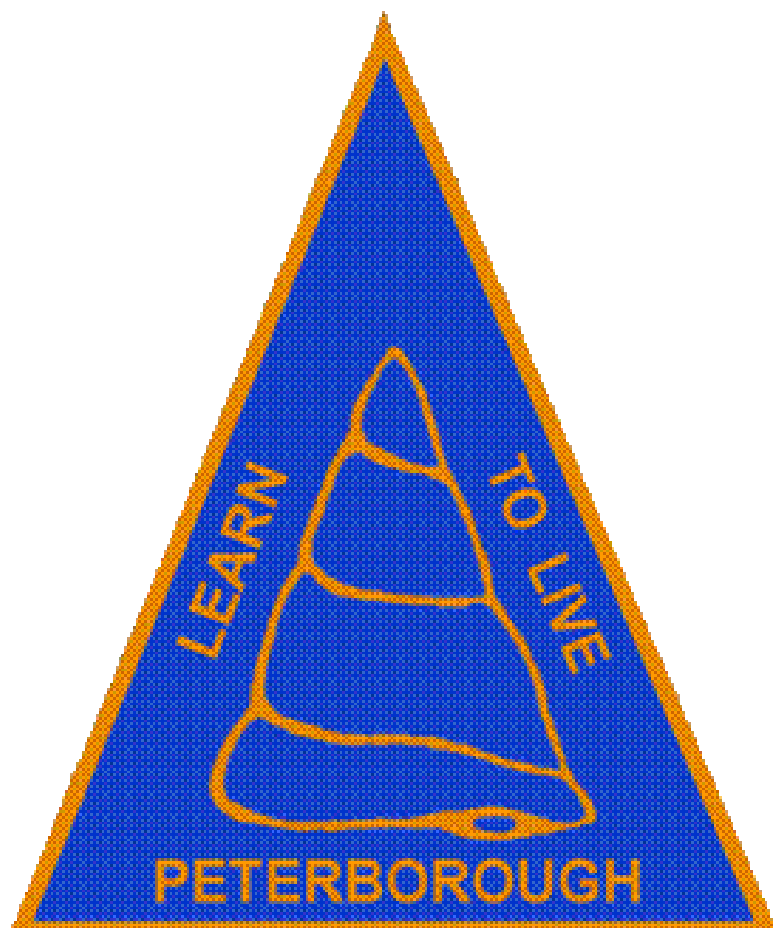# 2022 Annual Report

## Peterborough School

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# Introduction

The Annual Report for 2022 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 Strategic Improvement 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

Peterborough School
41 William Avenue
WARILLA, 2528
https://peterboro-s.schools.nsw.gov.au
peterboro-s.school@det.nsw.edu.au
4297 1611

## School vision

At Peterborough school we believe that all students can learn.

Our vision is to:

* Provide each student with a safe, positive, inclusive and innovative learning environment

* Develop and immerse students in school programs that are individualised and meaningful

* Empower each student to reach their potential

* Provide students with the tools to make a successful transition from school to future pathways

## School context

Peterborough School caters for students with moderate to severe intellectual, physical and multiple disabilities including autism and mental health disorders. Currently, the school has 14 IO/IS classes and 2 MC classes. Students attend from a range of socio-economic backgrounds and cultures and travel to Peterborough from areas within the Illawarra region with 67% of students accessing Assisted School Travel. 13% of students have an Aboriginal background and Peterborough has a strong connection to the local Aboriginal Education Consultative Group (AECG). The school is supported by an active Parents and Citizens Association and links to the community.

In consultation with parents, carers and support personnel, staff develop individualised plans for each student working toward a minimum of 3 SMART Goals with communication a specific focus. School staff assess students using the Developmental Assessment and Reporting for Students with Additional Needs (SWANs) and the Communication MATRIX. Student achievement is recorded using a school developed communication and literacy continuum.

Teaching and learning in all Key Learning Areas (KLA's) focuses on individual student learning with adjustments to support equal access by all students. Early Stage 1, Stage 1, Stage 2 and Stage 3 students work toward achieving success in K-6 curriculum areas. Students in Stages 4, 5 and 6 work toward Life Skills outcomes.

Many of our students have Health Care Plans and Behaviour Support Plans, which further support learning to provide the differentiation required to be successful. Staff work collaboratively with families, carers and therapists to deliver individualised and meaningful education in a safe and caring environment. Peterborough supports families, encourages independence and assists students to become valued members of the community now and in the future. In this way, we focus on preparing our students for life.

Features of the school include a hydrotherapy pool, a trampoline park, sensory play spaces, a student kitchen, cafe, digital classroom and four buses which are used to access the community. The school boasts a strong performing arts program including dance and a signing choir.

Peterborough School is committed to innovation and building the capacity of staff, students and families. In responding to the needs outlined in our situational analysis the school will look at ways to strengthen the alignment between assessment (SWANs, MATRIX), individual plans, class programs and reporting. New syllabus implementation with appropriate adjustments will enable students to engage in the curriculum to their full potential. There will be particular focus on Literacy and Numeracy, STEM and Aboriginal Education, as well as specific planning on the development of social skills and competencies to support wellbeing.

At Peterborough we aim to provide high quality, positive education experiences which take into consideration the learning, physical, emotional, health and sensory needs of each and every student.

# 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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 | 2022 School Assessment |
|----------|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Excelling |
| 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 | Sustaining and Growing |
| 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: Student growth and attainment

### Purpose

Ensuring improvement in student outcomes through explicit and ability-based teaching and learning, and data informed practice to support growth in literacy and numeracy.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy Learning

### Resources allocated to this strategic direction

**Socio-economic background:** $148,506.54
**English language proficiency:** $5,120.23
**SSP supplementary funding:** $250,000.00
**QTSS release:** $26,316.91
**Professional learning:** $15,449.63
**AP Curriculum & Instruction:** $30,114.20

### Summary of progress

During the 2022 school year programs were systematically designed to meet the full range of abilities in each classroom and school wide program formats were adjusted. Executive staff coached, mentored, and supported teaching staff to produce programs in all Key Learning Areas (KLAs) that were compliant to school and NSW Education Standards Authority (NESA) requirements. Executive staff collaborated with teachers, to adapt and adjust existing programs for Early Stage 1, Stage 1, Stages 4/5 and Stage 6, incorporating the new K-2 English and Mathematics syllabuses. Scope and sequences, units of work and program assessment pages were updated and unified. Staff implemented the new K-2 English and Mathematics syllabus through inclusion into classroom and individual programs.

The Assistant Principal Curriculum and Instruction (APCI) assessed all primary students' writing to create baseline data. The Writing with All Tools Continuum (Primary) supported teachers to develop writing skills and achievement across the primary school. Early Learning STEM Australia (ELSA) was implemented as a weekly program for six groups of selected high school students contributing to Technology, Mathematics and Science syllabus requirements. Staff professional development was delivered in K-2 English and Mathematics with a focus on access content points and the Writing with All Tools Continuum.

Additional Student Learning Support Officers (SLSOs) were employed to provide access to individual learning opportunities with SLSO's timetabled to support identified students' progression towards SMART goals and social competencies. Students were also assessed against the Students with Additional Needs (SWANs) and/or MATRIX in communication with internal data indicating improvement evident in literacy, numeracy, and social competencies. In 2023 staff will be mentored to access, analyse, and use student communication assessment data (SWANS and MATRIX) to inform, develop and implement communication plans.

Throughout 2023 Program Building Meetings (PBMs) will be timetabled each fortnight to provide staff with opportunities to collaborate on designing and  writing programs and to further support improvement in school wide systems. High school students will be assessed against the Writing with All Tools Continuum providing school-wide baseline data in writing competencies. A select group of primary students will be introduced to the digital classroom through the implementation of the ELSA program. Teachers will be provided with professional development and structured whole day curriculum relief from face-to-face (RFF) to implement new syllabuses into class programs and Individual Education Plans and Individual Transition Plans (IEP/ITPs).

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|---|
| Increase the proportion of students achieving improved skills in Literacy, | Internal data indicates 65% of students achieved improved skills in Literacy, 65% in Numeracy and 81% in Communication as measured by the Students |

| | |
|---|---|
| Numeracy and Communication as measured by the Students with Additional Needs (SWANs) assessment tools. | with Additional Needs (SWANs) assessment tools. |
| School Excellence Framework assessment in the element 'Data Skills and Use' will be maintained at Sustaining and Growing. | Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Sustaining and Growing. |

**Strategic Direction 2: Student Success**

**Purpose**

Student learning and achievement will be supported through individualised and responsive teaching, learning and data based decision making to ensure every student makes measurable learning progress every year.

**Initiatives**

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning

**Resources allocated to this strategic direction**

**SSP supplementary funding:** $246,376.22
**Professional learning:** $9,600.00

**Summary of progress**

In 2022 staff were mentored in the development of student's individual Specific, Measurable, Achievable, Relevant and Timely (SMART) goals and worked with executive to ensure every student's goals met the SMART goal criteria. Data was then harvested from student's Semester 2 reports based on the students' level of achievement against their SMART goals. This indicated progress in key learning areas across the school. The Assistant Principal Curriculum and Instruction (APCI) and executive researched best practice in school-based communication systems by attending professional learning at the Special Education Principals and Leaders Association conference. As a result, staff observed how The Ponds School for Specific Purposes (SSP) employed a speech therapist to develop and implement a school-based communication framework, using a range of communication strategies and resources.

Diabetes health care procedures and management were assessed and reviewed by executive staff to ensure consistent practice. Subsequently a diabetes team was established with team members receiving training from diabetes educators and caregivers, and they completed online courses. All school staff also completed the online diabetes 1 course. Physical management plans and procedures were reviewed by executive staff who collaborated to create a template that streamlined physical management documentation. The new user-friendly template and examples were presented to all staff.

In 2023 the school will further build teacher capacity in writing effective SMART goals through the PBM initiative. Data will continue to be collected and analysed to show improvement in the design, implementation, and progression of SMART goals. Next year, three staff members will attend a Language Acquisition through Motor Planning (LAMP) conference and all staff will attend workshops to develop skills in the use of LAMP and to further improve whole school communication systems. Continual liaising with caregivers and diabetes educators will promote a consistent approach to staff training and effective operation of the diabetes team ensuring student wellbeing and welfare. Additionally, physical management plans and procedures template will be implemented to further support and improve the safety and wellbeing of the high percentage of students with physical management needs who attend Peterborough School.

**Progress towards achieving improvement measures**

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
| --- | --- |
| Increase the proportion of students achieving individual SMART goals as outlined in their Individual Education Plan (Years K-6), Individual Transition Plan (Years 7-12) and Personalised Learning Pathways. | Internal data indicates the proportion of students consistently achieving individual SMART goals as outlined in:<br><br>Individual Education Plans (Years K-6) is 74%<br><br>Individual Transition Plans (Years 7-12) is 78% |
| School Excellence Framework assessment in the element 'Effective Classroom Practice' will be maintained at Sustaining and Growing. | Self-assessment against the School Excellence Framework in the element Effective Classroom Practice shows the school currently performing at Sustaining and Growing. |

## Strategic Direction 3: Whole School Wellbeing

### Purpose

Improvement in well being, engagement and social skills with inclusion and belonging across the school community, supported by new and innovative programs.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Inclusive, engaging learning

### Resources allocated to this strategic direction

**Aboriginal background:** $13,131.25
**Professional learning:** $5,850.00
**Location:** $2,107.00

### Summary of progress

During 2022 Peterborough executive staff and the school Aboriginal education committee convened a whole school meeting to increase awareness of the importance of including Aboriginal culture and perspectives effectively into classroom programs. Targeted students participated in successful wellbeing and self-regulation sessions with the re-introduction of a therapy dog in classrooms. Peterborough's Support Transition Teacher (STT) facilitated individual parent meetings and presentations to prepare Year 12 leavers for a streamlined entry to post school options. Professional development focused on the wellbeing of students and staff including School Learning Support Officers (SLSOs) to develop knowledge and skills in manual handling through the health and safety STRETCH program. The school facilitated teacher understanding and skill development in trauma informed practices through the Berry Street Educational Model (BSEM) and an executive member was trained as a certified Crisis Prevention Intervention (CPI) instructor. The Tell Them From Me (TTFM) survey was completed by staff, parents and carers and focused on engagement, wellbeing, learning and planning feedback. Further engagement with the school community, occurred with the return of Sophie's Place, the Peterborough Café, which was operational all year to support student work programs.

As we move into 2023, executive staff continue communication with Kayla Williamson (Aboriginal community elder) to deliver professional learning to all staff on Aboriginal cultural awareness. Further professional development for additional staff to attend the BSEM trauma informed care course and professional learning will support a more consistent practice and understanding around trauma. All staff are to be trained during Term 2 in early intervention and de-escalation strategies (CPI) including a selected team formed and trained in safety (physical) intervention strategies to ensure whole school wellbeing.

Next year TTFM survey data will be analysed and presented to staff to inform improvement, engagement, wellbeing, learning and planning while Sophie's Place will continue to run weekly, with a focus on engaging the broader school community, building community partnerships, and achieving individual SMART goals aimed at work experience and Vocational Education Training (VET) course requirements. Year 12 students and parents/carers will attend the 2023 Illawarra Disability Options (IDO) Expo to address student exit outcomes. In 2023, we aim to increase student wellbeing, by providing a broader cohort of students to participate in the therapy dog sessions.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
| --- | --- |
| School Excellence Framework assessment in the element 'Learning and Development' will be maintained at Sustaining and Growing. | Self-assessment against the School Excellence Framework in the element Learning and Development shows the school currently performing at Sustaining and Growing. |
| Increase the proportion of students demonstrating improved independence | Internal school to work data indicates there was an overall improvement in independence and work-related skills of 90% for targeted students across |

| and self-regulation as measured through individual transition plans and school to work data. | the high school, while 100% of Stage 6 students demonstrated improvement in this learning area. 100% of high school students with self-regulation goals showed improvement at a consistent or frequent level. |
|---|---|

| Funding sources | Impact achieved this year |
|---|---|
| Socio-economic background<br><br>$148,506.54 | Socio-economic background equity loading is used to meet the additional learning needs of students at Peterborough School who may be experiencing educational disadvantage as a result of their socio-economic background.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Literacy and Numeracy Learning<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • employment of an additional teacher to support assistive technology program implementation.<br> • employment of additional SLSO staff to provide in-class individual support<br><br>**The allocation of this funding has resulted in the following impact:**<br>Additional staff support provided students with opportunities to work towards their Individual Education Plan/Individual Transition Plan personal goals to access the curriculum across the school environment. The technology teacher was released from class to maintain, manage and resource technology equipment and facilitate technology programs for students Years 7-10.<br><br>**After evaluation, the next steps to support our students will be:**<br>To continue the allocation of additional staff to further support student achievement with continued release of technology teacher. |
| Aboriginal background<br><br>$13,131.25 | Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peterborough School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Inclusive, engaging learning<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • employment of additional staff to deliver personalised support for Aboriginal students<br> • staffing release to support development and implementation of Personalised Learning Pathways<br><br>**The allocation of this funding has resulted in the following impact:**<br>Personalised Learning Pathways (PLP) were developed with authentic conversations and planning with parents and carers. PLP conversations occurred through individual planning meetings at the beginning and mid year. Professional learning included staff participating in shared learning about culture, traditions and local language.<br><br>**After evaluation, the next steps to support our students will be:**<br>Whole staff training in cultural awareness to inform teaching and learning, to meet student Personalised Learning Pathways and to build the knowledge and skills of all staff and students. |
| English language proficiency<br><br>$5,120.23 | English language proficiency equity loading provides support for students at all four phases of English language learning at Peterborough School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** |

| | |
|---|---|
| English language proficiency<br><br>$5,120.23 | • Literacy and Numeracy Learning<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • employment of additional staff to support delivery of targeted initiatives<br><br>**The allocation of this funding has resulted in the following impact:**<br>Increased support for EAL/D students to increase their proficiency with English, improving both receptive and expressive language.<br><br>**After evaluation, the next steps to support our students will be:**<br>To continue to deploy additional staff across classrooms with an identified need and increase the capacity of all staff to enhance programs to support students. |
| Location<br><br>$2,107.00 | The location funding allocation is provided to Peterborough School to address school needs associated with remoteness and/or isolation.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Inclusive, engaging learning<br><br>**Overview of activities partially or fully funded with this operational funding include:**<br> • technology resources to increase student engagement<br> • upgrades to school facilities to improve access to curriculum<br><br>**The allocation of this funding has resulted in the following impact:**<br>Year 10-12 students engaged with life skills to enhance progress towards their transition goals. This also provided a greater connection with families and the wider community.<br><br>**After evaluation, the next steps to support our students will be:**<br>To build on the early successes of the cafe program and actively promote engagement with the community. |
| Professional learning<br><br>$30,899.63 | Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Peterborough School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Literacy and Numeracy Learning<br> • Personalised Learning<br> • Inclusive, engaging learning<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • accessing professional learning opportunities internal and external to the school<br> • release time for staff to collaboratively plan and engage in lesson observations<br> • time for staff to engage in the analysis of data.<br><br>**The allocation of this funding has resulted in the following impact:**<br>Staff have engaged in Berry Street Education Model to enhance trauma-informed practice. Staff also attended specialist conferences, network meetings and inter-school visits. This has enabled teachers and non-teaching staff to share practices with colleagues in similar settings. In-school professional learning enhanced classroom management strategies and streamlined curriculum implementation.  A continued focus on safe-work practices has supported the school to meet legislative requirements.<br><br>**After evaluation, the next steps to support our students will be:**<br>To continue to train staff with the Berry Street Model and focus on further |

| | |
|---|---|
| Professional learning<br><br>$30,899.63 | wellbeing and communication strategies. The school will develop school processes to ensure compliance with all aspects of the Inclusive, Engaging and Respectful Schools reform. |
| QTSS release<br><br>$26,316.91 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peterborough School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Literacy and Numeracy Learning<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • Executive staff collaboration to review, plan and design a new school programming format<br> • Executive staff delivering a programming presentation with a focus on the implementation of the new formatting system to build the capacity of staff<br><br>**The allocation of this funding has resulted in the following impact:**<br>Executive staff were able to work collaboratively on the planning and design of new programming formats. Teachers have access to program proformas through the schools T-drive and the allocation of individual USBs.<br><br>**After evaluation, the next steps to support our students will be:**<br>To implement the new proformas in Term 1 2023 to streamline the development of class programs and achieve student outcomes. |
| COVID ILSP<br><br>$95,580.00 | The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this targeted funding include:**<br> • employment of a teacher to withdraw students from their classrooms to deliver individual tuition<br> • providing targeted, explicit instruction for individual students to develop their writing using an alternative writing tool<br> • providing targeted, explicit instruction in reading school based core vocabulary to develop functional communication and recognise core words in different contexts<br> • releasing staff to mentor with executive to develop school based programs and analyse student data to identify the impact of those programs on student progress<br><br>**The allocation of this funding has resulted in the following impact:**<br>Alternative writing tools were nominated for all target students with those students being plotted on the Developmental Writing Scale achieving base-line levels.  60% of students in the program maintained their level of core word recognition from the initial assessment to the final assessment, while 40% of students improved their level of core word recognition. Elements of the writing and core word programs were further embedded across the school.<br><br>**After evaluation, the next steps to support our students will be:**<br>Supporting students with funding to continue individual withdrawal sessions. Students will focus on core word recognition to continue to develop communication skills including the use of Augmentative and Alternative Communication (AAC), voice output devices and visuals. Students will continue to develop their ability to recognise core words in the school levelled reading program. Additional classroom support will be provided for |

| COVID ILSP

$95,580.00 | specific students to develop their writing skills using their alternative writing tool and meet individual learning goals. |
|---|---|
| SSP supplementary funding

$496,376.22 | These funds have been used to support improved outcomes and the achievements of staff and students at Peterborough School

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
 • Literacy and Numeracy Learning
 • Personalised Learning

**Overview of activities partially or fully funded with this site specific funding include:**
 • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)
 • employment of additional staff to support in the creation of high-quality teaching and learning programs

**The allocation of this funding has resulted in the following impact:**
Increased support for students' health care, physical management and educational needs with additional School Learning Support Officers (SLSOs) being employed. The additional music program "Music with Mooney" provided each class with further opportunity to access the creative arts curriculum.

**After evaluation, the next steps to support our students will be:**
Continued employment of additional School Learning Support Officers (SLSOs) to support students health care, physical management and educational needs. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2019** | **2020** | **2021** | **2022** |
| Boys | 68 | 76 | 78 | 82 |
| Girls | 33 | 33 | 31 | 31 |

## Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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.

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4.2 |
| Classroom Teacher(s) | 13.66 |
| Teacher Librarian | 0.6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 19.78 |
| Other Positions | 1.08 |

*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark[1] | 2022 Aboriginal and/or Torres Strait Islander representation[2] |
|---|---|---|
| School Support | 3.00% | 4.10% |
| Teachers | 3.00% | 3.30% |

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|  | 2022 **Actual** ($) |
|---|---|
| **Opening Balance** | 512,337 |
| **Revenue** | 5,784,848 |
| Appropriation | 5,736,362 |
| Sale of Goods and Services | 350 |
| Grants and contributions | 46,305 |
| Investment income | 1,832 |
| **Expenses** | -5,411,021 |
| Employee related | -5,108,206 |
| Operating expenses | -302,815 |
| **Surplus / deficit for the year** | 373,828 |
| **Closing Balance** | 886,165 |

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.

| | 2022 **SBAR Adjustments** ($) |
|---|---:|
| **Targeted Total** | 0 |
| **Equity Total** | 166,758 |
| Equity - Aboriginal | 13,131 |
| Equity - Socio-economic | 148,507 |
| Equity - Language | 5,120 |
| Equity - Disability | 0 |
| **Base Total** | 4,467,756 |
| Base - Per Capita | 54,094 |
| Base - Location | 2,107 |
| Base - Other | 4,411,555 |
| **Other Total** | 845,436 |
| **Grand Total** | 5,479,950 |

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

A number of parents and carers completed the Tell Them from Me (TTFM) survey in 2022. The results indicated parents and carers are generally very happy with Peterborough School and recognise it as a supportive environment for their child. Parent and carer results indicated that Peterborough was above the state average in all focus areas, with the most positive responses being in the 'inclusive school' category.

The TTFM parent and carer survey indicated that formal interviews and meetings were considered the most useful way to communicate with teachers. It was revealed that school reports do not always assist parents and carers to support their child's learning and that more specialist and playground equipment would be beneficial.

All parents and carers who completed the survey stated they would either recommend or strongly recommend Peterborough School.

The TTFM teacher survey indicated that all staff feel supported by the executive team who supervise and mentor teachers through Performance and Development Plans throughout the year. Ongoing reflection during staff and stage meetings indicated that teachers and non-teaching staff feel valued and support the school's directions and future planning.

Our focus for 2023 will be to invite Peterborough families and carers back into the school for social events, face to face parent and carer teacher meetings, fund raising and special educational events.

The students at Peterborough School value leadership roles and the School Representative Council (SRC) is widely supported with leaders contributing to fundraising, leading assemblies, playground support and providing role models for other students. SRC representation continued to be determined through voting by students and staff.

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

## Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.