



# Peterborough High School

## 2020 annual report to the community

Peterborough High School Number: 789

Partnership: Flinders

Signature

School principal:

Miss Sonja Mercer

Governing council chair:

Leanne Draper

Date of endorsement:

15 December 2020



Government  
of South Australia  
Department for Education

## Context and highlights

Peterborough High School is an 8 to 12 school, offering a wide range of curriculum opportunities and experiences for our students across the Australian Curriculum and SACE Curriculum frameworks. We have an Index of Educational Disadvantage of 2 and in the 2020 school year our enrolment comprised 72 students, drawing primarily from the townships of Peterborough, Yongala and Terowie. This figure includes 14 students who identify as Aboriginal and/or Torres Strait Islander, one student from an EALD speaking background and no students who are in care. Our school-card holder population is at 50% of enrolments, with wider Peterborough community employment rates around 23%. Our students transition to us in Year 8 primarily from our two feeder-schools: Peterborough Primary School and St Joseph's Convent school which we work closely with and are both locally based.

As of 2020, all of our students are on a SACE completion pathway - which includes flexible pathways such as VET study through our Trade Training Centre and a regional Special Class with delivery of Modified SACE. We have had a strong focus on individual growth for every child this year, with staff monitoring achievement across subjects and intervening for learning improvement. This has seen the embedding of a SACE Snapshot process - where we have observed a growth in grade bands for 44.5% for SACE students.

The 2020 school year has featured an intensive focus on Quality Teaching and Learning, based around three recommendations from our External School Review: 1. Developing whole school agreements for learner dispositions referenced to the professional learning currently undertaken by staff in Visible Learning, LDAM and TfEL. 2. Collaboratively developing whole-school agreements around pedagogical approaches aligned to the TfEL Framework and strengthened by evidence-based professional development processes. 3. Developing agreements and documentation that give clarity about self-review and improvement processes. We have embedded the use of unit plans, with a focus on Quality Teaching and Differentiation to address these recommendations. There has also been a strong focus on self-review using achievement data, across learning area teams.

Finally, there has been significant work on updating our grounds and facilities to enhance curriculum delivery. This has included removal of buildings, replaced by green spaces. A successful year for our school!

## Governing council report

During the 2019/2020 school holidays, many upgrades were made to our school. We gained a new PE/vehicle shed on the oval and the home-ec centre, gym and music room were all repainted.

In 2020 a new structure for student leadership was created, with house captains, music captains and SRC beginning to work in conjunction with one another.

In term 1, we were lucky enough to hold our annual school swimming carnival and sports day before the big Covid-19 hit us. Term 1 finished very differently, with a swift transition to online learning.

Moving into term 2, we are in the new norm and must socially distance and complete classes in an online format. Eventually we moved into back to the new version of face to face learning and got to see our new, open spaces created after the demolition of old classrooms. During this time, we were lucky enough to offer a new certificate 2 in kitchen operations. As restrictions ease, more school functions/sports are able to resume.

Into term 3, we were shocked to find that our principal David was leaving us for 18 months, but we moved forward as we have had to do with all of the other uncertainties that we have experienced this year. As resilient as we are at PHS, we were able to promptly fill David's position with one of our own long term staff members, Sonja Mercer. As restrictions began to ease, interschool sport was able to begin again, much to the students delight. They were happy to now be able to participate in badminton, netball, volleyball, soccer and basketball again. We were also able to welcome a new IT staff member, Stephen. With this support, the staff were able to provide online newsletters to the families of PHS students. To end term 3, we finished our last week with snow, something that we don't see very often.

In term 4, we move into what we think is a more relaxed world and start the term with our PHS open night, a night created to showcase our school and all that it offers for current and prospective students. It was a beautiful night with a lovely sausage sizzle provided by the local rotary club. As always at this time of year, our year 12s move closer to their final few weeks and their exams. At this time of year the staff and governing council look forward to the annual dinner, prepared by current home-ec students. They are able to show what great cooks they are. Our year 11 tourism students were able to complete an excursion to the Copper Coast in order to complete an assignment for their tourism subject. After the year 12s left and the year 11 students were in their final few days, Covid 19 forced us into a 3 day lockdown. But we have banded together as a school, community and state to combat this pandemic.

## Quality improvement planning

Our School Improvement Plan for 2019-2021 aligns our 5 school values with key objectives for improvement in two goals:

Goal 1: Increase student achievement in writing.

Goal 2: Increase the number of students achieving 'A' and 'B' grades in SACE.

Our staff have worked through a number of self-review initiatives where we have collectively evaluated student achievement against goals, targets and actions outlined in our 2020 School Improvement Plan.

Goal 1 - Literacy Writing Improvement with a Year 9 focus – achieved. Student evidence for implementing strategies for Bright Path and in Year 9 English have demonstrated high growth in the effect size (pre-test vs post-test in Narrative text-type) and the target for 75% of Year 9 students passing a commonly assessed task in Year 9 English was exceeded by 18.33% (93.33% achievement rate).

Goal 2 – Stage 1 SACE A and B grades – achieved. The target for 50% achievement of A and B grades in stages 1 and 2 was surpassed. There is observable growth for the Stage 1 SACE student cohort across the 2020 school year, compared with the 2019 cohort there were 26.14% more A and B grades achieved overall. This is mainly accounted for within the English, Science and Mathematics subject areas, as well as Tourism (2019 vs 2020 student achievement data). There are a number of factors that contributed to this, which have been reflected on and further strategies put in place to ensure that teaching in these areas and application of strategies are embraced and embedded moving forward. This has included moderation and confirmation of grades, as well as raising expectations for achievement.

Staff and students have put in significant work around the strategic direction of the Goals, including Literacy and Numeracy Agreements, SACE Snapshot Key Process, Learning Area meetings and ongoing professional learning. Staff have commented on the rigour behind processes and process-driven work that we are putting into building our system for long-term, sustained student learning growth and improvement. A large part of our learning and development as a whole school, has been about school culture – aiming for the highest possible grade for every student. A big part of our learning in 2020 has been about staff setting high expectations for students and students aiming to achieve their best. At Stage 2 level, students achieved 100% SACE achievement for the second year in a row. This has culminated in a number of positive outcomes and strategies, moving into the 2021 school year.

Next steps: In 2021 we are continuing to build on the achievements from 2020. Our Goals, Targets, Challenges of Practice and Student Success Criteria have been sharpened. We continue with our Quality Learning and Teaching Coordinator, to do further work with staff and students around our goals – in particular professional learning around Unit Planning and explicit teaching of subject meta-language, cognitive verbs and genres. We have redesigned our middle years leadership position to include intervention as a key focus. We are also continuing with building our culture for As and Bs across our school, with the SACE Snapshot Intervention process – which yielded a 100% SACE completion success rate and rolling a similar intervention process out from Years 8 to 10. This will help build the culture within our school for achieving higher grades with students, staff and families. It also provides a long-term strategy for growing higher achievement in the senior years, by setting this culture from the start of high school. We will continue to focus on unpacking the language of SACE Assessment and Task Design with students, to ensure understanding and achievement as well as refine our feedback processes.

## Improvement: Aboriginal learners

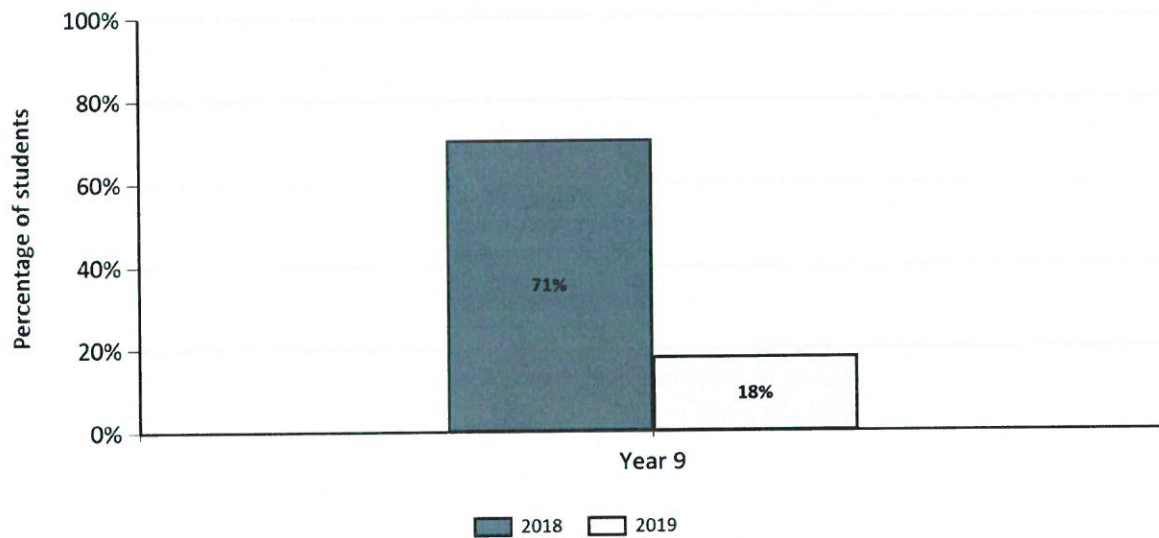
Our AET and ACEO have worked with the Deputy to gather and use data for and with Aboriginal Learners. All Aboriginal Learners have OCOPs which are actively used by the students and their teachers and our site has a Reconciliation Action Plan.

# 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

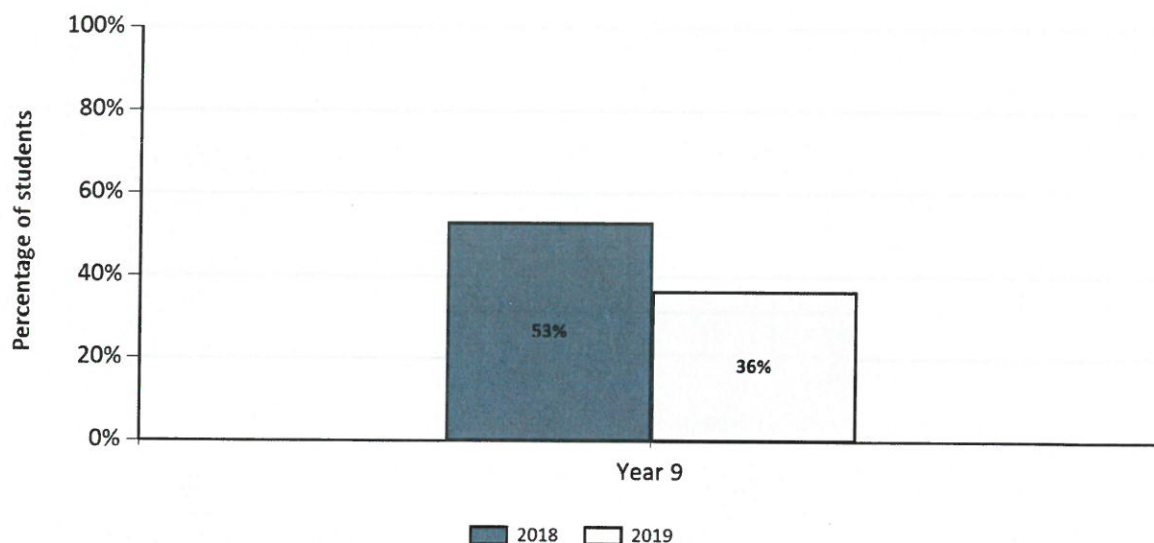


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

\*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 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

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

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

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Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	11	11	0	0	0%	0%
Year 9 2017-2019 Average	15.7	15.7	0.0	1.0	0%	6%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>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)

2017	2018	2019	2020
95%	97%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

\*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	2017	2018	2019	2020
A+	0%	0%	0%	0%
A	0%	8%	16%	5%
A-	5%	5%	3%	5%
B+	5%	11%	3%	10%
B	18%	18%	6%	8%
B-	28%	11%	19%	13%
C+	10%	11%	19%	28%
C	13%	26%	16%	23%
C-	15%	8%	19%	8%
D+	0%	3%	0%	0%
D	0%	0%	0%	0%
D-	5%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

\*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

2017	2018	2019	2020
100%	88%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

\*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%

# School performance comment

## SACE

There is a very small cohort of students in this data set which means 1 student represents a large % value. In 2020, 100% of those year 12 students who had the potential to complete their SACE in October did so. 87.5% of year 12 students were undertaking VET.

Stage 2 grade distribution also continues to show improvement with 100% 'C-' or better, 10% 'A's, 30.8% 'B's, 59% 'C's and 0% 'D'.

Nine Year 10 and 11s accessing Certificate 2 in Automotive servicing; as well as four from surrounding schools.

Five Year 10, 11 and 12s accessing Certificate 2 in Production Manufacturing; as well as four from surrounding schools.

Twelve year 10, 11 and 12s accessing the Certificate 2 in Kitchen Operations.

Known year 12 destinations include:

University – 2 students

Returning to complete SACE – 1 student

Employment – 3 students

There is no NAPLAN data for use in 2020.

## PAT Testing 8-10

2020 PAT Reading Results. Student meeting the SEA.

PAT– Maths. Year 8: 50% meeting SEA, Year 9: 53% meeting SEA. Year 10: 44% meeting SEA

PAT– Reading. Year 8: 77% meeting SEA, Year 9: 63% meeting SEA, Year 10: 78% meeting SEA

We have implemented BrightPath Narrative and BrightPath Persuasive in English and HASS, which will extend to Information Report in 2021.

Narrative - Effect sizes in Year 8: 0.97, effect sizes in Year 9: 0.61, effect sizes in Year 10: 1.38

Persuasive - Effect sizes in Year 8: 0.34, effect sizes in Year 9: 0.15

We have also replaced our Multilit Program with the more age appropriate version, Macqlit. Which facilitates growth in reading fluency and accuracy.

## Australian Curriculum

Year 8's – A and B grades decreased by 17%. C grades remained stable but grades below C increased by 1.1%

Year 9's – A and B grades increased by 10%. C grades increased by 13.1%. Less low grades (below a C), decreased by 20%

Year 10's – A and B grades decreased by 27%. C grades increased by 9%. Less low grades (below a C) increased by 10.3% - chronic absentee issues.

## Attendance

Year level	2017	2018	2019	2020
Year 8	88.7%	83.1%	91.7%	88.9%
Year 9	81.4%	88.4%	81.0%	90.3%
Year 10	85.0%	79.8%	85.1%	67.3%
Year 11	88.2%	77.5%	81.7%	87.0%
Year 12	78.1%	94.9%	84.6%	78.3%
Secondary Other	92.0%	91.3%	91.8%	90.3%
Total	85.8%	85.2%	85.8%	84.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

## Attendance comment

Attendance was reviewed as part of the External School Review and the school was found to be compliant with the policy. Attendance rates continue to hover in the mid 80's with a small cohort of students continuing with persistent chronic historic data due to ongoing community, family and personal issues impacting on attendance. The school has continued to work closely with support services and outside agencies in plans to improve individual attendance rates by targeting health and well being issues. PCW and Student Wellbeing Leader coordinated plans for wellbeing support for students in need.



## Behaviour support comment

Student behaviour at Peterborough High School is highly positive and learning focused. 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 a Student Development Plans, Cool Down Card System, One Child One Plan, Behavioural Coaches and Behavioural Site Support Plans. In addition to two year level coordinators (one in the latter half of 2020) and a Deputy Principal focusing on Student Behaviour management, we have a Pastoral Care Worker supporting students.

New site procedures have been created using staff, student and parent voice to support improved outcomes through positive behaviour.

## Client opinion summary

Parents/Caregivers were surveyed at the end of Term 4, for Quality Assurance and self-review purposes. In 2020 from our 23 parent/caregiver respondents: 41% felt that they received enough communication from the school and that the school communicates effectively with them, 62% said they knew what standard of work was expected of their child and 43% felt that they have useful discussions about their child's learning. These results are surprising as communication with families has increased in 2020 through clarified site processes. To address this, we intend to increase school events welcoming families into the site, as well as introduce a parent volunteer program, allowing families to see the positive things happening at our site. The most popular forms of communication with parents/caregivers in rank order include: email, text and phone call.

Students were also surveyed at the end of Term 4, for Quality Assurance and self-review purposes. In 2020 from our student respondents: 40% reported attending Parent/Teacher/Student Interviews, 70% felt that their communication with the school was effective, 70% felt that communication with subject teachers was effective, 43.3% felt comfortable in approaching staff with issues, 63.3% felt that reasonable efforts were made to solve issues raised with the teachers, 63.3% were familiar with SBM protocols 73/3% believe the school is committed to creating the best possible learning environment and 50% were very satisfied or satisfied with their experience at the school. Student Voice, including in Curriculum, SRC and across our school was part of the improvement strategy for 2020 and is being further developed in 2021 by the leadership team and Student Wellbeing Leader.

## Intended destination

Leave Reason	Number	%
Employment	6	28.6%
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	5	23.8%
Tertiary/TAFE/Training	2	9.5%
Transfer to Non-Govt School	1	4.8%
Transfer to SA Govt School	5	23.8%
Unknown	2	9.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

We ensure that all Department for Education staff and non-Department for Education staff, including local council workers in our School-Community Library hosted on-site and TAFE SA lecturer's at our trade school have relevant history screening.

Accurate record keeping enables us to track and monitor this process. We have protocols in place for all adults entering our site - to limit contact with students to reduce the risk to any student.

# 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	17
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	10.6	0.0	6.0
Persons	0	11	0	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$2,356,287
Grants: Commonwealth	\$7,000
Parent Contributions	\$33,273
Fund Raising	\$0
Other	\$22,198

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

## 2020 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 2020 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	Continued work on personal student behaviour support plans including increased release for Wellbeing leader. Work with student support services, students and families. Thorough consultation on new policies for 2021.	-Improved documentation for consistency in 2021 -Improved student behaviour
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	One full-time SSO working with the Learning Centre class, for consistency and structure. A MacqLit program for all identified students (through standardised testing). Continuation of modified SACE and OCOPs.	-SSO support. -Modified SACE completion. -OCOPs completed.
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	TAFE Funding MacqLit Quality Learning and Teaching Coordinator release time AET release time Increased learning area focus on general capabilities and cross curriculum priorities. Senior and Middle Years Coordinator release time. BrightPath program for English and HASS	-PAT and NAPLAN data improvement. -Unit Plans produced for Differentiation. -Growth observed in BrightPath data for English subject area. -ATSI data collection.
Program funding for all students	Australian Curriculum	Task Sheets redeveloped across learning areas, for consistent pedagogical approach in Middle, Senior School. Student Free Day spent analysing data, whole school focus on Unit Planning in PLCs, Transforming Tasks.	-Updated and consistent Task Sheets. -Unit Planning Templates.
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Increase access to Camps and Excursions for Curriculum.	-Authentic Curriculum experiences for students.
Other discretionary funding	Specialist school reporting (as required)	NA	NA

	Improved outcomes for gifted students	Intellectual stretch through SACE Snapshots and unit plans, working to develop a process of identifying gifted students and targeted support for continued growth.	-Growth in SACE student achievement data.
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