

# Peel High School

## Annual Report



2017



8525

## Introduction

The Annual Report for 2017 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.

Rod Jones

Principal

## School contact details

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6765 7088

## Message from the Principal

I am very appreciative of the warm welcome I received at the school by staff and students when I started here at the beginning of Term 2. We are a proud, comprehensive high school that caters for all students, their interests and abilities. I believe that is what is so great about our school. The photo on the front cover of this report are the outstanding young people who were our 2017 School Captains – Jayden Eunson, Rhiannon Nigro, Janaya Lamb and John Kirk.

I think it only fitting that I recognise three outstanding careers of men who have serviced our school for many years and have retired in 2017. Mr Bill Campbell retired at the end of 2016 after leading our school as the Principal for a decade. I have been blessed to take over from Bill in Term 2 and the school is in a great place due to his tireless efforts.

Mr Greg Parker, Head Teacher TAS retired at the beginning of Term 4. Greg has seen thousands of students go through Peel High School during his extensive twenty eight year career here. Greg's support and guidance of not only our students but also staff displays his true devotion to every single person that came to our school each day.

Finally, Mr Laurie Raper. Laurie has been at Peel High School since its conception. Forty-two years of service to our community is simply outstanding. I cannot imagine how many students' lives Laurie has moulded over that extraordinary career. Agriculture at our school is his legacy and we are very proud of his valuable contribution. We all hope that Bill, Laurie and Greg have a long and fulfilling retirement.

The work on the development of the front of the school under the Secondary Schools Renewal Project took place in 2017 and this, when finished, will significantly enhance the entry to the school.

We are also fortunate to have been selected to be part of the 'Schools of the Future' initiative from the Department of Education (DoE). This has enabled our planning teams to look at conducting our core business of Teaching and Learning in a completely different way. I am very excited to watch our plans develop for this initiative over the course of 2018 to 2020.

Our school is very complex by nature. I have witnessed how the entire teaching and support staff work together to make sure that a large complex organisation can also be one of the most caring places I have worked in. I am privileged to lead such a wonderful, passionate and committed group of professional people who are committed to the education of all students.

We moved into a new way of administration for the school in Term 4. These new systems are under the banner of the Learning Management and Business Reform (LMBR) initiatives from the DoE. Whilst the training has been demanding and very new, the SAS staff lead by Mrs Chris Ivin did a fantastic job in getting ready for the systems 'go live' on the 16th October.

Our P&C have again been great supporters of our school and on behalf of the school community I would like to acknowledge and thank them for their support throughout 2017.

I take this opportunity to acknowledge the school's Executive Team for the outstanding way they have supported me and embraced the change process to improve the learning outcomes of our students. It would be remiss of me not to acknowledge the magnificent job that our two Deputy Principals, Wendy Robinson and Patrick Sullivan have done over the course of this year. Committed, dedicated, compassionate, forward thinking, caring and totally professional are just a few words to describe both Wendy and Patrick.

The core business of our school revolves around learning outcomes for students and preparing them for life after school. My vision is to drive this change process beyond 2020 in new and different ways that will ensure that the staff are always professionally developed to implement change and that our students leave Peel High School as successful, twenty-first century learners.

Rod Jones

Principal

## 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 addressed many areas at the Sustaining and Growing descriptor. All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. School programs address the needs of identified student groups (e.g.. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. The majority of teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. The school analyses internal and external assessment data to monitor, track and report on student and school performance. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. The school achieves value-added results. Students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures.

In the domain of TEACHING, Peel High School addressed many areas at the Sustaining and Growing descriptor. 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. Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

In the domain of LEADING, Peel High School addressed many areas at the Sustaining and Growing descriptor. The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. 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/sef-evidence-guide>

## 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

The school has made pleasing progress through its 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 targeted professional learning on Learning Intentions and Success Criteria. Collaborative structures have been crafted for differentiated learning and as a result the school has been able to focus the engagement in learning. A major focus during Semester 2 was around the pedagogy for our Schools of the Futures project which will play a leading role in the school 2018 – 2020 Strategic Plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Instructional Practice observation rounds will occur each term with a focus on learning intentions.</li><li>• All students achieve state average or better growth in NAPLAN overall literacy and numeracy tests between year 7 2015 and year 9 2017.</li><li>• All teachers demonstrate a commitment to individualised student learning evidenced in differentiation, accommodations and adjustments in classroom programs and teaching observations.</li></ul>	\$245,000	<p>Differentiated tasks are now completely embedded in faculty processes. Staff are now presenting on differentiating assessment to professional associations. Decisions made by school executive that Instructional Practice is now embedded enough that it is no longer required as a focus area for improvement.</p> <p>Analysis of the data from the Quicksmart program for 2017, it again indicates significant growth for the students undertaking this program. This initiative targeting Yr. 7 for numeracy and Yr. 8 for Literacy continues to support strong NAPLAN growth.</p> <p>The major focus for the school during semester 2 was the development of the pedagogical practice around our SotF project. This will see an agreed learning methodology in place for English, Maths, Science, HSIE and PDHPE where three teachers from each faculty will teach 60 student in Yr 7.</p>

#### Next Steps

- The participation in Instructional Rounds to target, measure and refine specific classroom practice will continue into the future.
- The implantation of the Schools of the Future pedagogy for the 2018 Yr. 7 cohort.
- The establishment of professional learning and collaborative teacher teams
- The development of a combined Teaching and Learning Strategic Direction for 2018–2020 Strategic Plan.

## 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

Establishing 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 developing a collaborative approach to teaching which builds on the strengths of colleagues. This collaborative approach was further enhanced through the mentoring of staff completing accreditation and also with the Schools of the Future project. 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)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All staff to have a Professional Development Plan which aligns with school and faculty plans.</li><li>• Peer Coaching team established with at least two staff members experiencing peer coaching per faculty.</li><li>• Teachers will understand and implement for teachers procedures and practices to adhere to accreditation and maintenance requirements.</li><li>• Highly Accomplished Teacher and Lead accreditation will be sought by highly skilled staff.</li></ul>	\$176,000	<p>Overall the PDP procedures in all practice and are used by the PL committee to make informed decisions regarding appropriate professional learning.</p> <p>LDI LEAD learning coach program implemented. Accreditation requirements addressed development of registered courses delayed due to time constraints and lack of availability of casual relief.</p> <p>Almost all faculties have achieved this target. Peer coaching to be an important component of the Schools of the Future program in the 2018–2020 school plan.</p> <p>The Library saw significant refurbishment to analyse the furniture requirement for the Schools of the Future Project. This enabled staff to teach their classes with a selection of new furniture to evaluate what we would purchase for 2018.</p>

#### Next Steps

- The development of a combined Teaching and Learning Strategic Direction for 2018–2020 Strategic Plan.
- The commitment for new staff being trained in the University of NSW Gifted and Talented certificate (GERRIC) will continue into the future as part of our Selective School stream.
- Establishing the position of Head Teacher Schools of the Future to manage the development and implementation of new pedagogical practice for this program, with particular reference to teacher collaboration..

## 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

Our school's tradition of excellence has been maintained in our transition programs 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 destinations 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 at the beginning of 2017..

During Semester 2 the school undertook an extensive publicity program around our Schools of the Future program. This provided an outstanding opportunity to promote our school within the New England Region and highlighted the commitment of staff towards providing every available opportunity for students to learn.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Growth in university offers and post school opportunities for year 12 students.</li><li>• Growth in retention rates</li><li>• Attendance and increased parent satisfaction at the open day.</li></ul>	Staff release and PL funding \$10000	<p>We again held our 'Careers Expo' and Yr 11 taster days. There were 45 exhibitors and well over 300 students attended, including many from different high school across Tamworth.</p> <p>Our school's Facebook presence was significantly strengthened over the course of the year with continual monitoring promoting the outstanding achievements of our school and it's students.</p> <p>The Principal made a concerted effort to engage all forms of media with particular reference to promoting our Schools of the Future program.</p>

#### Next Steps

- 2018 will see the evaluation of the Destinations Coach and SBAT & Vet Coordinators positions.
- The establishment of a school media liaison team to promote the school in the most positive light.
- Continued refinement of our internal and external communication systems.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$441,488	<p>Sectors of our Aboriginal students are demonstrating higher average levels of progress. This was particularly evident for 2017 Yr. 9 Aboriginal Girls.</p> <p>Funding allocated to support specific programs for Aboriginal students totalled over \$181,990. 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, Sista Speak, Journey to Respect and NAIDOC initiatives were all supported from these funds.</p> <p>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.</p> <p>Students have access to the internet and computers. Transport home on the school bus is available for those who require it.</p>
<b>English language proficiency</b>	\$10,079	<p>Students were supported through the employment of a Learning and Support Teacher. This equated to 0.1 of a full time teacher.</p>
<b>Low level adjustment for disability</b>	\$346,630	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</p> <p>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, stressed students and has triaged the demands on the school counsellors.</p>
<b>Socio-economic background</b>	\$1,074,911	<p>Not all of these funds were expended in 2017. Various reasons occurred which caused this and the remaining funds have been targeted in 2018 for the Schools of the Future initiative.</p> <p>Equity funding was accessed to support student welfare, improved attendance and outcomes in literacy and numeracy. The 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.</p> <p>The school determined the need for a Head Teacher Wellbeing on a Temporary appointment was created from this funding</p>



<b>Socio-economic background</b>	\$1,074,911	<p>source.</p> <p>The student Personal Learning Plan initiative, attendance management, Job Coach SLSO and Big Brother/Big Sister program were also supported from these funds.</p>
<b>Support for beginning teachers</b>	\$26,900	<p><b>Induction</b></p> <p>Funds were used to support the induction program of 2017. This program ran three times over the year to deal with the numerous intakes of staff that occurred. The program ran for just over a term for each cohort and dealt with a wide variety of teaching issues for beginning teachers including school systems, Work Health and Safety, classroom management and curriculum. Staff were introduced to specialists and key personnel each week to deepen their knowledge of the functioning of the school and to offer support and mentors around key aspects of teaching.</p> <p><b>Professional Learning</b></p> <p>Beginning teacher funds were also made available to fund additional formal courses for new teachers. These included courses on classroom management and curriculum knowledge. Each beginning teacher was able to nominate areas of development in consultation with their supervisor.</p> <p><b>Accreditation</b></p> <p>Funds were made available for beginning teachers to have time to complete their accreditation paperwork and meet with other staff to support this process such as their Head Teacher and the Head Teacher Teaching/Learning.</p> <p><b>Reduced Load</b></p> <p>Beginning teachers had a two period load reduction to allow for extra preparation time and mentoring. One teacher's load was mainly team teaching. This approach was judged highly successful and will be further developed as part of ongoing support for beginning teachers into the future.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	309	320	335	345
Girls	289	317	325	333

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	89.6	90.5	88	86.9
8	88.7	87.6	84.4	85.4
9	86.4	84.6	81.8	82.4
10	80	77.8	78.3	80.1
11	71.4	80	81	80.5
12	83	84.8	80.8	86.4
All Years	83.7	84.4	82.9	83.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Student attendance is a major priority focus at Peel High School. Parents are regularly contacted about their child's attendance via immediate SMS messaging, letters of concern and phone contact. This process is carried out by School Administrative Officers and the Head Teacher Admin in the first instance, but is also regularly monitored by Year Advisers, Head Teachers and the Deputy Principals.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6
Employment	0	0	52
TAFE entry	0	0	4
University Entry	0	0	26
Other	0	0	8
Unknown	0	0	4

### Year 12 students undertaking vocational or trade training

Our 2017 Yr.12 cohort was the last of the small cohorts to sit the HSC. There were some 58 early entry offers with some students gaining multiple offers to different Universities. 11 student accepted University placements and 13 students have accepted apprenticeships/traineeship offers. There were several who are continuing in the same employment they did their School-based Traineeship through.

One of our students won the NSW SBAT of the Year (Agriculture) and has continued his employment in the field.

It is also pleasing to note that several students have been successful in acquiring direct employment either locally or have relocated to other parts of the state.

### Year 12 students attaining HSC or equivalent vocational education qualification

All students completed a Higher School certificate requirements in 2017. 54% of the cohort attained an ATAR.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	38.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	15.28
Other Positions	1.8

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	14

### Professional learning and teacher accreditation

#### Professional Learning

Professional learning in 2017 was chiefly targeted towards the objectives outlined in the school plan. Staff Professional Development Plans also played a key role in setting professional learning priorities. The efficiency of the Professional learning was monitored through a number of means including learning walks, data collection and staff surveys.

The implementation of the ALARM program was supported across schools, in the whole school, on a faculty and individual basis to support improved HSC results.

Progress towards a more collaborative approach to teaching deepened with an additional group of staff

trained in Peer Coaching.

Additional funds were made available to meet the additional requirements generated by a range of new curriculum in the HSC, especially in English and Science.

Beginning teachers continued to be a strong focus for professional learning to support their introduction to teaching and Peel High School.

Professional learning was also fundamental to underpin future initiatives such as the Schools of The Future collaborative teaching model. This included formal learning through state based support as well as school visits to investigate similar models.

The executive also restructured school systems to place greater emphasis on professional learning at the executive level and at the faculty level.

The focus remained on providing collaborative, context based professional learning to staff to enhance everyday teaching practice.

#### Teacher Accreditation

Peel High School continued to have a diverse range of needs regarding accreditation in 2017. A number of staff received confirmation of their achievement of Proficient against the national teaching standards and others successfully maintained their accreditation.

Important developments occurred in Higher Accreditation with a staff member successfully gaining admission into the prestigious Leadership Development Initiative program as a participant and another gaining admission as a mentor. Each of these positions attracted a substantial grant to support the Higher Accreditation process and to implement a project of benefit to the school.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>824,797</b>
Global funds	798,123
Tied funds	1,895,737
School & community sources	208,088
Interest	19,518
Trust receipts	34,267
Canteen	0
<b>Total Receipts</b>	<b>2,955,733</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	127,647
Excursions	57,245
Extracurricular dissections	44,850
Library	10,318
Training & Development	5,029
Tied Funds Payments	1,125,239
Short Term Relief	180,904
Administration & Office	229,844
Canteen Payments	0
Utilities	143,117
Maintenance	46,173
Trust Payments	25,095
Capital Programs	54,101
<b>Total Payments</b>	<b>2,049,562</b>
<b>Balance carried forward</b>	<b>1,730,969</b>

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,872,088</b>
Appropriation	1,788,817
Sale of Goods and Services	2,518
Grants and Contributions	80,752
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	<b>-778,634</b>
Recurrent Expenses	-778,634
Employee Related	-466,884
Operating Expenses	-311,750
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>1,093,454</b>
<b>Balance Carried Forward</b>	<b>1,093,454</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	<b>6,342,796</b>
Base Per Capita	105,961
Base Location	4,319
Other Base	6,232,516
<b>Equity Total</b>	<b>1,873,107</b>
Equity Aboriginal	441,488
Equity Socio economic	1,074,911
Equity Language	10,079
Equity Disability	346,630
<b>Targeted Total</b>	<b>1,163,874</b>
<b>Other Total</b>	<b>233,380</b>
<b>Grand Total</b>	<b>9,613,157</b>

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.

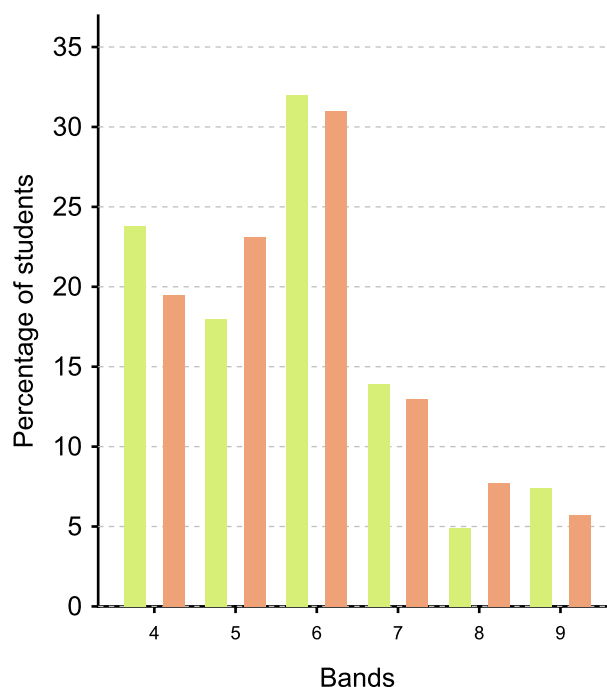
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

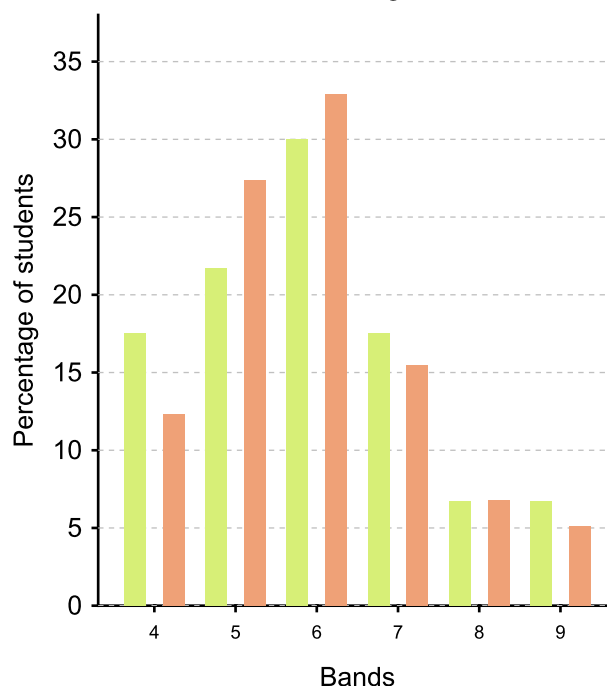
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

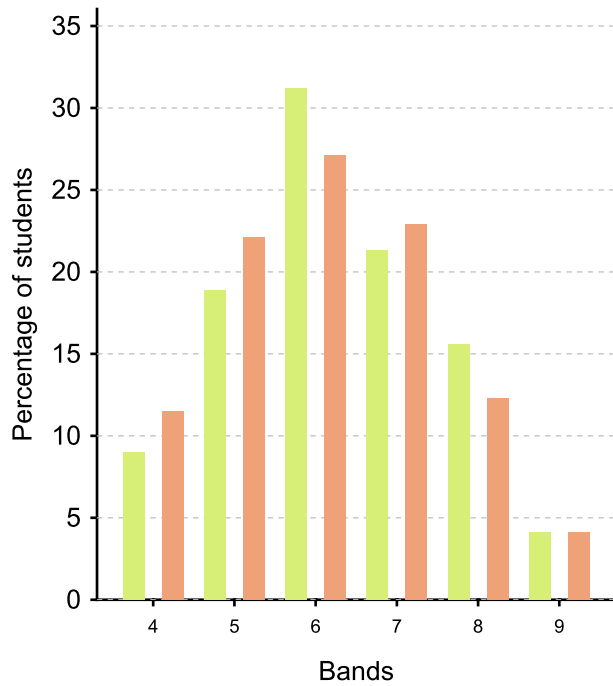
**Percentage in bands:**  
Year 7 Reading



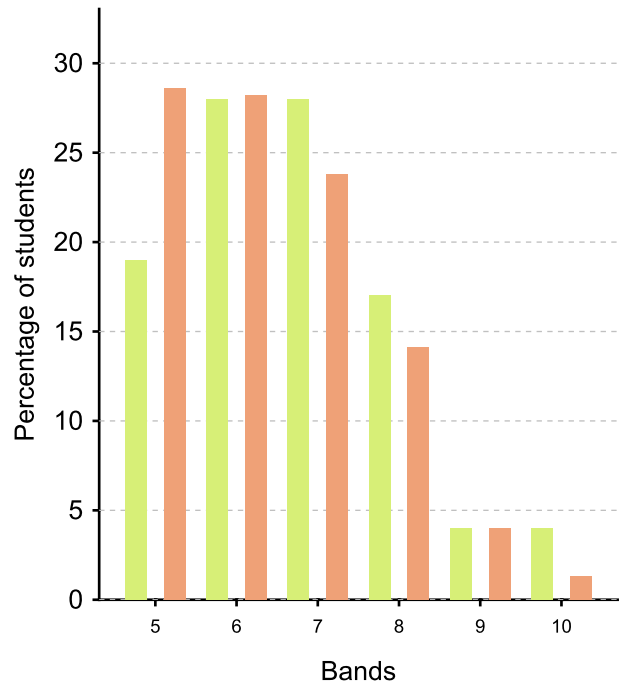
Percentage in Bands  
School Average 2015-2017



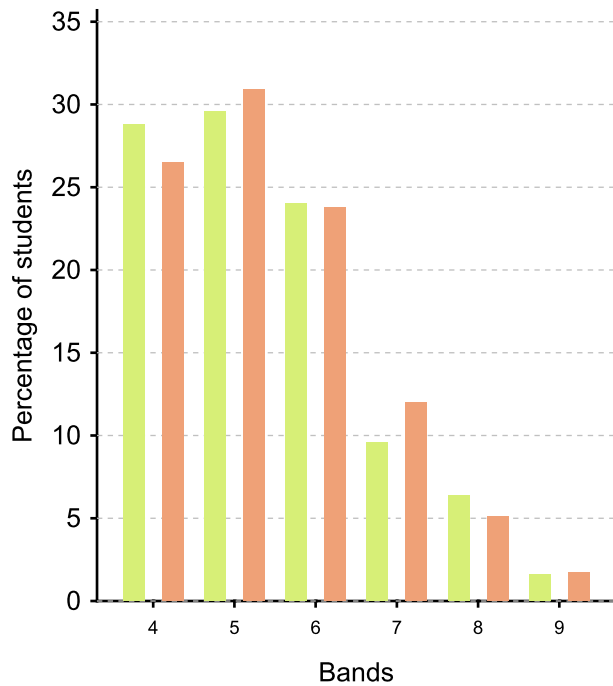
**Percentage in bands:**  
Year 7 Spelling



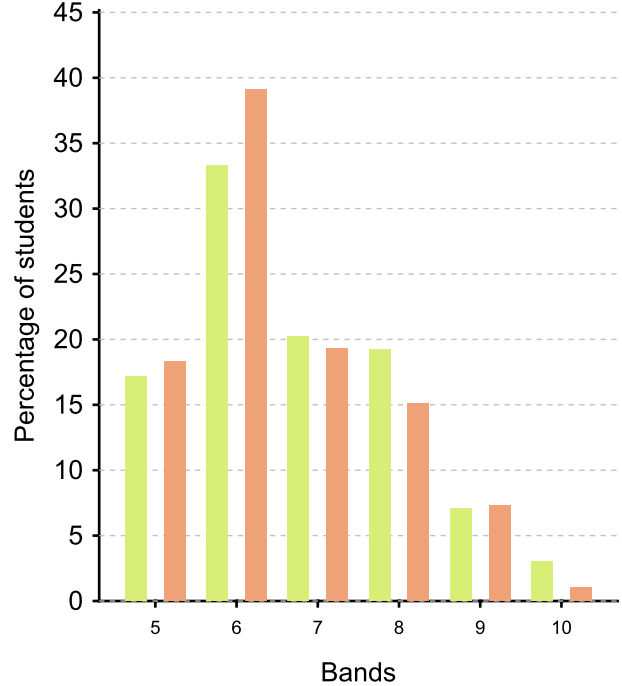
**Percentage in bands:**  
Year 9 Grammar & Punctuation



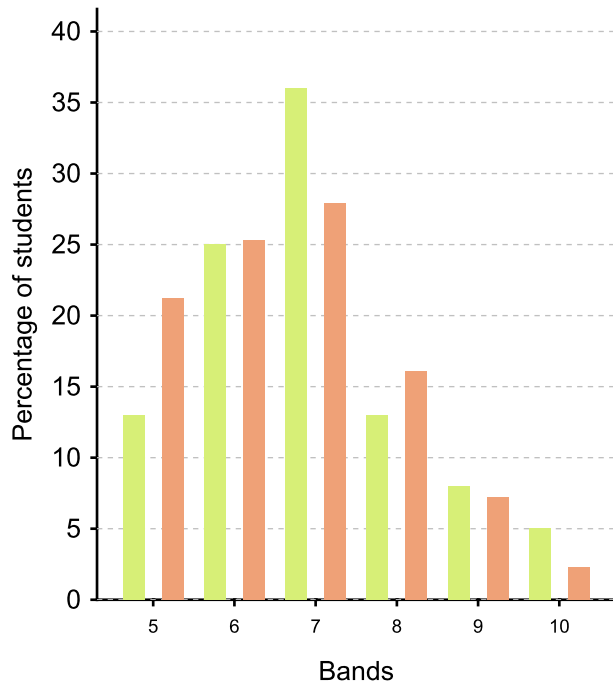
**Percentage in bands:**  
Year 7 Writing



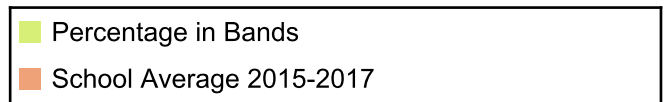
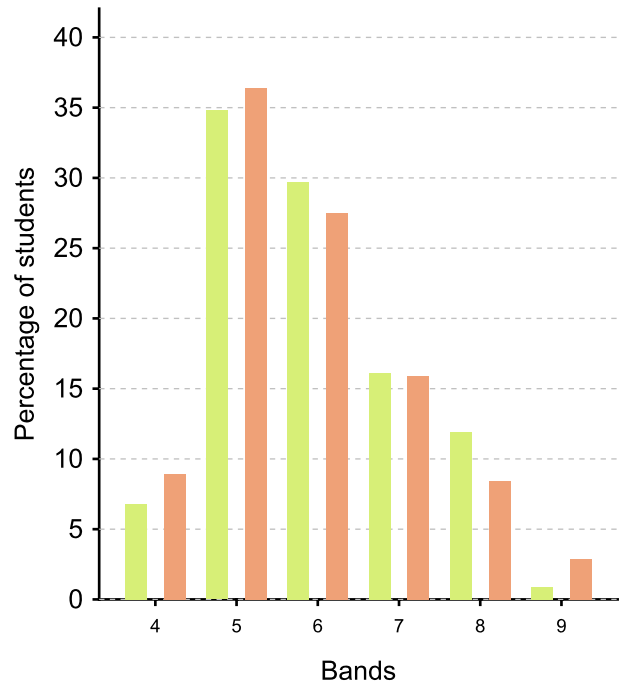
**Percentage in bands:**  
Year 9 Reading



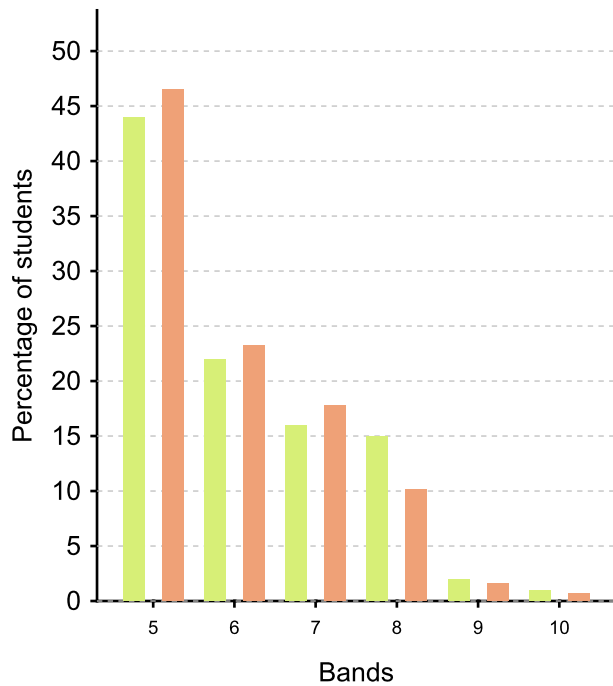
**Percentage in bands:**  
Year 9 Spelling



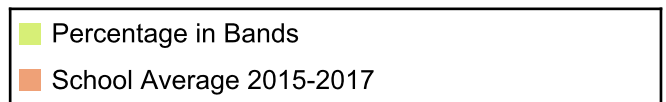
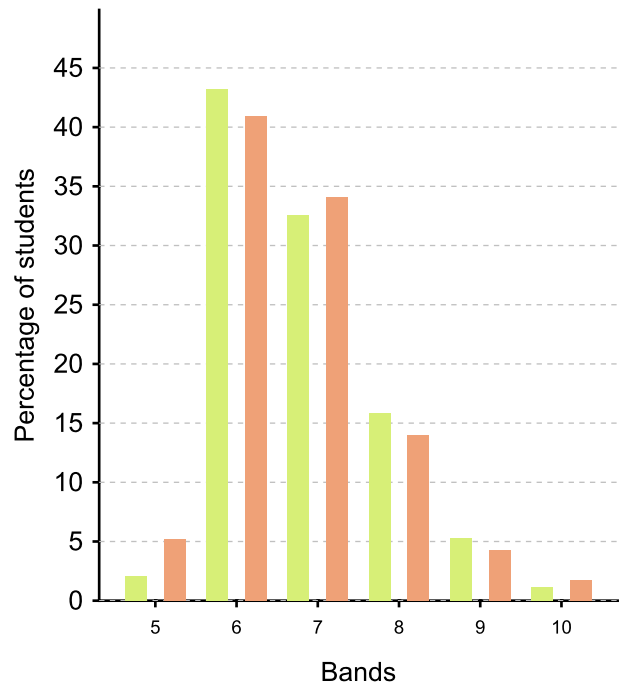
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Writing

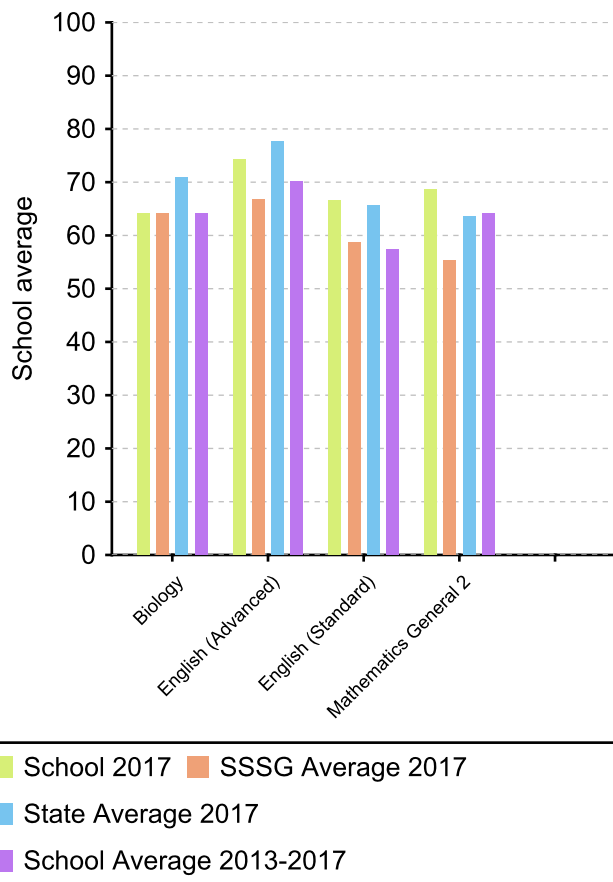


**Percentage in bands:**  
Year 9 Numeracy



## Higher School Certificate (HSC)

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



## Parent/caregiver, student, teacher satisfaction

The feed back from Peel high School P&C, parents, teachers and students attending our school has been that they value our inclusiveness and believe that the school has continued to grow in stature and make significant improvements in teaching and learning, sport, behaviour expectations, uniform and the adherence to our assessment structures. This was highlighted with our inclusion on the Schools of the Future initiative with the DoE.

Parents felt welcome at our school and said that they appreciate the opportunity to talk with their child's teacher and the direction the school is taking. Staff felt that they were setting high expectations for students. They are discussing assessment strategies and strategies that increase student engagement with colleagues. Staff use assessments to help students improve and try to link new concepts to previous material. Students reported that they find the classroom instruction is well-organised, with a clear purpose and with immediate and appropriate feedback that helps them learn. Students also felt that staff have high expectations for everyone to succeed.

## Policy requirements

### Aboriginal education

Peel High School has continued to deliver our high standard of culturally appropriate and innovative programs directed at improving the education outcomes of our highly valued indigenous students. Aboriginal Studies classes are offered from year 9 through to year 12. Aboriginal Studies is becoming a very popular subject choice at Peel High as it provides a unique experience for both Aboriginal and non-Aboriginal students. It involves the study of Aboriginal history and culture and its fundamental connection to the Australian identity and the contribution of Aboriginal cultures and communities to Australian society. We are also planning the introduction of Stage 6 Aboriginal Language course in 2018. Peel High School continues to support and be represented at the Tamworth AECG. This group and these meetings provide community collaboration and cooperation for all schools and services in the Tamworth Region. The Sista Speak Program was active in 2017. The program aims for students to develop enriched attitudes and habits towards education as well as gaining vital health, legal and personal care information and understanding. The program hopes to strengthen the connection of our Aboriginal girls to both school and community and all parts of the program have a high community cultural focus. The program provides a variety of lessons and experiences on appropriate behaviour in different situations, resilience and social skills, public speaking skills, sporting activities, cooking, eating out and nutrition, personal care, anger management and conflict resolution, sexual and mental health wellbeing, drug and alcohol information. Visits to various local Gomerio centre groups has been a highlight of the program.

Various other cultural programs have been successful in 2017 and these include; Journey to Respect and the Goodooga trip to name just two. We have strong partnerships with the Tamworth Elders Groups and our NAIDOC Week Celebrations are always a feature of the school. We are looking to form a partnership with the Gomerio cultural Academy in 2018.

### Multicultural and anti-racism education

Peel High School continues to incorporate multi-cultural perspectives across all learning areas. In particular, languages other than English, History, Food Technology and English classes were used as vehicles to implement aspects of the multicultural education policy and celebrate Australia's multicultural heritage. Two staff were trained as anti-racism officers in 2017 and are an integral element of the school's wellbeing processes and are available to address concerns of students or staff. There were two occasions where the Arco's supported students to solve issues in 2017.