



Peterborough High School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Peterborough High School Number: 789

Partnership: Flinders

Name of School Principal:

Liz Pannell

Name of Governing Council Chair:

Leanne Draper

Date of Endorsement:

School Context and Highlights

About Peterborough – our context

Being a small, remote country high school we manage declining and fluctuating enrolments, more expensive access to services, difficulties with staff recruitment, training and retention, higher asset maintenance costs, and limited organisational capacity. Our community with the support of Thriving Communities is working to address the difficulties of retaining existing businesses, attracting new investment into the local council area as well as developing and implementing effective strategies for economic growth and development.

2016 saw the completion of the new administration building and the demolition of the old administration building. We moved into the new building at the end of term 1 so the demolition work and building of the new carpark could begin. 2017 will see us giving the grounds a makeover! We also completed replacing the carpet in the community library in the last week of term 4.

Our collaborative arrangements in MNSEC enable a very robust athletics and sports program throughout the year as well as the Performing Arts Showcase, Formal and across site subject delivery.

Our own school cabaret allows our budding musicians to perform in front of a local audience. Our students also participate in song writing workshops capably lead by overseas artists each year. The day ends with a public performance in Peterborough during which students present their days creation. The results are amazing.

The set up of the radio room has been completed and media studies introduced at year 9 and 10. The skills developed in the radio project connect up with many aspects of the curriculum including literacy, numeracy, computing and the performing arts.

We continue to run the Trade School for the Future and Trade Training Centre five days a week in partnership with TAFESA. We offer certificate 2 training face to face in Auto, Production Manufacturing and Pathways to Construction for students and adults within the community.

Through the support of the Thriving Communities initiative the HW (Health and Well being) group of Peterborough High School students have worked collaboratively with agency personnel and local community people to renovate and re-open the Youth Centre and develop an ongoing program at the centre for young people. There has been significant support to establish a program for young people getting their driving license. The Successful Transitions program also runs out of the Youth Centre fortnightly.

Governing Council Report

What a year 2016 has been. It has been a little chaotic with the new administration block delayed which meant staff had to shift once term had started.

We again put funding to programs that help with improving literacy which has paid dividends with improvement across the board. Arguably, one of the best small country school sites in SA. After all, there aren't many country schools that can offer certificate courses in construction pathways, production manufacturing, auto as well as music programs, a modern science lab, refurbished home economics centre and learning centre for special needs students. We can cover all student's needs no matter what pathway the student chooses.

We thank all staff for their dedication to our school, especially to our children and your time given to the students this year. We are so lucky as a community to have such a dedicated bunch of people that think nothing of giving up their own time to organise events, take students to sports events, work experience camps and the list goes on.

We as parents need to do our part, to compete with the rest of the world, by getting our children to school on time, listen to their reading, ask them about their day, and show some interest in their school work. You will then be able to detect alarm bells when they are struggling in a subject and get them the help they need.

Students, if you are struggling in a subject, ask your teacher for some help. I have never met a teacher yet that wouldn't give their own time to help a student in need, all you have to do is ask.

Improvement Planning and Outcomes

In 2016, our key priority areas and actions continued to be:

Improvement in:

- SACE Completion to 90% - 82% completed in 2016
- SACE Completion Planning for all students at senior level (2 and 3 year plans)
- Careers Strategy yrs 8 - 12 continuing
- Delivery of the compulsory Work Experience Induction Training package
- Cluster Strategy - Trade School for the Future and Trade Training Centre
- Subject and Careers Counselling
- Work Experience Program Yrs 10 – 12
- Student Support Services Model
- Literacy & Numeracy Improvement aligned to the Flinders Partnership Plan:

Develop a common approach in numeracy, across subject areas and across the Partnership, to build leaders' and teachers' confidence and capacity.

- Attended Module 1, Module 2 & 3 of leading Numeracy Improvement Principal, DP and maths teacher attended
- Draft SIP developed and approved 2016 - 2019
- Numeracy and Literacy Plus Numeracy Rubric
- 2016 Numeracy and Literacy Plus Exp A – D
- AC capabilities for Thinking
- Data Analysis process Special class teacher – support to review, develop and document NEP's using new knowledge from PAT and Data Warehouse training, and release days to develop NEP's.
- Staff mtg Tm 1wk 2 & 4 Results Plus consultant working with staff to train in PAT, Student data Warehouse, familiarisation with PAT resources
- All staff members attending James Anderson Growth Mindset Workshop Feb 18th
- NAPLAN On-line trial
- 55% of students demonstrated DECD SEA expected achievement in 2016

Determine a consistent and targeted approach to dealing with transience and chronic, regular non-attendance.

- Whole of school attendance check as part of student review
- Daily SMS messages, phone calls, AECO home visits for Aboriginal students, referrals to Attendance Counsellor/social worker
- Selection criteria developed for student leadership positions in school, eligibility for accessing open access and Vet courses includes high attendance expectation
- Attendance PHS improved to 89% (95% DECD target)

Other initiatives included:

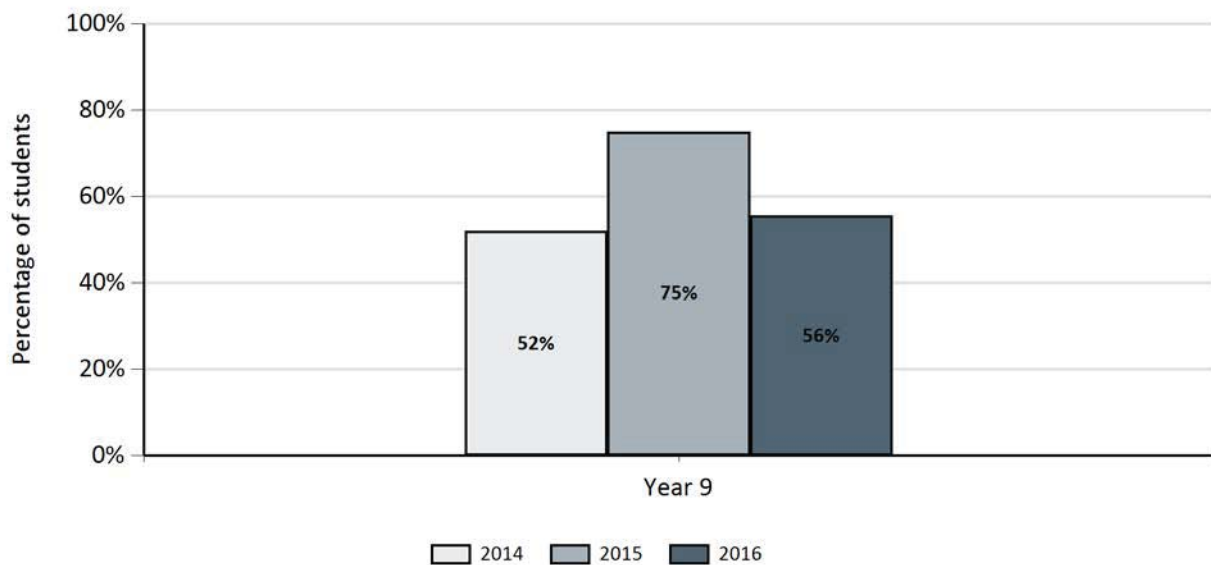
- Transition program year 7 - 8
- Wellbeing programs implemented
- Introduction of German at year 8 2016
- Introduction of Media Studies year 9
- School Web Page Up-dated

Performance Summary

NAPLAN Proficiency

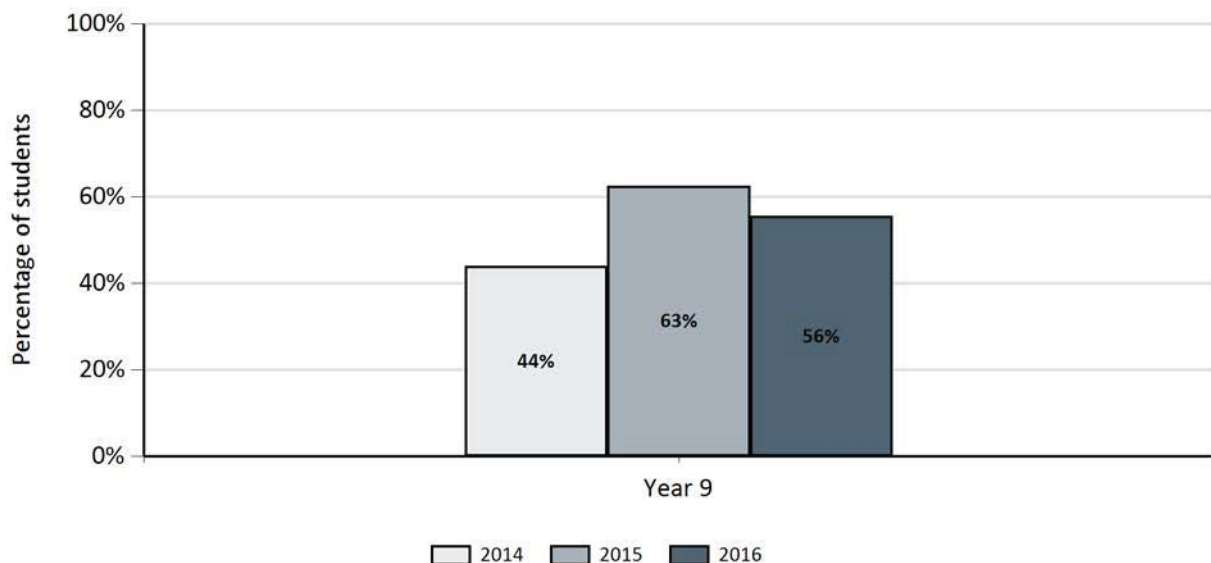
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: 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



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: 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.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	40%	25%
Middle progress group	50%	50%
Upper progress group	10%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	20%	25%
Middle progress group	80%	50%
Upper progress group	0%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

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 9 2016	18	18	0	0	0%	0%
Year 9 2014-16 Average	19.7	19.7	1.3	1.0	7%	5%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2014	2015	2016
79%	93%	81%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0
A	4%	0%	0
A-	4%	7%	1.8
B+	1%	16%	1.8
B	9%	9%	7.1
B-	11%	16%	19.6
C+	18%	18%	14.3
C	20%	16%	14.3
C-	12%	11%	23.2
D+	9%	5%	8.9
D	5%	2%	1.8
D-	3%	0%	5.4
E+	3%	0%	5.4
E	1%	0%	1.8
E-	0%	0%	0
N	0%	0%	0

Data Source: SACE Schools Data reports, extracted January 2016.

*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 that year.

2014	2015	2016
86%	90%	82%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	88%	36%	33%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	85.7%	90%	82%

School Performance Comment

In term 1 2016 school staff analysed the NAPLAN, PATR and PATM data. It was the first year the school had PAT data to use. The challenge for us is when students are operating at low levels of literacy and numeracy to manage learning opportunities so students can participate successfully in the curriculum at year level. This is particularly difficult when there are large gaps in the foundation levels of learning.

We continue to offer the Multi – Lit program for reading as we consistently have one year's growth for one year's learning with this program. Students participate in this program across the year levels. It is important to recognise it is often the 'plusness' this program offers that is very important in supporting student progress. The program offers mentorship to students in which they can refer other issues they are dealing with at the time. The Multi-Lit staff and volunteers can also refer students to other staff or support services where they are experiencing problems.

The NAPLAN, PATR and PATM data was used to inform the development of the negotiated education plans in particular identifying learning goals for the learning centre students in 2016. The teachers were introduced to the PATR and PATM teaching resources to help them in their planning for student learning improvement across curriculum areas.

Foundation skills in literacy and numeracy, particularly reading comprehension skills, inference, interpreting text, vocabulary knowledge, writing skills, number and higher order thinking skills continue to prevent many of our students achieving in the higher bands. In reading, 90% of our students were in the lower and middle progress group whilst in numeracy 20% were in the lower progress group with 80% in the middle progress group.

The school continued to provide some SSO support time in a variety of subjects to support the development of literacy and numeracy skills across the curriculum. This support is particularly needed in the practical subjects. Low attendance rates and lateness for some students also interferes with student learning progress.

Considering the level many of our students are functioning at, the school manages students well to have 82% of students completing SACE. We had 18 year 12 students in 2016 so one student greatly influences our % results. Importantly out of 18 students, one went to university, 1 went to the armed forces, 1 went to an apprenticeship, 1 went to a traineeship, 4 students went to employment, 2 students have taken a gap year and are seeking employment, 6 students returned to complete their SACE on a 3 year plan and 2 students are looking for employment. The 3 year planning for completing SACE has significantly supported many of our students to complete.

In 2017, involvement in the Visible Learning program over three years as a partnership is going to enable us to go deeper into understanding what pedagogies we can use that will accelerate student learning growth for every student across all year levels.

Attendance

Year level	2014	2015	2016
Year 08	87.7%	90.1%	88.6%
Year 09	75.5%	86.1%	85.3%
Year 10	81.6%	82.0%	92.9%
Year 11	67.5%	84.9%	85.4%
Year 12	89.6%	90.7%	90.3%
Secondary Other	95.3%	95.4%	96.0%
Total	81.6%	86.5%	88.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

We continue to show slight improvement in our attendance. We have some chronic non-attendance which pulls our % data down. With the introduction of Sentral Management System we are able to automatically message families informing them of student absences on a daily basis. We continue to offer a very broad range of learning options in order to best engage young people in learning to set themselves up positively for the rest of their life. Our Careers Strategy years 8 – 12 purposefully supports students to identify their goals and ambitions and to strive to achieve them. We have good monitoring

Behaviour Management Comment

We have a small number of students who continue to influence negatively our behaviour statistics. We reviewed our Code of Conduct Policy, Guidelines for Success years 8 to 10 and SACE documents in term 4 2016 to ensure our documents are consistent in procedure and expectations which have been endorsed in term 1 2017. We take a strong stance on violence and bullying and have strong support structures in the school for students identified at risk including a student counsellor, Aboriginal Education Community Officer (AECO), pastoral support worker and visiting agency support personnel including a mental health worker, Youth Worker and CAHMS. We have identified time in the timetable to implement well being program support throughout the year.

Client Opinion Summary

We were unable to collect data in 2016 via surveys due to issues with the new administration build and large interruptions and delays in restoring our internet service in which the school was running on fragile 10 year old hardware which which proved to be very underpowered and unreliable for our current demands. Through our Visible Learning program 2017 we have commenced surveying students and staff.

Intended Destination

Leave Reason	School	
	Number	%
Employment	2	7.4%
Interstate/Overseas	1	3.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	1	3.7%
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	6	22.2%
Unknown	17	63.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

We ensure all DECD staff, local council staff and TAFESA staff have the appropriate screening to be working on site. We also ensure service providers and contractors have the appropriate screening on entry to our site. Good record keeping helps us to track and monitor this process. We have protocols in place for all adults entering our site in terms of limiting contact with students to reduce the risk of harm to any student.

Teacher Qualifications 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	21
Post Graduate Qualifications	4

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: 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	10.0	0.0	6.5
Persons	0	10	0	9

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$70,000.00
Grants: Commonwealth	420,181.00
Parent Contributions	36,668.47
Fund Raising	
Other	\$70,050.17

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Special Class, Learning Centre additional teaching and SSO funding, SSO in class support	Students continued learning growth in literacy and numeracy
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Supports the Multi-Lit program years 8 - 12 25% of student population supported through this program	student demonstrate one year's growth for one year's learning in this program
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		