

Peel High School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Peel High 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.

Patrick Sullivan

Principal

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School background

School vision statement

Peel High School aims to develop students that have Truth in their deeds, Courtesy in their actions, and the Courage to achieve.

School context

Peel High is a partially selective co-educational rural high school in Tamworth. The school is also renowned for its agricultural resources and success. The school prides itself on developing academic, cultural and sporting opportunities. Peel High School is a comprehensive high school of 680 students. The school has a significant (38%) Aboriginal and Torres Strait Islander population. The school has over 40 students in the support unit. The IO, IM and MC students are in 4 discrete classes. A selective Year 7 class, based on academic ability, was established in 2011. There are now selective classes in Years 7, 8, 9 and 10. Peel has strong community partnerships. Many students excel academically, socially, culturally and in sport. The experience of the teachers varies. The staff are dedicated to their own learning and are involved in ongoing professional development, with all teaching staff trained in Gifted and Talented education. The school is supported by a small hardworking P&C.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning Peel High School has demonstrated the level of Sustaining and Growing. There is evidence of a strong commitment within the school community to strengthen and deliver on school learning priorities. The school has well-developed and current policies, programs and processes identify, address and monitor student learning needs.

In the domain of Teaching Peel High School has achieved the level of Delivering. All teachers regularly review and revise teaching and learning programs. They routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

In the domain of Leading Peel High School has achieved the level of Sustaining and Growing. Leadership development is central to school capacity building, with parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision and is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engagement in Learning

Purpose

To develop students who are actively involved in their learning for the 21st century.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements. Through the implementation of target professional learning on Learning Intentions and the collaborative structures that have been crafted for the differentiated learning the school has been able to focus the engagement in learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Instructional Practice observation rounds will occur each term with a focus on learning intentions.• All students achieve state average or better growth in NAPLAN overall literacy and numeracy tests between year 7 2015 and year 9 2017.• All teachers demonstrate a commitment to individualised student learning evidenced in differentiation, accommodations and adjustments in classroom programs and teaching observations.	<p>The school has focused on implementing Learning Intentions and Success Criteria into each class. There was significant professional learning across 3 extended staff meetings, with staff working collaboratively to refine and develop their understanding of the concepts.</p> <p>The analysis of the Quicksmart Program for 2016 has indicated that the students have shown significant growth. This program which specifically targets year7 for Numeracy and Year 8 for Literacy has been the backbone for the strong value added data from year 7 to 9 Naplan.</p> <p>Faculties have work on developing and implementing differentiated tasks for Stage 4. The Head Teachers have then shared, discussed and analysed these tasks during Executive professional development. Each faculty was allocated Teaching and Learning Professional Development time to complete this learning and investigate further implementation.</p>	\$146 500

Next Steps

- The participation in professional learning on Instructional Rounds to target, measure and refine specific classroom practice.
- Expansion of Differentiated assessment tasks into stage 5.
- Processes and structures to support the Learning Intentions and Success Criteria across the whole school structure 7–12.

Strategic Direction 2

Engagement in Teaching

Purpose

To build a culture of commitment in teaching, where staff actively reflect on teaching and learning outcomes and maintain high expectations.

Overall summary of progress

The establishment of Peer Coaching as a tool to develop engagement in teaching was a key development in making progress in this strategic direction. All teaching staff engaged in lesson observations as part of their Professional Learning Plan and this has catalyzed a more collaborative approach to teaching which builds on the strengths of colleagues. This collaborative approach was further enhanced through the mentoring of staff completing accreditation. This mutually beneficial approach saw the successful accreditation of early career staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff to have a Professional Development Plan which aligns with school and faculty plans.• Peer Coaching team established with at least two staff members experiencing peer coaching per faculty.• Teachers will understand and implement for teachers procedures and practices to adhere to accreditation and maintenance requirements.• Highly Accomplished Teacher and Lead accreditation will be sought by highly skilled staff.	<p>All teaching staff successfully developed a Professional development plan to ensure that they maintained pedagogical currency and support staff in developing the skills required to pursue school improvement through the school plan.</p> <p>Peer Coaching has continued to grow as a professional learning model and was fully subscribed when it was made available to all staff in term 4.</p> <p>The school has been successful in gaining grants for teachers to undertake accreditation at Lead and Highly Accomplished level.</p>	\$105 000

Next Steps

- Development of Professional Development Plans for non-teaching staff.
- Implementation of a Teacher Mentor for Beginning Teachers.
- Support for Staff seeking accreditations at high levels.
- New Staff trained in the NSW University Gifted and Talented Certificate (GERRIC).

Strategic Direction 3

Engagement with Community

Purpose

To develop strong connections with the community to enable students to maximise opportunities through all stages of their schooling.

Overall summary of progress

Excellence has been maintained in the school's transition program which continues to lift the profile of the school and provide a continuous and positive experience of learning for the students.

Links with external agencies to enhance the learning opportunities have also increased through the employment of a job coach, SBAT and VET coordinator. The school has been able to support the increased number of School Based Apprenticeship/Traineeships from 4 to 12 students and has had staff trained in additional vocational subjects.

The schools open day at the start of 2017 was a great success and was underpinned by hard work and good planning in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Growth in university offers and post school opportunities for year 12 students.• Growth in retention rates• Attendance and increased parent satisfaction at the open day.	<p>The school held Year 11 taster days and a careers expo for students. There were 41 exhibitors with over 300 students and 170 parents attending the expo.</p> <p>The school has establish a Facebook presence, which has been used to promote and showcase the achievements of students to the school community.</p> <p>The school held its first open day with 150 prospective parents and students being shown the school. 93% rate the day 8/10 or higher with 73% indicating that they would send their student to Peel.</p>	\$210 000

Next Steps

- Continue to build on the transition from school to work through building partnerships with industry.
- The Personal Learning Plans for the Year 11 and 12 students closely monitored focusing on their career goals.
- Refocusing on the Primary to high school transition program to build strong partnerships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students have a personal learning plan (PLP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the ILPs. Aboriginal students are demonstrating higher average levels of progress. During 2015 funding from Norta Norta and Aboriginal background funding was combined to enable significant support for Aboriginal students. Funding allocated to support specific programs for Aboriginal students totalled over \$184,000.00. Additional teachers and School Learning Support Officers (SLSO) were engaged to facilitate educational programs, including Quicksmart, and Abstudy payments. Funds were allocated to cultural and community connect initiatives. Bangarra Dance, SistaSpeak, Journey to Respect and NAIDOC initiatives were all supported from these funds. The Homework Centre, which operates on Wednesday afternoons, is an ideal opportunity for students to access different staff for help with homework, assessments and exam preparation. Students have access to the internet and computers. Transport home on the school bus is available for those who require it.	\$450 137
English language proficiency	Students were supported through the employment of a Learning and Support Teacher.	\$6 519
Low level adjustment for disability	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. The Learning Support Team meet every week to look at the specific learning needs of students in the school. Extra SLSO's were employed to work with target students. A "chill out" program was created to support students with targeted needs. This has resulted in less disruption in the classrooms and has triaged the demands on the school counsellors.	\$334 612
Socio-economic background	Equity funding was accessed to support student welfare, improved attendance and outcomes in literacy and numeracy. A Head Teacher (Teaching and Learning) was appointed to lead the development and implementation of Professional Learning and Quality Teaching initiatives and strategies to address identified Literacy and Numeracy needs. The student Personal Learning Plan initiative, attendance management, Job Coach SLSO and Big Brother/Big Sister program were also supported from these funds.	\$933 437
Support for beginning teachers	Our beginning teachers were released from class for two hours each week, to participate in a range of activities to support the development of their skills. These activities included mentoring and coaching sessions with their team leaders, lesson observation,	\$41 456

Support for beginning teachers	professional learning on classroom management and student engagement and Mathematics and English curriculums. Support was provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation. The teachers have also actively participated in Stage planning and reporting. These teachers have provided feedback that they were supported in the development of their skills and understandings, and that they felt they were valued members of the learning community.	\$41 456
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	284	310	320	336
Girls	280	289	318	326

Peel High School has seen a steady increase in student enrolments over the last 4 years. The gender balance between male and female students is equal.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	89.1	89.6	90.5	88
8	88.1	88.7	87.6	84.4
9	83.8	86.4	84.6	81.8
10	77.3	80	77.8	78.3
11	79.5	71.4	80	81
12	84.2	83	84.8	80.8
All Years	83.7	83.7	84.4	82.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Peel High School has a strong culture of positive attendance and has been striving to improve student attendance rates. 2016 saw the introduction of a SMS messaging service for parents, which has led to a 10% reduction of unexplained absences.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	35	50	13
Employment	60	33	37
TAFE entry	5	17	4
University Entry			25
Other			11
Unknown			10

Year 12 students undertaking vocational or trade training

Twenty-two (47%) Year 12 students including nine Aboriginal students enrolled in VET courses. The courses were Construction Pathways II, Hospitality II, Metals & Engineering I and Information and Digital Technology II. Six students achieved a Certificate II in their chosen courses while the remainder was awarded SOA towards their Certificate II.

Year 12 students attaining HSC or equivalent vocational education qualification

All students who completed Year 12 attained a Higher School Certificate. 40% percent of the cohort attained an ATAR.

Workforce information

Workforce composition

Position	FTE*
Principal	1.4
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	34.3
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	15.28
Other Positions	6.1

*Full Time Equivalent

The teaching staff is made up of 39% male and 61% female none of whom identify as Aboriginal. Aides are made up of 64% female and 36% male with a total of 21% who identify as Aboriginal. Support staff is made up of 77% female and 23% male with 8% Aboriginal representation.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	97
Postgraduate degree	3

Professional learning and teacher accreditation

The school has been recognised as an expert in the provision of support for beginning and early career teachers. Working closely with the regional mentor teacher the school has been able to have all teachers accredited at proficient level with the Board of Studies.

The school sees professional learning for teachers as a vital cog in the continued growth of the school. An extra \$30,000 was allocated to support teachers as lifelong learners in improving their craft. This targeted professional development funding has been used to strategically support the implementation of the School Plan.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	647 537.52
Global funds	678 413.43
Tied funds	1 647 887.16
School & community sources	261 145.27
Interest	25 818.43
Trust receipts	22 406.25
Canteen	0.00
Total income	3 283 208.06
Expenditure	
Teaching & learning	
Key learning areas	164 010.67
Excursions	60 160.64
Extracurricular dissections	62 795.21
Library	9 025.79
Training & development	61 251.13
Tied funds	1 459 427.83
Short term relief	194 952.51
Administration & office	210 185.13
School-operated canteen	0.00
Utilities	146 355.97
Maintenance	43 222.99
Trust accounts	21 667.30
Capital programs	25 355.47
Total expenditure	2 458 410.64
Balance carried forward	824 797.42

A full copy of the school's 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.

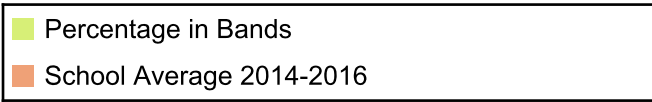
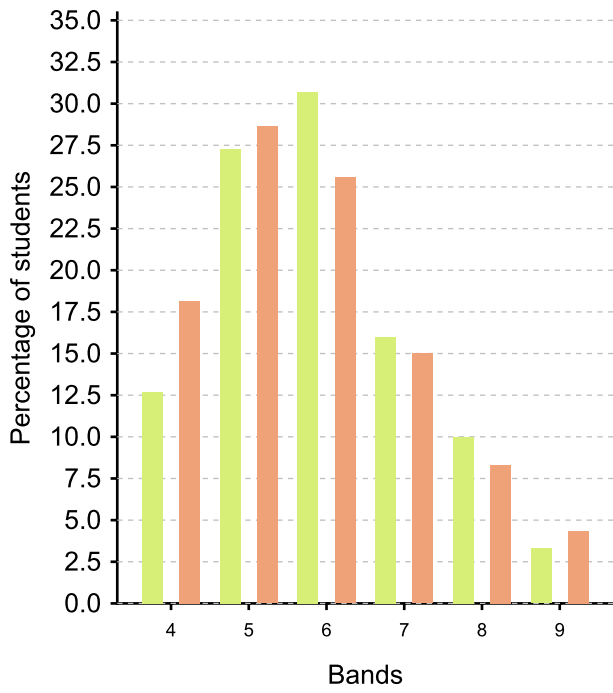
School performance

NAPLAN

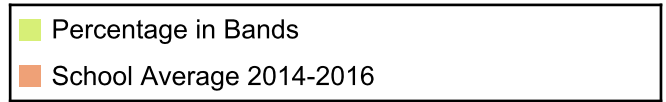
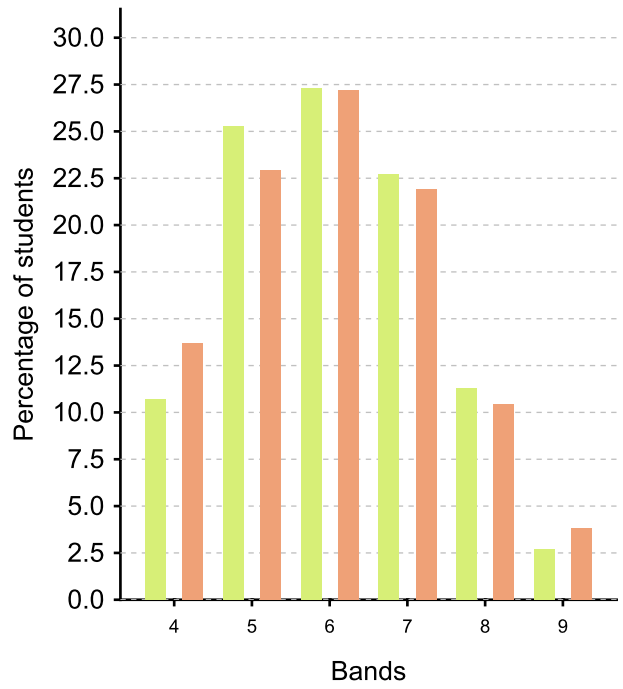
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students had a greater than average growth in their Grammar and Punctuation with a scaled score of 27 compared to the state of 22.1.

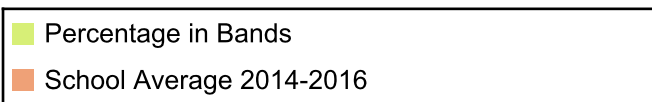
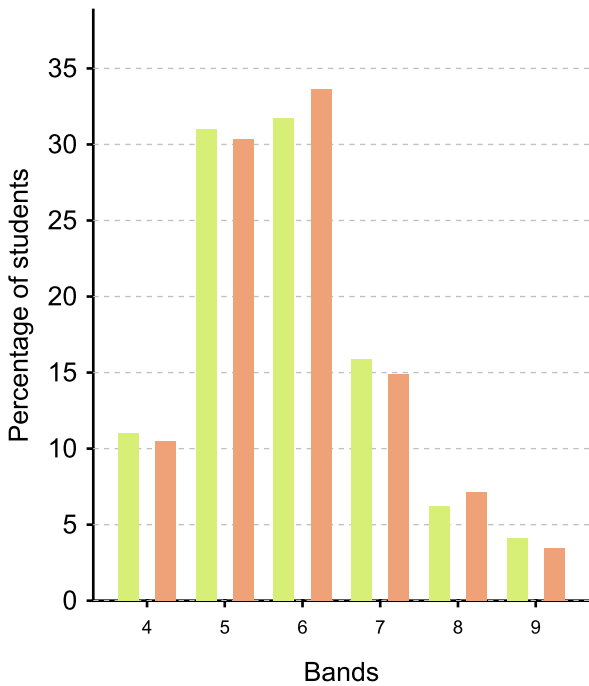
Percentage in bands:
Year 7 Grammar & Punctuation



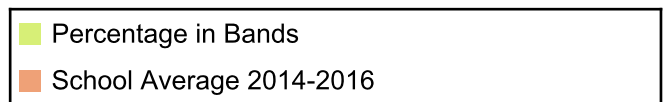
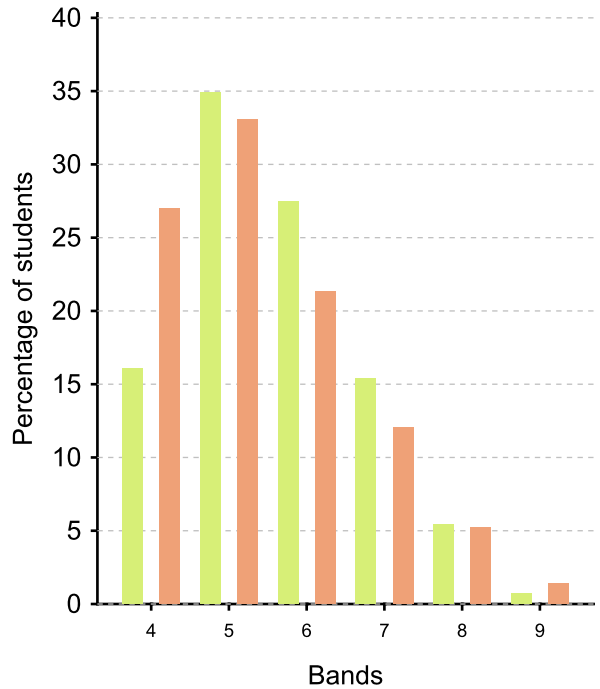
Percentage in bands:
Year 7 Spelling



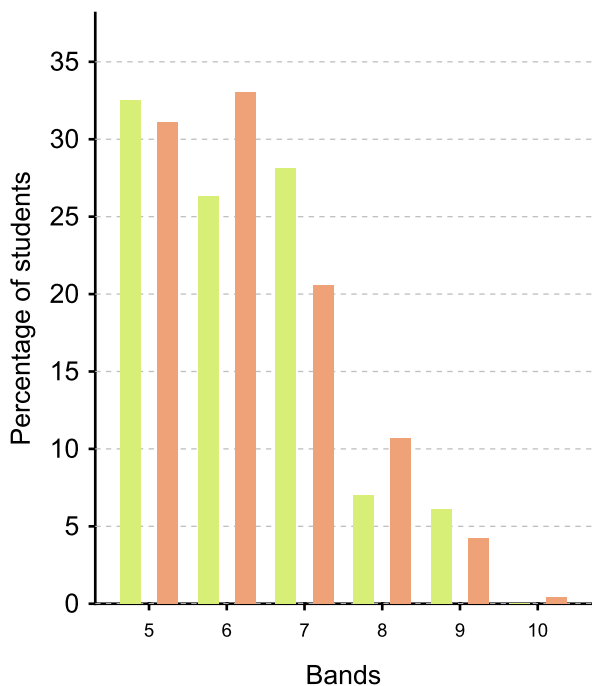
Percentage in bands:
Year 7 Reading



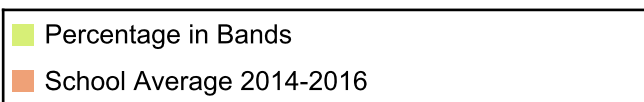
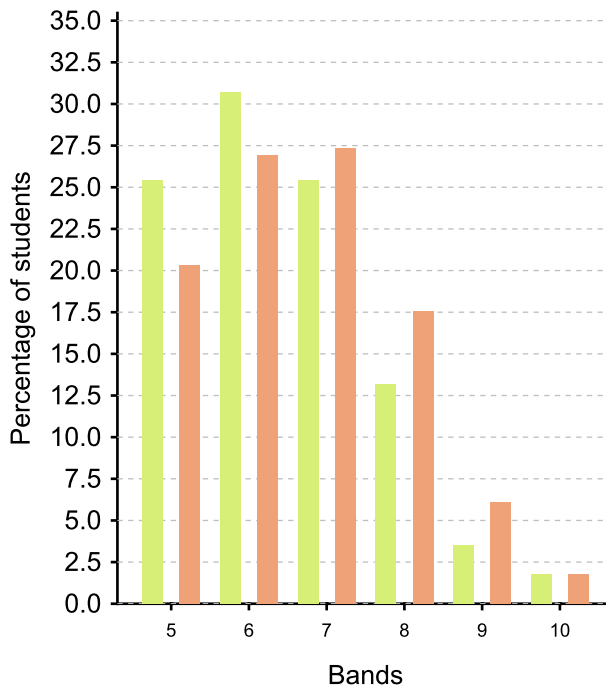
Percentage in bands:
Year 7 Writing



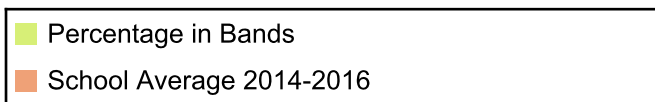
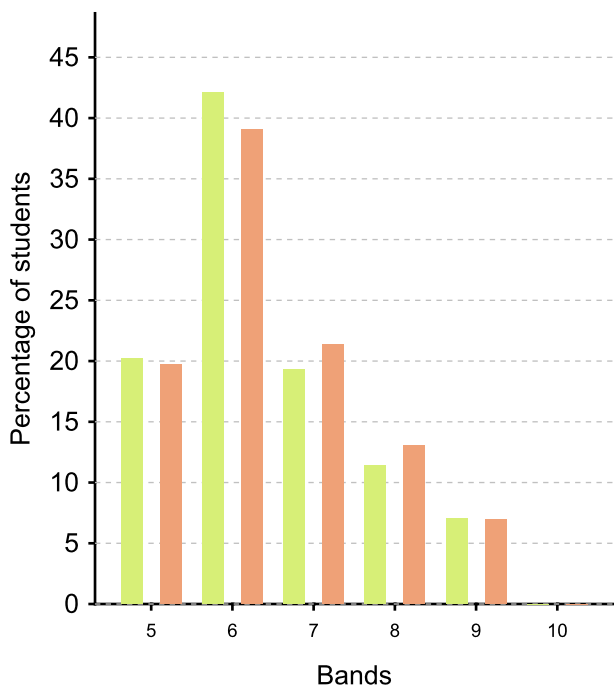
Percentage in bands:
Year 9 Grammar & Punctuation



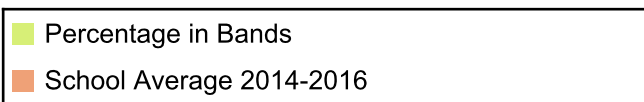
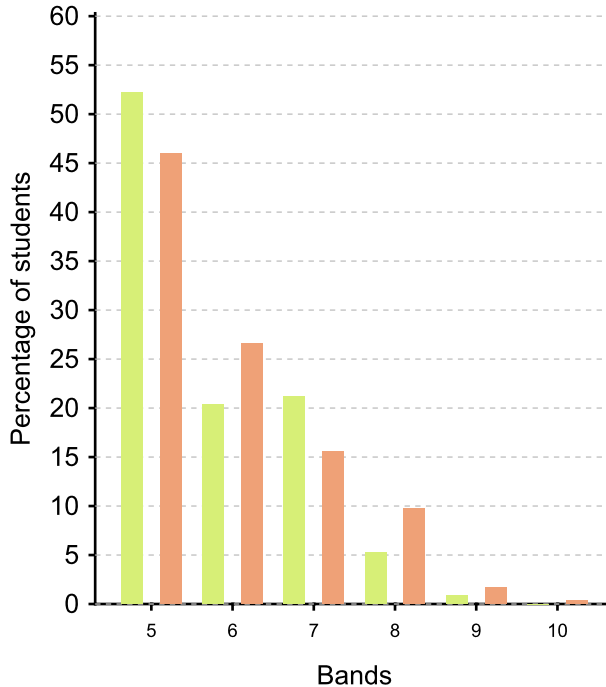
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading

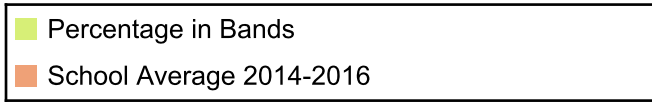
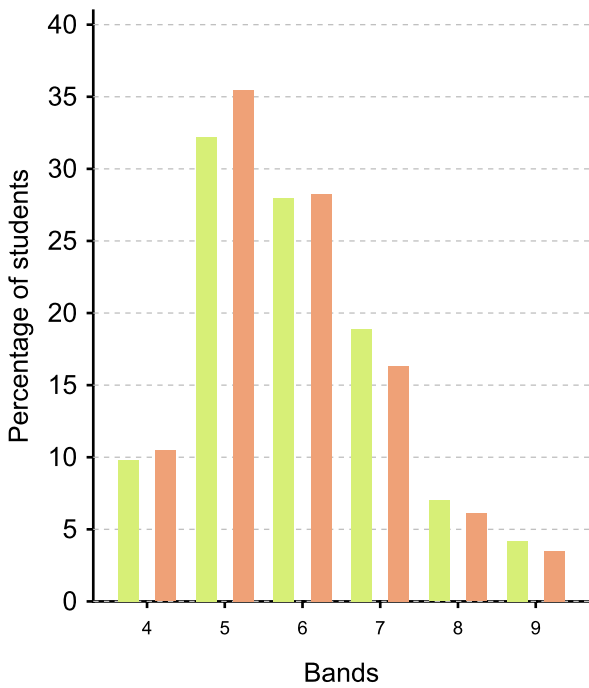


Percentage in bands:
Year 9 Writing

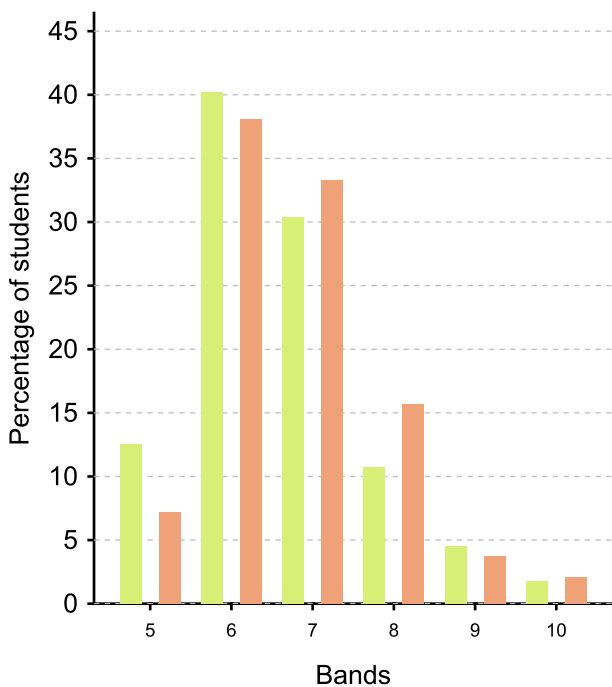


Students had a greater than average growth in their numeracy with a scaled score 43.2 compared to the state of 40.7.

**Percentage in bands:
Year 7 Numeracy**



**Percentage in bands:
Year 9 Numeracy**



There was one Aboriginal student in Year 7 in the top two bands in grammar and punctuation and in numeracy.

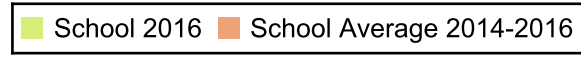
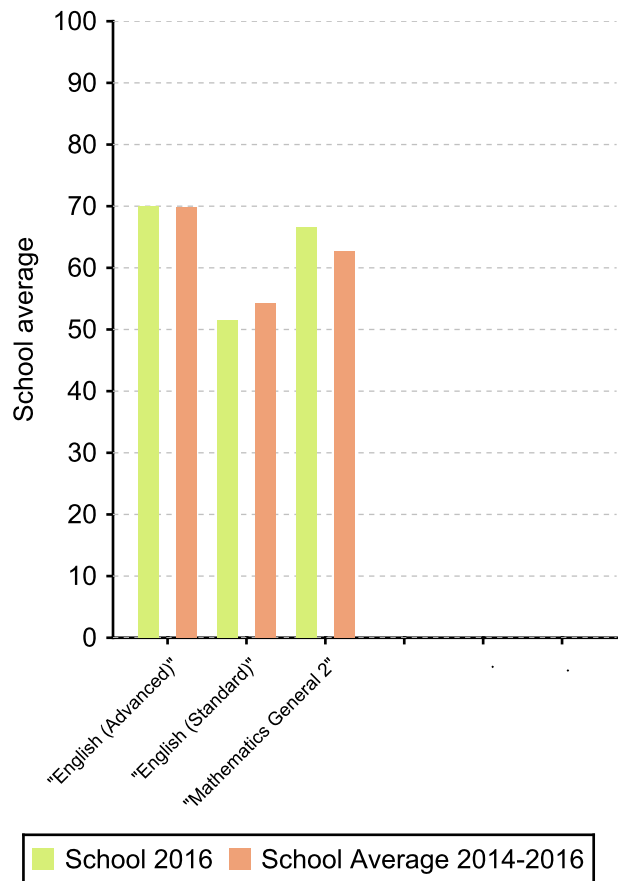
There was no Aboriginal student in Year 9 in the top two bands in any area.

In Year 9 93% Aboriginal students experienced growth in numeracy with a significant number of students experiencing more than the expected growth.

In Year 7 Aboriginal students experienced better than the state average growth in grammar and punctuation and numeracy.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Students studies a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects. The achievements in Bands 5 and 6 in 2016 is comparable to previous year. Students completed Automotive for the first time in the School's Trade Training Centre, through delivery by TAFE.

Parent/caregiver, student, teacher satisfaction

In 2016 Peel High School participated in the Tell Them

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

From Me Surveys. The school sought the opinions of parents/carers, students and teachers about the school. One the key avenue for gathering this data was the "Tell Them from Me" surveys. Their responses are presented below:

- In this school, students rated Effective Classroom Learning Time 6.5 out of 10. The NSW Govt norm for these years is 6.3.
- Students find classroom instruction relevant to their everyday lives. In this school, students rated Relevance 5.8 out of 10. The NSW Govt norm for these years is 5.8.
- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. In this school, students rated Rigour 6.2 out of 10. The NSW Govt norm for these years is 5.8. In this school, Rigour was rated 6.3 out of 10 by girls and 6.1 out of 10 by boys. The NSW Govt norm for girls is 5.7 and for boys is 5.9.
- Stakeholders support continuous acknowledgement of all achievements, academic or otherwise.
- Parents/carers would like staff to continue to focus on behaviour support where needed.

and religious difference, and in a way that explicitly teaches about racism and discrimination.

Year 7 students experienced an International Culture Day to celebrate the various cultures and languages they have been studying this year. Students were able to select between Japanese, Latin American, French and Italian cultures to spend the day making craft, learning music and dance, painting and cooking relevant to their chosen culture. The students will now further extend their Culture Studies learning through a one-year study of a specific language. Following this course, they will be able to select languages in Years 9 and 10.

Policy requirements

Aboriginal education

Funding allocated to support specific programs for Aboriginal students totaled over \$184,000.00.

Some of these funds were allocated for additional teachers and School Learning Support Officers (SLSO) to facilitate educational programs such as, *Quicksmart* and Abstudy payments.

Funds were allocated to cultural and community connects initiatives. Bangarra Dance, SistaSpeak, *Journey to Respect* and NAIDOC initiatives were all supported from these funds.

Edan Porter and Isaiah Spearim (Year 12) were selected to join the NSW Public Schools Aboriginal Dance Company and performed at School Spectacular 2015 and the Netball World Cup Opening Ceremony, due to the contribution of these funds.

Multicultural and anti-racism education

Our school continues to promote a multicultural Australia through our teaching and practice.

Participation in culturally appropriate and historical activities in the community provides students with a hands-on perspective of what it means to exist in a multicultural society.

The school has a trained Anti-Racism Contact Officer. Issues, which arise in the curriculum or through media reports, are addressed by teachers with strategies which will develop understandings of cultural, linguistic