

2020 Annual Report

Peel High School



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Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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)
ALARM is partially embedded, however deeper integration into practice is required, especially in the junior years. Staff turn over has been a contributing factor. Continuing need identified in the situational analysis and ALARM will be further implemented in the next school plan.	Staff resources & Professional Learning Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$8000.00)

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)
Analysis conducted showing continued positive impact on student outcomes. Data revealed that staff were supportive of continuing to address the range of student need. Areas for improvement were identified and a strategy booklet with accompanying PL were put in place to sustain the program into the future.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$328152.00)

Process 3: Teacher Collaboration

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

Evaluation	Funds Expended (Resources)
HP&G was reviewed with positive impact on student outcomes. Procedures were further reviewed and implemented for new handbook. Collaborative	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading

Progress towards achieving improvement measures

structures to continue.

Executive developed the faculty review process which is a cross faculty collaborative structure designed to check for compliance and support improvement. This process will be implemented through the 2021 - 2024 school plan.

(\$2500.00)

- Socio-economic background

(\$3000.00)

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)
Some leadership development was put in place. The DoE SLIF program was announced in term 4 and is planned to implement as a pilot in term 1 of 2021. Further development of leadership in a systematic manner is required.	Data and informal feedback gathered during 2018- 2020 School Plan Funding Sources: <ul style="list-style-type: none">• Professional learning (\$3500.00)

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)
Cultural program data showed a significant improvement. Language classes in the yarnning circle have led to positive student outcomes and this will continue into the future. The ALEC has undergone initial planning and preparation alongside a staffing re-organisation to focus on Aboriginal engagement and retention. The re-engagement pilot was successful with significant levels of re-engagement from long term disengaged students.	Transition and Cultural program Establishment of the ALEC program (\$350,000) Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$3000.00)• Socio-economic background (\$6000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$538 578.00) 	<p>Our QuickSmart initiative in 2020 was significantly effected by COVID-19 and the school shutdown, but has seen some significant 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 excellent progress from our students. Overall results in PAT-M (Maths) saw all QuickSmart student with an Effect Size of 0.601 and for our Indigenous QuickSmart 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 and the way they attempted to engage with our students over the COVID-19 shutdown.</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. This was absolutely evident during the COVID-19 shutdown. There general professionalism, compassion and support has been recognized and appreciated. There roles will also continue in 2021 with different members being assigned to work on aspect of our programs.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$155 527.00) 	<p>Our system evaluation of the effectiveness of the program of delivery for 2020 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 2.3 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. With the COVID-19 shutdown, staff had the opportunity to expand on their professional learning, whilst supporting the school with the production of work for students at home. They are a high dedicated and supportive group and the program which was put in place in 2020 has been recommended to continue in 2021.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$1 077 997.00) 	<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, one were found to be lacking in personal motivation and this</p>

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$1 077 997.00) 	<p>employee indication that they were not interested in renewing their employment for 2021.</p> <p>The most successful positions was the third Deputy Principal and the Business Manager.</p> <p>The school actively supports our Schools of The Futures program and the Stage 4 & 5 class through this funding. The additional acquisition of School Administrative Officers (SAO) has been very important in supporting our teaching staff with resource development.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$76 025.00) 	<p>Through beginning teacher interviews, they reported high level satisfaction with the program undertaken in 2020.</p> <p>Senior Executive recommended a reduced period allocation for Beginning Teachers of 0.1.</p> <p>Teacher mentoring evaluation recommended some modifications to the 2021 program.</p> <p>Due to the COVID-19 restrictions on Professional Learning, internal PL and also via ZOOM was supported by the buying of a casual teacher from second semester to allow our new and beginning teachers to access on-line learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	345	378	386	391
Girls	333	345	359	345

Student attendance profile

School				
Year	2017	2018	2019	2020
7	86.9	86.7	85.3	89.8
8	85.4	80.5	81.6	87.5
9	82.4	81	80.5	86
10	80.1	74.9	77.8	80.3
11	80.5	67.5	70.3	78.2
12	86.4	80.6	80.3	85.7
All Years	83.5	79.1	79.9	85
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	7	0	10
Employment	9	32	52
TAFE entry	7	8	4
University Entry	29	34	27
Other	31	8	7
Unknown	17	18	0

Year 12 students undertaking vocational or trade training

54.43% of Year 12 students at Peel High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

94.4% of all Year 12 students at Peel High School expected to complete Year 12 in 2020 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)	45.6
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,383,520
Revenue	12,484,979
Appropriation	12,163,583
Sale of Goods and Services	56,826
Grants and contributions	193,478
Investment income	1,005
Other revenue	70,087
Expenses	-11,849,065
Employee related	-10,650,505
Operating expenses	-1,198,561
Surplus / deficit for the year	635,913
Closing Balance	2,019,433

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.

	2020 Approved SBA (\$)
Targeted Total	305,793
Equity Total	2,294,116
Equity - Aboriginal	538,578
Equity - Socio-economic	1,242,073
Equity - Language	40,725
Equity - Disability	472,741
Base Total	8,734,183
Base - Per Capita	189,200
Base - Location	3,220
Base - Other	8,541,763
Other Total	430,624
Grand Total	11,764,717

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.

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.

2020 NAPLAN

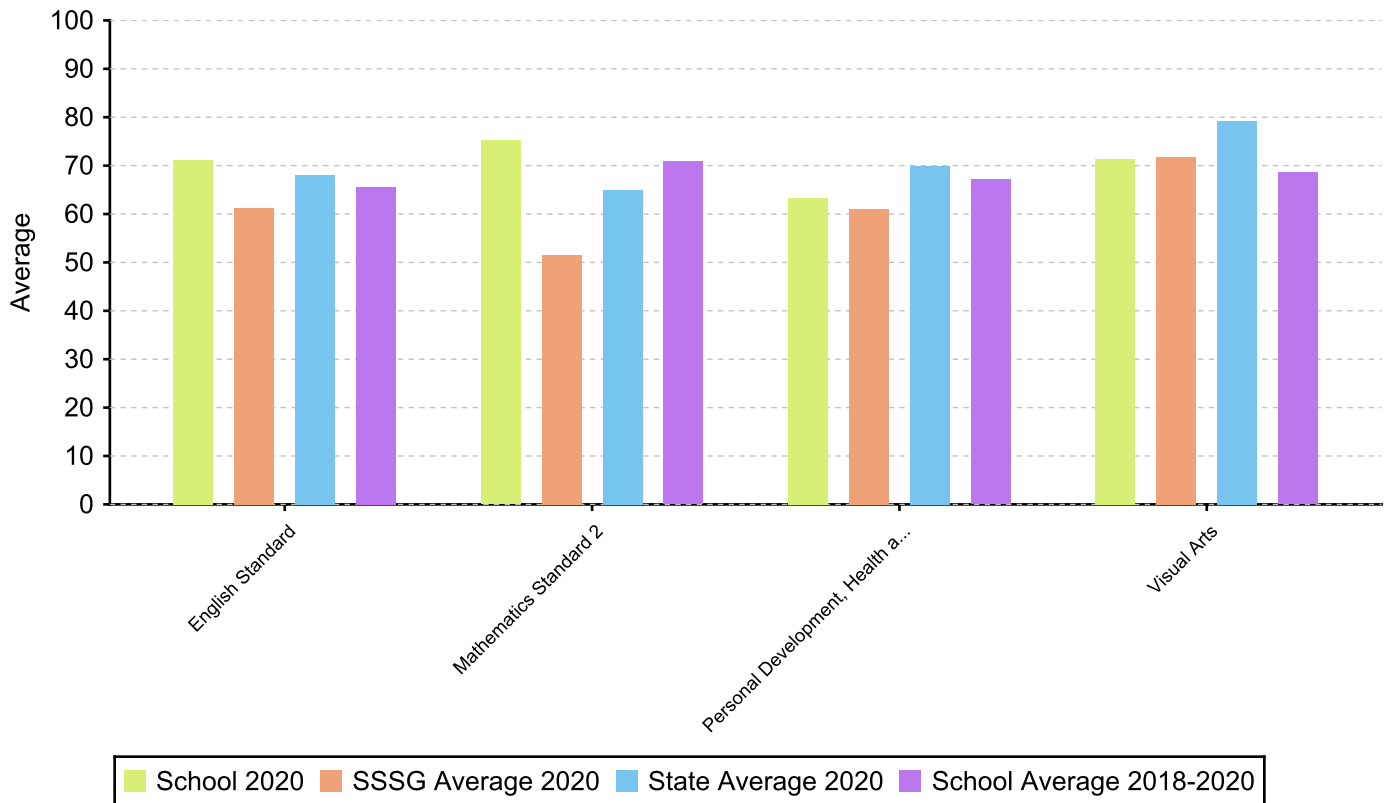
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
English Standard	71.1	61.3	68.1	65.6
Mathematics Standard 2	75.2	51.6	64.9	70.9
Personal Development, Health and Physical Education	63.3	61.0	69.9	67.1
Visual Arts	71.3	71.7	79.2	68.6

Parent/caregiver, student, teacher satisfaction

Due to the COVID-19 pandemic in 2020, the school was faced with significant communication challenges with and between staff, student, parents and our community. We achieved excellent support from our families due to the tireless efforts of staff and the senior executive to develop pod casts, daily communication through our Facebook page and through our website. The community expressed its appreciation to the school for the informative way we communicated with them over the course of 2020.

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 were held throughout the year, via ZOOM and teleconference to assist parents with their understanding of school routines and how to support learning in the home environment. The schools Business Manager and our Careers team are regularly in contact with the community and collecting feedback. Peel High School runs its Open Day in March each year but this had to be cancelled due to the restriction placed on our school.

Feedback from parents and the community was translated into action where necessary through regular meetings with the Deputy Principals and Principal. We are all looking forward to a much more active 2021 with face-to-face meetings and information session being allowed in 2021.

In 2020 Peel High School participated in the Tell Them From Me Surveys. Students have an increased sense of belonging and they have more positive relationships compared with 2019. It was also pleasing to see a jump in students who were finding learning interesting enjoyable. It was extremely pleasing to see that there was a 9% drop in the number of students who said they were experiencing moderate to severe bullying. Students continue to report that they have positive relationships with staff and they also report positive influences outside of school. The number of students wanting to finishing Year 12 has risen significantly. They are reporting higher than average levels of hope about the future and their ability to persevere has also increased. Students from Year 7 to 12 participated in the survey.

Staff completing our internal survey indicated that they felt that the school is well maintained. They generally indicated that there is professional dialogue happening between staff and that they give written feedback to students. Most staff see the school as being an inclusive place and that areas such as collaboration and leadership are strong within our school.

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.