

Peel High School

Annual Report



2018



8525

Introduction

2018 has been an exceptional year for our school. 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 is of the outstanding young people who were our 2018 School Captains – William Makepeace, Tjarnah Williams, Tahlia Kirk and Jarrod Peachey .

The work on the development of the front of the school under the Secondary Schools Renewal Project was completed in 2018 and has significantly enhanced the entry to the school.

We are also fortunate to have been selected to be part of the 'Schools of the Future' (SotF) 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.

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 2018. The P&C has again been capably led by Catherine Weeks.

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 Kristen Miller have done over the course of this year. Committed, dedicated, compassionate, forward thinking, caring and very professional are just a few words to describe both Wendy and Kristen.

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.

The Annual Report for 2018 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

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School background

School vision statement

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

School context

Peel High is a partially selective co-educational rural high school in Tamworth. The school is also renowned for its agricultural resources and success. The school prides itself on developing academic, cultural and sporting opportunities. Peel High School is a comprehensive high school of 723 students. The school has a significant (38%) Aboriginal and Torres Strait Islander population. The school has 43 students in the support unit. The IO, IM and MC and ED students are in 5 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.

External Validation

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Peel High School (PHS) is located in Tamworth and has an enrolment 723 students, including 38% Indigenous students. The mix of students attending the school is predominantly from nearby suburbs, with around 40% of students coming from the rural community. The ongoing drought is of significant concern within our community. Student enrolments in 2010 were 460 and for 2019 will be 770. This now has our school at 98% occupancy rate and we are predicting further student growth in the future. Our school is now enforcing a very limited out of zone enrolment policy due to our significant growth, particularly in the last five years.

The school is very complex in nature. We are part of the NSW Selective Schools Program and have an academic Selective class in Years 7–10. This program has been part of our school for 7 years and we now have these students in the senior school. As mentioned earlier, we also have an Aboriginal population of 38% and we also draw from a very low SES background area. This diverse mix of students can make our unique environment challenging, but generally, we teach some of the nicest country students you could ever meet.

The school is recognised for its success with its VET partnerships, Transition and Schools of the Future programs (one of 30 in the state). Peel High also has been recognised as a 'Feature School for Agriculture'. We have a school farm of 160 acres supporting both a prize Suffolk Sheep Stud and also beef cattle, bees and cropping. We offer a wide range of academic, vocation, sporting, cultural and co-curricular experiences for all students who attend our school. Culturally, the school offers a diverse range of extra-curricula active to support our Aboriginal students. These include, Aboriginal Dance Program (both boys and girls), Journey to Respect, Sista Speak and a Western Cultural Excursion. Whilst these programs are predominantly for our Aboriginal students, we are an inclusive school and they are open to all students. With our curriculum, we offer Aboriginal Studies in Stage 5 and also Aboriginal Studies and Aboriginal Languages in Stage 6.

PHS has a staff of 109. This comprises of full time and part time teaching, administrative and school learning support staff. It is interesting to note that within our teaching staff we have 43 teachers who are aged between 24–34. This high number of young staff has been the catalyst for change with our school. There are 15 members of the school's executive, comprising of permanent, relieving and bought positions. They are young and somewhat inexperienced, but their enthusiasm for their staff, students and the school is outstanding. All staff at PHS are committed professionals who genuinely want to see the students that come to Peel succeed. PHS has a strong focus on professional development of all staff. This commitment has resulted in the improvement in learning outcomes for all students, resulting in significant and measurable growth within a positive learning environment.

Over the course of the last 10 years, the school has participated in the SiP, DSP, PSP and National Partnerships initiatives. The schools SBAR funding each year reflects the complex nature of this school. This funding supports the outstanding programs and experiences we offer at our school. It is very significant and important to note that our RAM allocations are expended each year, focussing on innovative pedagogy.

A significant cause for concern within our school, which prevents us from moving into the Excelling domain in several areas of the SEF is around community and parental engagement. Whilst we have, and continue to have a sound engagement with our parents, gathering the evidence required to support such levels of engagement is a continuing frustrations for us. All indications point to our community being very supportive of what we are achieving, but our ability to have our community attend even the most fundamental events like parent/teacher nights, is continuing to prove difficult. In a recent discussion with the President of our local AECG, I posed the question of parental involvement and I was assured that within the Aboriginal Community, PHS was acknowledged as taking positive steps and supporting Indigenous children in both a wellbeing and an academic sense.

Learning:

The results of this process indicated that in the School Excellence Framework domain of Learning:

Overall – ***Sustaining and Growing.***

Peel High School is **Excelling** in the elements of Wellbeing; **Sustaining and Growing** in Learning Culture, Curriculum and Assessment and **Delivering** in Reporting and Student Performance Measures. This is demonstrated through the vast majority of evidence sets, particularly in ALARM, Schools of the Future and Teacher Collaboration. The school prides itself on a wide ranging curriculum with a planned approach to class and individualised learning. Our programs are based on a student-centred, project based model with the opportunities for self paced learning in the junior school. Qualitative and Quantitative assessment measures are used to inform teaching and a wide range of data is collected to inform staff as to whether learning outcomes are being met.

Teaching:

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Overall – **Sustaining and Growing**.

Peel High School is Sustaining and Growing in the elements of *Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development*.

Peel High has a clear and consistent approach with learning goals and success criteria becoming an everyday part of teaching and learning. We are moving towards extensive teacher collaboration in terms of pedagogy and also lesson material development. We are viewed as a state wide leader in the 'Schools of the Future' initiative and hosted a visit by the Executive Director – Leadership & High Performance, Executive Director – School Performance Rural North, Director – High Performance and Director – School Leadership Peel to demonstrate our innovative, future focused program for Stage 4. We have a school wide approach to teacher professional learning that is agreed to and sustainable and PDPs are central to this. We are developing a culture of high expectations in regards to both teaching and learning and this is being celebrated throughout our community.

Leading:

The results of this process indicated that in the School Excellence Framework domain of Leading:

Overall – **Sustaining and Growing**.

Peel High School is *Excelling* in the element of *School Planning, Implementation and Reporting; Sustaining and Growing in Educational Leadership, School Resources and Management Practices and Processes*.

The school's executive has created and supports a culture of high expectations through leadership opportunities, continuous improvement and the importance of thorough analysis. Our school plan is at the centre of improvement processes and practices and the staff have ownership of it. The commitment to collaborative practices within the executive team has led the way in demonstrating that we value input from all. This has been the driving force in developing agreed and transparent improvement measures and management practices. We have a strong focus on technology with the permanent employment of a Technology Support Office through the GSE process and the implementation of mobile classroom facilities and the Google Suite software. Through strong leadership and partnerships within the Peel Network of Schools we are viewed as delivering a dynamic school culture that offers improved teaching, learning and leadership programs for staff and students.

Our self-assessment and the external validation 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

Teaching and Learning

Purpose

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

Overall summary of progress

The development of school-based resources ensures that staff and students are consistent in applying ALARM across the school. Posters will be placed in classrooms to act as prompts for staff and students when utilising ALARM.

There is a growing confidence in the ALARM model and an increased capacity to meet individual student need. Issues were discussed among the team to refine the structure and share effective teaching strategies.

The new collaborative structures developed as a form of professional development, through the School of the Future model and through the External Validation teams. These designed structures made collaborative practice a mainstream norm in 2018. The PE department successfully trialled inter-school co-marking. The co-marking had benefits for both staff and students.

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">• 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 programing 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.	<p>\$25,000 RAM Equity</p> <p>Staff meeting time</p>	<p>The development of school-based resources ensures that staff and students are consistent in applying ALARM across the school. Posters will be placed in classrooms to act as prompts for staff and students when utilising ALARM.</p> <p>Attendance improved of students in SotF by 8% in comparison to the similar cohort of 2017. Teachers reported very strong satisfaction with the teaching model and indicated that it led to professional growth. Executive decided to keep the program aimed at Stage 4 for 2019. It was deemed less effective in the Science faculty and the decision was made to not continue with SOTF for Science in 2019.</p> <p>The School of the Future program was evaluated at executive level and a decision was made to limit the program to year 7 and 8 due to the development of an alternative collaborative structure for the needs of Stage 5 students. Staff reported overwhelming satisfaction with the SOTF program as a model of teaching.</p>

Next Steps

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

Professional Learning to continue in 2019 with a deep dive into ALARM to develop explicit understandings and expertise in the use of the model..

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.

Overall summary of progress

2018 saw a significant professional learning program implemented for the executive of Peel High School. All executive positions were permanent filled through the merit selection process and support initiatives were implemented with these new Head Teachers. This program will continue in 2019.

Strong collegial bonds were established within this young executive group and this saw high level collaboration between all members of the executive, evident through the External Validation process.

Many opportunities were created for staff to relieve in positions of higher duties in both teaching and SASS areas and support and development was provided to ensure this experience was successful.

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">• Leadership capacity measured via increased levels of:<ul style="list-style-type: none">• 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	\$20,000 RAM Equity	<p>All members of the school's executive grew significantly in their professional responsibilities over the course of 2018. Head Teachers in the areas of Science, HSIE, PDHPE and Special Education were all permanently appointed through the merit selection process.</p> <p>As part of our Executive Meeting structure, half of our meeting time is devoted to professional learning. Each executive had the opportunity to lead several sessions over the course of the year and all found this opportunity stimulating and rewarding.</p> <p>Preparation of these documents has been delayed due to the school undergoing external validation during Term 4. Significant work was completed on an extensive Executive Role Statement guide during 2018 and will be completed, early 2019.</p>

Next Steps

The continuation of the informal and formal collegial support program for the executive team.

Extend support for Head Teachers to supervise their faculties.

Identify potential leaders within the teaching and SASS areas and offer professional learning opportunities for them to grow.

Identify and support upcoming student leaders through our SRC.

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.

Overall summary of progress

With the implementation of the Schools of the Future initiative in Yr. 7, significant media interest was generated over the course of the year and the Principal and Head Teacher SotF were regularly in both print and TV media. This generated significant promotion for this initiative and the school.

All forms of our transition programs were evaluated and revised to ensure that engagement of Yr. 6 parents and students was a high priority.

The process of the engagement of a Business Manager and third Deputy Principal was conducted through the EOI process and these two new position are specifically designated for engagement and communication.

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">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.	<p>\$10,000 RAM Equity</p> <p>\$10,000 RAM Aboriginal Background</p>	<p>Engagement of a Business Manager and third Deputy Principal responsible for staff and student performance and engagement.</p> <p>Small School transition program extended.</p> <p>PHS Open Day and Primary School visits.</p> <p>Incoming Yr 7 students receive personalised folder on Orientation Day.</p> <p>Reviewed our Senior School Subject selection process to include all executive staff and student/parent interviews.</p> <p>Senior School Information Night for subjects that require the production of a Major Project .</p>

Next Steps

Development of extensive role statement for both Business Manager and third Deputy Principal to clarify their respective position within the school and community.

Implementation of revised transition programs led by both staff members and the executive team.

The continuation of the important role that the local media play in promoting our school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$385 000.00) 	<p>Our QuickSmart (QS) initiative in 2018 has seen some outstanding results for the students in this program. Effect Size rates were between 0.4 and 2.1 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 Tutors 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 their duties, in support of our school and our students. Their general professionalism, compassion and support has been recognised and appreciated. There roles will also continue in 2019.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$171 600.00) 	<p>Our system evaluation of the effectiveness of the program of delivery for 2018 was analysis primarily through our Learning and Support Team, Head Teacher Teaching and Learning, our DP Staff and Student Wellbeing and Peel Network Specialist Staff.</p> <p>It was found that the range of needs 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 2.8 SLSO staff members employed under this funding was to ensure that support was given to those who needed it.</p> <p>Our SLSOs actively engaged themselves in the LST meeting so that they were equipped with the information they needed to support their students. They are a highly dedicated and supportive group and the program which was put in place in 2018 has been recommended to continue in 2019.</p>
Socio–economic background	<ul style="list-style-type: none"> • Socio–economic background (\$809 080.00) 	<p>School of the Future Initiative (SotF) : The school undertook a refurbishment of our school's Library with different 21st Century Learning furniture. From here the staff decided which furniture best suited their environments and purchases were made. This saw the modernisation of the English, Maths, HSIE and PDHPE blocks to accommodate our SotF model. This was an outstanding success with the \$60,000 allocated all being spent in 2018.</p> <p>The SotF model was an outstanding success as a transition to high school and new way of teaching Yr.7 students. This saw 60 students being taught in an open class room by three teachers in each of the Key Learning Areas mentioned above. Teacher collaboration was</p>

Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$809 080.00) 	<p>an essential component of it's success and provided addition spin off across the broader school. The highlight of the year was a visit from Mr Frank Potter – Executive Director School Performance Rural North, Mr Mark Grant – Executive Direct Leadership and High Performance, Mr Ahmed Deria – Director High Performance and Ms Ruythe Duffy – Director School Leadership Peel. They were thoroughly impressed with what we had undertaken in stepping out of the square in terms of educating young people. This saw the school purchase an additional 3.2 teaching staff to accommodate the needs of the program. The initiative will continue into 2019 with it's expansions into Yr 8, being a Stage 4 initiative.</p> <p>Our employment of an addition Head Teacher (Wellbeing), TSO and staff relieving in higher duties for HT SotF, HT Farm and HT CAPA provided additional strength within our schools leadership team. All addition Executive members played important roles in the smooth running of the school and the initiatives and programs that they managed. They were all instrumental in the success of our External Validation process and all but the HT Farm will be continued in 2019.</p>
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$40 000.00) 	<p>HT Teaching & Learning worked with Beginning Teachers in terms of in class support on a regular basis. There were planning meetings scheduled with each Beginning Teacher at least twice per term. All Beginning Teachers found the teacher collaboration sessions within our planned school professional learning cycle to be highly valuable.</p> <p>Feedback from the program was very positive as evidence through staff survey during Term 4.</p> <p>Our new induction model will be modified and implemented in 2019.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	320	335	345	378
Girls	317	325	333	345

2018 has again seen the school population grow. This year we had 38% of student from Aboriginal or Torres Straight background. Significant numbers of students are enrolling into Yr. 7 and a number of interstate enrolments grow this year.

The school is now almost at capacity and an out of zone enrolment policy will need to be enforced..

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.5	88	86.9	86.7
8	87.6	84.4	85.4	80.5
9	84.6	81.8	82.4	81
10	77.8	78.3	80.1	74.9
11	80	81	80.5	67.5
12	84.8	80.8	86.4	80.6
All Years	84.4	82.9	83.5	79.1
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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	7
Employment	0	8	23
TAFE entry	0	7	22
University Entry	0	0	28
Other	0	0	17
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

Our 2018 Yr.12 cohort to sit the HSC was 54. There were some 54 early entry offers with some students gaining multiple offers to different Universities. 17 student accepted University placements and 5 students have accepted apprenticeship/traineeship offers. There were several students who are continuing in the same employment they did their School-based Traineeship through.

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

In 2018, all students completed the Higher School Certificate requirement. 53% of the cohort attained an ATAR.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	42.1
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.68
Other Positions	1

*Full Time Equivalent

Additional staffing purchased through our RAM Low SES and RAM Aboriginal Background money was as follows:

- 4.1 additional teacher staffing for Schools of the Future initiative and stage 5 program.
- Higher Duties upgrades for HT SotF, HT Farm, HT CAPA and two Level 3 SAM positions for School Operations and Finance.
- Purchase of HT Wellbeing.
- 3.6 SLSO Aboriginal support staff.
- 2.0 SLSO tutors for QuickSmart program.
- 2.0 additional SLSO support staff.

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	20

Professional learning and teacher accreditation

2018 Professional Learning

Professional learning in 2018 was chiefly targeted towards the objectives outlined in the school plan. Staff Professional Development Plans also played an important role in setting professional learning priorities.

Further implementation of the ALARM program was

facilitated with the goal of deepening the presence of ALARM into the junior school. Faculties were combined at a staff meeting to further develop plans for junior implementation allowing for a sharing of strategies and ideas. Additionally, a team was formed to provide guidance and professional learning and had members from all relevant faculties. The team will carry on this work in 2019.

The School of the Future program was implemented for two classes in year 7 in 2018 and collaborative professional learning was an important component of this pioneering program. Teachers planned, taught and learned in teams of three across a range of KLA's. The KLA teams were brought together to form a larger team where findings were shared, strategies and structures swapped and new procedures and practices formalised based on their learning. KLA teams were given time in their timetable for this collaborative approach and this proved to be a highly successful approach to professional learning.

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

Beginning teachers continued to be a strong focus for professional learning to support their introduction to teaching and Peel High School not only through formal courses but also through a mentor program who helped staff adjust to their new profession.

Profession learning for executive has become focused on a deeper understanding of whole school systems that also provide the opportunity for systemic review and refinement.

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

2018 Teacher Accreditation

Peel High School continued to have a diverse range of needs regarding accreditation in 2018. Six staff received confirmation of their achievement of Proficient against the national teaching standards and others successfully maintained their accreditation.

Higher accreditation continued to develop in 2018. The Leadership Development Initiative candidate Nicole Hayman completed the majority of her education project on student engagement after returning from leave. This project examines the research base on student engagement and then examined Peel High School teaching practices to identify and film engaging teacher practice. These teaching strategies then form the basis of professional learning for beginning teachers as well as the wider staff.

Additionally, Donna Burges was selected in the pilot of the Mastery of Teaching program and will also endeavour to complete her certification at the Highly Accomplished level of accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,093,454
Revenue	11,006,264
Appropriation	10,660,617
Sale of Goods and Services	49,548
Grants and Contributions	284,055
Gain and Loss	0
Other Revenue	9,219
Investment Income	2,824
Expenses	-11,080,431
Recurrent Expenses	-11,080,431
Employee Related	-9,588,602
Operating Expenses	-1,491,829
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-74,167
Balance Carried Forward	1,019,287

The school has a strong financial management procedures and was able to remain within its financial means. Whilst the school paid for additional teaching resources, some savings were made due to the difficulty in 2018 of fully staffing the school. Furthermore, the school staff are still learning the new SAO system and eFPT budgeting tool. As a result, the school was conservative in some initiatives.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,699,559
Base Per Capita	137,540
Base Location	3,887
Other Base	6,558,132
Equity Total	1,978,061
Equity Aboriginal	462,701
Equity Socio economic	1,039,238
Equity Language	30,942
Equity Disability	445,181
Targeted Total	1,270,580
Other Total	190,178
Grand Total	10,138,378

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.

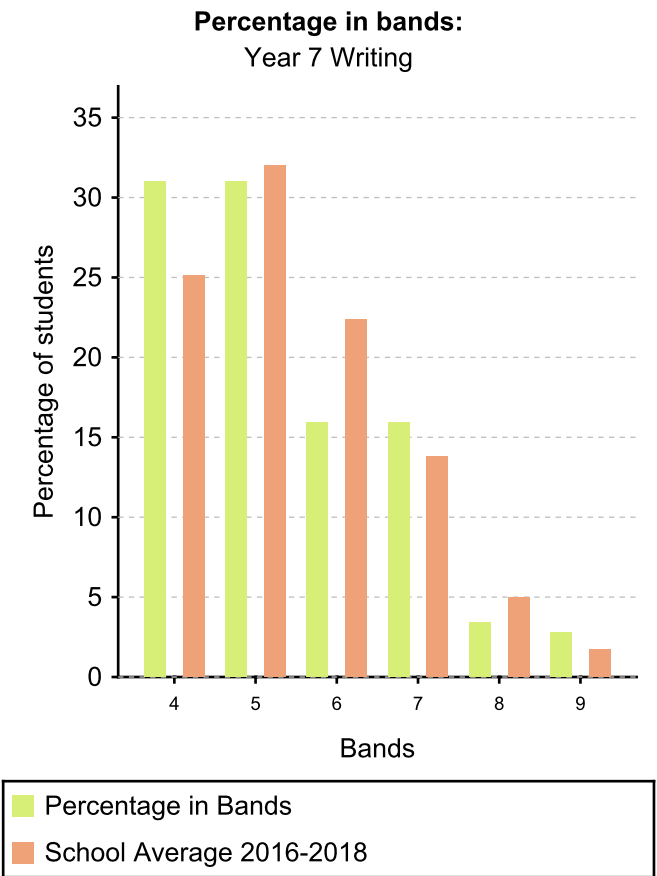
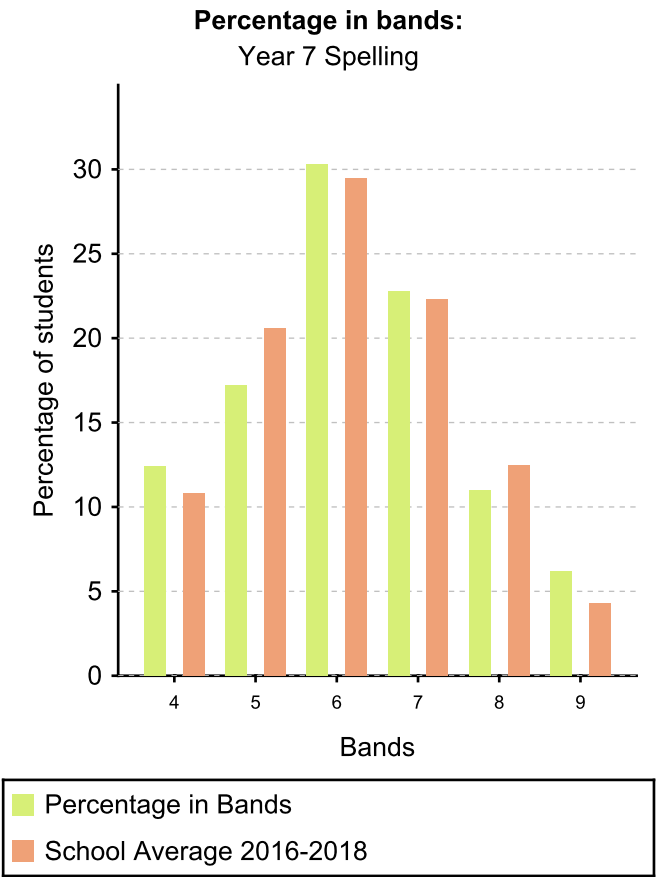
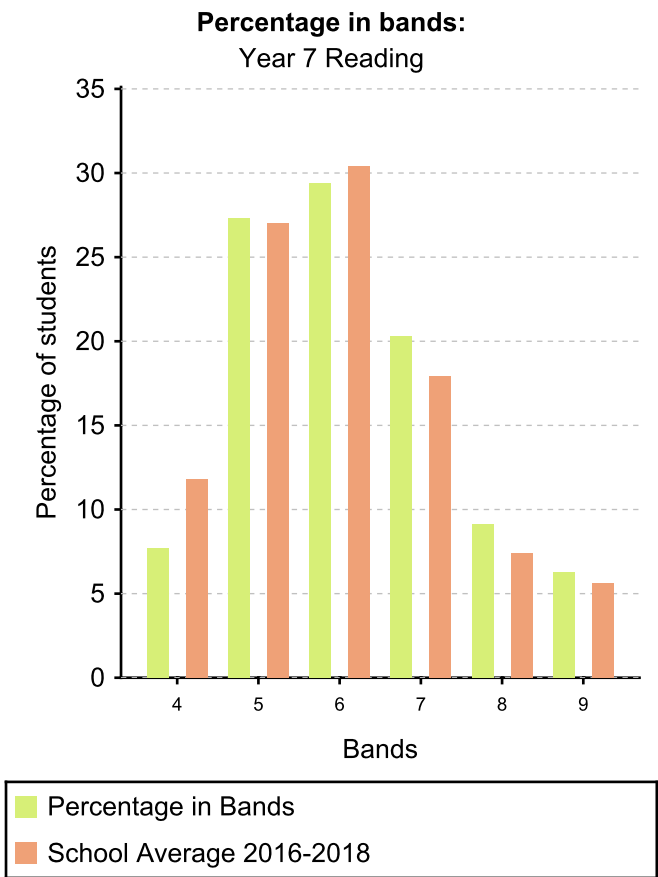
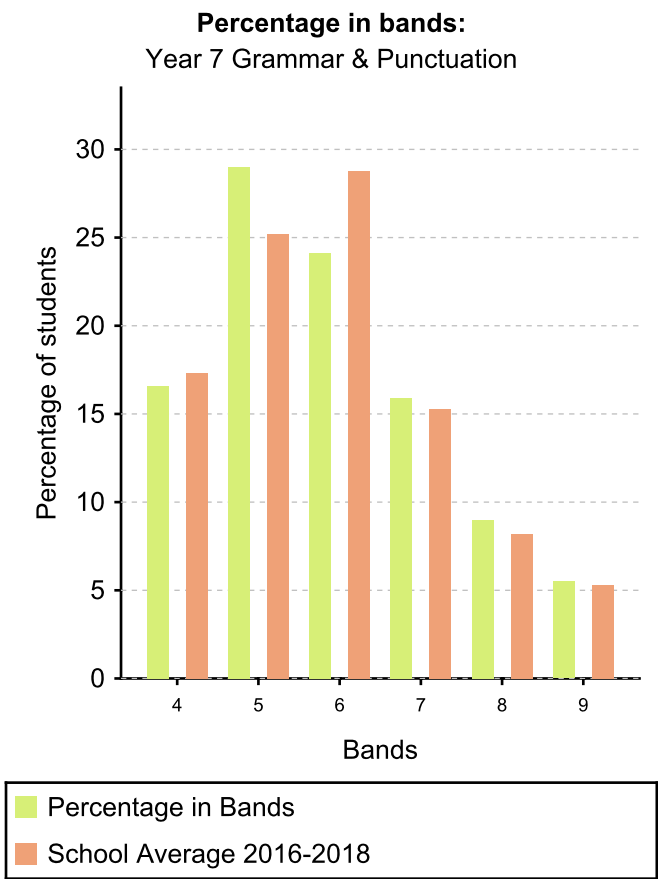
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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 take into consideration the different test formats and are discouraged during these transition years.

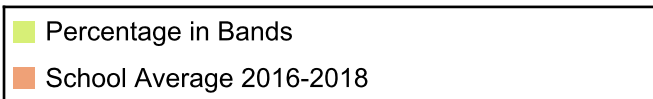
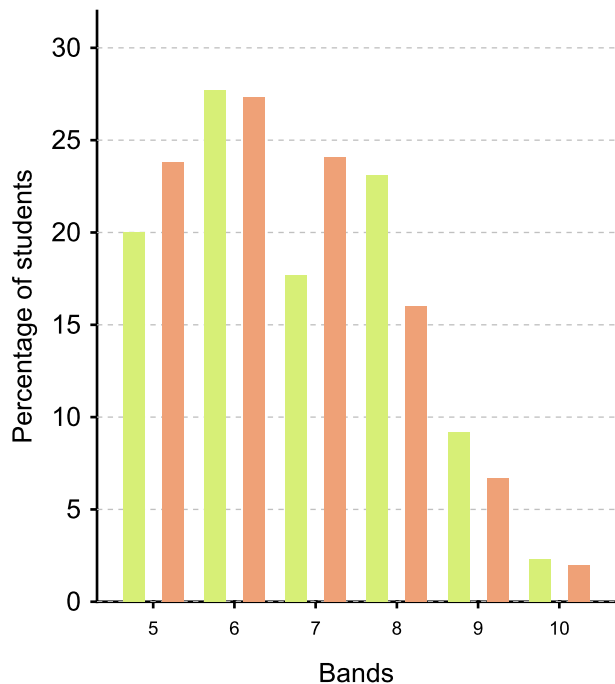
Student performance in the Literacy across all areas was satisfactory, with some improvements when compared to the last three year average. It is pleasing to see a growing number of students in the top two bands, but the school still needs to work on student performance in the lower bands.

It is pleasing to note that in Year 9, there are no students in the bottom three band in all areas of

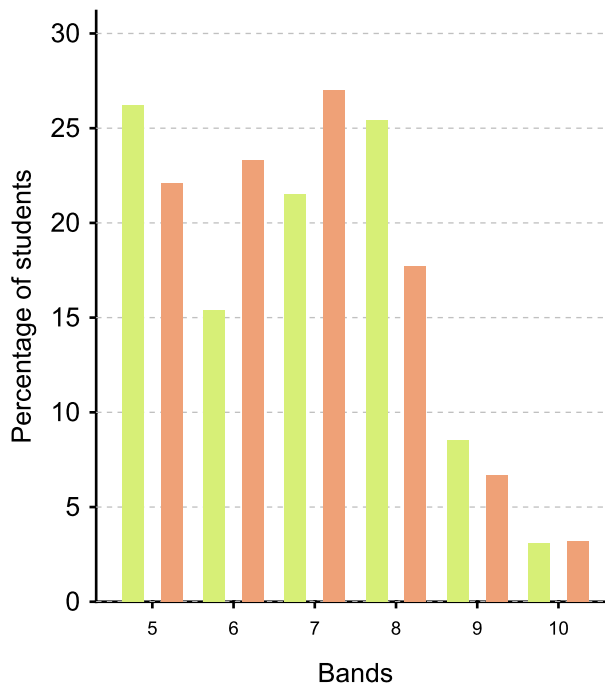
Literacy. Writing is still an area of concern and the school plans to implement ALARM – A Learning and Response Matrix in Stage 4 in coming years which will support growth in this area.



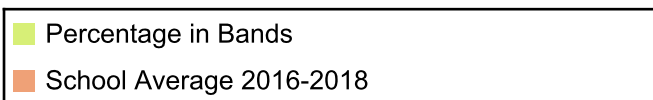
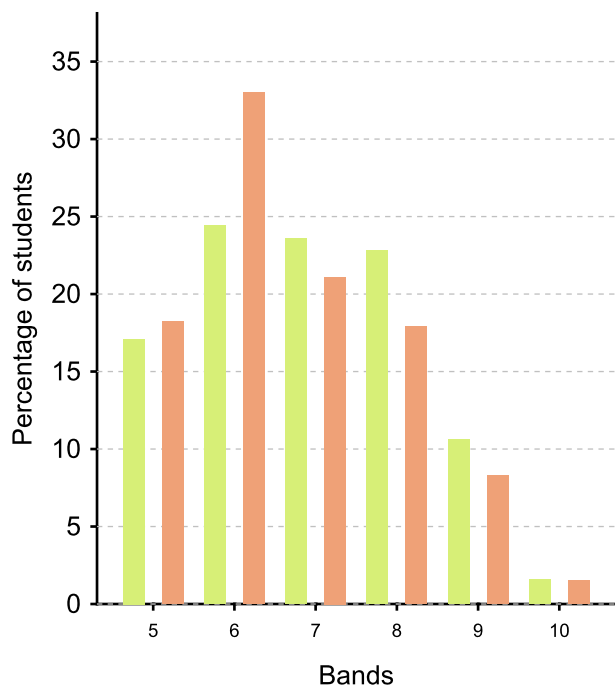
Percentage in bands:
Year 9 Grammar & Punctuation



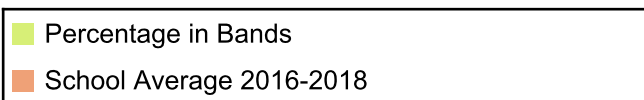
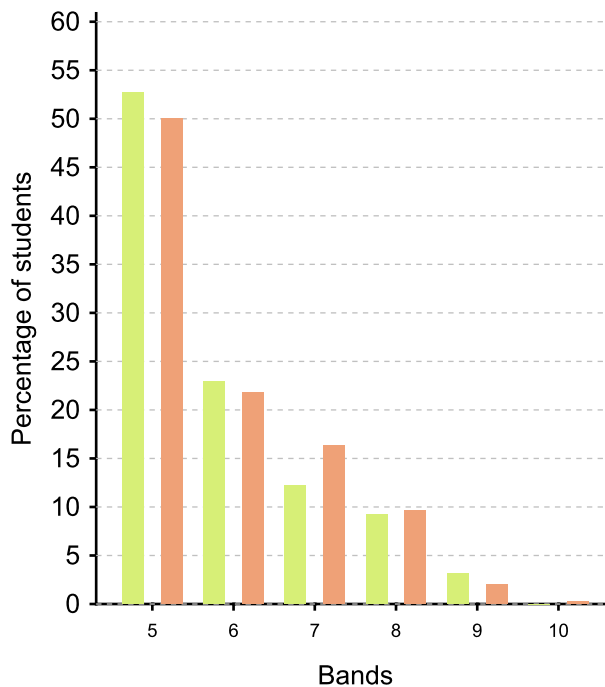
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



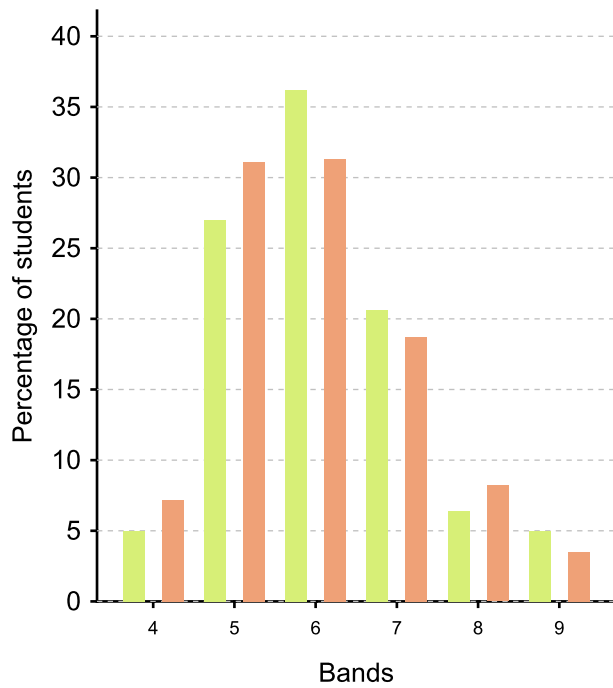
Percentage in bands:
Year 9 Writing



Numeracy result are pleasing with no student in Year 7 in the bottom three bands and no students in Year 9 in the bottom four bands. There was an increased number of students in the top two bands in both Year 7 and Year 9. There still needs some work to be done to improve the number of student in the top two bands. Results were as expected for this cohort.

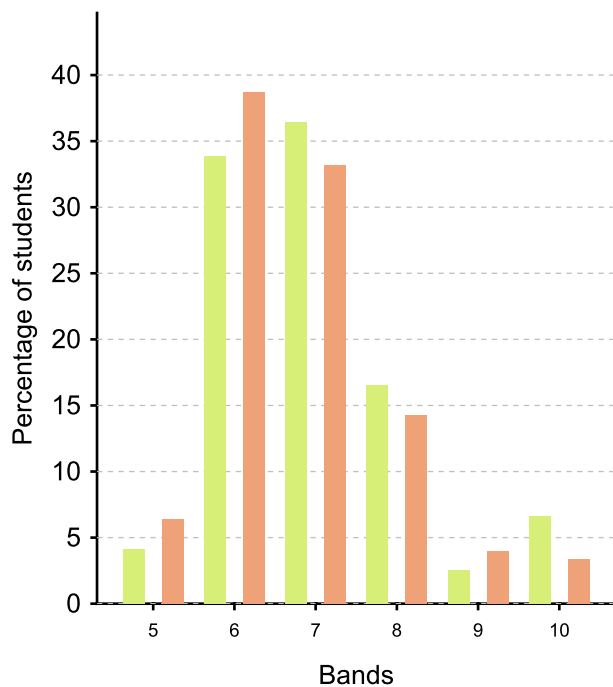
In all areas of the NAPLAN testing, students have achieved in the Top two Bands. We have refined our QuickSmart program and we are hopeful of improved results again in 2019.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



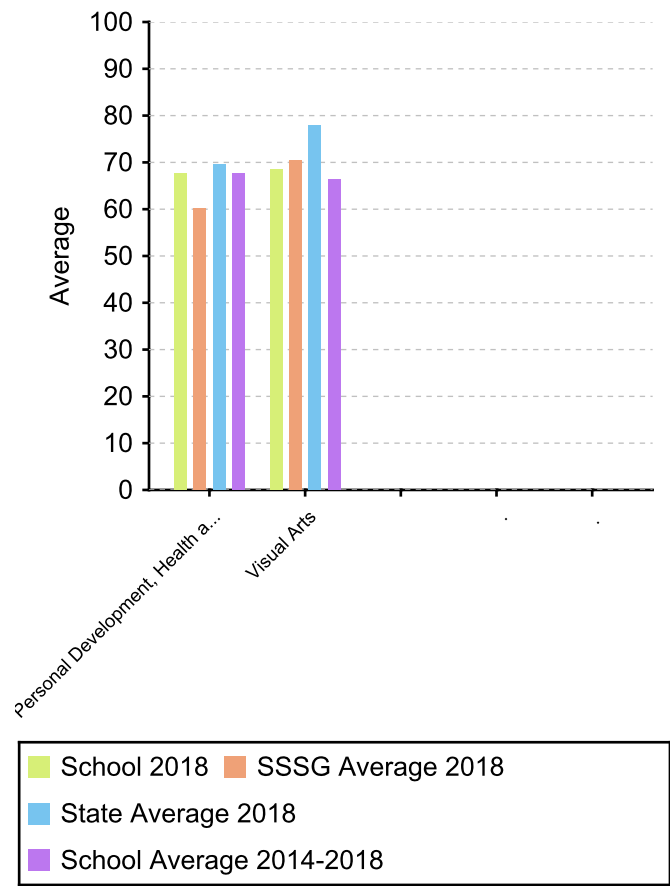
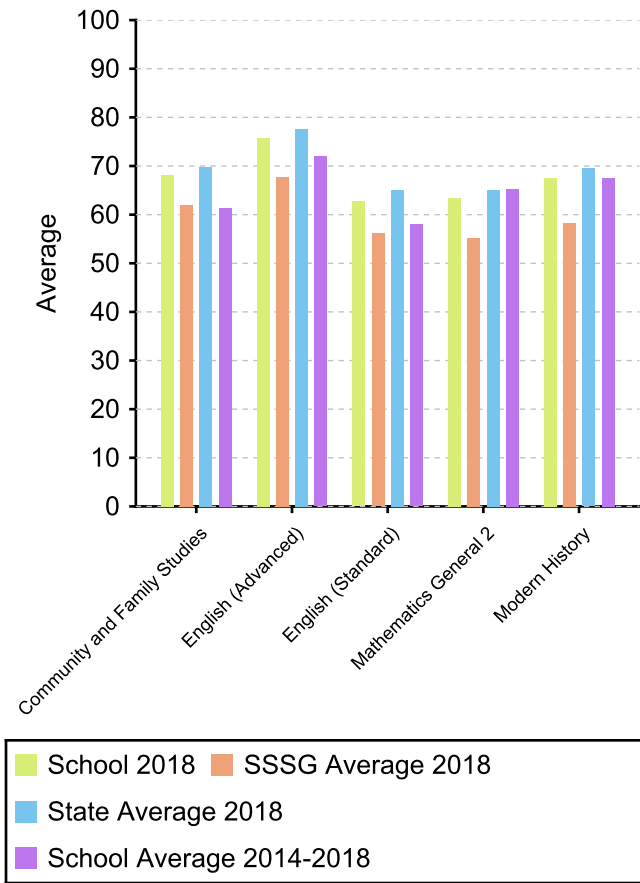
Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The school is pleased with the number of both Year 7 and Year 9 student achievement in the top two Bands.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). There was pleasing improvement in the numbers of Band 5 and Band 6 scores in 2018. Three students were placed on the NESAs Merit List for their achievements.



The school received some excellent results in the 2018 HSC. All subjects showed significant improvement when compared to the school average and most subject are scoring close to, or at state average. With the implementation of the ALARM program, this has supported students to lift their performance in the subjects that require long responses. Whilst overall results were pleasing, there is still significant work to be done in the area of Science to support our brightest student to achieve at their potential.

Parent/caregiver, student, teacher satisfaction

The feedback 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.

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. They also feel that their concerns for their child's education was listened to and that the school provided excellent Wellbeing programs to support their children. Many parents who were experiencing difficulties financially praised the school for our financial support of them to enable their child to go on different excursions and also the payment of school fees. Parents of children who were involved in the School of the Future class were very satisfied with the approach taken within this class and valued the communication between students, teachers and parents.

Students reported that they find classroom instruction 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.

It should be noted that both parents and students highlighted that there still needs to be work done with problematic students and their deliberate disruption of lessons in some classrooms.

Staff felt that they were setting high expectations for students. They are discussing assessment strategies collegially and strategies that increase student engagement with colleagues. Staff use assessments to help students improve and try to link new concepts to previous material. Learning goals and success criteria are being embedded within all faculties and provide additional ways for staff to support student learning.

A highlight with our inclusion on the Schools of the Future initiative with the DoE was a visit from Mr Frank Potter – Executive Director School Performance Rural North; Mr Mark Grant – Executive Director Leadership and High Performance; Mr Ahmed Deria – Director High Performance and Ms Ruythe Dufty – Director School Leadership Peel. All four Senior Executive member of the DoE gave positive feedback in regards to our teaching practice, leadership opportunities and staff collaboration and how settled and respectful the students were.

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 have also introduced Stage 6 Aboriginal Language course in 2018. It is also very popular with a class in both Yr. 11 & 12. 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 2018, ably supported by our two female Aboriginal SLSOs. 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 Gomeroi Centre groups has been a highlight of the program.

Various other cultural programs have been successful in 2018 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 and we have formed a partnership with the Gomeroi 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 2018 and are an integral element of the school's wellbeing processes and are available to address concerns of students or staff. There were four occasions where the Arco's supported students to solve issues in 2018.