

# 2022 Annual Report

## Peel High School



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## Introduction

The Annual Report for 2022 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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Peel High School

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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, situated on Gomeroi country, is located in Tamworth and is one of four public high schools in the city. Our student enrolment of 770 students, includes 44% Aboriginal students.

In April of 2022, Peel High School joined the Connected Communities Strategy which has a focus on strengthening the educational outcomes for Aboriginal students and all students. Engagement in the strategy aims to bring the community closer with the school, bring in Aboriginal culture, and allows the school to work with government and non-government groups to help support the education of the school's 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. Our 'stage' classes support students to achieve outcomes in a differentiated learning environment supported by consistency of reduced teachers and a dedicated School Learning Support Officer in each classroom. Peel High School also has strong links with UNE and we continue the relationship providing pre-service teachers opportunities to develop skills at Peel High school and through their mentoring support of our stage 6 Extension Science students.

The focus of our Strategic Directions in 2022 is to improve HSC and NAPLAN results in the top 2 and 3 bands by implementing themes of the What Works Best framework, engaging in high impact professional learning and focusing on highly effective teaching practice enabling teachers to reflect and refine teaching practice based on research to inform and engage in effective explicit teaching. Focus on improving student attendance, engagement and retention through the use of identified strategies and the continued embedding of practice through the Aboriginal Learning and Engagement Centre to work towards meeting the Premier Priorities of increasing the proportion of Aboriginal Students attaining their HSC by 50% in 2023, whilst maintaining their cultural identity.

Building teacher capacity remains a focus of our Strategic Improvement Plan at Peel High School and this has been enhanced by the addition of a Head Teacher Mentor to our staffing allocation to support early career teachers who are currently engaged or appointed to Peel High School. Our COVID Intensive Learning Support Program (ISLP) provides small group tuition for students who need it most across our student cohort. To support this program Peel High School has developed a strategy of employing pre-service teachers as part of our COVID ISLP team who then regularly continue on to be employed as teaching staff when they have reached their final year of study at university.

With the addition of our Senior Leader Community Engagement position in 2022, Peel High School will continue to build and strengthen our connections with parents and carers, community groups, the Tamworth Local AECG and external agencies to meet the needs of our students and families.

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
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:** \$25,350.00

**Socio-economic background:** \$393,094.00

**Low level adjustment for disability:** \$495,567.00

**English language proficiency:** \$32,996.00

### Summary of progress

Our focuses for 2022 included highly effective teaching practices, literacy and numeracy and improved HSC student outcomes. The What Works Best Framework became the guiding document for improving teacher practice. Three elements were focused on in 2022 which were high expectations, behaviour management and data use. All faculties used the data plan to measure the impact of classroom management strategies to inform improvement in teaching practice. Faculties will continue to monitor the effectiveness of classroom management strategies.

The impacts of Covid affected staffing and this was identified as a barrier to successfully mapping students to the literacy and numeracy progressions. As a result this action was not achieved in 2022. This work will be moved forward into 2023.

Faculty Review data indicated that A Literacy And Response Matrix (ALARM) to support improved student performance in the HSC, was embedded in all relevant teaching and learning programs in Years 7-12. Further Professional Learning and resources will continue to be made available as required, and as new staff join Peel High School. The Results Analysis Package analysis was conducted by all faculties using the HSC results for 2021 and strategies identified for a focus on improvement in the 2022 HSC. This analysis will again take place for 2022 HSC results.

In 2023 the literacy and numeracy plan will be redeveloped and continued implementation of the What Works Best professional learning for teaching staff. ALARM implementation will continue to be monitored through the Faculty Review process. In consultation with the Department of Education staff, a revised literacy plan will be developed and implemented in 2023. This plan will be based on the Literacy and Numeracy analysis conducted by the Learning and Support Team led by the Learning and Support Teachers in 2022. The initial focus has been identified and a whole school approach to building student vocabulary is to be implemented.

### 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
Increase the percentage of students achieving in the top two HSC bands by 3.8% from baseline.	9.23% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.
Increase the percentage of students achieving in the top three HSC bands by 2% from the baseline.	31.54% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
Improvement in the percentage of students in the top 2 bands reading by	2022 NAPLAN data indicates 9.87% of students are in the top two skill bands for reading.

4.7% from the baseline	
Improvement in the percentage of students in the top 2 bands numeracy by 5.4% from the baseline.	2022 NAPLAN data indicates 10.7% of students are in the top two skill bands for numeracy indicating the school progressed beyond the target baseline by 3% .
The proportion of students achieving expected growth in NAPLAN reading increases by 3.5% toward the lower bound system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The proportion of students achieving expected growth in NAPLAN numeracy increases by 4.5% toward the lower bound system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Teachers begin to use data to underpin their teaching practice.  Provide professional learning on the use of effective data.	All teachers have participated in professional learning on data analysis based on the What Works Best principles.
Develop appropriate resources for the expansion and consistent use of ALARM.  Provide professional development for identified staff.	Resources to ensure consistency of the use of ALARM have continued to be developed and internal measures indicate an increased percentage of staff actively collaborating with practitioners to reflect and improve on teaching practice.
Increase the percentage of Aboriginal students achieving in the top three bands of reading in NAPLAN.	2022 data indicates an increase of 1.9% of Aboriginal students in the top three bands for reading.
Increase the percentage of Aboriginal students achieving in the top three bands of numeracy in NAPLAN.	2022 data indicates an increase of 3% of Aboriginal students in the top three bands for numeracy.

## 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:** \$664,810.00

**Professional learning:** \$2,000.00

### Summary of progress

In 2022 a range of focuses for Strategic Direction 2 included the What Works Best themes of classroom management and the use of data to inform practice, teacher collaborative practice, the Faculty Review, feedback and data analysis and leading targeted programs to support student success.

All Head Teachers via Executive Team and Faculties have been engaged in targeted Professional Learning on What Works Best (WWB). A WWB booklet on strategies that staff identified as being successful at Peel High School has been developed, and all staff has access to this booklet. Collaborative approaches were adopted by all faculties in the implementation of WWB Strategies. Implementation of the three more components of the framework is scheduled for 2023.

The Faculty Review cycle in 2022 was completed and is ongoing. The structure of the process relies on faculties collaborating and sharing their practices. A report for each review was distributed to all faculties.

All faculties engaged in data collection and analysis to improve the learning environment and therefore student outcomes as part of the WWB implementation. Data collection models were provided via Executive meeting professional learning to all Head Teachers. This led to new data practices for all faculties.

The success of the existing alternate teaching and learning programs (Stage 4 and 5 boys classes) is such that it is to be expanded in 2023 with the implementation of a girls' Stage 4 engagement class. Due to a combination of staffing constraints, school evaluation and review it was decided not to continue the School of the Future initiative in 2022.

In 2023 there will be a focus on streamlining of initiatives of Strategic Direction 2, to 'build the capability of staff to enable quality teaching'. There will be continued implementation of the What Work Best themes and the Faculty Review process aligned to individual faculty needs. With the appointment of a Digital Classroom Officer and ongoing professional learning provided to staff, collegial lesson observations and feedback, and informal learning walks for all to benefit from the expertise of experienced staff. As a result, we expect to see student outcomes enhanced.

### 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
Professional learning will be provided to support the implementation of CESE's WWB and some of the evidence based strategies are implemented.	School self-assessment of the elements What Works Best will improve from Sustaining and Growing to Excelling.  School self-assessment of the elements of What Works Best has shown

Professional learning will be provided to support the implementation of CESE's WWB and some of the evidence based strategies are implemented.	improvement when measured against the School Excellence Framework.
Staff continue to develop a working knowledge and understanding of the Faculty Review process. The process continues to be implemented and refined.	All faculties have been exposed to the Faculty Review process and reports supplied to drive faculty improvement have been implemented.
Collaborative strategies and structures are developed, refined and enhanced to improve teaching and learning. Professional Learning is implemented as required.	Internal measures indicate an increased percentage of staff actively collaborating with practitioners across the whole school to reflect and improve on teaching practice.
Faculties evaluate the effectiveness of current explicit teaching strategies. Planning begins to embed these strategies into teaching and learning programs.	All teaching and learning programs include evidence of explicit teaching made to address individual student needs.



### 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

**Aboriginal Learning and Engagement Centre:** \$266,342.00

**Socio-economic background:** \$69,700.00

**Location:** \$3,500.00

**Professional learning:** \$17,000.00

**Aboriginal background:** \$553,968.21

**Student support officer (SSO):** \$96,058.00

### Summary of progress

In 2022 the focus of Strategic Direction 3 was directed toward supporting students through the Aboriginal Learning and Engagement Centre (ALEC), alternate programs and attendance initiatives in order to improve student engagement, improve collaboration with stakeholders and continue to support Aboriginal Students.

The ALEC program has resulted in improved attendance, assessment submission and retention for Aboriginal students in Year 11 2022. The ALEC program has also had a significant positive impact on the wellbeing of Aboriginal students. Tell Them From Me data indicated ALEC students in Year 11 had positive wellbeing outcomes in consecutive years above state and SSSG average and they are demonstrating higher levels of expectations of success compared to non-Aboriginal students, trending upwards in consecutive years above state and Statistically Similar Schools Group averages.

Our alternate learning program have supported students in stages 4 and 5 to see success in classes that provide significant education and vocational supports. The school has enabled these programs to continue to run by committing to provide a teacher and a school learning support officer to each class with a reduced number of students. Students in the stage 5 boys class have benefited from furthering their learning with real life work experience opportunities.

Significant resources have been dedicated to supporting improved student attendance with the development of the following initiatives: designated administration staff call parents and carers regarding attendance, teaching staff also contacted home regarding student attendance, rewards were allocated for attendance over 90% and improved attendance. An additional second Head Teacher was added to the attendance team. This role focused on the reward strategy and the analysis of attendance data. Attendance signage was installed around the school highlighting the effect of poor attendance long term.

A range of Aboriginal strategies and initiatives were implemented in 2022 to provide extra support for HSC students: ALEC support, ALEC tutoring support, afternoon and holiday study sessions conducted by teaching staff, student access to academic support software, access to a curriculum that offers diverse pathways including SBATs and Elevate study support. These supports were provided in a context of cultural inclusion including dance programs, student mentoring for younger Aboriginal students, support from the Aboriginal Education Team and professional learning for all staff provided by DOE and community organisations.

Student Wellbeing remained a focus for 2022 and a substantive Head Teacher was appointed. Professional learning was conducted in Term 3 around the effective use of data as part of What Works Best Framework. Staff also had access to a variety of professional learning concerning youth mental health. The school piloted the Perfect Presence Attendance and

Wellbeing program in 2022 and this will continue in 2023. The annual SEF-SAS recognises Wellbeing as an area of excellence at Peel High School.

In 2023 the streamlining of initiatives of Strategic Direction 3 will see a focus on Enhanced Learning Opportunities for all students. Of particular focus will be the classes that encompass our range of special programs including the High Potential and Gifted classes, the Stage 4 and 5, boys and girls classes, student supported by the ALEC and the delivery of cultural programs. In 2023 the addition of a girls stage 4 class to support improved outcomes will meet an identified need for a number of our students. They will be supported by a dedicated teacher and student learning and support officer.

### Progress towards achieving improvement measures

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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
Improvement in the percentage of the attendance rate of > 90% toward the lower bound target by 3%.	The number of students attending greater than 90% of the time or more has decreased, however, the school continues to implement a range of evidence-based and school-based initiatives to improve attendance.
Develop and implement an engaging, supportive and accessible HSC curriculum.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by the number of students engaged in School Based Traineeships, students accessing the resources provided by the Aboriginal Learning and Engagement Centre and evidence that the school is on track to meet the Premiers Priority target of students achieving the HSC whilst maintaining their cultural identity .
Improvement in the Wellbeing indicator from the baseline by 2.5%.	The school continues to work towards increasing the proportion of students reporting a positive sense of Wellbeing. ALEC students have shown significant improvements in their Wellbeing indicators as evidenced by the Tell Them from Me data.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$296,504.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with identified additional learning needs in mainstream settings have received additional support to meet their identified needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to use funds to employ SLSO's to provide support to students who attract IFS in mainstream learning environments.</p>
<p>Socio-economic background</p> <p>\$1,299,986.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> <li>• What Works Best (WWB) framework</li> <li>• Alternate learning programs</li> <li>• Attendance initiatives</li> <li>• Improvement in HSC student outcomes</li> <li>• Feedback and Data Analysis</li> <li>• Leading Targeted Programs</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional SLSO staff to support student with additional needs in mainstream learning environments.</li> <li>• employment of additional staff to work closely with families and students to improve attendance.</li> <li>• Study skills session for senior students</li> <li>• professional development of staff in RAP Analysis to support student learning</li> <li>• professional development of staff in ALARM to support student learning</li> <li>• professional development of staff in literacy and numeracy to support student learning</li> <li>• employment of additional staff to support teaching and learning of alternate programs</li> <li>• professional development of staff to engage in and deliver the WWB framework to support student learning across the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning has upskilled staff to better meet the needs of students. The employment of additional staff has supported the additional needs of students. Study skills programs have prepared student in stage 6 for the HSC.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of additional staff to support identified student needs and the provision of professional learning to continue the development of staff skills to support students.</p>

<p>Socio-economic background</p> <p>\$1,299,986.00</p>	<p>Professional learning will continue to be provided to develop the professional capacity of staff to deliver quality teaching and learning to students.</p> <p>Continue to invest in developing the study skills of students to achieve their best.</p>
<p>Aboriginal background</p> <p>\$671,492.21</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborate with students, parents, and the community</li> <li>• Support for Aboriginal students</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students as part of the ALEC team.</li> <li>• employment of additional SLSO staff to deliver personalised support for Aboriginal students in mainstream classes and small groups programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of additional staff in the ALEC team has increased the provision of support to the students working towards the attainment of the HSC in 2023. Funds have been used to staff the Quicksmart program that has provided small group tuition for a large number of Aboriginal students to improve literacy and numeracy. Employment of Aboriginal SLSOs working in mainstream classes provides for cultural safety and support for a large number of students in a range of KLA's.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Providing support to students who identify as Aboriginal will continue to be a productive and culturally positive use of funds to support our students.</p>
<p>English language proficiency</p> <p>\$32,996.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy Focus</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students and staff have been supported to ensure that appropriate resources are developed to meet the individual needs of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funds provided in the 2023 SBAR will continue to be used to employ teaching staff to develop resources to meet individual needs of EAL/D students</p>
<p>Low level adjustment for disability</p> <p>\$495,567.00</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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Low level adjustment for disability</p> <p>\$495,567.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of LaSTs provides for the needs of multiple students needs to be met through the differentiation of the curriculum. LaST support classroom teachers, administer NAPLAN and Checkin test and assist with the transition of students to school that have additional learning needs. There is a particular focus on ensuring that students who require additional support are identified early and necessary supports are in place or experts engaged to meet their particular needs. The employment of additional SLSOs enable the work of the LaSTs to be effectively implemented into the mainstream classroom setting along with the social and emotional needs of students met through such programs as Chill Out.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The employment of staff to support students has been identified as essential in the school setting, meeting a range of academic, social and emotional needs and this will continue to be how funds are used in 2023.</p>
<p>Location</p> <p>\$3,500.00</p>	<p>The location funding allocation is provided to Peel High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance initiatives</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• investigation of initiatives that enhance positive attendance by visiting schools that are seeing success through innovative programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Opportunity for staff to connect with schools implementing innovative programs to support positive attendance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to embed successful attendance initiatives and continue to identify effective strategies to improve student attendance.</p>
<p>Professional learning</p> <p>\$94,350.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Peel High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> <li>• What Works Best (WWB) framework</li> <li>• Attendance initiatives</li> <li>• Improvement in HSC student outcomes</li> <li>• Improvement in student engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff engagement in professional learning to support improved HSC results.</li> </ul>

Professional learning  \$94,350.00	<ul style="list-style-type: none"> <li>• Targeted support for HSC students to develop effective study skills.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff professional learning has enhanced the ability of staff to address student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to develop staff in areas of identified need in relation to HSC improvement, What Works Best modules and attendance and engagement.</p>
COVID ILSP  \$379,721.00	<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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student with identified literacy and numeracy needs have been supported by ILSP funds. Support is for the students who have been identified as requiring some assistance in literacy and numeracy after the COVID shutdown in 2020. Small group, intensive work is developed for small groups of 2-5 students across Stages 4 and 5.</p> <p><b>After evaluation, the next steps to support our students will be:</b> ISLP funds will continue to be used during 2023 to support student needs in literacy and numeracy.</p>
Student support officer (SSO)  \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Peel High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Support for Aboriginal students</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of Student Support Officer to support the mental health of students 7-12.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The SSO is an integral member of the school staff and in particular the well-being team. As a professional in this field, the expertise of the SSO has been essential to supporting individuals and small groups of students as well as communicating with families and carers. The role includes working with external agencies to identify and provide supports for student and engaging agencies to deliver programs in school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The SSO is an integral member of staff and funds will continue to be used to employ into the future.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	386	391	410	369
Girls	359	345	389	347

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	85.3	89.8	82.8	80.3
8	81.6	87.5	80.0	72.8
9	80.5	86.0	76.4	72.4
10	77.8	80.3	74.0	66.0
11	70.3	78.2	66.1	62.2
12	80.3	85.7	80.0	67.8
All Years	79.9	85.0	77.2	70.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	43	59	47
Employment	43	32	22
TAFE entry	14	9	5
University Entry	0	0	24
Other	0	0	2
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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42.50% of Year 12 students at Peel High School undertook vocational education and training in 2022.

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

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93.2% of all Year 12 students at Peel High School expected to complete Year 12 in 2022 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)	10
Classroom Teacher(s)	48.4
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.48
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,820,633
<b>Revenue</b>	15,134,860
Appropriation	14,859,825
Sale of Goods and Services	22,942
Grants and contributions	170,368
Investment income	6,653
Other revenue	75,072
<b>Expenses</b>	-13,520,639
Employee related	-12,014,110
Operating expenses	-1,506,529
<b>Surplus / deficit for the year</b>	1,614,221
<b>Closing Balance</b>	3,434,854

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	296,504
<b>Equity Total</b>	2,503,121
Equity - Aboriginal	674,579
Equity - Socio-economic	1,300,000
Equity - Language	32,996
Equity - Disability	495,547
<b>Base Total</b>	9,743,464
Base - Per Capita	214,060
Base - Location	3,611
Base - Other	9,525,793
<b>Other Total</b>	1,033,171
<b>Grand Total</b>	13,576,259

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

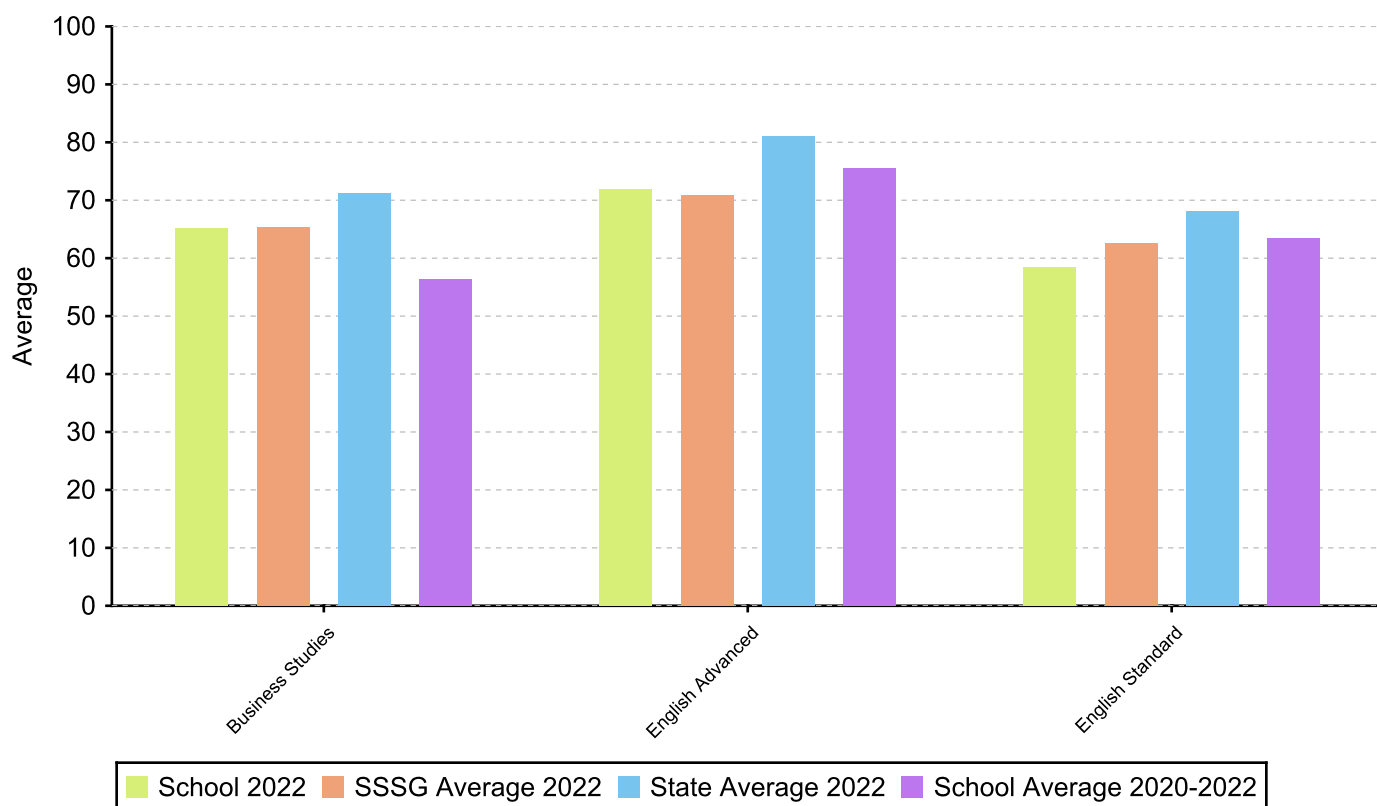
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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 2022	SSSG	State	School Average 2020-2022
Business Studies	65.1	65.4	71.2	56.4
English Advanced	71.9	70.9	81.0	75.5
English Standard	58.5	62.6	68.1	63.4

## Parent/caregiver, student, teacher satisfaction

Students have opportunities to provide feedback to the school through the Tell Them From Me (TTFM) survey, the faculty review process and student leadership teams. Feedback from the faculty review process is shared with executive and faculties and acted upon to improve student learning experiences. The student leadership teams meet regularly at Peel High School and share their feedback with staff that provide opportunity to act on their voice. TTFM showed that 72% of students reported positive relationships with their peers and that they have friends at school they can trust and who encourage them to make positive choices. 76% of students reported that they knew where to seek wellbeing support at school. 81% of Aboriginal students responded that they feel good about their culture when they are at school. Students responded with valuable feedback around school faculties that continues to be acted upon. Feedback from students in the Aboriginal Learning and Engagement Center was overwhelmingly positive with results indicating that ALEC students in Year 11, 2022 have positive wellbeing outcomes in consecutive years above state and Statistically Similar School Groups (SSSG) average and that students supported by the ALEC demonstrate higher levels of expectations of success compared to non-Aboriginal students, trending upwards in consecutive years above state and SSSG averages.

The Peel High School Parents and Citizens Association (P&C) meets regularly with school representatives to proactively discuss ways to support the school. Members of the P and C are invested in seeking opportunities to invest in opportunities and resources that benefit students. They do this by providing scholarships and equipment that supports learning and engagement. The support unit sought feedback from parents and carers as part of the faculty review process. The response from parents/carers was overwhelmingly positive with 88% of respondents indicating that the support provided by the school encourages success at school and in the community. 88% reported that Peel High School is a supportive and inviting place for students to learn and that staff and teachers go out of their way to help students. 75% of respondents indicated that they feel welcome and respected at Peel High School and that Peel High School staff members are helpful and meet my needs in a timely manner.

As part of the Connected Communities Strategy, Peel High School has a School Reference Group. This group is consulted to set the vision and direction of the school and to contribute to identifying student needs and communicating views of the Aboriginal community and other stakeholders. The Connected Communities Strategy is an approach used to strengthen the educational outcomes for Aboriginal students and all students. It brings the community closer with the school, to deliver culturally appropriate programs and allows the school to work with government and non-government groups to help support the educational needs of the students and their holistic health. Peel High School has a strong Aboriginal Education team that promotes inclusivity and equity for all students. Staff from Peel High School work closely with the Tamworth Local Aboriginal Education Consultative Group (AECG), who meet regularly to support teaching and learning in schools across Tamworth.

Staff were provided with numerous opportunities to provide feedback during 2022. We used a variety of different platforms to collect and analyse this data to ensure our processes, procedures, and plans were adjusted accordingly. Staff provided feedback on the quality of teaching and learning in the Selective Stream classes and on student wellbeing and engagement. As a result of this data 94% of staff responded they enjoy teaching the selective class. This emphasised that the current model for teaching and learning is well received. In response to staff feedback, we have utilised our relationship with the University of New England discovery team to deliver a range of extra-curricular opportunities each term to build team capacity, strengthen student relationships, and develop communication skills. In response to valuable feedback student wellbeing seminars and team building exercises through project based learning and extra-curricular opportunities will be introduced to support student outcomes.

Professional Learning (PL) opportunities were restricted, due to the impact of COVID on staff availability. To ensure teaching and learning in classrooms continued unaffected, beginning teachers and staff who had VET compliance training were prioritised to ensure the appropriate supports were offered to early career teachers to build their practise, and VET teachers to maintain their accreditation for VET subjects. Staff indicated that they favored Key Learning Areas specific development and preferred online as opposed to face to face delivery. We also took measures to ensure all staff who sought HSC PL was approved and delivered in an uninterrupted environment. Staff indicated that their wellbeing needs to be prioritised and as such adjusted the Professional Learning Plan to cater for these needs.

Student focus groups indicated that disengagement during afternoon periods was of concern, staff were consulted and this led to an exploration of adjusting the structure of the school day. The majority of staff indicated that a five period day was preferable, and provided insight into the success of various contributing factors such as year meetings, assemblies, and bell times. This feedback was compiled and determinations were made to change the structure of our school day including bell times, number of periods, roll call, and the prevalence of year group and whole school events. These changes have proven to have had a positive effect on student and staff wellbeing and engagement.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.