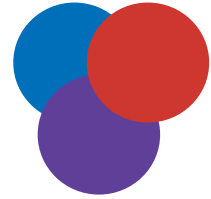


Peterborough School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Peterborough School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susanne Corkery
Principal



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School background

School vision statement

We believe that all students can learn.

Our vision is to:

- Provide each student with a safe, positive, inclusive and innovative learning environment
- Develop school programs that are individualised and meaningful
- Immerse students in quality programs
- Empower each student to reach their potential
- Provide students with the tools to become valued citizens of the future

School context

Peterborough School caters for students aged 4 – 18 years of age with moderate to severe intellectual, physical and multiple disabilities including; autism and mental health disorders.

The School currently has an enrolment of 89 students.

Students come from a range of socio-economic backgrounds and cultures.

In consultation with parents, carers and support personnel staff develop individualised programs for each student.

Class programs cover all Key Learning Areas while still focusing on individual student learning.

The School is supported by a Parents and Friends Association and has strong links to the community.

Features of the school include: hydrotherapy pool, safe play spaces, library, computer lab and communication resource room, sensory withdrawal spaces, buses – community access visits, Performing Arts Programs (drumming, dance and signing choir), specialised equipment and resources including augmentative and alternative communication devices (switches, iPads)

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The School Excellence Framework describes 14 elements across the domains of Learning, Teaching, and Leading.

Learning:

Peterborough School has a school wide, collective responsibility for student learning and success with high levels of staff and community engagement. Students work toward achieving individual outcome success. Individual learning plan goals are set in consultation with parents, carers and support personnel.

Students work toward achieving individual success and improvement. All are working steadily toward those successes.

Peterborough School consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations. The use of communication systems including visuals to support the learning of values, rules, work ethic and responsibility has been successful.

Curriculum adjustments are incorporated in learning for all students. Individual and class programs reflect a high level of understanding of the way students learn.

Annual and half yearly reports comment on individual outcome successes.

Students have the opportunity to participate in many extra- curricula activities and events including Southern Stars, Dance Festival, Junior Music Festival, sports days, environmental education opportunities, camp, community access and visiting performance tours.

Teaching:

Teachers are committed to identifying, understanding and implementing the most effective teaching methods by regularly reviewing and reflecting on teaching programs.

Peterborough School strongly believes that teaching and learning is the responsibility of all staff regardless of which class a student is placed in. Regular meetings are held to discuss and reflect on teaching programs.

Data is mostly observational with work being completed on developing assessment tools for communication, literacy and numeracy.

Teachers are supported by Assistant Principals as mentors. Teachers are encouraged to actively engage in their own professional development to improve their performance.

School wide professional learning opportunities are offered on a regular basis. 2015 saw staff engage in workshops on communication assessment tools and on sensory education. Teaching staff participated in a 4 Blocks to Literacy presentation by Jane Farrell.

Teachers work beyond their classrooms to contribute to broader school programs including initiatives in: integration, environmental education, performing arts and opportunities for community engagement.

Leading:

The Peterborough leadership team supports a culture of high expectations and community engagement. Parents and community members have the opportunity to engage in a wide range of school-related activities. Parents and carers attend individual planning meetings in Semesters 1 and 2.

The school works closely with external agencies on the implementation of individual plans.

The Peterborough School Plan was written in collaboration with all staff. Staff members have the opportunity to take responsibility for specific plan areas.

Physical learning spaces are used flexibly, with many new spaces being established and modified as a result of generous community support from The Shellharbour Club and the Hoteliers Association.

Overall Peterborough School is sustaining and growing across all domains and excelling in the delivery of curriculum.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Delivering a Diverse Curriculum

Purpose

- To actively engage every student in meaningful, consistently challenging and individually focused learning experiences.
- To deliver adjusted and modified curriculum content that caters to individual needs while still focusing on K – 12 syllabus elements.
- Every student at Peterborough School will work toward achieving success as measured against individual goals and milestones.

Overall summary of progress

During 2015 Peterborough School planned to work on curriculum adjustment, strategies and assessment tools to support the learning of all students

Progress towards achieving improvement measures		Resources (annual)
Improvement measure <i>(to be achieved over 3 years)</i>	Progress achieved this year	\$44 000 <i>(one off funding for: Centre's of Expertise Project)</i>
<ul style="list-style-type: none"> • Staff committed to high level student achievement across Key Learning Areas. • All students assessed across Key Learning Areas. • Consistent student achievement of individual goals. • Scope and sequence and adjustments in place for all Key Learning Areas. 	<p>Literacy</p> <ul style="list-style-type: none"> - In consultation with speech pathologists a resource was developed where teachers could identify the communication intent of students and understand the strategies and resources that could be used to support students in their communication and literacy. - A communication and literacy continuum incorporating 10 levels of communication supported by resources and strategies is nearing completion. - Resources used to support literacy and communication were included in the resource to support learning. <p>Numeracy</p> <ul style="list-style-type: none"> - Early Stage 1 – Stage 3 students were assessed against a school developed assessment tool. All students were demonstrating progress toward individual goals. - Early in Term 1 a scope and sequence was completed to support staff in developing programs and resources to support students in years 7 – 12. <p>Science and History</p> <ul style="list-style-type: none"> - Primary Stage groups developed and adapted units of study which were trialed in all classes and shared. - High School students participated in a science expo and visited the Nihongo Tanken Japanese Centre. 	\$12 583 <i>Centres of Expertise Funding</i>

Strategic Direction 1

Next steps

In 2016 Peterborough School staff will;

- Complete work on the literacy and communication continuum
- Work towards developing a technology plan that links to the continuum
- Implement changes to the way Proloquo 2Go is set up
- Develop a numeracy assessment tool for students in years 7 -12
- Investigate the implementation of a whole school money program

In 2015 Jennifer Warren completed Key Word Sign Presenter Training which now qualifies her to present full day workshops that introduce and develop Key Word Sign skills for those supporting students with communication delays or difficulty.. Workshops will be held for staff, parents and interested community organisations in 2016 as part of *Strategic Direction 3*.



Strategic Direction 2

Promoting School Wellbeing

Purpose

- To ensure the wellbeing of every student at Peterborough School as a priority.
- To strengthen staff capacity, safety and wellbeing.
- To build workforce capacity by creating a positive culture of mutual support and trust.
- To build workforce capacity through professional learning experiences that are meaningful and relevant and through a culture of leadership and support.

Overall summary of progress

Wellbeing is an important aspect of the everyday function and activity of Peterborough School. Our aim is to support the wellbeing of the entire school community. In 2015 the school achieved success in the establishment of student welfare support and initiatives.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure <i>(to be achieved over 3 years)</i>	Progress achieved this year	\$43 942
<ul style="list-style-type: none"> • Students, staff and parents meaningfully connecting with student wellbeing programs in the school. • Staff confident in the development of behaviour support and risk assessments for students. • Increase in students displaying positive behaviours. • Aboriginal and low socio- economic students will be supported through peer support and mentoring programs. 	<p><u>Student Welfare</u></p> <ul style="list-style-type: none"> - All staff were actively engaged in fortnightly student welfare meetings - All student support plans including; health care plans and risk assessments updated and electronically filed - Staff updated training in Child Protection, Emergency Care, Anaphylaxis, Health Care Procedures - School values reviewed with “We Matter” added as an additional value - Tim Palk trained as a Non Violent Crisis Intervention Instructor - Aboriginal and low social economic students were supported by peers in the development of social skills during recess and lunch breaks <p><u>Mental Health</u></p> <ul style="list-style-type: none"> - Students continue to access the Kogarah Mental Health and Pediatric Clinic - Staff continue to support families in their management of students with mental health difficulties <p><u>Staff Welfare</u></p> <ul style="list-style-type: none"> - Peterborough School continues to be part of a state wide Work Health and Safety initiative - During 2015 a manual handling audit was conducted at the school 	<p>\$43 942</p> <p><i>Aboriginal and Low Socio- Economic Funding</i></p>

Strategic Direction 2

Next steps

In 2016 Peterborough School will;

- Employ an occupational therapy team to work with staff on developing class and individual sensory awareness programs
- Conduct a manual handling audit of equipment
- Conduct manual handling training for all staff
- Conduct non-violent crisis intervention training for all staff



Strategic Direction 3

Creating Positive Partnerships

Purpose

- To strengthen the partnerships between the school and community through a culture of mutual support
- To ensure staff and communities collaborate to effectively deliver quality educational experiences to our students.

Overall summary of progress

Peterborough School was able to strengthen communication with families, carers and the wider community through the introduction of staff facilitated workshops, information booklets and online communication platforms.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure <i>(to be achieved over 3 years)</i>	Progress achieved this year	
<ul style="list-style-type: none">• increase in students, staff, parents and community meaningfully connecting and collaborating with the school	<p><u>Communication and Collaboration</u></p> <ul style="list-style-type: none">- An orientation morning tea was held for new parents giving them the opportunity to meet with the Principal, staff and members of the P&F- Parents attended a workshop presented by staff on communication with a focus on the use of visuals, signs and technology- Successful class trials of 23snaps were conducted leading to successful communication between the school, home, students and staff- Annual information and orientation booklets were developed	\$0
<ul style="list-style-type: none">• All Aboriginal and low socio-economic students will be supported through peer support and mentoring programs	<ul style="list-style-type: none">- Aboriginal and low socio-economic students were supported by peer support programs that help in the development of social skills and safe play.- Others students were supported in physical management including physiotherapy and occupational therapy.	\$43 900 <i>Aboriginal and Low Socio- Economic Funding</i>

Next steps

In 2016 Peterborough School will;

- Conduct a review of existing work experience
- Increase in-school options
- Investigate links with high school technology departments to work on joint “men’s shed” initiative.

Key initiatives and other school focus areas

This section includes:

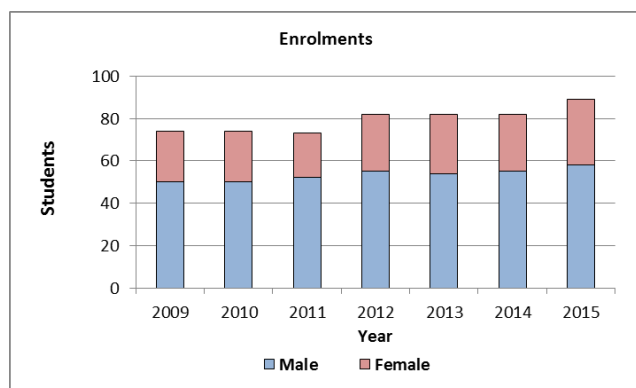
- Key initiatives
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p><i>Strategic Direction 2</i></p> <p>All students have an individual learning plan. The plan was endorsed by AECG.</p> <p>Aboriginal students are supported by peer support programs that help in the development of social skills and safe play.</p>	\$3 642 - School Learning Support Officer
English language proficiency funding	No funding received in 2015.	
Targeted students support for refugees and new arrivals	No funding received in 2015.	
Socio-economic funding	<p><i>Strategic Direction 2</i></p> <p>Individual plans were developed for each of our low socio- economic students.</p> <p>Some students were supported in a peer support program others in physical management including physiotherapy and occupational therapy.</p>	\$40 300 - School Learning Support Officer
Low level adjustment for disability funding	No funding received in 2015.	
Support for beginning teachers	Our beginning teacher was supported by an executive staff member in the development of a Performance Development Plan, programming and reporting.	\$3 037 - teacher and executive release Teacher professional learning
Other school focus areas	Impact achieved this year	Resources (annual)
Centre's of Expertise	<p><i>Strategic Direction 1</i></p> <p>Executive staff worked on the development of a Peterborough School Communication and Literacy Continuum, communication assessment tool and supporting resource materials including iPad technology.</p>	\$12 583 – executive release time

Student information

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	50	50	52	55	54	55	58
Female	24	24	21	27	28	27	31



Student attendance profile

School attendance was very high across the school. Attendance is discussed as part of individual plan meetings with the parents of students who may be at risk of a high rate of non-attendance.

Courtesy phone calls are made to parents of students who have unexplained absences.

Structure of classes

Peterborough School currently has 13 classes.

There are 7 Primary classes and 6 High School classes. All classes are supported by a teacher and a School Learning Support Officer.

Post-school destinations

Peterborough had 8 school leavers in 2015. These students were able to participate in taster days organised with post school service providers. The school was on hand to support the students and their families make informed decisions about future directions and goals. During fourth term all 8 students were able to attend their chosen work placement ensuring a smooth transition to work in 2016.

One student will be volunteering one day a week at Peterborough School in 2016 after completing in-school training in office management.



Year 12 students and Principal, Susanne Corkery cutting the cake at graduation.

Year 12 students undertaking vocational or trade training

In 2015 2 Peterborough students studied Retail Services at Shellharbour TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015 eight Peterborough students completed their Higher School Certificate: Life Skills.



James working hard during working experience placement at a local supermarket.

Workforce information

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
School Learning and Support Officers(s)	13
Teacher Librarian	0.4
Teacher RFF	1.176
School Counsellor	0.2
School Administrative & Support Staff	1.722
Teacher Voactional Transition	1
Teacher Vocational Transition RFF	0.084
Other	0.4

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Peterborough School currently has no indigenous staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Professional learning and teacher accreditation

During 2015 staff had the opportunity to participate in many professional learning opportunities.

School Learning Support Officers updated their Health Care Procedures Training and Administration of Medication.

All staff updated their training in Child Protection, Emergency Care, CPR and Anaphylaxis Awareness.

In Term 4 teachers had the opportunity to travel to Budawang School to attend a course in 4 Blocks to Literacy delivered by Jane Farrell.

Staff continue to work toward accreditation with most working toward the highly accomplished career stage.

Congratulations to Chrissie Lillico who gained her teaching certificate and accreditation at proficient.

Peterborough School was privileged to have a visit from Dr Michelle Bruniges, Secretary of the NSW Department of education who presented Chrissie with her certificate.

Dr Bruniges also spent time talking to staff, parents and students.

Ben Swanenberg, beginning teacher under the guidance of Assistant Principal, Jennie Warren, worked on the development of a beginning teacher framework and plan.

2015 saw the introduction of a Performance and Development Plan for teachers. Teachers are required to write 3 professional goals and record the activities and resources needed to support the achievement of professional goals.



Dr Bruniges presenting Chrissie with her certificate of accreditation

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	75,508.94
Global funds	191,459.12
Tied funds	186,789.70
School & community sources	109,705.79
Interest	4,229.94
Trust receipts	7,831.86
Canteen	0.00
Total income	575,525.35
Expenditure	
Teaching & learning	
Key learning areas	54,023.40
Excursions	2,996.85
Extracurricular dissections	4,797.89
Library	7,808.91
Training & development	9,212.16
Tied funds	123,149.27
Casual relief teachers	63,186.24
Administration & office	70,604.56
School-operated canteen	0.00
Utilities	20,740.34
Maintenance	25,756.31
Trust accounts	4,658.32
Capital programs	9,608.90
Total expenditure	396,543.15
Balance carried forward	178,982.20



Secretary Michele Bruniges with students at Peterborough School, Warilla.

Parent/caregiver satisfaction

In 2015, the school sought the opinions of parents, students and teachers about the school.

Parents, carers and support personnel are invited to school each semester to participate in planning meetings. Individual student outcomes are negotiated and strategies put in place. Parents are also given the opportunity to comment on the appropriateness of their child's placement.

In 2015 95% of parents attended meetings. All were satisfied with their child's placement at Peterborough.

In Term 1 the families of new students were invited to school to meet with staff and members of the Parents and Friends Association.

In Term 2 parents and carers attended a communication workshop presented by Sue Corkery and Jennie Warren. Topics covered included the use of visuals, technology and sign to support communication.

Throughout the year parents, carers and family members were invited to school for our Crazy Hat Day, Book Week, Grandparents Day, Art Expo and Annual Presentations. All events were well attended.

Policy requirements

Aboriginal education

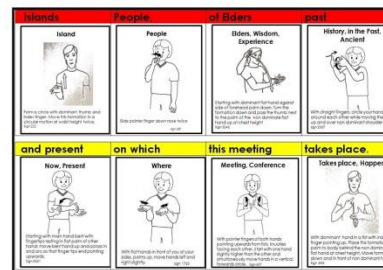
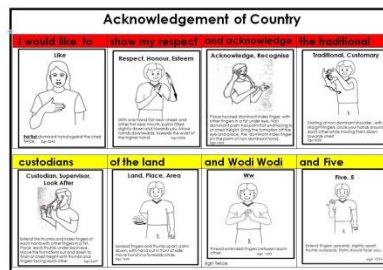
Peterborough hosted an Aboriginal Education and Community day. Local Elder, Aunty Bev Armer and Aboriginal families attended.

Staff completed The No Gaps Module with Aunty Bev sharing her knowledge and experience.

Families shared their stories, such as 'One student's journey to Uluru' and 'We came from the Land' video. Staff and families had a lovely afternoon having tea and a chat.

Later in the year parent, Sylvia Connolly, Aunty Bev and beginning teacher Jacinta Pinkster were inducted into the Peterborough Aboriginal Education Committee.

A Peterborough Acknowledgement of Country was developed with the Assistance of Aunty Bev, Sylvia, Jennie Warren (signing teacher), Janine Hall (Keyword Sign NSW Liaison officer) and the Committee. It was approved by the AECG and is now part of our weekly whole school assemblies.



Multicultural Education and Anti-racism

All classes actively engage students in multicultural activities.

During 2015 High School classes studied Japanese and were lucky enough to visit a Japanese Cultural and Learning Centre.

In 2016 Peterborough School will have a new staff member trained as the Anti-Racism Contact Officer.

Other school programs and highlights

Achievements in the arts.

The signing choir continues to grow in success and again this year students enjoyed practicing and performing at both community and school functions including:

- SRC Induction
- Southern Stars
- Black Tie Charity Dinner at Novotel

The highlight of 2015, was Southern Stars where the students' signing was exceptional. All staff involved with Southern Stars were extremely proud of the achievements of this performing arts group as they represented the school with distinction.

Our Drummers continue to meet weekly for a African drumming session led by Rose Ezold.

Our 2015 Dance Festival item this year celebrated music through the ages. The staff and students involved, led by teacher Tim Palk, had a great time performing in front of large audiences at IPAC Wollongong.

■ High School Sport

In 2015 high school students were fortunate to participate in a range of sporting opportunities. In addition to weekly sport sessions such as swimming, dancing, ten pin bowling, carpet bowls and bushwalking, our special sports events included:

- Swim Fun Day
- Multi Sports Day
- Sky's the Limit Mini Olympics
- Footy Colours Day
- Dream Cricket

■ Primary Sport

In 2015 primary students were fortunate to participate in a range of sporting opportunities. In addition to weekly sport sessions such as swimming, dancing, gymnastics at Carmel and Co. gym, and bushwalking, our special sports events included:

- School Swimming Scheme
- BlueScope Sports Ready Day
- Footy Colours Day
- Dream Cricket

■ Environmental education and sustainability

High School work crews continue to maintain vegetable gardens and worm farms and work on paper recycling and composting.

High School classes travelled to the Environmental Education Centre and primary classes were able to participate in an incursion conducted by Environmental Education staff who travelled to Peterborough to conduct lessons.

■ Integration

In 2015 Peterborough continued to enjoy regular integration visits with the students from Warilla Public School. The senior girls from Warilla came over each week to practise a dance routine with Peterborough. Peterborough students visited Warilla each day for two weeks to watch eggs hatch into chickens. The Koalas and Turtles classes also had weekly buddy sessions, which culminated with the Warilla students writing Christmas stories to share with their buddies during the final visit of the year.

■ School Camps

During 2015 several classes had the opportunity to participate in school camp.

The Koalas and Turtles had a sleepover at school. For many students it was their first night away from home.

HS5 headed off to Sydney for an action filled 3 days and selected High School students joined their buddies from Parameadows for a week long adventure in the snow.



About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Susanne Corkery, Principal

Barbara Costello, Assistant Principal

Jennifer Warren, Assistant Principal

Sharon Murphy, Assistant Principal

Chrissie Lillico, Classroom Teacher

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