



**Peterborough High School**  
**GOVERNING COUNCIL REPORT 2015**  
**AGM March 1st 2016**

Welcome to our year 8 students, new families, staff members and all other students and staff who have been with us for some time.

**About Peterborough – our context**

In 2015, we managed a significant decline in enrolments to 84 students which forced us to review our structures, budget and staffing. For 2016 we agreed to trial a 6 line timetable that better manages the large numbers of students requiring supervised studies, and reduced our staffing by not continuing a contract position in science/maths and reducing one leadership position for 2016..

**Staffing:**

We farewelled Josh Bottrall (Science/Maths) who worked at Peterborough High for 2 years in a contract position at the end of 2015.

In 2016, we have welcomed back Ros Francis teaching in the Learning Centre which provides special class and intervention learning support for students as well as SSO's Lawrie Tyas and Penny O'Dowd who have won the SSO Special Class/Intervention Class support reduced to 20 hours per week each from 27.5 hours.

Congratulations go to Ashleigh Hall for winning the deputy position for 2016. Jenny Coe continues in the VET Coordinator position, and Mel Randall continues in the Senior Years Coordinator position. The Junior Years Coordinator position has been discontinued this year with those roles distributed throughout the leadership team.

We also welcome back Di Ford (12 hours Multi-lit), Bec Burford ( 21 hours ICT & 4 hours Trade School for the Future administration), Jeannie Ryan (7 hours AECO), and Brett Wittwer (7 hours ICT Technician plus 7 hours Flinders Partnership Service).

**The factors that impact on learning improvement at Peterborough High School include:**

- Student rate of absence and lateness
- Students identified as having a disability
- Students identifying as Aboriginal or Torres Strait Islander
- Student School Card Status
- Number of suspensions or expulsions recorded for students
- Students recorded as under the Guardianship of the Minister
- School Index of Disadvantage
  - Extreme poverty (33% of students living in poverty) including high percentage of long term and intergenerational unemployment impacting negatively on general health and well-being, basic needs met, work ethic, valuing the importance of education and the sense of optimism
- Students with low literacy and numeracy skills as well as low development levels emotionally, and socially impacting on low levels of skills development with regard to the employability skills which are reflected in the general capabilities
- Low levels of service provision locally from government and non-government organisations

## **Informed Planning:**

We collect information to inform our programs, resource and budget planning from processes including:

- Student achievement data including NAPLAN, PATR, PATM, SACE, and school based assessments
- Student reviews
- MDI and Resilience Surveys
- Mapping the PLP information
- Interview processes with students
- Career/course/subject counselling
- Conversations with mentors, apprenticeship broker, staff members and parents

We use the information we know from the various processes described to inform short and long term futures planning for the school.

**In 2015, our key priority areas and actions continued to be:** (refer to PHS Strategic Plan 2015 in attachments)

## **Improvement in:**

- **Attendance** from 81.6% to 95% (DECD target) – improved to 86.5%
- **SACE Completion** to 90% - we succeeded in our target of 90% with 93% of students achieving 'c' or better
  - SACE Completion Planning for all students at senior level (2 and 3 year plans)
- **Careers Strategy** yrs 8 - 12
  - the development and delivery of the compulsory Work Experience Induction Training package
  - Cluster Strategy
  - Subject and Careers Counselling
  - Work Experience Program Yrs 10 – 12
  - Student Support Services Model
- **Literacy:** Continued to engage Cue Learning Consultants to work with all staff (refer to Cue Learning Report in attachments):
  - Developing a Whole School Reading Culture
  - Improving Reading Comprehension and understanding for every student
  - Track and monitor learner growth
  - NAPLAN
  - PATR and PATM introduced in 2015
  - % of students who demonstrated DECD SEA expected achievement raised from 52% in 2014 to 75% in 2015 (refer to 8.1 Literacy – Reading DECD SEA Comparative results NAPLAN)

## **Other initiatives included:**

- Further introductions and development of Sentral functions such as Student Reports, recording critical incidents
- Transition program year 7 - 8
- Mapping and delivery of Child Protection Curriculum for 2016
- Introduction of German at year 8 2016
- School Web Page Up-date – web redesigned but still waiting for DECD central for the development of the final product
- Local Community Development Group provide advocacy , support and drive initiatives for improving outcomes for vulnerable young people and families in partnership with school

## **Improving Parent Engagement:**

- In 2014, we had such a significant improvement in families participating in the parent/student/teacher interviews from an average of 6 – 10 families in 2009 to over 40 families participating that we trialled holding the interviews in the local Football Club venue. We have continued to hold interviews at the footy club continuing to attract over 40 families.

## About our local partnership

Our school is officially part of the Flinders Partnership introduced in 2014 with schools and preschools in Booleroo, Ororoo, Yunta (now closed), Wilmington and Melrose.

Terry Sizer is our Education Director. The partnership is developing a distributive leadership model across the partnership of sites where school leaders will be taking responsibilities for leadership beyond their own site. Terry leads and manages the Pirie Portfolio which comprises of the Pirie Partnership, the Upper Mid North Partnership and the Flinders Partnership.

Expected local partnerships outcomes include:

- Improved learner achievement
- Improved child/student health and well being
- Enhanced parent and community engagement
- Better service provision

In 2015, a principal and/or preschool director in each partnership was released for 3 terms from their site to lead the Numeracy and Literacy Results Plus initiative for site leaders designed to support leaders in accelerating improvement numeracy and literacy achievement. This initiative will continue in 2016.

On August 12<sup>th</sup> 2015, the site leaders from the partnership attended the first round of partnership reviews held in Pt Pirie. The following items in the table below were identified for partnership leaders to action in their own sites. Site leaders will be attending the second performance review on August 2<sup>nd</sup> 2016 to discuss actions taken and results.

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

*Consider a Partnership approach to developing the higher order thinking skills required to progress and achieve at a year appropriate level into years 5 and 7 in reading.*

*Build on existing networks and relationships to develop explicit opportunities for leaders, teachers and other staff members to visit other sites and share good practice.*

*Investigate the underlying cause for lower rates of higher bands retention for males in reading.*

*Develop a consistent approach to tracking students' progress and growth, particularly in higher bands attainment and retention.*

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

*Discuss opportunities for strengthened, deeper, engagement with Families SA, SA Health and programs such as the Thriving Community initiative.*

See appendices for Flinders Partnership Action Record statement.

## Premier's Cabinet meeting and Thriving Communities initiative

As a result of the Premier's Country Cabinet meeting held on May 29<sup>th</sup> 2015, Thriving Communities was assigned to support the Peterborough community. The community leadership group established works under the Peterborough and Environs Community Development Network established in 2010.

On December the 2<sup>nd</sup> 2015, I facilitated a workshop which included key agency personnel and students from the school to develop a Youth Strategy for Peterborough. The following day I was invited to apply for some funding through DCSI Thriving Communities initiative.

As a result of the application Peterborough has been awarded \$83,000.00 to support the following Youth Strategy projects: (refer to Youth Strategy Peterborough Dec 2<sup>nd</sup> 2015 attachment)

**1. Accredited training: \$9,000**

Cert II Community Services/Cert III Volunteering) with electives related to Leadership, for ten young aspiring leaders in Peterborough.

Proposed provider: Northern Volunteering

**2. Establishment of Youth Support Group \$9,000**

Development of a community events calendar and delivery of events and activities

**3. Rural Driver project: \$55,000**

Support young people from Peterborough to address barriers to them gaining their learners, probationary licences through to their full license.

**4. Community Youth Space, Digital Hub: \$10,000**

To support the re-opening of the Youth Centre and the development of Digital Hub in the Centre

**Peterborough High School Community Radio Project**

In November last year I applied for funding the support a community radio project for Peterborough High. We were awarded \$25,000 towards the project. Mel Randall, Sonja Mercer, Mike Custance, Sue Randall and Lawrie Tyas will be involved in leading this exciting project across year and subject levels.

In conclusion, the successes documented in this report happen because of a strong commitment to learning and achieving personal best results. I publicly thank and acknowledge the hard work of every staff member contributing to the learning success of students. I truly know we have an outstanding team working together in the best interests of every student at Peterborough High School.

I would also like to thank Lawrence Heath as Chairperson and Governing Council members for their partnership with myself and staff. Our Governing Council members have offered tremendous support and commitment to our school and I thank them for their continuous service that has helped the overall success reported. Our continued successes and improvements are testament to the powerful team effort and commitment we have developed in the interest of every child in our school.

Liz Pannell

Principal

February 22<sup>nd</sup> 2016