PETERBOROUGH HIGH SCHOOL 2009/2010

About the curriculum . . . . . .

Students at Peterborough High School engage in a wide range of core subjects, including vocational courses and extra-curricula activities.

The school provides english, mathematics, science, society and environment, music, art, drama, health and physical education, home economics as well as VET options.

Peterborough High School is a 'Lead' school in the Trade Schools for the Future, specialising in Doorways to Construction, Auto and trialing Civil Construction in 2010 as well as computing, woodwork, plastics, metalwork, and photography.

Students enjoy a range of study areas and recreational spaces, including special year 12 study room, a community library, several ICT suites, visual arts area, with support staff that provide for the many needs of young people.

About the school's networks . . . .

Peterborough High School is a member of MNSEC (Mid North Schools Education Cooperative) which includes Booleroo Centre District School, Gladstone High School, Jamestown Community School, Ororoo Area School and Quorn Area School. Distance delivery is offered via video conferencing, DUCT, Centra and regular visits. There are joint activities including the MNSEC Showcase, Formal, Hub group meetings and sporting events.

About the students . . . .

There is a diverse range of students attending the school including students whose families are involved in local businesses, farming, local government, health and education services.   We have 13 Aboriginal students currently attending as well as some transient students.

Support for students includes:

- Counselling, Student mentoring, learning support in class, group support programs, Christian Pastoral Support Worker
- Student management
    - : Year level coordination and home group structure
    - : Student Intervention Team Strategy
    - : Behaviour Management Policy
- Special programmes
    - : Multi - Lit
    - : Student Mentoring

Students are supported through the Student Intervention Team process, development of Negotiated Education Plans and Individual Learning Plans and includes personalised learning programs, and in class tutoring via SSO support.

- Special curriculum features:
    - o Music, Art, Home Economics, ICT, PE, Design and Technology, Doorways to Construction, Auto , Civil Construction, Agriculture, Digital Photography, Tourism

- Student assessment procedures and reporting

    Interim Semester 1 and Semester 2 reports issues in April and September, Descriptive reports are issued in June and December

About extra curricular activities . . . . . .

The school offers a varied sporting program including school, Adelaide and MNSEC Swimming Carnival, Sports Day and MNSEC Sports Day, Athletics, Aquatics, numerous SSSA Knock-out Sporting Competitions, lunch time sports and the PE program years 8 – 12

The school opts into various events on a regular basis such as the MNSEC Showcase, Formal, sporting events, and Morgan East Golf Day, Year 12 Dinner and other opportunities that arise throughout the year.

About the staff . . . .
- We have a range of teaching staff experience, and over half of the staff have been at Peterborough for 10 years or more. There has been minimal turn-over of staff in the past 5 years, with no staff changes in 2010.
- Leadership structure
    o The Leadership Team consists of Principal, Deputy Principal, and two Level 3 Coordinators and an Assistant Principal Trade School. The team has clearly defined roles to support staff and students throughout the school.
- Staff support systems
    o The staff members have been involved in the Teaching for Effective Learning program, and the Middle Years Science Program. There is a team of staff also working on developing Moodle sites through the Trade School Initiative.
    o The coordinators have assigned curriculum and year level responsibilities covering Literacy, Numeracy, Science and SOSE.
    o The school accesses a variety of training and development including ICT, ShineSA (complimenting the Well Being years 8 – 10 program), basic and advanced counselling skills, new SACE, Student Mentoring, leadership development and subject specific training.
    o Performance Management
        ▪ Staff members meet at least twice a year for scheduled performance management meetings. The focus of conversations includes induction for new staff, current role statements, performance and personal planning, class programs, personalised programs, students at risk (maybe referred to Student Intervention Team), Site Learning Plan priorities, professional learning requirements, participation in curriculum projects, leadership aspirations and career pathways planning, feedback and review processes.
    o Staff utilisation policies
        ▪ The school is fortunate to have specialist teachers enabling the broad range of offerings face to face. Our teachers also deliver via distance to MNSEC schools. Within our capacity we are implementing the opportunities for staff to team teach and up-skill in other subject areas. We are also multi-skilling in terms of the SSO roles within the school. Through performance management we have identified teachers who are aspiring to leadership positions and supporting them in a variety of ways to develop their leadership skills through training and practical activities at the school.

- o Access to special staff
    - The school can access a broad range of services available through the regional office including Guidance Officer, social worker, curriculum and behaviour support. We have a visiting Instrumental Music Teacher and employ an hourly paid instructor weekly to supplement our current music program.

    - We have the Trade School for the Future Apprenticeship Broker based in our school. He works throughout the Eyre and Upper Spencer region promoting opportunities for students to access their VET training (Cert 2 and 3) through traineeships and school based apprenticeships.
    - We also host the 0.5 ePathways Coordinator Trade School supporting network schools in the implementation of flexible deleevery and distance learning methodologies.
    - The school has an agreement established with the local Steamtown allowing our students to access project work on site every Friday for D2C Cert 1. There is also an agreement with Gladstone Goal so our students can access training opportunities on a regular basis in a building environment, as well as the current building projects on site.

More information can be found about the school on http://www.phs.sa.edu.au and the Yorke and Mid North Region Trade School website on http://www.ymntrade.sa.edu.au.

Peterborough and Environs Community

An Executive Community Action Group has been initiated by the principal during term 1 2010 in response to continuous student welfare issues. The purpose of the newly formed group is to provide a forum of high level leaders to develop a Strategic Plan for Peterborough and environs (Terowie and Yongala) to increase the level of primary health care, family and youth support to address issues regarding health, education, welfare, social and family relationships, low cost housing and emergency accommodation.

The group has identified the following as key issues to address within the community to improve the quality of living, which in turn will improve the conditions for learning for all students.

The goal is to achieve improvement in the coordination and access to, and integration of services that meet the need of the community to deal with issues including:

- Drugs and alcohol
- Transport – availability and access
- Lack of employment opportunity
- Early childhood – intervention strategies
- Community expectations and low ambition – changing the culture
- Decreasing number of social opportunities eg sporting clubs, youth groups
- Lack of community goodwill, connections, volunteering sustainability
- Transience
- Parenting capabilities
- Family support - networks
- Mental health – wholistic approach

- Community capacity and sustainability
- Poverty – hope, resilience, finance, relationship skills, spirit
- Generational unemployment
- Peterborough seen as a deficit

About the enrolment trends . . . .

February FTE student enrolment: Number of Students

	2006	2007	2008	2009	2010
	121	125	130	122	125
SC	80	70	70	80	53
Disabilities	19	13	13	17	16

Enrolments have been reasonably stable over the past five years.

Peterborough High School has a higher than regional and state percentage of students in the categories of School Card, Disabilities and Aboriginal students.

Specific Population Enrolment 2009				
	School	Region	DECS	Index
ATSI	9.2%	4.8%	4.9%	10.9%
NESB		0.5%	10.2%	15.5%
ESL		1.2%	12.8%	21.6%
Disabilities	14.3%	10.8%	9.1%	14.0%
School Card	66.0%	33.6%	28.5%	46.5%

Apparent Retention Rates

Year 8-12 Full Time 2007 - 2009				
	School	Region	DECS	Index
2007	30.3	49.7	64.0	64.8
2008	35.5	58.1	64.7	65.6
2009	40.0	51.0	69.1	78.8

Year 8-12 FTE 2007 - 2009				
	School	Region	DECS	Index
2007	44.2	55.6	74.5	85.6
2008	72.9	63.1	75.3	85.5
2009	40.2	55.8	79.5	99.4

Apparent Progression Ratios

| 2008/2009				
	School	Region	DECS	Index
08 to 09	96.0	96.1	99.9	103.9
09 to 10	95.5	94.8	102.0	109.2
10 to 11	73.3	85.6	107.1	149.9
11 to 12	54.7	73.4	79.4	69.6

Progression ratios significantly fall in years 10 to 12. Factors include transience, moving to other areas, family disruption, students moving to apprenticeships and work.

The number of School Based Apprenticeships in 2009:

Building and Construction	Cert 111 Carpentry
Business	Cert 11 Financial Services
Child Care	Cert 11 Community Services Work
Hospitality	Cert 11 Kitchen Operations
Butchery Retail	Cert 111 Butchery Retail
Agriculture	Cert 3 Agriculture
Retail	Cert 2 Retail (6 students)

The Apprenticeship Broker negotiated through TAFESA that 6 of our students working part time at the local Foodland Store could turn their paid work into a Certificate 11 training.

Attendance - Semester 1

Attendance Rate 2009

Absence Rate 2009
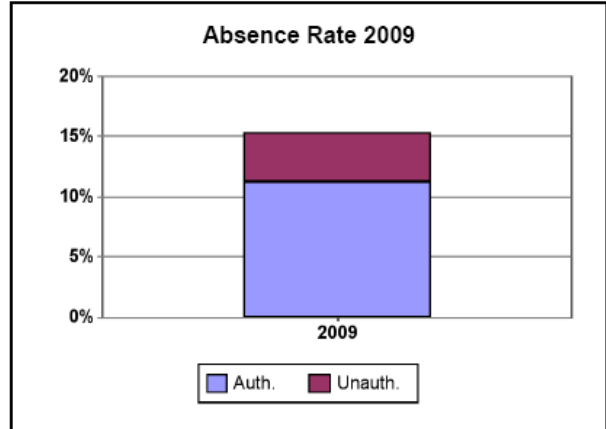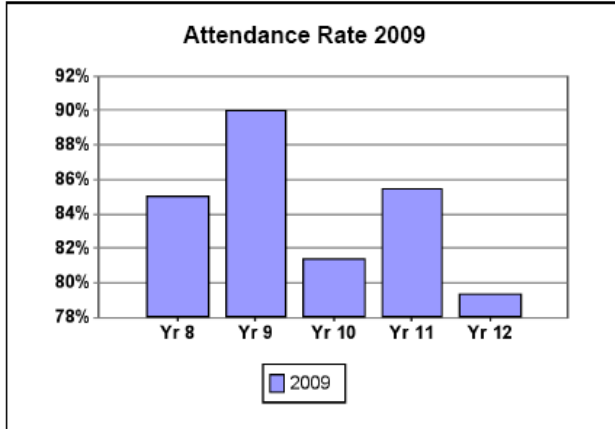
The Student Intervention Team monitored the attendance of students during 2009 including lateness. The graphs indicate the high levels of absences occurring. This is of great concern due to the negative impact this has on student learning outcomes. As a result of this concern we reviewed the attendance monitoring procedures as required by DECS policy. A summary paper was issued to teaching staff regarding their responsibilities to monitor absences and letters for the different levels of response from teachers and coordinators were provided to support improved follow-up on student absences. Students are also required to make up the learning time they miss due to lateness. The number of students arriving to school late has decreased to those students who have a high level of family dysfunction.

Behaviour Management - Term 2

Behaviour Management 2007 - 2009 Students							Behaviour Management Ratio 2009 Students to Incidents					
	2007		2008		2009			No	School	Region	DECS	Index
	M	F	M	F	M	F						
Suspension	8	2	12	4	15	8	Suspension	23	1.7	1.4	1.3	1.4
Exclusion	1	0	2	0	0	0	Exclusion	0	0	1.1	1.0	1.0

Suspensions and exclusions also impact negatively on student learning achievement. This measure for improving behaviour is used with extreme caution particularly for those students who do not have supervising parents at home, or where the home environment is known to be abusive and dysfunctional. We have increased the use of Restorative Justice approaches to improve relationships and behaviour to keep student at school learning as much as possible.

About SACE in 2009 . . . . . .

1.1 - Stage 1 - Results by Learning Area

This report provides school level information on the percentage of enrolments that gained Satisfactory Achievement. The levelled results of all students awarded a result in any subject in the learning area have been used.
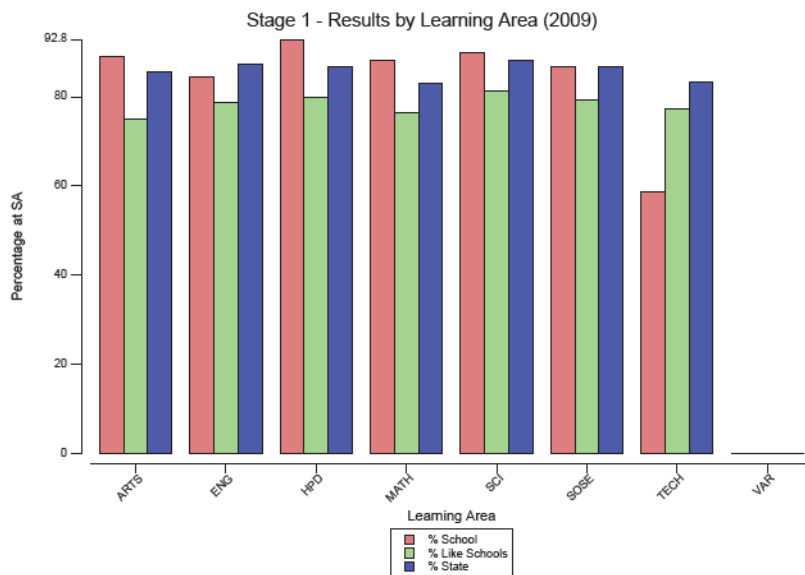
Learning Area	Enrolments (School)	% School	% Like Schools	% State
ARTS	27	88.9	75.1	85.5
ENG	32	84.4	78.7	87.4
HPD	83	92.8	79.8	86.8
MATH	34	88.2	76.4	83.0
SCI	10	90.0	81.2	88.1
SOSE	45	86.7	79.4	86.7
TECH	17	58.8	77.4	83.4
VAR	24	0.0	0.0	0.0

The percentage of students reaching a satisfactory achievement is of great concern. One of the issues staff members looked at last year was the impact of the implementation of the newSACE on our students' ability to complete SACE and pass with the introduction of 'C' or better for the compulsory subjects including English, Maths, Personal Learning Plan, and Research Project. The literacy standard of many of our students impacts negatively on their ability to achieve in all areas of learning.

Strategies to support improved learning outcomes includes splitting year level classes to reduce the number of students in each class, and special programs such as Multi-lit and Quick Maths. In class support via SSO hours is also purchased.

We conducted a review of the special programs and the evaluation showed their was very little improvement in maths, however those students in the Multi-lit program did show overall improvement in literacy.

The Quick Maths criteria for student participation eliminated some of the students who needed the maths mentoring the most so it was decided not to continue this program in 2010. The Multi-lit program has continued in 2010.

# 1.5 - Stage 1 - School Average Results by Year

This report provides school level information on the percentage of enrolments that achieved satisfactory achievement totalled for all subjects.

Stage 1 - School Average Results by Year
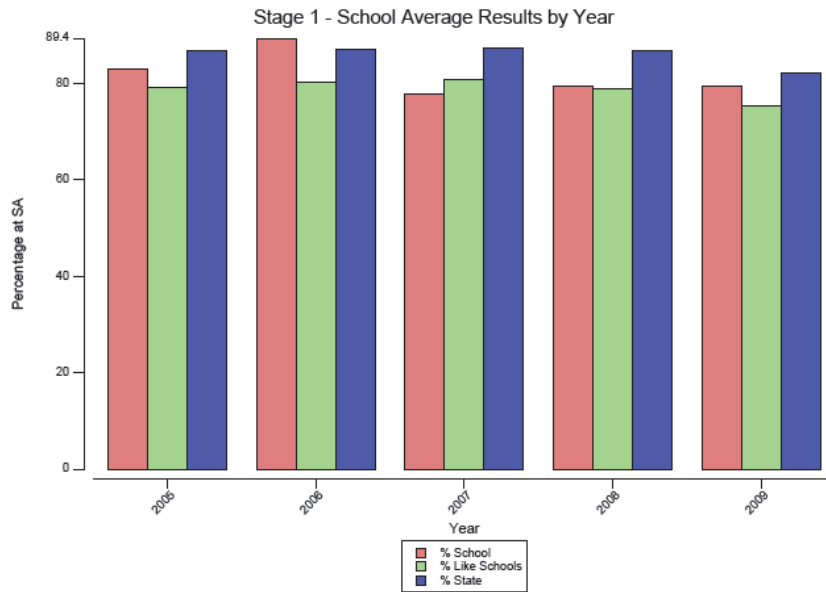
Year	Enrolments (School)	% School	% Like Schools	% State
2005	324	83.0	79.2	86.8
2006	226	89.4	80.2	87.2
2007	314	77.7	80.7	87.3
2008	243	79.4	78.9	86.8
2009	272	79.4	75.5	82.1

# 1.6 - Stage 1 Pattern Completion by Year

This report provides information on the percentage of students who completed the Stage 1 pattern, out of those identified by their enrolments as potential completers of the pattern.

Stage 1 Pattern Completion by Year
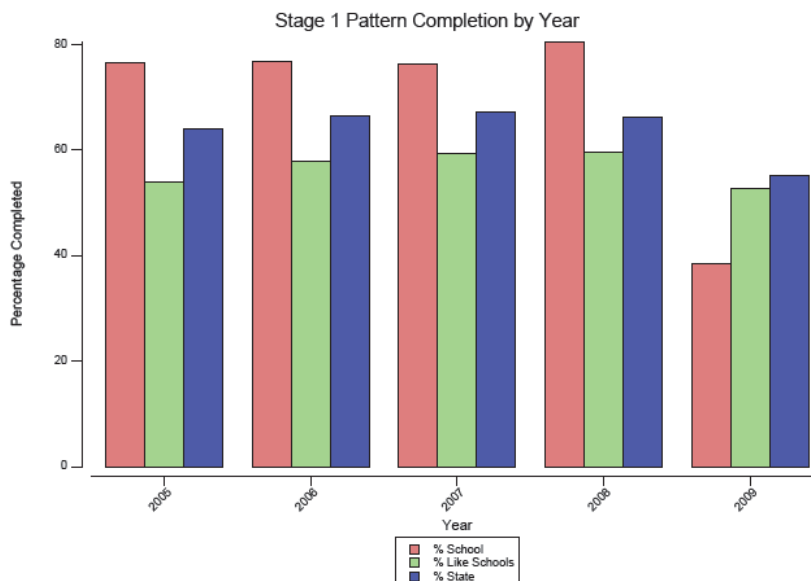
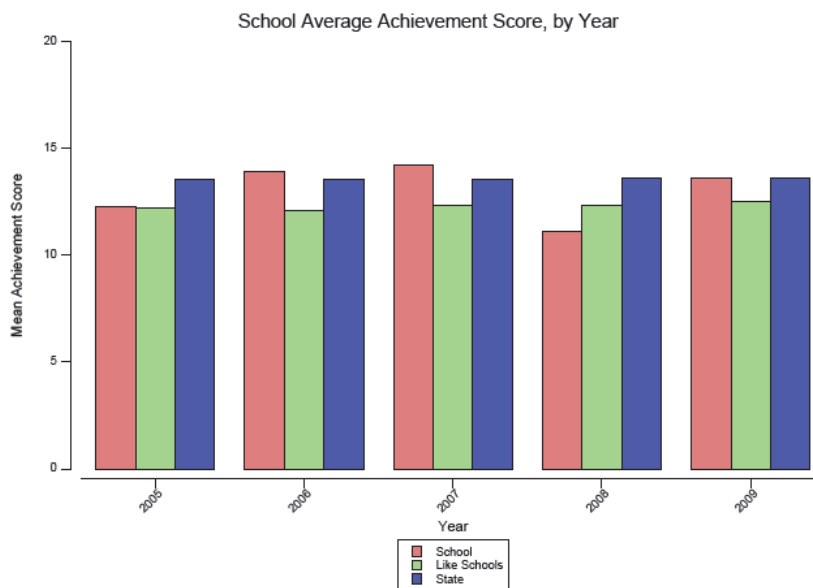| Year	% School	% Like Schools	% State
2005	76.5	54.0	64.0
2006	76.7	57.8	66.5
2007	76.3	59.4	67.2
2008	80.6	59.7	66.2
2009	38.6	52.7	55.3

2.3 - School Average Achievement Score Distribution

This report provides school level information on the percentage of results in each achievement score band.

Achievement Score Distribution (2009)
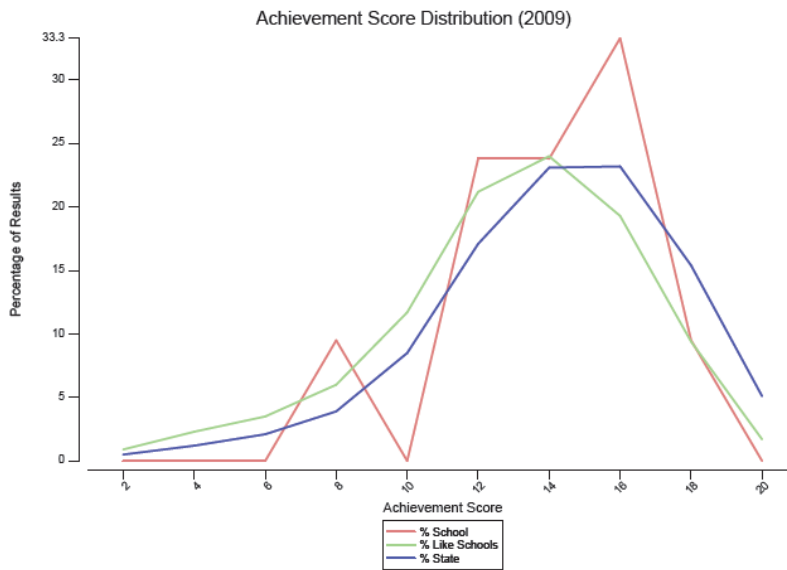
2.4 - School Average Achievement Score, by Year

This report shows the School Average Achievement Score compared with the Like Schools Group and the State.

School Average Achievement Score, by Year

4.1 - School Average Tertiary Entrance Rank, by Year

This report provides school level information on the TERs of students who were eligible for a TER.

School Average Tertiary Entrance Rank, by Year
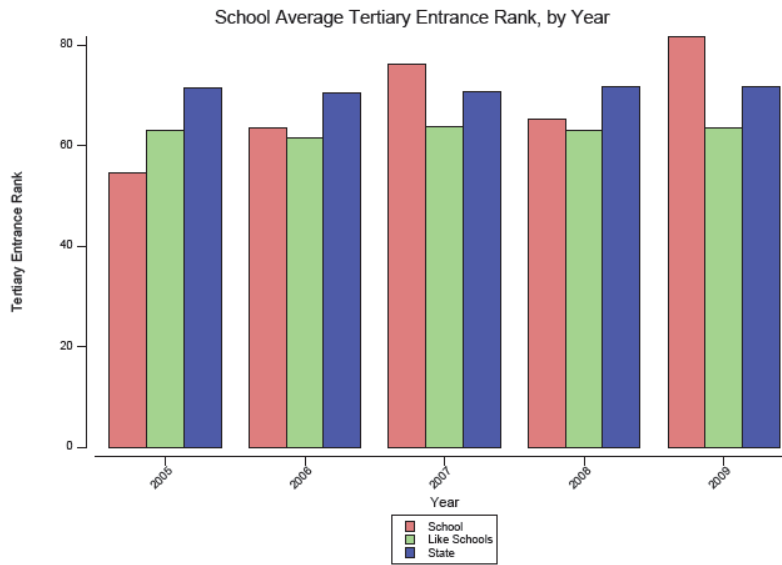
Year	Student Count (School)	School	Like Schools	State
2005	8	54.66	63	71.54
2006	7	63.67	61.58	70.56
2007	7	76.17	63.88	70.88
2008	5	65.29	63.16	71.85
2009	1	81.65	63.53	71.83

5.1 - SACE Completion

This report provides information on the percentage of students who completed the SACE in a particular year out of those identified by their enrolments as potential completers of the SACE.

SACE Completion by Year

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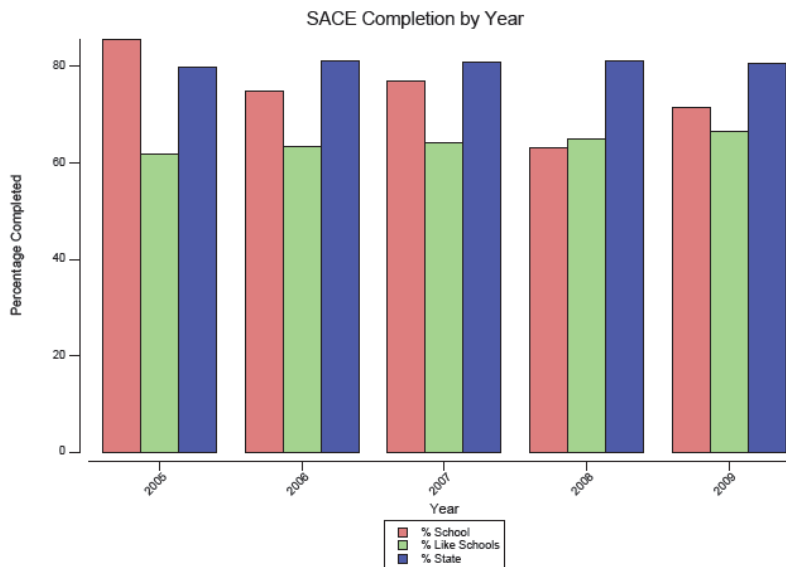
Year	% School	% Like Schools	% State
2005	85.7	61.7	79.8
2006	75.0	63.5	81.2
2007	76.9	64.2	80.9
2008	63.2	65.0	81.2
2009	71.4	66.4	80.6

Whilst the data looks reasonable, whata is of concern is the students that have been taken out of subjects because they have not been coping and completing their work on time. I am keen to explore ways we can decrease this trend by improving students skill and competency level starting at year 8.

About literacy . . . .

School Mean Scores – Proficiency band and % of students who achieved National Minimum Standards (NMS)

Component	Mean Score		Mean Scores as Proficiency Band		% of Students who achieved the NMS	
	2008	2009	2008	2009	2008	2009
Reading	549.1	533.1	7	7	86.2	73.9
Writing	531.2	509.9	7	6	82.8	82.6
Spelling	532.9	552.2	7	7	69	82.6
Grammar and Punctuation	514.1	524.2	6	6	69	78.3
Numeracy	536.4	538.5	7	7	79.3	100

When staff examined the NAPLAN test data more closely they found the following to be of concern:
- Develop understanding and interpretation of all texts
- Finding information and interpreting factual texts is generally lacking
- Understanding poetry
- Ability to spell was not of such concern
- Need for more writing practice

The above issues impact across all subject areas and are of particular concern when higher order thinking and research skills are required in learning activities.

What did people think about Peterborough High School in 2009?

DIAF Principles: Make Data Count and Listen and Respond:

Unfortunately, there were only 8 (out of 38 families) responses to the parent opinion survey which does not give us a very good indication over all of how parents perceive the school. The low number of responses also reflects concerns identified through other self review processes conducted in 2009 in which staff members have raised concerns regarding the low involvement and participation rates of parents. The following does however give some trends to consider in future planning:

Parent Opinion - Quality of Teaching and Learning
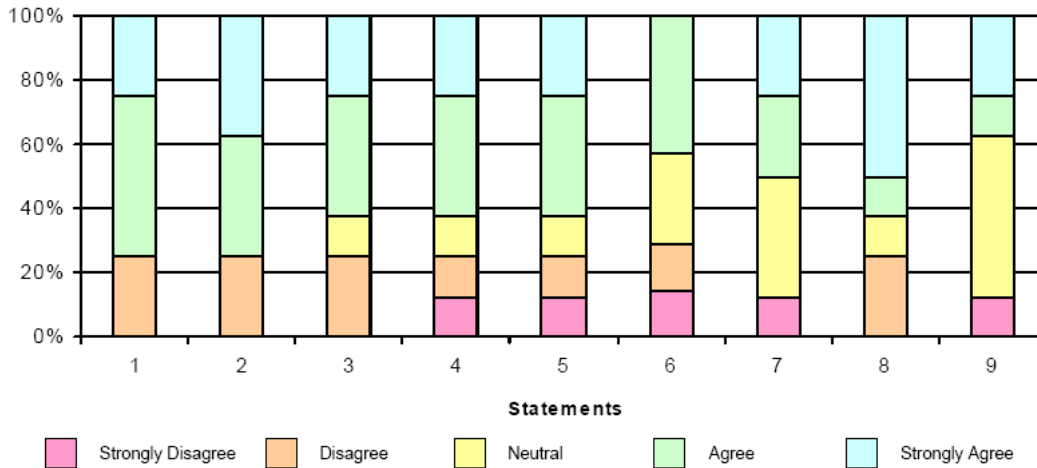
The parents who responded thought:
- There was high quality teaching and learning occurring
- Teachers know what students can do and help them to learn
- Think there are high expectations

Concerns were:
- The lack of clear information teachers provide about their learning programs
- Whether learning programs are interesting and enjoyable and
- The learning environment itself

Comment:
During 2009, Peterborough High School was the recipient of substantial funding which has meant significant disruption to indoor and outdoor learning areas. There have been long term issues with the quality of buildings and grounds maintenance and the building projects which included the $800,000 refurbishment of the Trade School, the $2.4 million new science centre which included the demolition of the English block building, and the $125,000 refurbishment of the previous change rooms providing an up-graded toilet block centrally located in the yard has certainly given the school the 'building site look and feel' for an extended period of time. Staff have supervised students regularly on yard clean-ups in response to continuous issues with rubbish and currently we are having an all of school clean-up including the removal of items that have been stored long term cluttering learning spaces and sheds, which is restricting current utilisation of areas.
One of the key focus activities was the purchase of new storage cupboards for the front office area and a subsequent 'cleanout' and tidy-up of the front office area, book room and staff room.
We were able to salvage carpets, white boards, pin – up boards, vertical blinds and so on from the English block via to demolition and re-locate them to other areas of the school to improve the quality and appeal of other learning areas.

Parent Opinion - Support of Learning
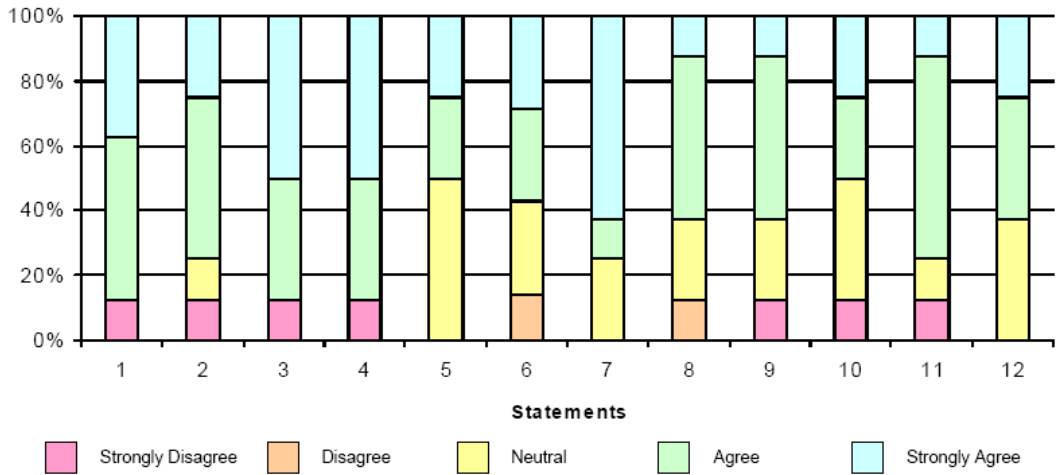
Parents who responded thought:
- Students are motivated to learn and get help and support for their learning
- Students are happy at school and know they are expected to behave

Concerns were:
- Whether students had enough materials and resources for learning

Comment:

Last year the new finance officer and I reconfigured the chart of accounts to more accurately reflect current day spending activity in partnership with the finance committee, staff and Governing Council. At budget submission and allocation time, it was clear that many of the curriculum areas, particularly the practical classes were significantly under funded eg home economics, art, design and technology and so we increased the overall curriculum budget expenditure amount for curriculum and allocated increased funds to curriculum accounts as required.

Parent Opinion - Relationships and Communication
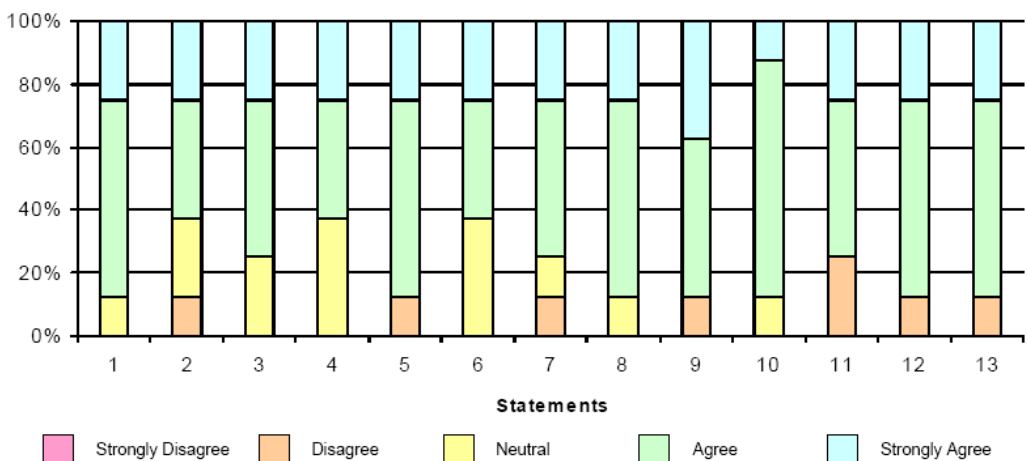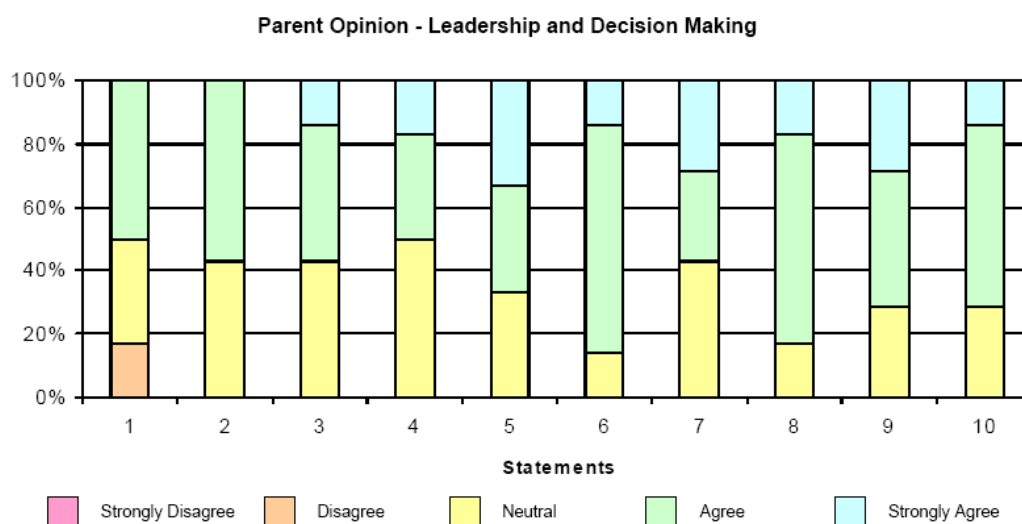

Parents who responded thought:
- They felt welcomed at school
- Comfortable approaching teachers
- There was a variety of communication about what is going on at school

Concerns included:
- The school assisting in personal and social skill development of students
- That students from all backgrounds and cultures are treated fairly
- The school responding appropriately to concerns and suggestions

Comments:
There is a well being program that has continued to be further developed for years 8 – 10 students. During 2009, several staff members attended training on the Shine Sexual Health and Relationships and staff members worked with the facilitators on a release day to integrate the Shine program materials into the existing well being modules. Staff members also attended Smart Training which looks at students experiencing trauma and the appropriate approaches to support those students. Three staff members also attended a three day workshop in Perth to further enhance the well being program delivered.

Parent Opinion - Leadership and Decision Making

Parents who responded thought:
- The school is always looking for ways to improve what it does and
- Includes parents in decision making

Concerns included:
- Organisation of the school
- Effective educational leadership and
- Confidence in how the school is managed

Comment:
In response to concerns regarding the low rate of parent involvement and participation I found a series of four workshops designed to engage key community members and parents in school review and planning processes. I approached 2 key personnel in the regional office as I was keen to work with them acting as professional colleagues in the process. I had several planning meetings with one of my regional colleagues, but when the literacy diagnostic review was announced, we decided it would duplicate the processes we were planning and so decided not to go ahead with the process for 2010.
I am keen to run the series of 4 workshops in 2011 as part of a continuous self review cycle as they will support an increased level of participation in those processes by community members and parents.

Staff Opinion - Quality of Teaching and Learning
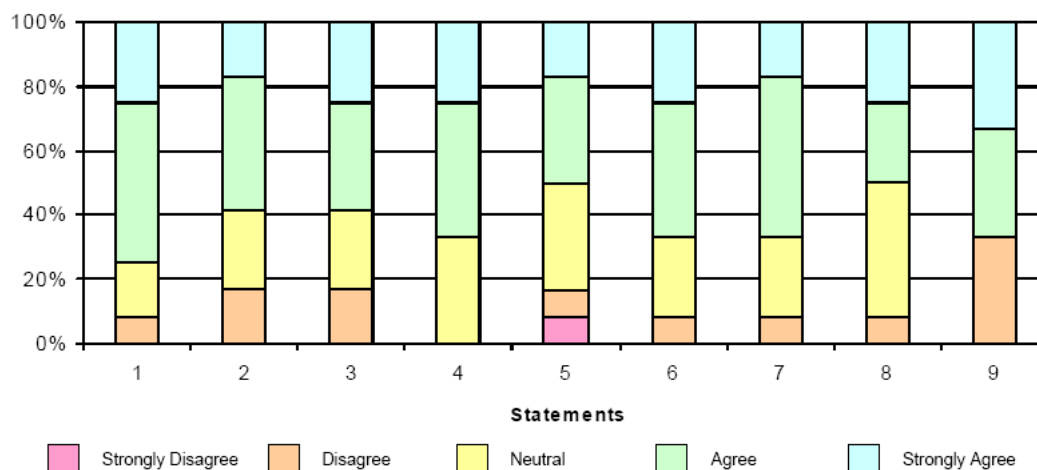
12 staff members responded to the survey out of 20 staff members. A reluctance in providing feedback through a variety of review processes is a trend in this school by staff members,

Staff members who responded thought:
- Learning programs were responsive to students

Concerns included:
- Level of teacher enthusiasm
- The use of assessment data for evaluation and planning
- Level of active participation in lessons
- Use of a variety of ways to assess

Comment:
The issues around using data were also identified by staff members when using the Focus on Learning rubric during week 0 2009. As a result of this, I established a Student Intervention Team. Some of the aims included coordinating the learning support for students by staff members who had student support as part of their role. I used this forum to introduce the Multiple Measures approach to making data count. SIT team member's analysed attendance, behaviour and learning achievement data and its subsections to identify students at high, medium and low risk and discuss strategies to support improvement for those students.

I asked the English coordinator to evaluate the impact the Multi - Lit program was having on improving student literacy skills, and the Maths Coordinator to evaluate the Quick Smart Maths program in terms of impact on learning improvement in maths. The school was paying over entitlement SSO hours to administer the programs as well as supporting small class sizes. Looking at the results of the program it was decided not to continue the Quick Smart program in 2010 as there was insignificant improvement in student learning achievement results, but to continue with the Multi - Lit program as there was evidence that this program was improving student achievement levels.

15

Aggregation of School Survey Responses

Staff Opinion - Support of Learning
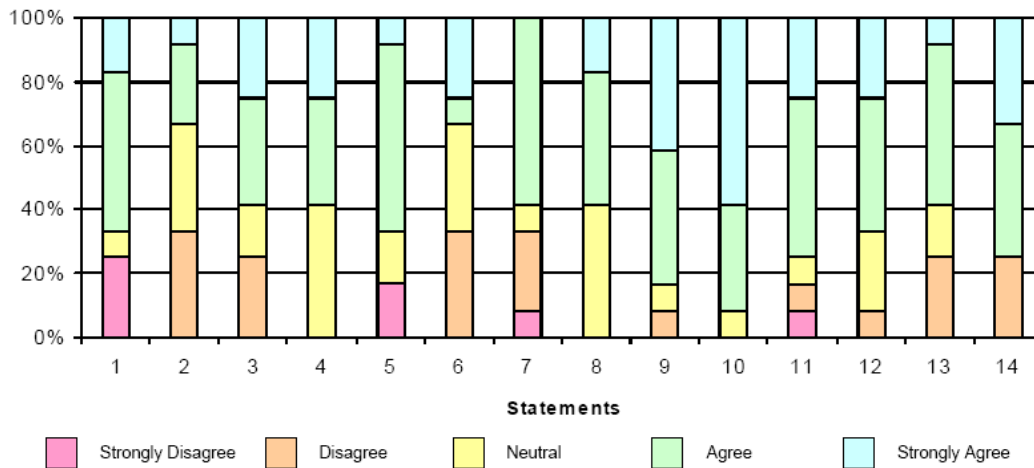
Staff members who responded thought:
- The school provides a safe and secure learning environment
- Manages students illness and injuries well
- Effectively manages bullying and harassment issues

Concerns included:
- The level of educational expectations
- Teachers' level of care about how their students are going
- Level of focus on learning
- Low levels of learning expectations
- Provision for learning needs for every student
- Development of life long learning strategies
- Students' sense of pride

Some of the above were identified through the Focus on Learning self review process and lead to the development of two key themes for 2010:
- Literacy and numeracy is everyone's business and
- Pride in Workmanship

Aggregation of School Survey Responses

Staff Opinion - Relationships and Communication
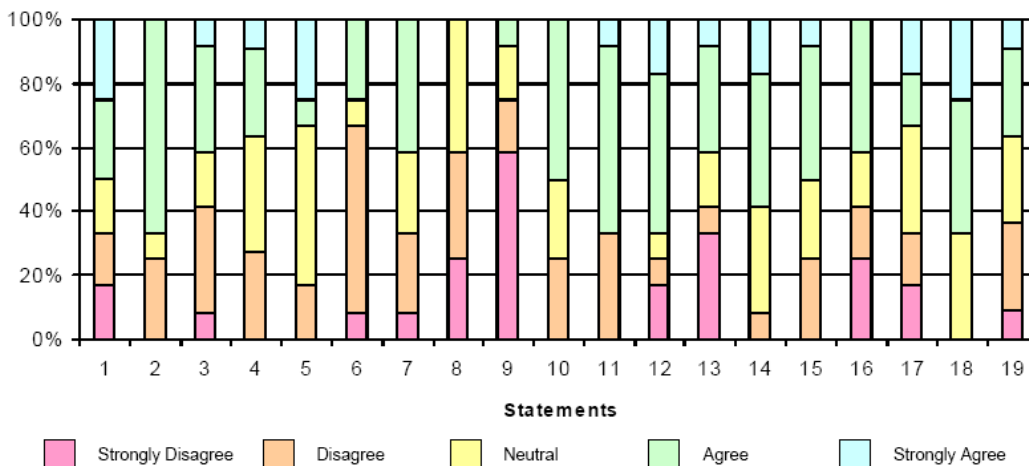
This area is of grave concern, and these concerns were expressed individually to me during the first performance management meetings when I used a self review proforma I developed as a discussion starter to enable me to collect feedback from individual staff members. Also of concern was the number of staff members who were not willing to provide feedback at all and have continued in their reluctance to provide feedback.

Staff members expressed the following concerns:

- Opportunities to discuss and receive feedback about work performance (eg. One staff member said it was the first work performance process in 30 years of teaching)
- Opportunities for effective communication with other staff
- Parent input being valued
- Staff and students caring about each other
- Communication between staff members
- Feeling appreciated by other staff
- Being able to freely express their opinions
- Feelings of belonging and happiness
- Staff members respecting each other and caring for each other

As I became aware of these issues through performance management conversations and feedback, I responded by using strategies such as:

- Providing proposals in writing to every staff member eg establishment of SIT team and re-development of SLP prior to performance management meetings to provide prior reading and enable individual discussions about the proposals at those meetings
- Designing a structured approach to performance management including a layered response to staff support incorporating levels of leadership eg coordinators taking on a mentor role with new and inexperienced teachers, and curriculum leadership
- Using small group discussion approaches at staff meetings to encourage discussion amongst staff members
- The introduction of restorative justice approaches to enable the repair and enhancement of staff/staff, staff/student, staff/parent, and student/student relationships and improving levels of respect

As the above situation in my opinion has now become a chronic behavioural and attitudinal dysfunction manifested over many years, I propose as part of the outcome of the diagnostic review a recommendation is made that all staff attend the 3 day Professional Learning On –line Tool (PLOT) workshop run by Joan Dalton and David Anderson. This is an excellent, intensive, in-house program which offers continuous development on-line to improve the culture of the workplace with outstanding, quality facilitators. I believe this situation is so entrenched in the culture of Peterborough High School, expert outside intervention is required.

Staff Opinion - Leadership and Decision Making

Legend: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
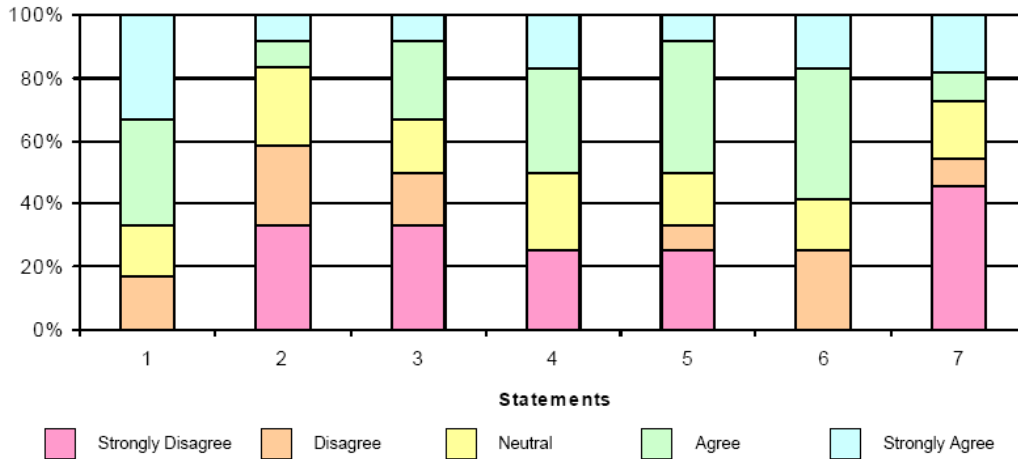
Staff members who expressed concerns relating to:
- Organisation of the school
- Decision making
- Professional development provided by the school
- Feedback through performance management
- Supportive feedback

Comments:

I have instigated reviews using self review processes and audits including the teaching loads of staff, the types of T&D staff have accessed activities staff members have been involved in, a structured performance management process which has included expectations of support for teaching and curriculum development through the leadership structures.

In a performance management meeting one staff member new to the school reported there were only two faculty meetings held in 6 months in 2009. When I came to the school there were supposed to be alternating staff and faulty meetings on Wednesdays. I scheduled staff meetings weekly, as the previous fortnightly schedule was making it impossible to follow through on any whole staff business such as SLP development, whole school data analysis, policy reviews etc.

Student Opinion - Quality of Teaching and Learning

Legend: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
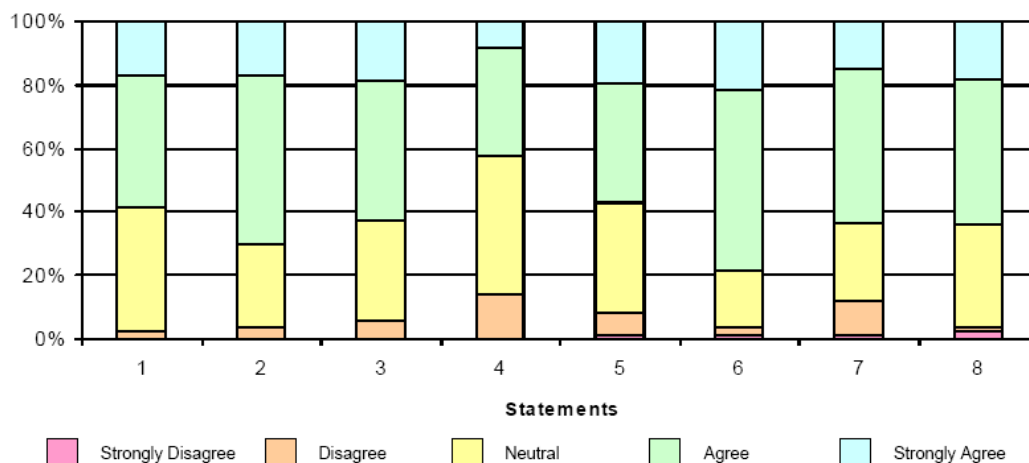
Between 82 and 84 responses were received out of   students and of concern to students included:

- Teachers know what I can do and how to help me
- Teachers make learning interesting
- Class activities are interesting and help me learn
- I am learning lots

Comment:

After analysing the semester 1 and 2 timetables for 2009, I discovered that every teacher was under loaded by one or 2 lines. In semester 1 there were 586 unassigned lessons and 600 unassigned lessons in semester 2. I worked with PAC to survey staff members to map what they are trained to teach, what they have and can teach and areas they would like to develop for the purpose of increasing the diversity of subjects offered for students the timetable for semester 1 2010 was restructures through a consultative process with PAC, the leadership team and staff members to provide students with a broader range of learning opportunities in year 8, 9 and 10.

I encouraged two staff members to participate in the Middle School Science Inquiry project in 2009. They conducted a student survey in which students commented they enjoyed learning using the inquiry process. The teachers developed a moodle as part of this project. They agreed to continue to develop the year 9 science program using the inquiry approach which students reported was more engaging and interesting.

Through the Trade School strategy, our school has been able to introduce industry pathways programs including Doorways to Construction, automotive and in 2010 we won a grant to trial Civil Construction. To support Doorways to Construction, I worked with the Apprenticeship Broker to successfully broker a partnership with Steam Town in Peterborough enabling our students to work on construction projects at Steam town on Fridays. I have negotiated opportunities for D2C work experience with the builders who won all building projects on the school site during 2010. I have also negotiated some engineering and civil construction projects through Steam Town for 2010 as well as a fencing project for the Community Garden Group.

In semester 2 I have negotiated for some students to be working with Peterborough Cabinet Makers to build a new kitchen area in the year 11/12 room. In 2010 we have also introduced drama, and are hoping students will opt into tourism at year 11 in semester 2. We offer art, music, home economics which includes a Bakehouse module in which students run a bakery selling their produce to the community. We have also introduced Agriculture at year 8 in 2010. We have 2 HPI staff members that support guitar lessons, auto and D2C. Some students access piano lessons this year. We are currently discussing offering different ICT subjects and have offered digital photography as another alternative interest subject.

Student Opinion - Support of Learning
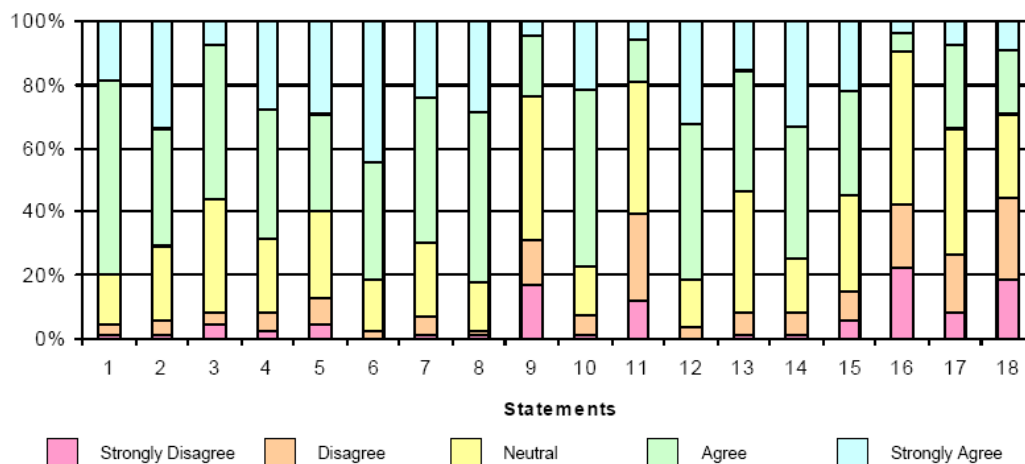
Students reported:
- They access extra support and help when needed
- Teachers expect them to do well
- Staff take good care of them when sick and injured

Concerns included:
- Cleanliness of school (will be interesting to see if this is still the case when all demolition and building work is complete)
- Amount of care everyone gives to the school
- Un-safe feelings
- Students behaviour
- Lack of activities at recess and lunch

Comments:
I am wondering if the amount of demolition and general builders' activity has contributed to this perception. We monitor regularly through discussions at staff meetings and schedule whole school yard clean ups in response to state of yard.
We have introduced the key theme Pride of Workmanship to support improvement in the level of pride.
We have reviewed behaviour procedures in semester 1 2010 and once passed through Governing Council we will implement in semester 2. We have also used restorative justice approached where appropriate to improve communication and relationship issues.
As described previously we have integrated new modules of learning into the year 8 to 10 well being program as part of our strategy to improve feelings of safety,
Last year I met with several staff members to discuss the idea of running organised activities during some lunch times. They regularly organise lunch activities and at staff meetings staff members agree on who will offer what on the oval as extra activities.
I have consulted with the PE teacher, SRC and staff regarding the repositioning of the current goal posts as part of the renovation of the court area that is about to commence. The contractor has agreed to re-locate the 4 goal posts to different locations in the yard to provide four individual goal shooting areas.
The deputy and I have had frequent discussions with the newly appointed Christian Pastoral Support Worker who has begun to do different activities with students at recess and lunch.

Student Opinion - Relationships and Communication

Legend: Strongly Disagree · Disagree · Neutral · Agree · Strongly Agree
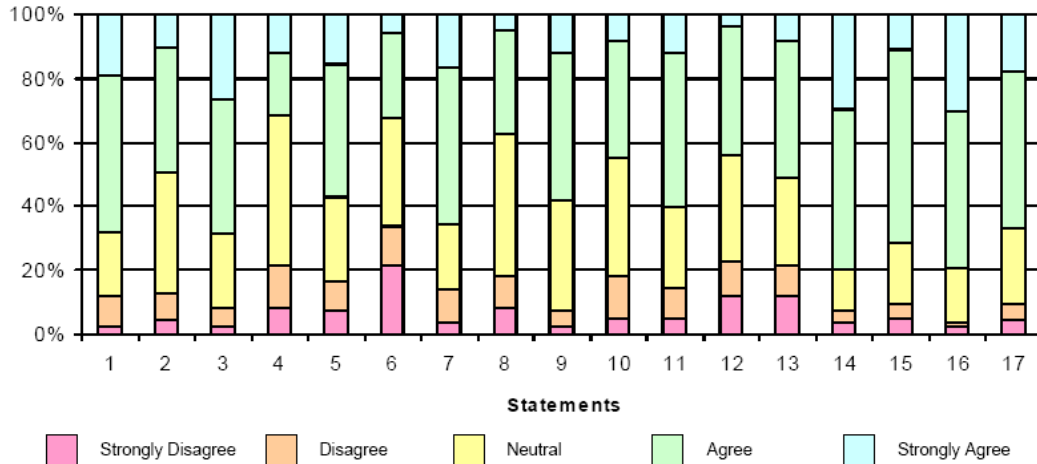
Students reported:
- They are encouraged to participate in school events and
- Like trying new things
- They generally get on well with others at school however also reported

Concerns relating to:
- Low levels of friendliness
- Learning about different cultures
- Feeling very little excitement about coming to school and few reported liking to come to school
- Feeling that their progress in not frequently discussed with them

Comments:
I am wondering if an improvement in overall well being of culture in the site will impact positively on levels of friendliness, and acceptance of different cultures. (In reference to whole school program for staff as proposed above)
I am hoping as we work towards diverse curriculum offerings accessed on site and through distance delivery that students will be excited about their learning and want to come to school every day.
I see a key challenge is achieving every student 'running' to school each day because they want to!

Student Opinion - Leadership and Decision Making

Legend: Strongly Disagree · Disagree · Neutral · Agree · Strongly Agree
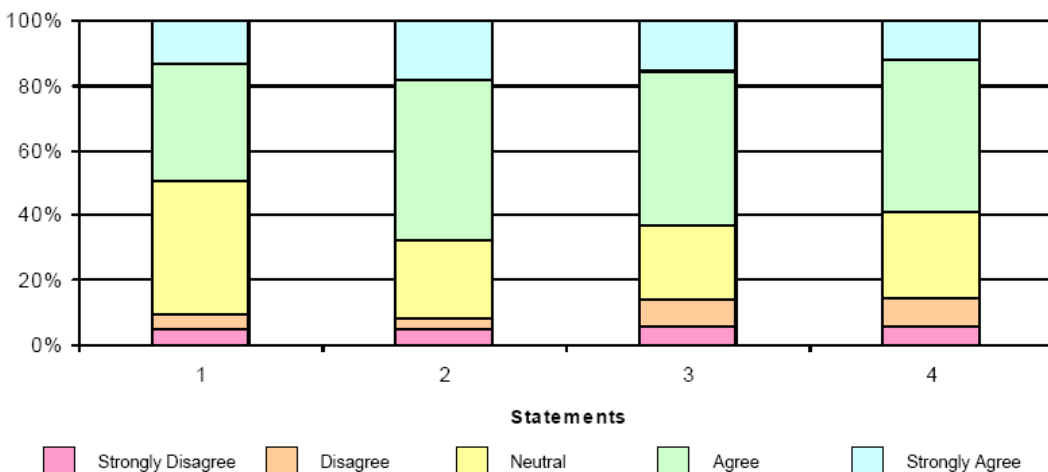
My leadership intent for Peterborough High School. . . . . . .

My vision is to build on, and develop further a supportive school environment that includes developing a learning community that is deeply concerned about all it's members, shares leadership and decision making, engages in genuine collaboration, and where everyone works hard at making everybody feel of worth and value. In this supportive environment people demonstrate care and concern for each other through good relationships, by word and action.

My vision is that every learner will be supported to:
- Learn in the best ways they can
- Succeed to the best of their ability
- Strive for and achieve their dreams
I know every student can learn.

To maximise the life chances of all students, we need to improve the number of students
- Completing SACE (Certificate I & II is no longer enough)
- Getting tertiary qualifications

We know:
- Job prospects are dismal for young people dropping out of school early
- Far too few young people are getting tertiary qualified
- Career advice needs to improve – too many school leavers are making poor choices
- All students need to complete senior secondary and go on to gain a tertiary qualification
- Disengaged students need to re-engage to gain tertiary qualifications

The competencies identified as those that will help students become capable of meeting the demands made of them in the future include learning, citizenship, relating to people, managing situations and managing information.

We are responsible for preparing our students for a changing world so they:
- Learn in the best ways they can
- Succeed to the best of their ability
- Strive for and achieve their dreams in order to maximise their life chances

All students need:
- To develop an understanding that:
    o different qualifications lead to different jobs and life chances
    o the higher the qualification the better the job and life chances

Therefore we must aim for a greater % of students to:
- Complete year 12
- Leave school with certificate training
- Go on to further education and training
- Choose careers that require certificate and university qualifications

What are our enablers?
- Low SES Diagnostic Review – acting diligently on the findings and forward planning

- Long term participation in the Teaching for Effective Learning programs which builds teacher skill and expertise, and the Principals as Literacy leaders program in 2011
- DIAF Self Review practices and validation process
- Trade School Initiatives which continue to provide our students with certificate level training in SACE Industry Pathways Programs (IPP's) including D2C, Auto and Civil Construction and School based Apprenticeships
- Our critical partnerships with the local council (Steam town), local health providers (Well Being program, Agriculture & Horticulture opportunities), MNSEC (distance delivery options across all subject areas and teacher professional development and networking through hub groups), Flinders Trade Training Centre and Eyre and Upper Spencer Trade School (IPP's, SBNA's, eLearning development, flexible learning initiatives), Regional Office Services (Student Services, leadership support and development, teacher support and development), and Barossa Lower North Futures.

The outcome of the above will support us in continuing to develop:
- A sound, engaging, comprehensive curriculum 8 – 12 delivered using quality teaching practices that provides:
    - The foundations for learning for the future including a focus on literacy , numeracy, well being, learning to learn, citizenship, relating to people, managing situations and information
    - Responsive intervention support to improve engagement, motivation, enthusiasm, interest and achievement effectively managed by the Student Intervention Team
- Implementation of SACE including the PLP and Research Project
- Careers Education and Counselling
- VET in Schools Program leading to certificate qualifications (IPP's)
- Integrated use of e-learning

The larger goal is to create classrooms and schools where rich learning opportunities increase student's life chances and to alter the culture of teaching . . .

Org Unit ID: 0789 (Peterborough High School)   CONFIDENTIAL
Org Type: Secondary Education (SEC)
Org Sub Type: High/Secondary Schools (HIGH)

Absences of less than 5 continuous days	Term 1	Term 2	Term 3	Term 4	Total
Total number of days absent due to sickness - paid sick leave	5.5	6.0	13.0	13.5	38.0
Total number of days absent due to sickness - unpaid sick leave	0.0	0.0	0.0	0.0	0.0
Total number of days absent due to carers leave, parenting, urgent pressing necessity or funerals	2.0	6.0	3.0	3.7	14.7
Total number of available working days (pro rata to FTE)	968.0	800.0	810.0	760.0	3,338.0
Percentage of working days taken as paid sick leave	0.57 %	0.75 %	1.60 %	1.78 %	1.14 %
Percentage of working days taken as (paid & unpaid) sick leave	0.57 %	0.75 %	1.60 %	1.78 %	1.14 %

All Absences	Term 1	Term 2	Term 3	Term 4	Total
Total number of days absent due to sickness -paid sick leave	5.5	6.0	23.0	19.5	54.0
Total number of days absent due to sickness -unpaid sick leave	0.0	0.0	0.0	0.0	0.0
Total number of days absent due to carers leave, parenting, urgent pressing necessity or funerals	2.0	6.0	3.0	3.7	14.7
Total number of available working days (pro rata to FTE)	968.0	800.0	810.0	760.0	3,338.0
Percentage of working days taken as paid sick leave	0.57 %	0.75 %	2.84 %	2.57 %	1.62 %
Percentage of working days taken as (paid & unpaid) sick leave	0.57 %	0.75 %	2.84 %	2.57 %	1.62 %

| Number of teaching staff employed for more than 1 Term | | | | | 19 |

Org Unit ID: 0789 (Peterborough High School)
Org Type: Secondary Education (SEC)
Org Sub Type: High/Secondary Schools (HIGH)

Table 1

	Perm	Temp	Total
a) Total number of teaching staff employed during 2009 school year	19	0	19
b) Number of above staff employed at the school during 2008 school year	13	0	13
c) Staff retention (b / a * 100)	68.42 %	0.00 %	68.42 %
d) Number of teaching staff who left the school during 2008 school year	2	3	5
e) Number of permanent teachers who left the department during 2008	0		

By Reason -

Table 2

Years employed at the school	Permanent teaching staff	Temporary teaching staff
< 1 year	6	0
>= 1 and < 2	1	0
>= 2 and < 3	3	0
>= 3 and < 4	2	0
>= 4 and < 5	1	0
>= 5 and < 6	1	0
>= 6 and < 7	0	0
>= 7 and < 8	0	0
>= 8 and < 9	1	0
>= 9 and < 10	0	0
>= 10 years	4	0
Total	**19**	**0**