Peterborough Primary School

2022 annual report to the community

Peterborough Primary School Number: 339

Partnership: Flinders

	Signature
School principal:	Mr Edward Duffill
Governing council chair:	Chantel Thompson
Date of endorsement:	**2 February 2023**

Government of South Australia

Department for Education

Context and highlights

Situated just off the Barrier Highway, halfway between Adelaide and Broken Hill, Peterborough Primary School has all the qualities and support one would expect from a country community. Our Yunta Campus class, 81km from Peterborough, is a unique educational provision that supports learning for a small group of students from the surrounds. We have a long history and, in 2008, we celebrated 125 years of public education. Our school community believes that, by valuing respect, responsibility, honesty and kindness to all, we will all be excellent learners. Educators priorities literacy and numeracy as curriculum emphases. Special programs include literacy and numeracy intervention programs, Lego technology, Science and The Resilience Project. We have Reception-Year 6 classes and connect with the pre-school and high school in transition programs to bring a cohesive birth to young adulthood education environment to Peterborough and surrounding towns.

Our current enrolments are 45 which include students from Yunta Campus which has continued as an outreach of Peterborough Primary, with students travelling to PPS two day a week learn together with with age appropriate peers, having an opportunity to access Keeping Safe and Science lessons, collaborative activities and school experiences with their peers . Teaching and ancillary staff travel to Yunta 3 days a week. The structure for 2022 consists of 4 multi-level learning groups(R-1,Yrs 2/3, Years 4/5/6 & Yunta). To support the wellbeing and educational achievement we committed to maintaining an additional class above our staffing allocation. The Aboriginal Education Teacher and Aboriginal Community Education Officer have been working with our ATSI students both as an individual group and within the classroom spending time discussing heritage and culture as well as supporting students to access the curriculum. As a group they experience many areas related to their culture within our region in South Australia. There is a strong ATSI presence in our school community with 17 students. COVID restrictions on parents being on site for the past two years has hampered regular Aboriginal parent meetings. This year NAIDOC and RECONCILIATION weeks were acknowledged with cultural awareness activities where visiting performers and guests shared Aboriginal culture and histories with all students. Every assembly we Acknowledge the Land of the Ngaduri people.

For the fifth year we have continued our involvement in the Brightpath Writing to improve student writing skill. Regular staff meetings, in class observation and modelling of teaching pedagogies by the Curriculum Lead has assisted teachers to reflect and review their teaching of Mathematics. .

Staff have become involved in professional learning to enhance their skills to support students with positive behaviours including
• Staff members concluded their Berry Street Model PD
• Introduction of the Resilience Project across the school focus on Gratitude Empathy and Mindfulness
• MAPA training (Managing Actual or Potential Aggression) provided strategies and skills for staff members to respond safely and effectively to challenging inappropriate behaviours.
• use of technology for communication and professional learning saw upskilling of staff using social platforms.

School experiences
• Year 4/5/6 students attended Errapa Camp, Year 2/3 day trip to Arid Lands and Wadlata, Yunta students attended a performance of Frozen in Adelaide, two Aboriginal students the Aboriginal STEM Congress, Steamtown celebrations, Remembrance Day some senior students attended, 100 days at school celebrations R-Year 1 class.   Unfortunately due to COVID bowling for the senior students was cancelled term 4
• Bookweek parade with an activity morning for parents to share the experiences.
• Swimming lessons R-6   • Sports Day, Term 4
• Patch Theatre excursion by Junior Primary   • Visiting performers • SRC ran a disco fundraisers
• Uniting Country prepared a breakfast during Anti Poverty Week
• Parent support to provide a Pom Pom making workshop to enliven games Room
• Transition programs for Year 6 to High School and for Kindy to reception.
• A very successful External School review process

Grounds and facility upgrades
• Shade over JP outdoor play Space with synthetic surfaces
• Preparation for new front entrance and re-branding of PPS • Rose garden in memory of a past school community member
• Planning by members of the Governing Council for revitalisation including paths, green spaces and fencing
• Maths equipment storage area

A wellbeing focus saw the introduction of the Resilience Project through a Grant from the Variety Club with weekly lessons learning more about Gratitude Empathy and Kindness.
A Breakfast Caf☐ was introduced supported by Foodbank, with staff facilitating the making of breakfast daily. This first contact and CHECK-IN for students each morning provided a opportunity for student engage positively with them and teach skills

Governing council report

2022 signalled a return to a relative normal after the Covid-19 Pandemic. While the first half of the year saw many children and staff affected by Covid, staff and students showed a strength that our school community is known for. This year also was the first year that year seven's started high school, giving us three learning groups and the Yunta Campus this year. This year saw the former 6/7 class turned into a Games Room, which is utilised for assembly and the Breakfast Club, which Julie and Lyn run with support of Food Bank. There has also been work done in preparation for continuing site improvements in to the future, one being the placement of boards over the brick wall near the front office, which will be the site of a mural in the future.

Term one saw swimming lessons commenced across all learning groups, Harmony Day, where children wear encouraged to wear orange, the Meet and Greet.

Term two saw Simultaneous Story Time with the kindy, Reconciliation Week, with Special Guests Alison Dunling and Deb Marsland, and the 100 Days of School Celebration for LG1. All learning groups attended the Sonder NAIDOC Week event held at Victoria Park.

Term three included Book Week with the theme "Dreaming With Your Eyes Open", and a fundraisingdisco ran by the SRC.

Term four has been busy, with school photos, LG3's camp to Errappa, Uniting Country SA provided a whole school breakfast for Anti-Poverty Week, Sports Day, Badminton as well as respective transition for those entering our school and those moving forward to high school next year.

There has been a focus on growth and moving forward after the Pandemic this year. While our school community is lower on numbers, the strength and resilience shown by all staff and students has definitely taken a lead. The leadership shown throughout the student body has been exceptional, and the willingness from all within the school community to contribute has been phenomenal.

As we move forward into 2023, we are looking forward, to continuous improvement both in delivery and working with our community to strengthen relationships and continue to support our children's learning. We look forward to celebrating successes, now and in the future.

Quality improvement planning

Goal 1: To increase the number of Reception to Year 6 students achieving above SEA in reading (NAPLAN, PATR, Running Records)

We will see each student achieve growth in RR levels when we track and monitor student progress using scheduled, regular collecting and analysis of reading behaviour using running records and assessment data
• We will see students level of comprehension increase when we explicitly teach comprehension strategies.
• We will see students confidence as a reader increase across learning areas when we embed reading in all learning areas
• We will see students' ability to transfer and apply reading skills across learning areas
• We will see an increase in student independent engagement and enjoyment of reading

Outcomes:
Running Records: At end of term 3 5/7 -71% of Year 1 at SEA or higher-Target met
Running Records: At end of Term 3 6/7 -85% of Year 2 at SEA or higher target. Target met as will not be able to achieve 90% due to numbers of students
Naplan Reading: 6/7 (85%) achieved SEA in Reading
PAT-R: Year 3-6 PATR 50% achieved(12/24) SEA or above . (Year 3 5/5 achieved SEA)

A continued focus on the teaching of Phonics R-6 and the Big 6 of reading supported by the Literacy Guarantee Unit coach has supported and guided the direction for the teaching of reading. Involvement in the ORF trial has built capacity of 2 of our teachers who have shared this knowledge across the school to develop reading fluency. Introduction of the use of decodable text in the R/1 class has increased and strengthened the skills and confidence of our readers.

Goal 2: To increase number of students achieving SEA and above in Numeracy (NAPLAN , PAT-M)

We will see personal growth in students using their mathematical abilities through goal setting according to achievement data
We will see students demonstrate deep understanding of trust the count -apply knowledge of place value when problem solving
We will see students use reasoning to explain taught maths concepts.
We will students comprehend mathematical language within worded questions to enable application of appropriate mathematical skills to problem solve

Outcomes:
SIP goals 2022 NAPLAN achievement for Year 3 and 5

Target NAPLAN Numeracy 65% or higher in years 3&5 Target Achieved 7/10 =70% MET SEA
Target-PATM Years 3-6 -65% achieve SEA or higher Target Achieved 19/24 at SEA 79%

A continued whole school approach for the teaching Numeracy has been one of the actions for improvement. Working together with the Curriculum Lead was a focus to provide consistent whole school practice and professional learning to increase positive dispositions. We will continue to prioritise a whole school pedagogical shift for 2023.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading
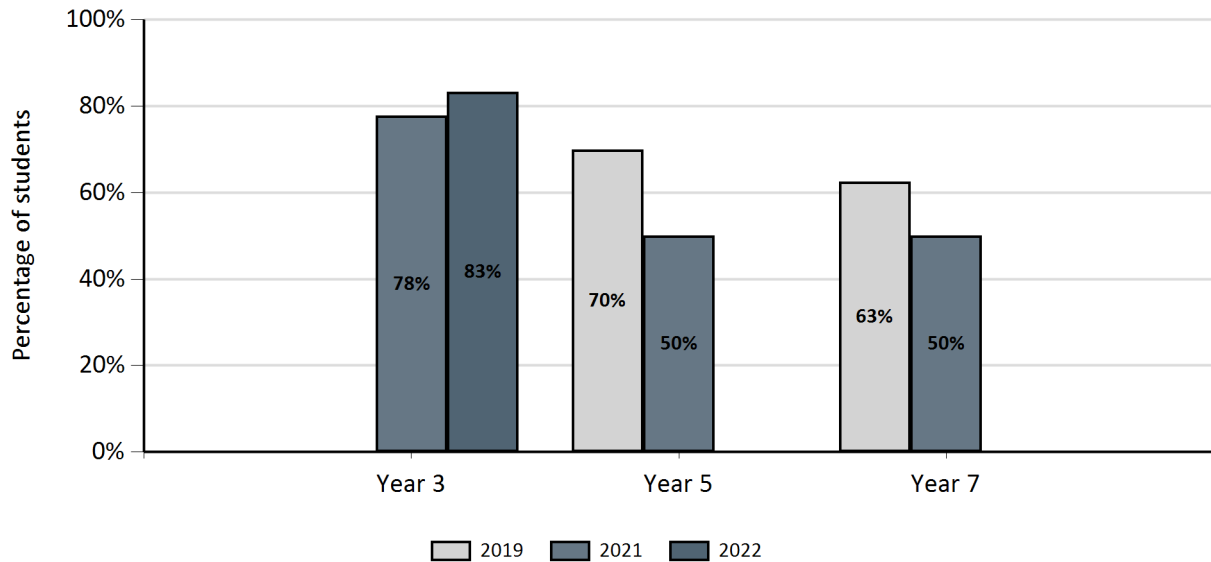
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
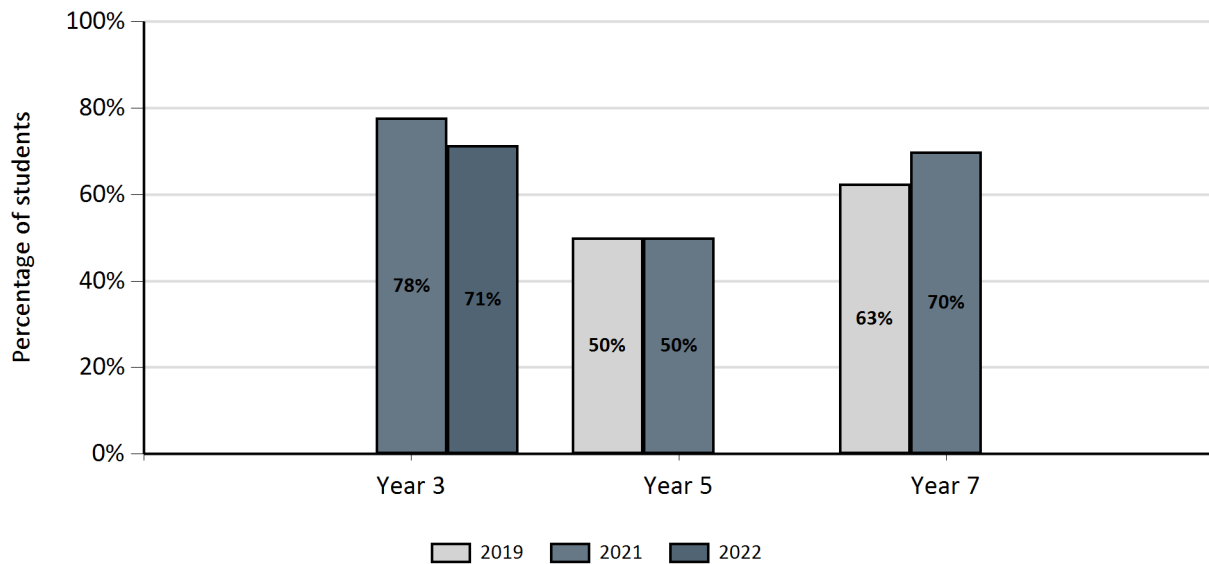
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NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	6	7	2	2	33%	29%
Year 03 2021-2022 Average	7.5	8.0	2.5	2.5	33%	31%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	10.0	10.0	1.0	0.0	10%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

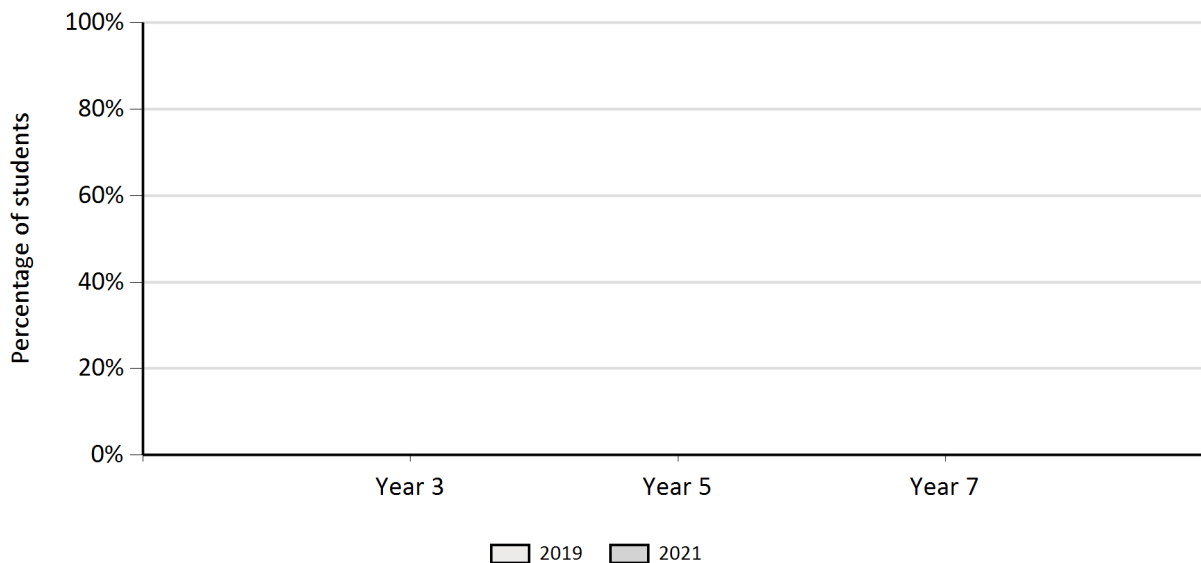Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^includes absent and withdrawn students.

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**Percentages have been rounded off to the nearest whole number.
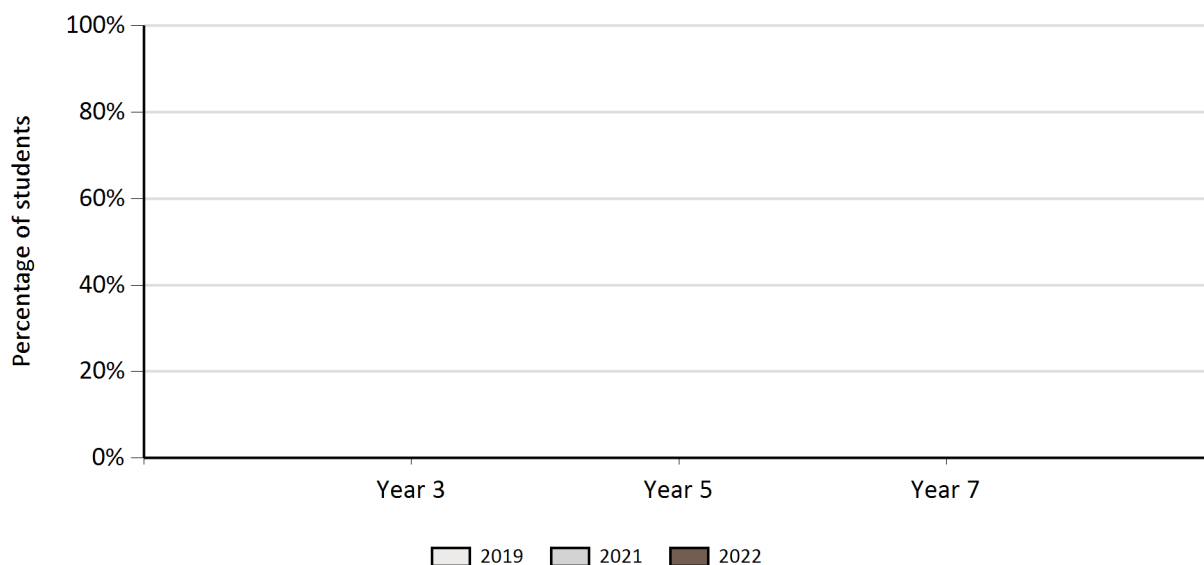
NAPLAN proficiency - Aboriginal learners

Reading

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Data is only shown for Aboriginal learners.

Numeracy

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Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

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Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Collated data to determine intervention programs to support learners with smart goals set in OCOP's and discussed with parents. Through supportive small group invention students were encouraged to participate in learning and bridge knowledge gaps which increased engagement, attendance and confidence to learn. closer working relationships with parents and families supported deeper understanding of challenges faced by students and parents enabling to provide community resources and support services.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

AET supports the literacy and numeracy programs working in collaborations with the ACEO as she supports students with learning and engagement and wellbeing. One year 3 student at level 17 Running record at end of 2021at level 29 by end of 2022. Attendance of a student deemed critical in 2021 monitored closely with increased attendance for 2022. Intervention has seen improved writing outcomes and increased ability for students to participate in whole class activities.

School performance comment

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Attendance

Year level	2019	2020	2021	2022
Reception	85.2%	85.0%	88.8%	84.3%
Year 1	86.3%	87.9%	86.5%	78.1%
Year 2	93.9%	87.5%	83.5%	78.7%
Year 3	91.1%	91.4%	87.7%	76.7%
Year 4	90.2%	85.7%	90.9%	75.6%
Year 5	88.5%	82.8%	87.0%	86.0%
Year 6	93.3%	85.5%	88.6%	76.4%
Year 7	93.0%	88.2%	83.5%	N/A
Primary Other	81.6%	75.8%	77.0%	N/A
Total	89.5%	86.2%	86.6%	78.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

The impact of Covid have still lingered with a less tolerant approach to students deemed ill being at school and parents being more accepting that sick children should be at home. We make daily phone calls home when not contacted by parents and advised of need to contact school when children away. The ACEO also contacted ATSI families to connect in a positive way and provide support when needed. Our focus on wellbeing and contacting parents to address any issues has supported students be more resilient to any challenges they may have or had at school. Encouraging rigorous, engaging and challenging activities to have students want to attend school plays an important role. Class DOJO points to encourage attendance and participation works with student incentive scheme to build value in being at school

Behaviour support comment

Wellbeing continues to be the focus of developing strong and resilient learners and in reflected in the continuation of the Wellbeing Leader role.   This has also been supported through the introduction of the 'Resilience Project' activities in Gratitude, Empathy and Mindfulness.
having a school wide language with a positive approach has seen a reduction in negative behaviors and more positive outcomes when poor choices have to be addressed.

Parent opinion survey summary

The parent engagement survey showed a continued improvement over past years and reflects Peterborough Primary addressing issues as they arise.

The survey results showed most parents/carer's were happy with the progress made with learning at Peterborough Primary and engagement with teachers.

The school has improved communication with families and is working at improving this further through better use of technology in the sharing of information with families and the commuity. We are looking to further implement the use of Microsoft Sway through 2023.

Support with engaging students to learn and meeting the challenge of supporting individual learning needs at home as well as at school will be improved as we develop improved engagement with families especially with 'One Plans'.

The school has been encouraging parents and staff to discuss any particular concerns with the schoo/parents as soon as they become aware of them.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	35.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	41.2%
WA - LEFT SA FOR WA	4	23.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Employees:
*All employees of a part-time, full-time or casual basis employed by the Department of Education are screened through the DCSI; teaching staff are screened through the TRB SA along with the renewed registration certificate.

Screening Required:
*Parent attending overnight camps or school sleepovers * parent volunteers if their own child is not involved in the service or activity

No screening required:
*Parent or volunteers if child is in the group *one off guest appearances supervised by teaching staff * parents on the governing council

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	16
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	9.0	0.5	7.7
Persons	0	10	1	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$1,465,402
Grants: Commonwealth	$7,800
Parent Contributions	$19,784
Fund Raising	$2,188
Other	$7,997

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	funding supported a Band 2 position with responsibility of tracking, monitoring and responding to data by designing data informed, timely targeted interventions. Providing support to teachers in meeting tailoring programs and OCOPS. Provision of SSO support to guide students . Intervention programs.	Bridged the learning gaps for 6 year2/3 students. Data was collected, shared and interpreted to inform next steps learning. Growth measured/attained by PAT, running records and NAPLAN showed improvement to increase students to SEA or above
	Improved outcomes for students with an additional language or dialect	N/A	N/a
	Inclusive Education Support Program	Funding supported positive outcome for learners in creating clear learning goals in OCOP's with the provision of learning plans to guide SSO support. creation of small targeted and focused learning groups and opportunities. Facilitation of strategies to guide teacher pedagogical shift to manage students with complex social, emotional and learning needs.	students have become more self regulated and able to deal with their learning environment which has resulted increased participation. This has been reflected in improved learning outcomes in literacy and numeracy.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funding supported positive outcomes for learners in creating clear learning goals in OCOP's with the provision of learning plans to guide SSO support, creation of small targeted and foccussed learning groups and opportunites. Facilation of strategies to guide teacher pedagogical shift to manage students with complex social,emotional and learning needs.	students have become more self regulated and able to deal with their learning environment which has resulted in increased participation. This has been reflected in improved outcomes in literacy and numeracy.
Program funding for all students	Australian Curriculum	funding the support of resourcing, particularly in providing for dedicated teacher lead, small literacy groups to support learner needs as well as proving intervention for those with additional or more complex learning needs.	Students demonstrated improved learning and improved participation in the mainstream class environment through more positive engagement because of increased concept understanding.
	Aboriginal languages programs Initiatives	n/a	n/a

	Better schools funding	funding used for the support of resourcing, particularly in providing for dedicated teacher lead small literacy groups to support learner needs as well as proving intervention for those with additional or more complex learning needs.	Students demonstrated improved learning and improved participation in the mainstream class environment through more positive engagement because of increased concept understanding.
Other discretionary funding	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	N/a	n/a