

Peel High School

2019 Annual Report



8525

Introduction

The Annual Report for 2019 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.

School contact details

Peel High School

88 Gunnedah Rd

Tamworth, 2340

www.peel-h.schools.nsw.edu.au

peel-h.school@det.nsw.edu.au

6765 7088

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.

We believe that well-informed, quality teaching practice underpins learning success and that all young people are capable of being successful learners in a differentiated, supportive environment . Peel High School actively enables student success through innovative curriculum delivery intended to build student skills, values and resilience for the future.

Our school community provides the context for our approaches to student learning. Our community are valuable and are welcome in our school. We believe that strong links and communication with our community enhance opportunities for student success.

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 760 students. The school has a significant (39%) Aboriginal and Torres Strait Islander population. The school has 47 students in the support unit. The IO, IM, MC and ED students are in 6 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1

Teaching and Learning

Purpose

To implement innovative teaching and learning programs which will improve student and teacher engagement, leading to improved learning outcomes.

Improvement Measures

- Using systems and school data, 80% of students tracked in the SOTF initiative with meet or exceed expected growth in literacy and numeracy.
- ALARM procedures and practices will be evident within teaching practices and programming within all Stage 5 and 6 classes.
- Staff involvement in teacher collaboration will show improvement in teacher satisfaction surveys and in the Domain of Teaching, the school will move from Delivering to Sustaining & Growing in the element of Effective Classroom Practice in the School Self-assessment Framework.

Progress towards achieving improvement measures

Process 1: ALARM

2018–

2019– An increase in the assessment scores for both preliminary and HSC scores will indicate improvements in learning.

2020– Professional learning, policies and procedures will be implemented to embed ALARM across the school.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Question: How do the lessons learned from the implementation affect the program for 2020?</p> <p>Data: HSC data. Program survey at executive.</p> <p>Analysis: Greater staff engagement in junior ALARM is required to deepen the program's success. The data shows the use of ALARM in the senior school is far more common. A pointing to the HSC data could refocus staff on the benefits of its use.</p> <p>Implication: Faculty led implementation will be an important component if ALARM is to be further successfully implemented.</p> | <p>Equity Funds</p> <p>Aboriginal Funding</p> |

Process 2: Schools of the Future (SOTF).

Develop and implement an innovative teaching and learning pedagogy that meets the needs of 21st century learners.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Question: How do we need to configure the 2020 model based on the lessons learned from 2019.</p> <p>Data: Survey, behaviour data and PAT testing</p> <p>Analysis: It was the view the L/H model was not as successful. Issues around coordination and loss of focus also presented themselves.</p> <p>Implication: Staff have been refocused through professional learning and coordination. SOTF model to return to E/L classes.</p> | <p>Equity Funding</p> <p>Teacher Professional Learning Finding</p> |

Progress towards achieving improvement measures

Process 3: Teacher Collaboration

Policies, structures and procedures will be developed and implemented to facilitate collaborative practice.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>What form will these programs take in the final year?</p> <p>Data: Class list for HOLA. Exit survey for students. Exit survey for parents. Number of students graduating HOLA and number of FSK competencies obtained. Ecofest survey and feedback.</p> <p>Analysis: HOLA data indicated success around behaviour but this may be due to poorer attendance. Ecofest data indicated an outstanding result – this clearly showed the potential of the program to make a significant difference. Initial PexHub video completed and will need to be evaluated. Legal issues around permission note still an issue. This may delay future progress.</p> <p>Implication: HOLA program to continue but with new structures and procedures. PexHub program to advance as timetabled. UNE partnership has developed in strength over the year</p> | <p>Equity Funding</p> <p>Aboriginal Funding</p> <p>TPL Funding</p> <p>PEX Hub Funding</p> |

Strategic Direction 2

Learning to Lead

Purpose

A commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for leadership development within the school.

Improvement Measures

- Leadership capacity measured via increased levels of:
- Staff involved in Leadership Induction Program and Aspiring Leaders Program for succession planning and distributed leadership.
- Staff increased skill in and use of Learning Goals and Success Criteria will be evident through the Head Teacher Mentoring Program.
- Move from Delivering to Sustaining & Growing or beyond in the School Self-assessment Framework in the element of Leadership
- The number of applicants for Expression of Interest positions and participation in whole school/inter school committees over the next three years 2018–2020

Progress towards achieving improvement measures

Process 1: Staff seek to enhance their knowledge and experience through leadership opportunities.

Leadership development and mentor programs will focus on building capacity of staff in leadership positions and teachers seeking leadership opportunities.

The implementation of mentoring and leadership strategies. Leadership building will be planned, implemented and evaluated .

| Evaluation | Funds Expended (Resources) |
|---|---|
| Question: How effective were the milestones in achieving the strategic direction? | Data and informal feedback gathered during 2019 |
| Do any of them require adjusting or revisiting as part of the 2020 milestones? | School Operational Funding |
| Analysis: Significant staffing changes have interfered with progress in this area. | Teacher Professional Learning Funding |
| Implication: Progress has currently stalled in this strategic direction and it will need to be brought to the fore again in 2020. | |

Strategic Direction 3

Engagement and Communication

Purpose

To develop strong connections with the community and develop communication strategies within the school to enable students to maximise opportunities through all stages of their schooling.

Improvement Measures

- Increased involvement within all forms of the media to positively promote the school.
- Move from Delivering to Sustaining & Growing in the School Self-assessment Framework in the elements of School Planning, Implementation and Reporting.
- The implementation of the MAP and Senior Mentor programs will improve attendance outcomes by 8%.
- Strengthened associations with Partner Primary School through our transition programs will see the school remain at Sustaining & Growing or move to Excelling on the School Self-assessment Framework.

Progress towards achieving improvement measures

Process 1: Sharing of curriculum between primary and secondary teachers

Careers & post-school transition programs including work placement, University involvement, SBAT, Job Coach, VET coordinator, Careers Advisor

Cultural perspectives evidenced in teaching programs.

Transition Programs happening with key community organisations.

Use a wide variety of ICT to communicate effectively with parents, carers and other stakeholders.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Question: How effective is PHS transition program and the attendance reward program at facilitating the needs of all current and future students and the community?</p> <p>Data: feedback from primary schools and stakeholders, the data received from primary schools on individual student needs., attendance figures</p> <p>Analysis: Some primary schools are hesitant to complete their own necessary data collection on the individual student needs despite significant encouragement from PHS LaST and transition coordinator. A more direct of line of communication between future parents and PHS needs to be established.. The attendance data has demonstrated a significant improvement at the attendance of all students at PHS over the last 2 terms.</p> <p>Implication: Improved ability to cater for the individual students from the start of their high school experience. Better communication channels between school and parents.. Students are more actively engaging with the learning opportunities provided by PHS as revealed by more positive attendance data.</p> | <p>Equity Funding</p> <p>Aboriginal Funding</p> <p>Teacher Professional Learning Funding</p> <p>Actual enrollments for Year 7 2020 and 2021</p> <p>Feedback from participating stakeholders</p> <p>Attendance figures</p> |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|-------------------------------------|---|
| Aboriginal background loading | \$385,000 | <p>Our QS initiative in 2019 has seen some outstanding results for the students in this program. Effect Size rates were between 0.47 and 2.3 in many areas of assessment which equates to outstanding progress from our students. Overall results in PAT–M (Maths) saw all QS student with an Effect Size of 0.601 and for our Indigenous QS students, an Effect Size of 0.47. Both results fall into the 'very strong' category. Both QS Tutor deserve congratulations on their dedication and professionalism.</p> <p>Our 3.6 Indigenous Tutors have also played significant roles outside of their traditional SLSO roles. On many occasions over the course of the year they have gone above and beyond what there duties call on, in support of our school and our students. There general professionalism, compassion and support has been recognized and appreciated. There roles will also continue in 2020 with different member being assigned to work on aspect of our programs.</p> |
| Low level adjustment for disability | \$327,103 | <p>Our system evaluation of the effectiveness of the program of delivery for 2019 was analysis primarily through our Learning and Support Term, Head Teacher Teaching and Learning, our DP Staff and Student Well–being and Peel Network Specialist Staff.</p> <p>It was found that the range of need that were required to be met this year in terms of social, emotional and physical had grown considerable, since 2017. The overwhelming desire of the five SLSO staff members employed under this funding was to ensure that support was given to those who needed it.</p> <p>Our SLSO's actively engaged themselves in the LST meeting so that they were equipped with the inform they needed to support their students. They are a high dedicated and supportive group and the program which was put in place in 2019 has been recommended to continue in 2020.</p> |
| Socio–economic background | \$1,20,000 | <p>A Senior Executive evaluation of all positions was conducted during Weeks 5–6 of Term 4. While the vast majority of personnel performed their duties well above the minimum requirements, two were found to be lacking in personal motivation and these two employees indication that they were not interested in renewing their employment for 2020.</p> <p>The most successful positions was the third Deputy Principal and the Business Manager.</p> |
| Support for beginning teachers | \$70,000 Beginning Teachers Funding | <p>Through beginning teacher interviews, they reported high level satisfaction with the program undertaken in 2019.</p> |

| | | |
|---------------------------------------|----------------|--|
| Support for beginning teachers | Equity Funding | Senior Executive recommended a reduced period allocation for Beginning Teacher of 0.1. Teacher mentoring evaluation recommended some modifications to the 2019 program. |
|---------------------------------------|----------------|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 335 | 345 | 378 | 386 |
| Girls | 325 | 333 | 345 | 359 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 88 | 86.9 | 86.7 | 85.3 |
| 8 | 84.4 | 85.4 | 80.5 | 81.6 |
| 9 | 81.8 | 82.4 | 81 | 80.5 |
| 10 | 78.3 | 80.1 | 74.9 | 77.8 |
| 11 | 81 | 80.5 | 67.5 | 70.3 |
| 12 | 80.8 | 86.4 | 80.6 | 80.3 |
| All Years | 82.9 | 83.5 | 79.1 | 79.9 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 92.8 | 92.7 | 91.8 | 91.2 |
| 8 | 90.5 | 90.5 | 89.3 | 88.6 |
| 9 | 89.1 | 89.1 | 87.7 | 87.2 |
| 10 | 87.6 | 87.3 | 86.1 | 85.5 |
| 11 | 88.2 | 88.2 | 86.6 | 86.6 |
| 12 | 90.1 | 90.1 | 89 | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 0 | 0 | 5 |
| Employment | 10 | 15 | 50 |
| TAFE entry | 0 | 10 | 10 |
| University Entry | 0 | 0 | 30 |
| Other | 0 | 0 | 5 |
| Unknown | 0 | 0 | 0 |

Year 12 students undertaking vocational or trade training

43.30% of Year 12 students at Peel High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

92.5% of all Year 12 students at Peel High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 44.6 |
| Learning and Support Teacher(s) | 2.9 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 17.08 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,019,287 |
| Revenue | 11,954,862 |
| Appropriation | 11,647,642 |
| Sale of Goods and Services | 29,300 |
| Grants and contributions | 267,882 |
| Investment income | 1,452 |
| Other revenue | 8,585 |
| Expenses | -11,590,630 |
| Employee related | -10,336,461 |
| Operating expenses | -1,254,169 |
| Surplus / deficit for the year | 364,233 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 1,366,774 |
| Equity Total | 2,206,499 |
| Equity - Aboriginal | 522,990 |
| Equity - Socio-economic | 1,176,140 |
| Equity - Language | 40,365 |
| Equity - Disability | 467,005 |
| Base Total | 7,150,929 |
| Base - Per Capita | 178,428 |
| Base - Location | 3,498 |
| Base - Other | 6,969,002 |
| Other Total | 467,805 |
| Grand Total | 11,192,008 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

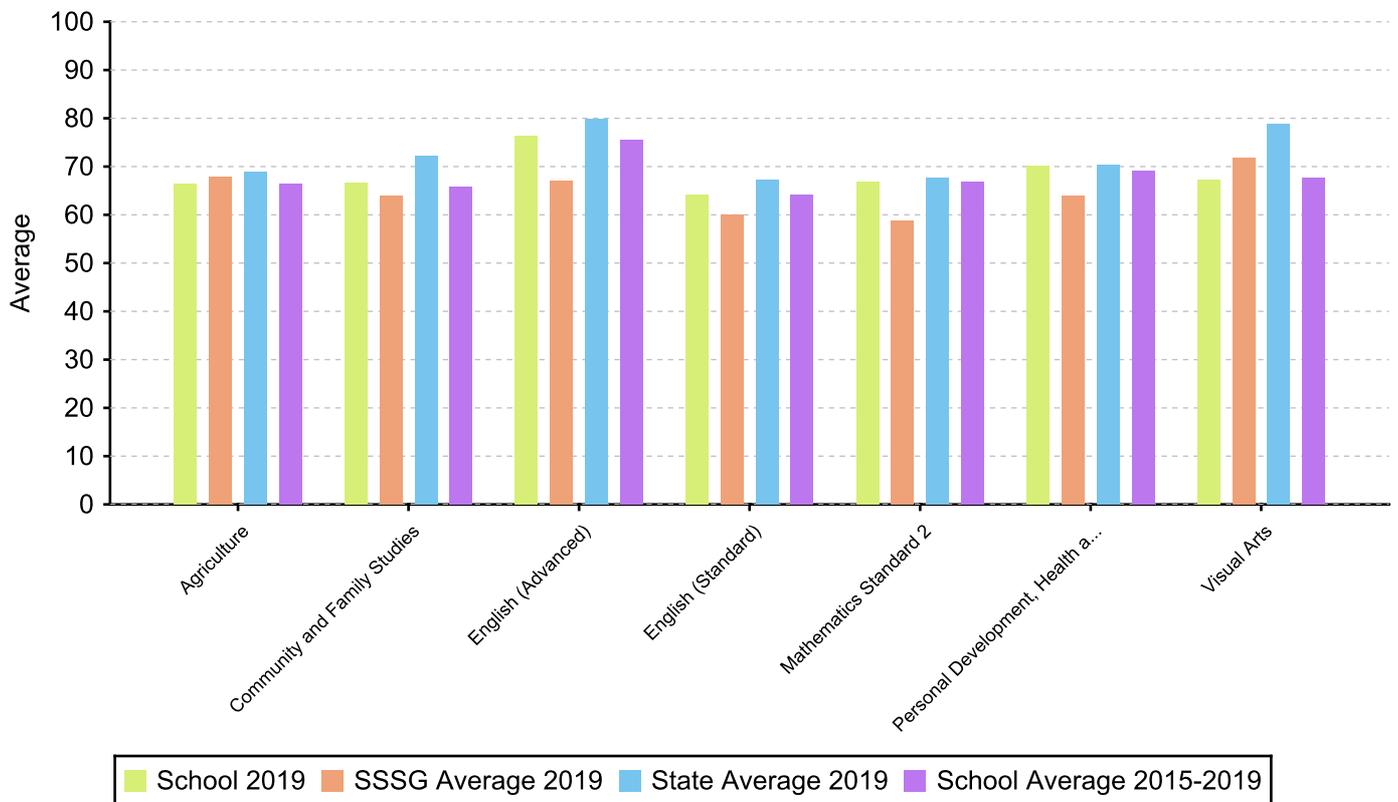
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject | School 2019 | SSSG | State | School Average 2015-2019 |
|---|-------------|------|-------|--------------------------|
| Agriculture | 66.4 | 68.0 | 69.0 | 66.4 |
| Community and Family Studies | 66.6 | 64.0 | 72.2 | 65.8 |
| English (Advanced) | 76.3 | 67.0 | 80.0 | 75.5 |
| English (Standard) | 64.2 | 60.1 | 67.3 | 64.3 |
| Mathematics Standard 2 | 66.9 | 58.8 | 67.7 | 66.9 |
| Personal Development, Health and Physical Education | 70.2 | 64.0 | 70.5 | 69.1 |
| Visual Arts | 67.2 | 71.9 | 78.8 | 67.7 |

Parent/caregiver, student, teacher satisfaction

Through our Facebook page, interviews at Parent/Teacher evenings, informal meetings, P&C feedback, meetings with the local council and community feedback, it has been indicated that there is a high level of satisfaction with the learning occurring at the school. Regular communication is sent home about school happenings through a newsletter three times per term, this is also replicated on the school Facebook page and Website. A number of parent information evenings are held throughout the year to assist parents with their understanding of school routines and how to support learning in the home environment. The school's Business Manager is regularly in contact with the community and collecting feedback. Peel High School runs its Open Day in March each year and is an outstanding form of community engagement. This feedback is translated into action where necessary through regular meetings with the Deputy Principal and Principal.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.