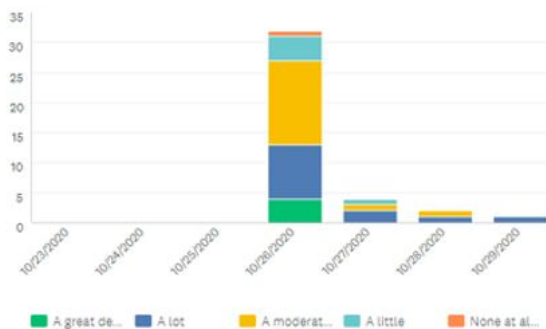
In preparation for school planning a survey was developed and submitted for parents to complete via our Peterborough Facebook page. 38% of parents responded to the online survey and an additional 11% took part in a telephone interview. While the results of both surveys were very positive it was clear that communication between the school and home was an area that needed improvement.

All staff are supported by executive who supervise and mentor staff in the development of Performance and Development Plans, provide support and offer guidance.

Students are represented by a Student Representative Council (SRC). Members of the SRC are voted by class peers. Due to COVID restrictions many student activities were cancelled.

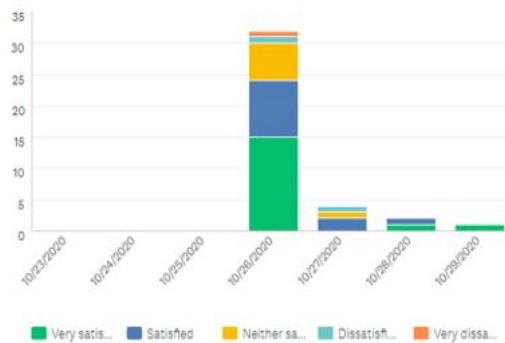
How well do you understand what curriculum is offered at Peterborough School?

Answered: 39 Skipped: 2 First: 10/26/2020 Zoom: 10/23/2020 to 10/29/2020



Are you happy with the schools level of communication?

Answered: 39 Skipped: 2 First: 10/26/2020 Zoom: 10/23/2020 to 10/29/2020



Survey results were very positive with communication between the school and home being an area that needed review.

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

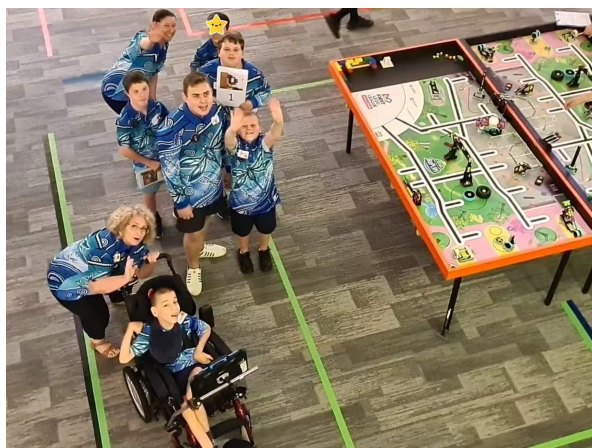
All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. 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)

During 2020 Peterborough Schools robotics team, The Burrabots entered the First Lego League Challenge.. The Burrabots placed 19th out of 25 teams and scored a perfect score on one of the tasks. Peterborough School is the only special school to have entered the competition.



Burrabots smashing the Lego League Challenge.