Peterborough High School

2022 annual report to the community

Peterborough High School Number: 789

Partnership: Flinders

	Signature
School principal:	Steven Barclay
Governing council chair:	Sarah Thomas
Date of endorsement:	**30 March 2023**

Government of South Australia

Department for Education

Context and highlights

Peterborough High School is a Category 2 site catering for students in years 7-12, offering a wide range of curriculum opportunities and experiences for our students across the Australian Curriculum and SACE Curriculum Frameworks. In the 2022 school year our enrolment comprised of 65 students, drawing primarily from the townships of Peterborough, Yongala and Terowie. Currently the school has around 26% of students who identify as Aboriginal and/or Torres Strait Islander, one student from an EALD speaking background.

High quality curriculum and pedagogical approaches to ensure all students are supported and challenged in their learning continues to be central to our approach. We have high expectations for all of our students, and we use high impact teaching strategies as part of our commitment to Quality Teaching and Learning. We support all teachers and staff to improve their practice through high quality professional learning including a specific focus on checking for understanding and ensuring that teachers know where students are at in their learning so they can be stretched. It is a shared understanding that all teachers will have clear learning intentions, success criteria and lesson sequence for each learning block.

In 2022 the focus was on teachers implementing Anatomy of Learning Blocks pedagogies into the classroom with a focus on checking for understanding. The SIP has been collaboratively reviewed by staff to narrow the focus for literacy and numeracy improvement and enable each staff member to understand their role in this work. In 2023 all teachers will be implementing Before, During, and After (BDA) reading strategies into the classroom in additional to targeted literacy intervention programs for specific students. In 2022 teachers have accessed Professional Learning in line with our SIP priorities. To increase numeracy achievement mathematics teachers will be explicitly teaching number concepts with the Big Ideas in Number framework (BiiN). A curriculum and timetable review was conducted in 2021 and in 2022 we trialled our early closure time on Wednesday afternoons to allow for our QLAT (Quality Teaching & Learning) Coordinator to run quality professional development aligned to our SIP to improve teacher pedagogical practice and areas of learning and teaching.

In 2022 there has also been Professional Learning with a focus for SACE teachers to develop flexible LAPs and high-quality assessment tasks to cater for the specific needs of our senior students. Staff are supported in their own growth and development through their Professional Development Plans (PDPs). This includes classroom observations, ongoing feedback, and formal and informal opportunities for reflection and discussion about continuous improvement. The Site Improvement plan continues to provide consistent direction about our site priorities. The focus continues to be on literacy and numeracy. Moving into 2023 We have had the opportunity in 2022 to review many of our structures and systems and make changes if they were no longer fit for purpose. In 2023 we have some key focus areas that will drive our school improvement.

Governing council report

This year we welcomed Year 7's to the school. It wasn't a particularly large group of students but from all reports they settled in very well.

Covid restrictions interrupted the start of the year yet again with Years 7,8 and 12 commencing onsite learning whilst Years 9,10 and 11 remained at home doing online learning instead. The annual Swimming Carnival and Sports Day had to be cancelled due to covid as well but we look forward to its return in 2023.

This year saw the introduction of a new timetable. Students began the school day slightly earlier and finished at 3:15pm on Monday, Tuesday, Thursday and Friday, Wednesday was 8:45-1:25pm to allow more time for Staff development. There were many staff changes throughout the year, We thank all the teachers for their efforts, especially during difficult times. We thank Lauren Amey for filling in for Steven Barclay as Principal for 5 weeks whilst on leave.

The PHS website saw a much needed upgrade. Photos and information were all updated and the website is now easier to navigate and more appealing.

The senior students enjoyed the MNSEC formal held in Jamestown this year. All the students looked amazing. The school participated in some sporting events outside of PHS but unfortunately there were no school camps this year.

A very small group of Year 12's successfully graduated this year and we wish them well in the next chapter of their lives. Steven Barclay announced that he would not be returning as Principal in 2023. We thank Steven for his time and effort and wish him, along with the other teachers leaving us, well for the future.

Thankyou to the small group of volunteers who make up the PHS Governing Council. Your time and contributions are much appreciated. We look forward to welcoming the new principal and staff in 2023.

Sarah Thomas, Chairperson

Quality improvement planning

Peterborough High School's site improvement plan in 2022 continued to be underpinned by DfE strategic directions, identified areas for improvement within the Peterborough High School's context and evidence informed research. Whilst PHS continues to have a strong focus on school improvement, 2022 was a heavily impacted school year due to Covid and other challenges. Significant staff and student absences impacted on continuity of learning and overall achievement data. Extensive review and consultation has occurred during 2022 to update the current Site Improvement Plan and ensure it provides a narrow and depth school wide focus on literacy and numeracy improvement resulting in increased achievement in Australian Curriculum and SACE.

Goal 1: To improve achievement in reading

Targets Raise achievement for every student:
• Year 7: 85% of students at PAT SEA
• Year 8: 100% of students at PAT SEA (7/7 students)
• Year 9: 90% of students at PAT SEA (10/11 students)
• Year 10: 90 % of students at PAT SEA (9/10)

Goal 2: To increase achievement in numeracy

Target: Raise achievement of every student in PAT Maths
• Year 7: 60% of students at PAT-M SEA (3/5 students)
• Year 8: 75% of students at PAT-M SEA (3/4) students)
• Year 9: 85% of students at PAT-M SEA (9/11 students)
• Year 10: 100% of students at PAT-M SEA (8/8 students)

Actions to achieve these targets can be found on our website documentation > Site Improvement Plan.

The next steps in our improvement journey is to have a whole school focus on literacy and improvement of A and B grade data. Moderation practices are more consistent across the whole school resulting in only 1 moderation change in SACE in 2022 representing a significant achievement by all teachers. Teachers will continue to focus on the use of high impact teaching strategies and implementation of Quality Differentiated Teaching Practices based on knowing their students well.

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
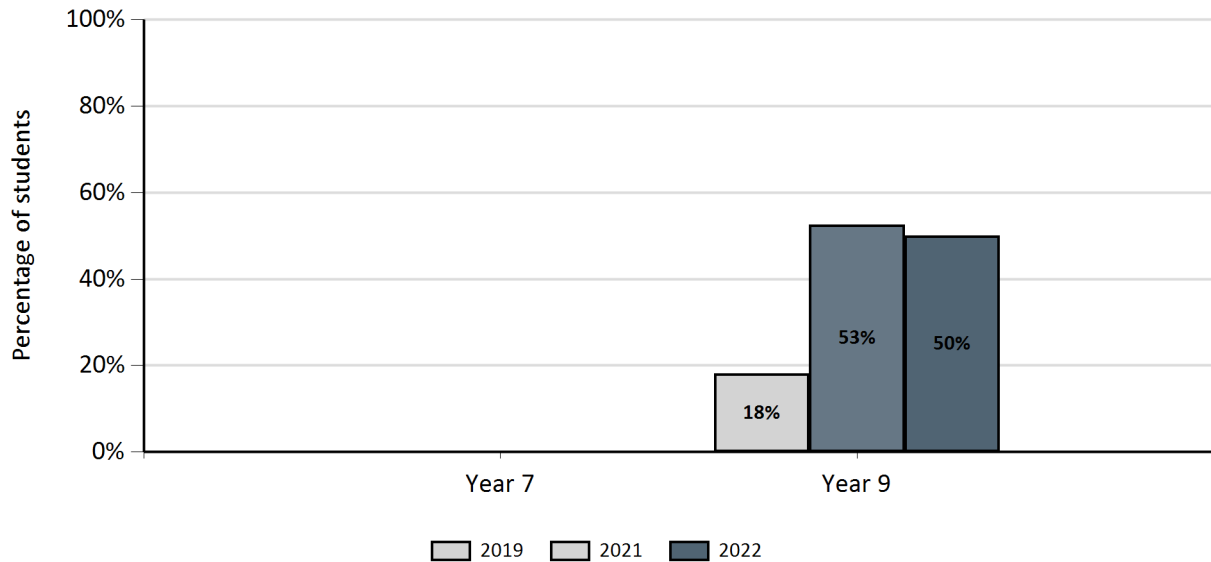
*NOTE: No NAPLAN testing was conducted in 2020.

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.
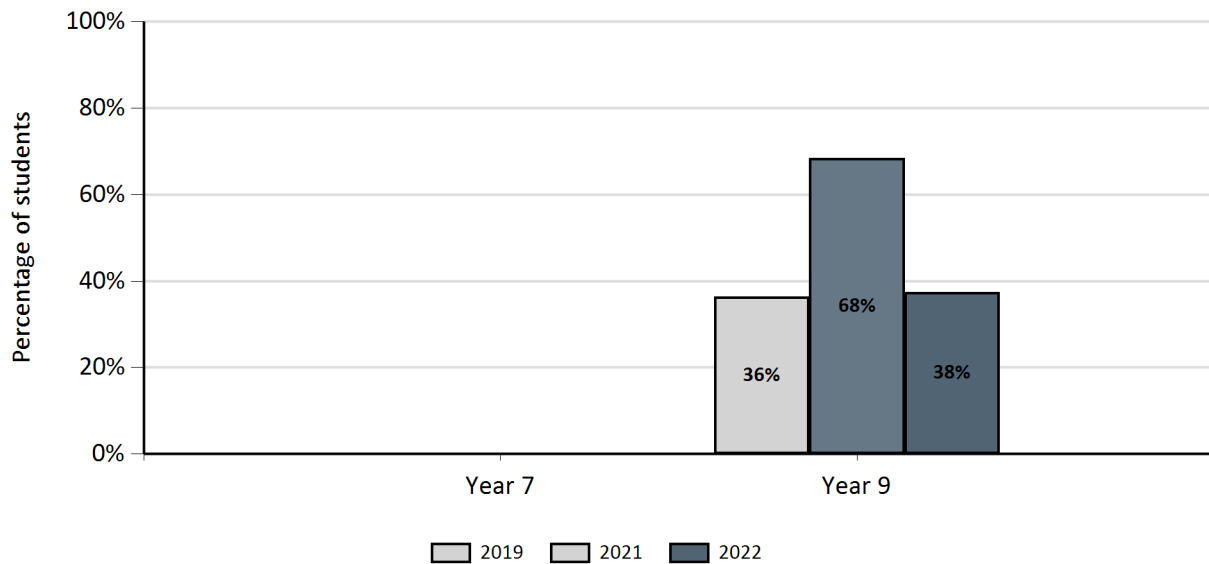
Numeracy

*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.
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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 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	8	8	1	0	13%	0%
Year 09 2021-2022 Average	13.5	13.5	1.5	0.0	11%	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.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
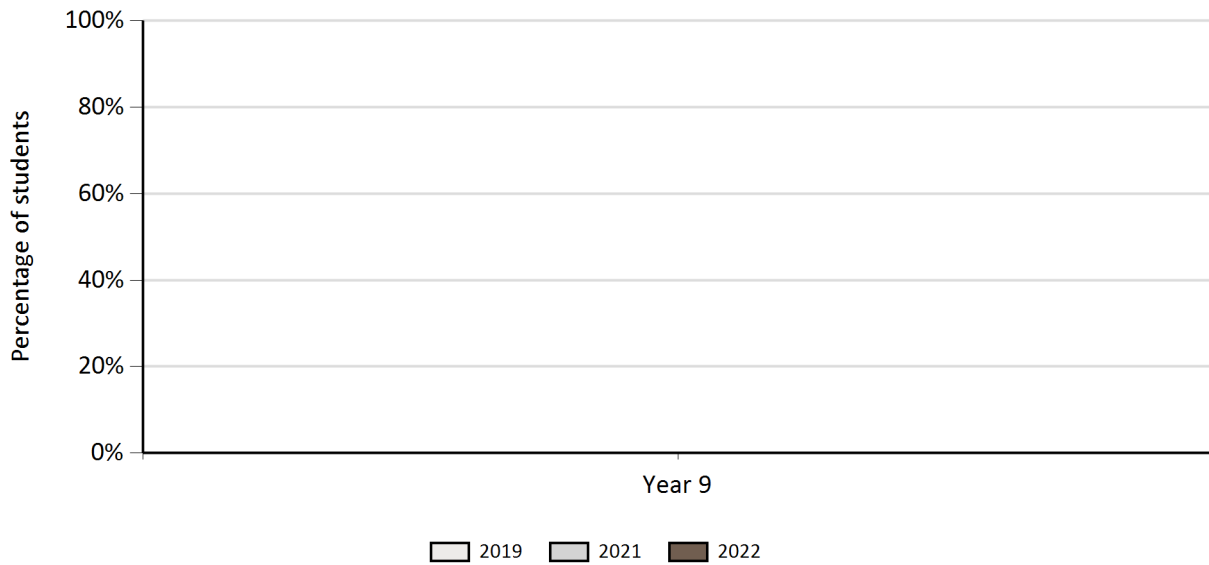Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
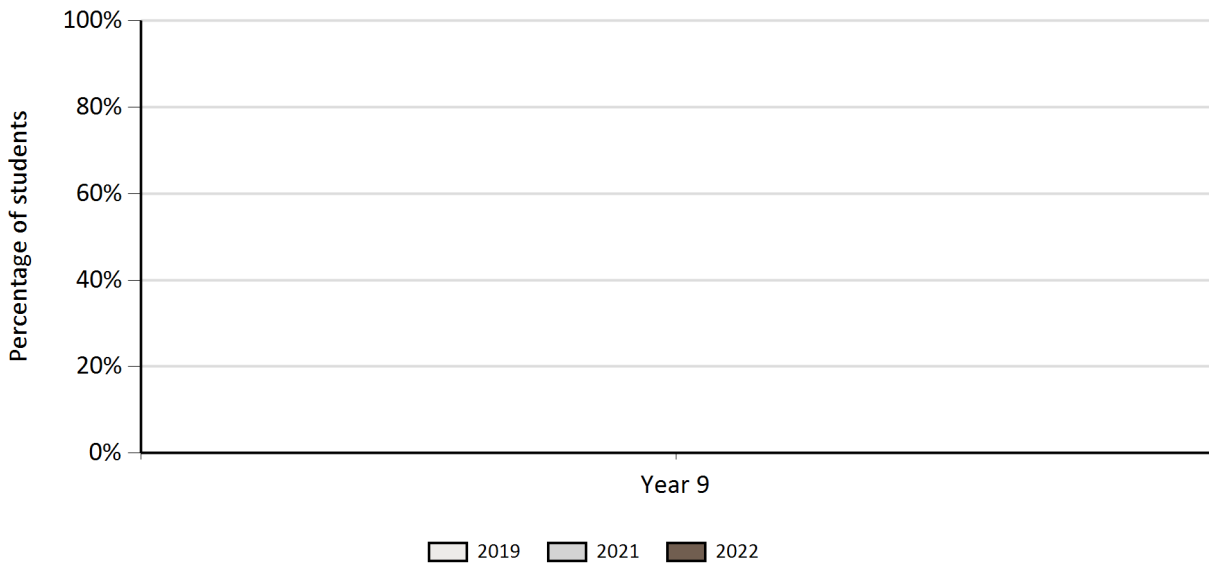Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
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 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*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.

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:

In 2022, the Aboriginal Education Team consisting of the Principal and AET (Aboriginal Education Teacher continued to develop the systems and procedures to track and monitor the attendance and learning achievement of Aboriginal Learners. To do this, student data was collected and collated from databases including the Learner Management System (Daymap), Power BI and other site based tracking and monitoring systems. This enabled the AET to plan and implement the appropriate supports, particularly for Senior School students, to ensure students had the greatest opportunity to achieve. A key focus in 2022 was to review and update the process of developing personalised One Plans for each Aboriginal Learner. This process allowed authentic conversations to be had with families, students and their teachers about individual student Literacy and Numeracy achievement and plan for progression of each learner and will continue to be an area of focus in 2023.

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

NAPLAN data shows that each of our aboriginal students in year 9 progressed and maintained the SEA in Literacy & Numeracy. All Senior Aboriginal Students (Years 11 12) where also succesfull in completeing the Literacy & Numeracy compulsory components of SACE.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A	16%	5%	3%	0%
A-	3%	5%	3%	9%
B+	3%	10%	8%	0%
B	6%	8%	30%	18%
B-	19%	13%	19%	0%
C+	19%	28%	14%	36%
C	16%	23%	14%	27%
C-	19%	8%	11%	9%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
90%	88%	90%	67%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	43%	57%	70%	57%
Percentage of year 12 students undertaking vocational training or trade training	29%	57%	70%	57%

2021	2022
100%	100%
57%	42%

School performance comment

From 2019-2022 the school performance score has increased. The school performance score is based on all available school data including SACE, NAPLAN and A-E grades within the Australian Curriculum. NAPLAN overall performance score saw a slight decrease which was consistent with other schools across the state.

In NAPLAN there was a slight decline in students achieving SEA in Numeracy and Reading and no significant change in HB achievement. There was no significant change in Writing HB and SEA achievement. 2022 was a successful year for our Year 12 cohort, with all students (100%) successfully completing the South Australian Certificate of Education. This number does not include the students who withdrew and will be completing in 2023. Ongoing practices in early intervention and utilising the flexibilities within the SACE saw an increased number of graduates and improved retention. Ongoing moderation practices had a positive impact with only one grade requiring adjustment.

Due to the small number of senior students this year (4) the statistics change significantly for each grade. The breakdown of senior grades saw:

30% of results at B or above

60% of results at C or above

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	83.5%
Year 8	91.7%	88.9%	88.7%	81.3%
Year 9	81.0%	90.3%	84.0%	81.7%
Year 10	85.1%	67.3%	90.4%	80.5%
Year 11	81.7%	87.0%	68.0%	87.9%
Year 12	84.6%	78.3%	89.8%	56.8%
Secondary Other	91.8%	90.3%	65.3%	N/A
Total	85.8%	84.7%	84.4%	81.0%

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

Attendance comment

Student attendance data shows an increase in student attendance for the vast majority of our school. Due to the small number of students, any absence has a large impact on our data. Student attendance (removing chronic non-attending students from the results) sits around 88%.

Behaviour support comment

Student behaviour at PHS is highly positive and learning focussed. There are a small number of students who require support and intervention for their behaviour. Strategies we use to support behaviour for all students include: Implementation of Student Development Plans,Cool Down Card System, OCOP (One Child One Palan),Behavioural Coaches and Behaviour support Plans. In addition to two year level coordinators, one for junior school 7-9, and one for senior school 10-12 and a Deputy Principal focussing on Student Behaviour Management, we have a Pastoral Care Worker supporting students.

Parent opinion survey summary

In 2022, parents completed the Parent engagement survey. Survey results indicate 58% of our parents believe that education is important
and 62% believe that education sets their young person up for success post school pathways.

Areas for improvement identified through the survey include
- Improving respectful relationships across the whole school community.
- providing more information to parents about how they can support learning at home.
- improve communication through a variety of mechanisms including email, text, social media and phone calls.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	4.8%
PE - PAID EMPLOYMENT IN SA	3	14.3%
SM - SEEKING EMPLOYMENT IN SA	5	23.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	38.1%
U - UNKNOWN	2	9.5%
VI - LEFT SA FOR VIC	2	9.5%

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

Peterborough High School has a number of Third Party Providers working in a variety of areas across the site, including volunteers and community members on the Governing Council. People working or volunteering with children in South Australia must, by law, have a Working with Children Check. All third party providers and volunteers provide proof of a current WWCC Working With Children Check. They also provide a current RAN-EC certificate and if working one on one with students, a copy of their qualifications and insurance. All personal details of volunteers and third party providers are entered onto EDSAS. The school monitors and responds to DfE requirements for volunteers and third party providers.

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	22
Post Graduate Qualifications	8

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	11.4	0.5	5.4
Persons	0	12	1	7

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

Financial statement

Funding Source	Amount
Grants: State	$197,237,218
Grants: Commonwealth	$6,000
Parent Contributions	$23,415
Fund Raising	$0
Other	$11,286

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	In 2022 the funding allocated to Wellbeing has been utilised to support Student Wellbeing in the following ways: • Appointment of a dedicated B1 Student Wellbeing Leader • Regulation resources (fidget kits, yoga mats, fitness equipment, Lego, puzzles etc) • Food for breakfast club (to supplement donated food) • Wellbeing & culture building celebration days (IDAHOBIT Day, Wear it Purple Day, Harmony Day, Bullying No Way)	Across the school we have seen an increase in the number of students accessing support in the Wadna Jata Room, an increase in the number of students connecting with a key adult for support, and a reduction in the number of behaviour incidents of students working with thew Wellbeing team. Learner Wellbeing has supported over a large proportion of students with strategic targeted wellbeing interventions this year. The programs, activities & intervention strategies will continue to grow in 2023 as we build on the supports & structures implemented this year.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	NA	NA
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	NA	NA
Program funding for all students	Australian Curriculum	Collaborative Planning sessions, Feedback and QDTP, collaborative moderation and curriculum review.	Ongoing. Progress is consistent.
	Aboriginal languages programs Initiatives	NA	NA

	Better schools funding	Building leadership capacity and density to address complex of students Staffing density to address complexity within each classroom.	100% PDP process complete All teachers under EB face to face teaching load Average class size of students well below state average.
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA