



Annual Report 2018

2018 is Peregrine's 19th year of operation and what a vast scope of changes we have seen over the course of the years. Student numbers have increased from under 20 students in our very first year to nearly 100 and from two teachers to eight. Each year sees an evolution in our buildings, staffing and student numbers.

This year our Group Topic engaged the children in learning about the life and times of the bilingual Shoshone woman Sacagawea. It introduced students to the journey that Sacagawea made with Lewis and Clark as they went on their journey of discovery, claiming territory for President Jefferson. Her skills as a translator were invaluable, as was her intimate knowledge of the difficult terrain. The story was chosen for its parallels to the plight of the Indigenous Australians and allowed teachers to deliver a curriculum full of rich learning experiences woven throughout the oral narrative.

Students explored the impacts of colonization on the lives of the indigenous Americans and the impacts of new diseases and animals on a stable society and ecosystem. Younger students investigated the lifestyle of the Native Americans and engaged in writing the oral narrative in their own words. They learnt about Native American Nations, beliefs, art and culture. Older students explored ideas about owning land vs the Native American understanding of land use. All these experiences culminated in the Sacagawea Production at the end of the year, where students were able to show their parents and the community their learning through writing and performing the annual play. The script was written by the students, and a role for each student was found in the performance. This retelling was an illustration of the children's understanding of the topic and included historic, dramatic, musical and humorous elements.

Staff

At the beginning of 2018, to cope with our increasing student numbers, we employed four new staff members. We welcomed Sam and Blake (two experienced teachers) to help develop our middle school program and to begin the process of preparing the application for registration for Grades 7 and 8. In pursuit of a way of transforming our existing primary school philosophy into a secondary school program, we investigated Big Picture Schools and looked at the model developed at Templestowe College in Melbourne. With a clearer vision of where we wanted to go with the secondary school, we began working with our Grade 6 group to develop a program that would support them to be passionate and enthusiastic about their learning path.

Mich began her first year of teaching in our Grade 2,3,4 group and Jill began her first year of teaching with our Kindergarten group. Mich and Jill both have a passion for outdoor education and their teaching pedagogy fitted perfectly with the direction we wanted for our school program.

We also added Jane to the staff as our Workplace Health and Safety officer. She has been busy working on updating procedures and ensuring a smooth running of WHS operations.

Workforce composition

In 2018, there were a total of 14 staff including 8 teachers (7.2 FTE), 3 teacher aides (3.0 FTE) and 3 support staff (1.6 FTE).

Teacher standards and qualifications

All teachers are registered with the Teachers Registration Board of Tasmania.

3 BA (Hons), Dip Ed,

1 Bachelor of Early Childhood Education (Hons),

1 BEd, Dip Teaching (Early Childhood),

1 BEd, Assoc Dip Music,

1 BEd (Primary), Assoc Dip Physical Education,

1 BA, Dip Ed, M Ed,

1 BA, M Teach,

1 BSc, M Teach,

1 Bachelor Natural Environment and Wilderness Studies (Hons), Grad Dip Ed (Early).

School Development

Early in 2018 we were invited to join the Future Schools Alliance. The FSA is a group of like-minded member schools, committed to transforming existing schools into future learning focused communities. We were lucky enough to have Peter Hutton visit the school and talk to our staff about changes we could make within the school to move towards our goal of addressing the needs of our students in our ever-changing technological world.

Imogen and Blake were fortunate enough to be invited to a Future Schools workshop being hosted by Yong Zhao. Dr. Zhao's work focuses on the implications of globalization and technology for education. He advocates a "strengths-based" approach that celebrates uniqueness, in contrast with the model reinforced by traditional assessment set by the curriculum. In his view, each learner should be treated as an individual with their own talents and aptitudes. Both Blake and Imogen came back from this workshop with more clarity about the development of the secondary program.

Characteristics of the student body

There were 11 Kindergarten students and 73 Primary students enrolled at Census, including 50 boys and 33 girls.

Attendance

School Year	Boys	Girls	Overall
K	90%	91%	91%
P	93%	90%	92%
1	94%	92%	93%
2	93%	93%	93%
3	93%	94%	93%
4	95%	91%	93%
5	85%	94%	87%
6	94%	91%	93%

Parent, student and teacher satisfaction with the school

There are several indicators of the high level of parent satisfaction. During discussions with teachers and the Principal the majority of parents have expressed a high level of satisfaction with the school. Many enrolment enquiries can be sourced back to recommendations from existing or past students or families. Students and families who are no longer enrolled will often revisit the school for celebrations, to be involved in the management of the school or drop in to reconnect with their teachers. Informal discussions with teachers reveal a high level of satisfaction with the school.

School income broken down by funding source

Fees & Charges	10.7%
Government recurrent funding	75.3%
Other (including fundraising & donations)	14%
Total	\$1,354,236

Post school destinations

In 2018, out of our 15 Grade 6 students, 2 students went to Woodbridge District High School, 1 student went to Kingston High School, 1 student went to board at Collegiate and 10 students stayed with us to begin their secondary school journey.