

2021 Annual Report

Peel High School



8525

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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School vision

At Peel High School we are committed to educating a regional community, within an environment of inclusion, to become responsible and successful learners focused on educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year.

To achieve academic growth and prepare students for higher education, training and work we use high engagement learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge underpinned by a confidence in each student's ability to learn, adapt and become a responsible and productive citizen.

School context

Peel High School is situated in Tamworth and is one of four Public High Schools in the city. Our current student enrolments are 808 students, including 38% Aboriginal students. The school is supported by significant Resource Allocation Funding (RAM). Our school is part of the NSW Selective School System and has a Selective Stream in each year of the junior school. The school is recognised for its success with its partnerships and transition programs. We also have a seven class Special Education facility which provides educational access to our students with special needs. Peel High School also has strong links with UNE as we partner with them as a Professional Experience Hub for Pre-Service Teachers.

The school has a strong emphasis on innovative teaching and learning, winning the Secretary's Award for 'Most Outstanding School Initiative' for our 'Schools of the Future' program in 2019. The NAPLAN results in numeracy have shown a strong value added growth from Yr.7 to 9, especially with Aboriginal students. Our school is recognised as a 'Feature School for Agriculture', Aboriginal Languages and our magnificent Yarning Circle. With the advent of our Aboriginal Learning and Engagement Centre, a strong focus will be established to support and improve the learning outcome of all Aboriginal students and we will continue our strong links with the local AECG.

As a result of our situational analysis we will build teacher capacity to use data in teaching and planning, combined with professional learning and continued focus on explicit teaching, effective feedback, formative assessment, student engagement and differentiation will drive improvements in results. More consistent use of and familiarity with the practices detailed in 'What Works Best' will support our staff to ensure their improvement efforts in these areas are system- and research-aligned. Building teacher capacity is central to our Strategic Improvement Plan moving forward. Additionally, attendance and engagement data reveal an area for further development. These areas are significant as they underpin all other initiatives and a suite of initiatives have been developed to address this area.

Peel High School has a strong focus on professional development for all staff. Student outcomes show a commitment to improving learning outcomes for all students, resulting in significant and measurable growth within a positive learning environment. Community partnerships are integral to the growth and success of the school in the new planning cycle.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that students learning outcomes improve through reflective collaborative teacher practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Teaching Practices
- Literacy Focus
- Numeracy Focus
- Improvement in HSC student outcomes

Resources allocated to this strategic direction

Professional learning: \$1,500.00

Socio-economic background: \$85,101.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve comprehension across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across most faculties, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for HSIE faculty required. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers understand and support the implementation of CESE's WWB and evaluate their current practices using the framework Improvement in the % students achieving the top 2 bands and top 3 bands in HSC to be at or above the baseline % (17.9%) and (44.5%).	The implementation of the WWB framework has been highly successful in 2021. All components of the strategy have been covered in Professional Development and all teaching staff have engaged in reflective and evaluative activities in preparation for full implementation in 2022. 47.51% of students attained results in the top three bands demonstrating progress toward the lower bound target.
Staff have knowledge and understanding of reading and numeracy student data. Student data is mapped on the progressions	Professional Development has been supplied to all teaching staff regarding the range of reading and numeracy data including progressions. Further PD is required to move staff to level of familiarity to make the data a functional part of everyday practice. Student data has not yet been mapped to the progressions. Difficulty in staffing has meant that specialist LaST teachers have been deployed into the classroom creating a shortage of necessary specialist staff to implement this component of the plan until 2022.

Professional learning is delivered on progressions	
Identify what data practices are currently being used. Evaluate the effectiveness of the data.	Data practices were evaluated by staff in term 4 of 2021 through a staff survey. It is planned that the results of the survey will be used to plan what PD is required in 2022 to deepen the use of data in everyday practice.
Analyse the numeracy needs of the students and evaluate the current targeted numeracy programs being utilised across the school.	This analysis was conducted in term 4 of 2021 when the bulk of literacy and numeracy results have been made available. The subsequent analysis will guide the programs and professional development of 2022., including deepening the understanding of the importance of these programs. A key change has been the deepening of the school's involvement in the Best Start assessment. The school has applied to participate in the writing component of the assessment to better identify the students experiencing difficulty in this area.
Evaluate the current knowledge and implementation of ALARM	Staff knowledge of ALARM was assessed by staff survey. This revealed that staff were largely comfortable with ALARM but were seeking more faculty specific guidance. Further PD in 2022 will target this specific concern as well as an overall 'refresher' for all staff. ALARM will also be further codified through the production of a Teaching and Learning Handbook in 2022.

Strategic Direction 2: SD 2 - Enabling Quality Teaching and Learning through Leading, Learning and Teaching

Purpose

The situational analysis revealed a need for continued focus on honing collaborative teacher practice to support improved student outcomes. Our purpose is to facilitate improved teacher practice. Research will inform improvement strategies and utilise CESE's What Works Best framework.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- What Works Best (WWB) framework
- Teacher Collaborative Practice
- Faculty Review
- Feedback and Data Analysis
- Leading Targeted Programs

Resources allocated to this strategic direction

Socio-economic background: \$617,650.00

Professional learning: \$4,500.00

Summary of progress

Progress in this strategic direction is very well developed. Despite the challenges of Covid-19 and its subsequent lockdowns the WWB strategy has been successfully outlined to staff. The teaching staff are ready for the next stage of the plan in 2022 which involves the implementation and monitoring of the strategies at a faculty and classroom level. The faculty review process has been very successful although it is one review behind schedule due to the loss of most of term 3 due to Covid lockdown. This process will continue in 2022 and it is anticipated that all scheduled reviews will be completed by the end of that year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers understand and support the implementation of CESE's WWB and evaluate their current practices using the framework	All elements of the WWB strategy have been presented to staff during professional learning. Staff have evaluated their practice against the framework in faculty teams.
Staff have a working knowledge and understanding of the faculty review process. Selected faculties will begin its implementation.	The faculty review process has become embedded in the school. Three of the four scheduled reviews have taken place. The term 3 review was unable to proceed due to Covid -19 lockdowns. Efforts will be made in 2022 to catch up the review so that all faculties can be reviewed within a two year cycle. The review has become a rich source of triangulated data that has empowered faculties to celebrate success and plan for future growth. The review has also proved effective in monitoring the necessary compliance requirements as well as the implementation of other aspects of the SIP.
Current collaborative practice is evaluated.	Collaborative practice has been evaluated by all staff as part of the WWB implementation. The results of this evaluation will inform the school executive in ways to continue to enhance collaborative structures.
Faculties identify current explicit teaching strategies and how they are used including frequency.	All staff have explored the meaning of explicit teaching strategies and evaluated their practice as a result. This evaluation has occurred as part of the implementation of the WWB strategy. These evaluations will form the starting point for full implementation of this component of the WWB strategy in 2022.

Purpose

Strong attendance patterns underpin successful student outcomes and meaningful engagement in learning. The situational analysis highlighted these areas as opportunities for growth, in particular amongst Aboriginal students. A strategy to address this issue is the implementation and development of the Aboriginal Learning and Engagement Centre with supporting programs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Aboriginal Learning and Engagement Centre (ALEC)
- Alternate learning programs
- Attendance initiatives
- Improvement in student engagement
- Collaborate with students, parents, and the community
- Support for Aboriginal students

Resources allocated to this strategic direction

Socio-economic background: \$8,000.00

Aboriginal background: \$412,593.00

Location: \$3,000.00

Summary of progress

Key components of this strategic direction are making progress. Attendance barriers remain an ongoing issue that has worsened under the difficult conditions of Covid 19. This worsening is reflective of state-wide trends. Greater coordination will be required to ensure that all relevant data is pooled. A broader suite of strategies should be able to be deployed in the future as it is anticipated that Covid restrictions should ease in 2022 due to greatly increased vaccination rates. A HSC retention plan will also need development based on the data collected throughout the year. Significant work has been completed to more effectively measure engagement and ensure that culturally based teaching practices are embedded in the school. There has been a deepening of the 8 ways teaching pedagogy that has been evidenced through the faculty review. Additionally, broader supporting components have been introduced this year. These elements include the further development of the yarning circle as a teaching space and an analysis of Aboriginal cultural programs. This will be further enhanced with the introduction of the Connected Communities strategy in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Identify student attendance patterns Improvement in % of attendance of > 90% to be above the base line of 49%.	Attendance patterns have been monitored across a range of programs and initiatives as well as by the HT attendance. This monitoring includes SOTF and ALEC. It has been identified that more coordination is necessary to bring the different images of attendance barriers into one holistic image. An attendance plan has been drafted for 2022 to coordinate the range of strategies required to meet the range of student needs. A number of strategies have led to some improvement, however this has been variable. Attendance improvement remains greatly challenged by Covid as families remain fearful of transmission and students have struggled with engagement as a consequence of 'at home learning'. The number of students attending greater than 90% of the time or more has decreased by 0.07%.
Identify and evaluate barriers to students completing the HSC and develop a strategy.	A log of student leavers has been kept throughout 2021 with reasons for leaving identified. This data, along with other data supplied by key stakeholders such as ALEC and Year Advisers will be used to develop a retention plan for 2022. Detailed PDP's were developed for all Aboriginal

Detailed PLPs for all Aboriginal students are developed.	students within the Premier's target group.
<p>Planning and implementation of programs designed to see improvement on the baseline of 57.8% in the baseline Wellbeing indicator.</p> <p>Develop and enhance engagement data tools.</p> <p>Identify current engagement levels and culturally based teaching and learning strategies</p>	<p>Wellbeing programs remain a key component of school activity. Many programs were adapted during the Covid lockdown period and a wide range of support was offered to students in modified forms. The key engagement tool developed and enhanced in 2021 was the use of student focus groups. This strategy was codified and then adopted into the SOTF data analysis as well as the faculty review analysis. This strategy has been highly successful at capturing authentic student voice and identifying strengths and weaknesses in school programs. This tool will be further developed in 2022 for use in assessing student engagement in other school programs. Quantitative engagement data is supplied through the TTFM survey. Tell Them From Me data shows an improvement of 5.52% of reported positive wellbeing, including a 2.56% increase in advocacy at school, 7.2% increase in sense of belonging, and 6.34% increase in expectations of success. Cultural-based teaching and learning strategies have been assessed through the faculty review process. In particular, programs are assessed on their use of the 8 ways Aboriginal pedagogy. This assessment is then published for the relevant faculty and for distribution to the whole teaching body via the school executive. The faculty review has revealed a deepening of these strategies across the year, although this will need to continue to be supported by professional learning and faculty time in 2022.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$311,287.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Peel High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Strong support for students with diverse needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintaining SLSO support for students</p>
<p>Socio-economic background</p> <p>\$1,265,736.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peel High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • What Works Best (WWB) framework • Highly Effective Teaching Practices • Aboriginal Learning and Engagement Centre (ALEC) • Leading Targeted Programs • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement learning support for identified students with additional needs • employment of additional staff to support Careers Coach program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: A range of support for staff and students including executive positions to implement and monitor specialist programs and services</p> <p>After evaluation, the next steps to support our students with this funding will be: to maintain this level of support so that specialist programs and services will continue to operate</p>
<p>Aboriginal background</p> <p>\$552,434.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peel High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Support for Aboriginal students • Alternate learning programs • Collaborate with students, parents, and the community

<p>Aboriginal background</p> <p>\$552,434.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Strong support for Aboriginal programs that focus on learning such as homework centre and Quicksmart. It has additionally resulted in securing Aboriginal support staff to run a variety of wellbeing and cultural programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to maintain this level of support to ensure students of Aboriginal background are able to be educated whilst maintaining cultural identity.</p>
<p>English language proficiency</p> <p>\$30,394.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Peel High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: the provision of support for EALD students through small group and individual withdrawal especially in regard to assessment support</p> <p>After evaluation, the next steps to support our students with this funding will be: maintain this support for EALD students</p>
<p>Low level adjustment for disability</p> <p>\$480,669.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Peel High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention to

<p>Low level adjustment for disability</p> <p>\$480,669.00</p>	<p>increase learning outcomes</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: a wide range of support for individual, small group, and larger cohorts of students through the attainment of LaST's. The interventions implemented cater for a wide range of need allowing students better access to the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: maintain this level of support and investigate increasing it.</p>
<p>Location</p> <p>\$3,000.00</p>	<p>The location funding allocation is provided to Peel High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance initiatives <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • implement programs to target improved attendance <p>The allocation of this funding has resulted in: the development of a range of initiatives to support student attendance</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to investigate new strategies and evaluate their success</p>
<p>COVID ILSP</p> <p>\$450,963.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: extensive support for a range of students identified by classroom teachers through the Learning Support system.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue using the current model of delivery</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	378	386	391	410
Girls	345	359	345	389

Student attendance profile

School				
Year	2018	2019	2020	2021
7	86.7	85.3	89.8	82.8
8	80.5	81.6	87.5	80
9	81	80.5	86	76.4
10	74.9	77.8	80.3	74
11	67.5	70.3	78.2	66.1
12	80.6	80.3	85.7	80
All Years	79.1	79.9	85	77.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	2	0	5
Employment	20.2	34	41
TAFE entry	4.78	3.45	2
University Entry	0	0	35
Other	4.78	3.45	11
Unknown	17.1	17.25	7

Year 12 students undertaking vocational or trade training

45.65% of Year 12 students at Peel High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.3% of all Year 12 students at Peel High School expected to complete Year 12 in 2021 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)	49.1
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.48
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,019,433
Revenue	13,758,770
Appropriation	13,573,696
Sale of Goods and Services	13,298
Grants and contributions	119,316
Investment income	588
Other revenue	51,873
Expenses	-13,116,028
Employee related	-11,953,647
Operating expenses	-1,162,381
Surplus / deficit for the year	642,743
Closing Balance	2,662,176

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.

	2021 SBAR Adjustments (\$)
Targeted Total	280,899
Equity Total	2,330,137
Equity - Aboriginal	552,441
Equity - Socio-economic	1,266,633
Equity - Language	30,394
Equity - Disability	480,670
Base Total	9,301,692
Base - Per Capita	191,026
Base - Location	3,315
Base - Other	9,107,351
Other Total	736,445
Grand Total	12,649,173

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

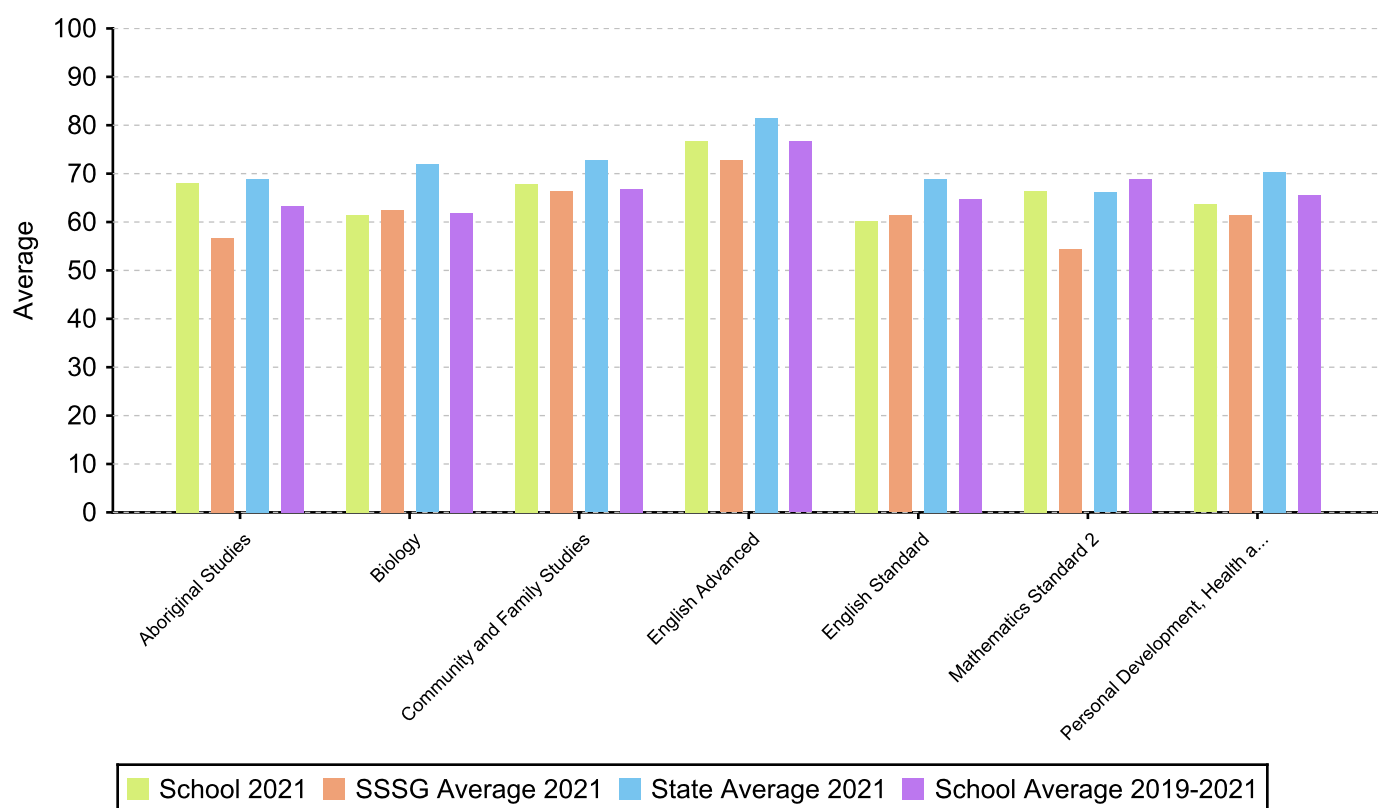
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Aboriginal Studies	68.0	56.7	68.8	63.3
Biology	61.5	62.6	71.9	61.8
Community and Family Studies	67.9	66.4	72.7	66.8
English Advanced	76.8	72.7	81.4	76.6
English Standard	60.2	61.3	68.8	64.8
Mathematics Standard 2	66.4	54.5	66.1	68.9
Personal Development, Health and Physical Education	63.6	61.4	70.3	65.5

Parent/caregiver, student, teacher satisfaction

According to the 2021 Tell Them from Me data:

- students report that they feel that teachers are responsive to their needs and encourage independence.
- students also understand there are rules and expectations for classroom behaviour
- students are supported by the school to explore Vocational education post school
- 73% of Aboriginal students indicated that they feel good about their culture when they are at school

Staff indicated in the People Matters Survey 2021 that the top 5 most positive elements to their work were:

- Inclusion and Diversity
- Customer Service
- Job Purpose and Enrichment
- Team work and Collaboration
- Employee Engagement

Parents as part of school surveys indicated:

- Peel High School encourages its students and were optimistic about the students life post school
- The staff go above and beyond to make sure the students are safe and happy
- All the staff are absolutely amazing. They do a fantastic job.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.