2009 Annual School Report
Peel High School

NSW Public Schools – Leading the way
Messages

Principal's message

Peel High School has provided students with a wide range of learning experiences and co-curricular activities throughout 2009. Students and staff have been recognised and rewarded for their participation in many areas of the school curriculum during 2009.

The school achieved a financial boost when we secured continuation of funding for the Schools in Partnership (SiP) program, Priority Schools Program (PSP) and we became part of the National Schools Partnerships program.

Beautification of the front gardens, painting and new carpeting improved the physical environment for both staff and students. In a series of technological upgrades the first computers for students and staff were issued under the Digital Education Revolution. The school also installed a number of interactive whiteboards and teachers have engaged in appropriate and relevant professional learning programs. Peel High School was approved for the construction of a Trade School in 2010. Greg Parker worked on the committee for the joint schools proposal.

The enrolment, attendance and retention of students have continued to show a gradual improvement. Significant changes to intervention, tracking of progress and staff willingness to improve their professional learning should lead to even greater improvement in student learning outcomes; especially in state and national testing.

The Science and Engineering Challenge again brought great credit to the school.

Ryan Parker was selected in the CHS swimming squad and in a state water polo team to play in Perth. Kandelka Knox and Jamie-Leigh Newcombe were selected for the State Basketball Carnival in Broken Hill. Simon Sinclair represented the school and the region in the boys basketball team.

Ian Southwell, a retired businessman, and benefactor donated a high quality guitar to our music department.

Term 2 Highlights

The front of the school was transformed thanks to the hard work of Di and Brian Boggs. Radi Tintner and Ray Usher continued to work on the garden throughout the year.

In Agriculture our Sydney show team supervised, by Laurie Raper, had outstanding success particularly with the Suffolk sheep.

Reakeeta Smallwood attended the Dobell Art School and was one of only five students selected to attend from NSW. Adam and Ryan Parker were selected for the State Music ensemble to perform at the Opera House in June. Adam performed in the Senior State Wind Band. Ryan was the leader of his section of the ensemble playing clarinet in the State Junior Wind Band. Adam and Ryan also performed at the Sydney Opera House in the Festival of Instrumental Music. Simon Sinclair won a guitar and all our students performed extremely well at Tamworth Bandwagon.

Brooke Kennedy was selected to join the regional Aboriginal Student Leadership Forum organising committee. Combined with Brooke’s success at the Sydney Royal Show with the livestock she constantly displayed great versatility as a leader.

Term 1 Highlights

The Aboriginal Dancers from our school performed with distinction for the opening of the Australian Equine and Livestock Events Centre (AELEC).
The school received the sad news that Joan Rankin of the “War Widows Guild” had passed away. Joan has been a very loyal supporter of the school over several years.

Tyrone Spearim was awarded a scholarship from the ABC to continue his studies.

**Term 3 Highlights**

Following training with Terry Miller on Quality Teaching, staff continued to refine the work they learned in both faculty and individual teaching programs.

Russell Hooper, Adam Parker and Thomas Bowden were selected in a National Science School to be held at the Australian National University in January 2010.

The Schools in Partnership Committee approved an Academic Partnership with UNE. Visitors from UNE staff included Dr Peter Merrotsy and Professor Len Unsworth assisted the school in gifted and talented programs.

I was a keynote speaker at the National Conference on Indigenous education held in Adelaide. This was recognition for the work that many staff, students and the community have made towards improving Aboriginal education.

**Term 4 Highlights**

Approval was given for the major upgrade of toilets and showers along with storerooms for the MPC.

Carmen Hooper was accepted to participate in the Newcastle Wind Orchestra workshops in Narrabri playing the French Horn.

The Royal Life Saving Society recognised the work of Trina Parker with a Long Service Star. Cheryl Surtees was awarded an Associate Award and Peel High given a Certificate of Appreciation.

Ryan and Adam Parker were again recognised for their work as instructors and Adam received a Distinction.

We received word that the Chaplaincy Program would continue for the next three years and Darren Bonnell would continue in the role of school chaplain.

As principal, I am pleased with what was achieved in 2009 and I am looking forward to the future.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

**William Campbell**
Principal

**P&C Message**

As I look back over the last year I get mixed feelings about the job we as parents of Peel High School P&C have done. High School years, as a parent, are certainly much different to Primary School. You go from helping out the classroom or at after school activities, supporting your children through their early learning difficulties, to being not seen or heard because of the embarrassment issue at high school.

As a high school P&C we have to rely on funds raised through our school canteen to support our school. We do this well at Peel and only through the efforts given by Lyn Sunderland. I have said this more than once and will say it again, “Lyn you are a bottler. Thank you for everything you do, in and out of the canteen, and for the time required for you to operate a most successful canteen. We appreciate your every effort.”

It looks as though a land agreement has been made for the future of Agriculture at Peel High School. I would like to see the P&C get right behind agriculture as I can see a great future for student involvement. Having been recently involved with the showing of the Suffolk sheep, I can see an opening for funds raised by the P&C to be used to help in the handling and promoting of our Suffolk stud. The students get so much out of preparing and showing of the sheep, and they do most of it in their own time. It has got to be better than sitting in front of Xbox or PlayStation games.

I would like to thank all of the committee for your time given throughout the year. Without your support there would not be a P&C at Peel.
Thanks also go to Bill and the staff at Peel. Your commitment to personal learning and dedication to our children is evident in the academic achievements made at Peel each year.

Finally, thank you for the support and friendship you have shown me over the last twelve months.

Ashley Castles
President

Student representative's message

The school student leadership team of School Captains Keya Byrne and Kane Jackson and Vice-Captains Brooke Kennedy and Isaac Brown has led a very motivated and hard-working team of student representatives this year.

The SRC set themselves several goals for the year including the erection of new signs on each of the blocks, the development of a school mascot and raising funds to support the work of the SRC into 2010. We are pleased to say that each of these goals was achieved following the organisation of several successful fundraisers including a Bunning’s BBQ and several milkshake days. This year the SRC voted on who should be the recipient of their fundraising efforts and it was decided that we would donate $1000.00 worth of gifts to the Children’s ward at Tamworth Base Hospital. Hampers presented to the hospital included DVD’s, Books & Book Packs, games, coloured pencils and pens.

The SRC continued to support the Tamworth War Widow’s Guild. The school Anzac Day Ceremony was complemented by participation at the Tamworth Dawn Service and March. The students also organised and conducted the Remembrance Day assembly at school and took every opportunity to promote active citizenship in our school community.

Keya Byrne, Kane Jackson, Brooke Kennedy, Isaac Brown

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

There was a slight decrease in the total number of students enrolled in 2009. However, enrolment patterns have shown a steady increase over the last five years, with approximately equal numbers of male and female students.

Student attendance profile

Attendance patterns are a major concern for the school and the community. Attendance patterns remain significantly below region and state averages. The school is trying a number of strategies to improve student attendance and requires the support of the parents and school community to address this issue.
Management of non-attendance

The school has implemented a number of strategies to manage non-attendance including:

- Phone calls to parents when students are absent on a daily basis;
- Daily monitoring of those late to school by HT (Home Contact);
- Rewarding 100% attendance via certificate at Year Meetings/assemblies;
- Head Teacher monitoring of attendance falling below 85% - contact parents/carers and HSLO referrals; and
- Additional SASS support to monitor daily attendance.

Retention to Year 12

Retention is a measure of those students who remain at school after completing the Year 10 School Certificate. School averages for retention continue to fall below region and state averages.

Post-school destinations

Three Year 12 students left school during the year to seek employment.

Forty percent of Year 12 2009 have taken up tertiary studies at university or TAFE and thirty percent have moved into employment and/or apprenticeships.

Year 12 students undertaking vocational or trade training

Seventeen (65%) students studied one or more vocational education courses in 2009. Courses included Child Care, Hairdressing, Electro-technology, Construction, Metal and Engineering, Hospitality, Information Technology, Retail and Animal Care.

Year 12 students attaining HSC or equivalent vocational educational qualification

Twenty nine students commenced Year 12 in 2009. Twenty six students completed the Higher School Certificate. Three students left to seek employment.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The stability of school staff and the expertise of new staff coming to Peel High school has improved dramatically in recent years. Very few staff was transferred and this has enabled the school to focus on delivery of the curriculum in a stable environment.

New staff in 2009 included Wendy Robinson as Deputy Principal, Anissa Ruitenberg in the HSIE faculty and Janine Way on the School Administrative and Support Staff. Marlene Gates (HT English) and Claire Ritchie (Head Teacher - Teaching and Learning) will join us in 2010.
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>48</td>
</tr>
<tr>
<td>Teacher of Careers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Literacy Support Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
</tr>
</tbody>
</table>

There are seventy nine teachers, school administration support staff and classroom tutors employed in the school of which fifteen percent identify as Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>735 180.71</td>
</tr>
<tr>
<td>Global funds</td>
<td>366 310.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>705 328.85</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>143 645.37</td>
</tr>
<tr>
<td>Interest</td>
<td>51 071.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>59 108.89</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2 060 645.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>99 548.57</td>
</tr>
<tr>
<td>Excursions</td>
<td>48 997.10</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>40 890.20</td>
</tr>
<tr>
<td>Library</td>
<td>9 027.79</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>225.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>781 416.42</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>71 430.48</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>109 523.63</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>101 825.13</td>
</tr>
<tr>
<td>Maintenance</td>
<td>35 823.77</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>78 634.20</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 377 342.29</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>683 303.51</td>
</tr>
</tbody>
</table>

The school is in a sound financial position. A significant proportion of the balance carried forward falls within Tied and Trust Funding dissections and must be committed only to items of expenditure as determined by the specific program guidelines.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Peel High School continues to provide all students with opportunities to excel in a broad cross-section of life skills and extra-curricular activities.

Theatre Sports

Year 9 and Year 11 Drama students performed highly successfully at the Theatre Sports competition in March. The “Banana Peel” Team won Best Moment and Best Overall Male was Aiden Rayner.

Sport

Swimming

Goolagong was the winning house closely followed by Border.

Age Champions:

13 yrs Brandon Dickson and Malarnie Zell
14 yrs Ryan Parker and Natalie Worthington
15 yrs Harlee Millgate and Chynna Curtis
16 yrs Cristofer Berry and Reakeeta Smallwood
17 yrs Adam Parker and Linda Smith

Ryan Parker also broke two longstanding records in the 100m Breaststroke and 200m Medley events.

Athletics

Age Champions:

12 yrs Calem Gough and Paige Creighton
13 yrs Damien Berry and Emma Gudgeon
14 yrs Jacob Simpson and Pamela Bowden-O’Leary
15yrs Nathan Walsh and Jamee-Leigh Newcombe
16yrs Andrew Boyle and Abbey Farley
17+ yrs James Crighton and Nataliah Green

North West Representatives 2009

Simon Sinclair - Basketball
Kandelka Knox - Basketball
Jamee-Leigh Newcombe - Basketball
Ryan Parker – Swimming, Water Polo and Touch
Jesse Porter – Rugby League
Latrell Hampton – Rugby League
Paul Jones – Rugby League

Year 9 student Sophie Fisher was named Player of the Carnival at the CHS Girls North West Tennis Carnival.

Community Coaches

The Year 10 Coaching in the Community elective PE class has worked very hard this year to become community coaches in the Australian Sports Commission’s Active After-school Communities (AASC) program. The qualification gained by the Year 10 elective PE students at Peel High School enables them to be presenters in this national program. This year Peel High School students have presented AASC sessions at Westdale, West Tamworth and East Tamworth Public Schools.

Life Saving Award Program

During first term, all students in Year 7 participated in a Life Saving Program designed to improve their swimming and survival skills. The aim of the program was for each Year 7 student to achieve a Royal Life Saving Society award appropriate to his or her ability. In order to gain an award each student was required to actively
participate in the program and demonstrate a variety of swimming and survival skills. This year 47 lifesaving awards were achieved by students from Year 7.

**Agriculture**

Agriculture students were disappointed that the Tamworth Show did not hold any competitions for sheep or beef cattle in 2009. To keep some involvement in the show, we exhibited some birds in the poultry section. In addition to the Light Sussex and Rhode Island Red breeds we exhibited last year, we had some of our own Belgian Bantams.

Four students (Brooke Kennedy, Jessie Stone, Jordan Collett and Ben Castles) and eight Suffolk Sheep competed at the Sydney Royal. Three studs Banmar, Cotties Run and Peel High contested the Suffolk sections.

Peel’s rams really caught the judge’s eye, winning all 3 classes contested. Our ram lamb, _Peel High RamMyster 22/08_, won the Junior Champion award and then followed up by beating the older rams to be declared Grand Champion Suffolk Ram.

Peel was awarded Junior Champion Suffolk Ewe and Reserve Grand Champion with our milk tooth ewe, _Peel High Lambalino 2/08_.

Peel also won the Breeders Group prize for the best Lamb Ram and Ewe, with the formidable pair of _RamMyster and Lambalino_.

The prestigious David Warren Memorial Trophy for the Best Headed Suffolk was the icing on the cake for the school, winning this shield for a record 4th time when _RamMyster_ was judged to be closest to the classic standard of excellence for the Suffolk breed.

Peel High's success at the Sydney Royal was the feature of a media release by the Director-General, Michael Coutts-Trotter in praising the efforts and achievements of public school students and their teachers.

“High standards are expected of all Sydney Royal competitors, and our students certainly held their own”, he said.

**NSW Sheep Show – Dubbo**

Seventy eight Suffolk sheep from nine studs (7 from NSW, 1 each from Vic and Qld) contested the inaugural NSW Sheep Show at Dubbo this year. There were 3 novice exhibitors, (Peel, and a new stud - George's Creek) and 8 classes. Peel was placed first in all but one of these and then went on to contest the Open classes against the 6 established studs. Despite the strong competition, Peel’s quality proved to be well up with the top studs, earning 3 more ribbons in these events.

In the Group of 3 Lambs class, where there was no novice division, we finished second to the Milton Park Stud from Qld.

Cooper Walters and Brandon Dickson finished 1st and 2nd respectively in the under 14 division of the Suffolk Handlers’ competition. In the 14 to 18 years division (15 contestants) Peel students filled the top 4 places with Brooke Kennedy 1st, Jessie Stone 2nd, Jordan Collett 3rd and Paige Dickson 4th. The inaugural Suffolk Junior Stockman trophy was won by Brooke Kennedy.
Tamworth City Eisteddfod Results

Cassandra Karpinski (Year 12)
2nd Sacred Solo 18 years
3rd Popular Solo including Jazz 18 years
Highly Commended-Girls Vocal Solo

Russell Hooper (Year 11)
1st Prose Reading 16-20 years
2nd Australian Poem 16-20 years

Adam Parker (Year 11)
1st Woodwind Solo Reed only 16 years
1st Woodwind Solo Reed only Open
1st Woodwind Solo including flutes 16 years
1st Woodwind Duet 16 years
2nd Piano Solo 16 years

Stephanie Dunning (Year 9)
1st Piano for leisure AMEB Grade 4
3rd Piano Solo 14 years and under

Ryan Parker (Year 8)
1st Woodwind Solo AMEB Grade 6
1st Woodwind Duet 16 years and under
2nd Piano Solo 14 years and under
3rd Woodwind Solo including flutes 14 years

Academic
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 the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7
Results for this group of students was below state averages for all aspects of literacy with an average of forty eight percent achieving in the lowest two bands and less than ten percent in the top two bands. There have been improvements in spelling; however, reading writing and grammar are a concern.

Numeracy – NAPLAN Year 7
Results for this group of students was below state averages with forty eight percent achieving in the lowest two bands and less than six percent in the top two bands.
**Literacy – NAPLAN Year 9**

Encouragingly overall literacy results for Year 9 were better than those of our like school group, however they were still below state average in all strands of literacy assessment. Writing and Grammar and Punctuation are areas of most concern.

**School Certificate**

Average results in School Certificate (SC) English are below state and Like School Group (LSG) results. The majority of students achieved in the middle two bands.

Mathematics results were equivalent to LSG results but remain below state averages.

**Numeracy – NAPLAN Year 9**

Results in numeracy were also better than the results in similar schools (Like School Groups) however the majority of students achieved results below Band 8.

History results in the School Certificate are below state and LSG averages with over forty percent of students achieving in the bottom two bands.

Geography results are below state averages however they are equivalent to the average of LSGs with a significant number of students obtaining results in the top two bands.

Average results in Science are equivalent to LSG averages but remain below state average.
Computer Skills average results are equivalent to LSGs and school averages over the last three years.

**School Certificate relative performance comparison to Year 5 (value-adding)**

The graph indicates that despite some improvement in English, students are not performing up to the levels expected and show a decline in academic performance from Year 5 through to Year 10.

By definition, the average value added for the state is zero.

**Higher School Certificate**

School means and graphs for the Higher School Certificate are only provided for courses with ten or more candidates within the school.

Results in the 2009 HSC demonstrate a wide range of student capabilities. There were some excellent results in Mathematics whereas results were disappointing in Standard English and Industrial Technology. Results in Aboriginal Studies, Ancient History and Business Studies were also down on previous years. Results for Music, Physics, Society and Culture, and Visual Arts were generally quite pleasing. Results for Metals and Engineering and Retail Services were excellent and reflect the interest that students have in these practical courses.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Aboriginal Studies is offered as an elective course in Stage 5 and Stage 6. It is offered to all students and, in the junior years, places a major focus on Australian Aboriginal cultures and looks at the past to inform the present and future reconciliation processes.

The senior course not only looks at Australian Aboriginal cultures, but places a focus on international Indigenous peoples.

There has been an increase in the number of students choosing to study Aboriginal Studies over recent years. The subject has become popular with both Aboriginal and non-Aboriginal students who wish to learn more about Indigenous cultures. At present, junior classes are at capacity.

Results have also steadily improved in the Higher School Certificate and many students who have completed the course have pursued careers in Indigenous fields of employment.

NAIDOC Week: Students and the community participated in a series of events to celebrate and acknowledge the contribution made by the indigenous students and community to the culture of the school.

Reconciliation Week: The school held a special assembly to mark Reconciliation Week.

In-Class Tutors and Mentors: Members of the Aboriginal Community were employed to support students across all years. Years 7 & 8 received in-class support in literacy and numeracy. Years 9 through 10 were given mentoring support to assist them to meet Board of Studies requirements for the award of School Certificate and Higher School Certificate.

Multicultural Education

Year 7/8 students studying Japanese excelled themselves in making one thousand paper cranes in the “Sadako and a Thousand Paper Cranes” competition conducted by the Tamworth Capitol Theatre. After the performance involving the Peel High School cranes, the cranes were sent to the Hiroshima Peace Park Memorial for next year’s memorial.

International River Health Conference

Students from Year 9 Geography travelled to Canberra for the 2009 MDBA International River Health Conference. The conference aims to inform Australian youth about environmental issues that we face in today’s society. This is achieved through the ‘Kids Teaching Kids’ workshops. Students toured the Australian War Memorial and the new and old Parliament houses. Students attended a wreath laying service at the War Memorial and participated in a mock parliamentary debate.

Respect and responsibility

Adopt-School-Project

Year 10 students, Patrisha Inman & Hayley White, represented Peel High in the ABC Childcare Adopt-A-School-Project. The girls spent a half day per week at the Hercules Street Centre, gaining experience and developing a joint “self-initiated” project. They compiled a booklet titled “This is………” which outlined various activities and routines that occurred on a typical day at the Centre.

International River Health Conference

Students from Year 9 Geography travelled to Canberra for the 2009 MDBA International River Health Conference.
Progress on 2009 targets

Target 1

**Literacy and Numeracy – to improve literacy and numeracy outcomes for all students in line with Like School Groups.**

Goal:
All students to have value-added scores equal to or better than the state average as measured by NAPLAN. (2008 – 35% at or above average)

Strategies to achieve this target included:

- Effective use of SMART data to:
  - inform teaching and learning programs across all KLAs;
  - identify individual students requiring additional strategic support;
- Professional learning for all teachers focussed on Quality Teaching and Learning;
- Support Teaching and Learning Assistance resources used to support the most needy students;

**Progress**

Our outcomes indicate:

- The NAPLAN results for Years 7 and 9 demonstrated that the average for Writing, Reading, Spelling, Punctuation and Grammar, Overall Literacy and Numeracy performances were all below Regional and State averages.
- Overall literacy results for Year 9 in 2009 shows improvement from 2008 narrowing the gap between Peel High and the region.
- Overall literacy results for year 7 from 2007 have been declining however the decline has stabilised in 2009.
- Overall numeracy results for year 9 from 2007 have been declining however the decline has stabilised in 2009.
- The gap between Peel High and the region for Year 7 numeracy is narrowing.

Target 2

**Attendance and Retention – to improve student average daily attendance to ninety percent.**

(2008 – 86.4% Average Y7 - Y10)

Strategies to achieve this target included:

- Rigorous daily monitoring of attendance and partial attendance records;
- Immediate contact with the parents/carers of students developing unsatisfactory attendance patterns;
- Raising community awareness of the links between attendance and academic achievement; and,
- Expansion of the awards for attendance program.

**Progress**

Our outcomes are as follows:

- Attendance rates years 7 to 10 are increasing (2005 = 84.1% to 2008 = 86%) and 86.4% as of Dec 1 2009.
- The Year 7-10 attendance rate is below that of region (88.2%) and State (90.1%) but region attendance rates are declining and state attendance rates are remaining static.
- Attendance rates for Years 11/12 are increasing from 81.4% in 2005 to 84.4% in 2008 and 84.75% (as of Dec 1 2009). This attendance rate is below region (88.6%) and State attendance rates (90.1%) but region attendance rates are declining.
- Aboriginal student attendance rate as of December 1 2009 is 79.28%.
- Year 10 attendance rate is the lowest at 81.21%.

Target 3

**Community Participation – to build the capacity of the community to participate and support the education of their children**

Goal:
Fifty percent of parents/carers to participate in school governance (Professional Learning Groups, PLPS, Surveys, etc.) or school support (P&C, special assemblies, cultural and fund raising activities). (2008 – 33%)

Strategies to achieve this target included:

- Individually inviting particular members of the community to be involved in planning groups such as the P & C, SiP advisory board and Aboriginal Parent Group;
- Reviewing school-community information channels for efficiency and effectiveness;
- Ensuring key members of the school community are individually invited to special school functions;
- Building on existing school-community relationships through regular formal contact;
Progress
While there has been some improvement in the involvement of parents in school-directed activities such as the Building Education Revolution and Digital Education Revolution, voluntary participation in activities such as fund-raising and genuine participation in school governance remains at a low level.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of the mathematics curriculum and an overall situational analysis of the school for National Partnerships Funding.

Educational and management practice

School Situational Analysis

Background
This school situational analysis was conducted to draw conclusions, make recommendations and develop strategies linked to the six Reforms of the Low SES School Communities National Partnership:
1. Incentives to attract high-performing teachers and principals;
2. Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals;
3. School operational arrangements that encourage innovation and flexibility;
4. Providing innovative and tailored learning opportunities; and
5. Strengthen school accountability.

Findings and conclusions

1.0 Student Data

1.1 Student enrolment

- Enrolments are increasing 2004 = 402 to Feb 2009 = 454. In 2008 the enrolments were over 420 for the first time in 5 years.
- New housing developments within Peel High Zone coupled with an improvement in public perceptions about the school due to positive media coverage (partially selective class 2011) can account for a large part of the increase in enrolments.

1.2 Student attendance

- Attendance rates years 7 to 10 are increasing 2005 = 84.1% to 2008 = 86% and 86.4% as of Dec 1 2009.
- The Year 7-10 attendance rate is below that of region (88.2%) and State (90.1%) but region attendance rates are declining and state attendance rates are remaining static.
- Attendance rates for Years 11/12 are increasing from 81.4% in 2005 to 84.4% in 2008 and 84.75% (as of Dec 1 2009). This attendance rate is below region (88.6%) and State attendance rates (90.1%) but region attendance rates are declining.
- Aboriginal student attendance rate as of December 1 2009 is 79.28%.
- Year 10 attendance rate is the lowest at 81.21%.

Attendance Rates are improving due to:
- Phone calls to parents when student absent on a daily basis.
- Monitoring late to school by HT (home contact).
- Reward 100% attendance via certificate at Year Meetings/assemblies.
- HT monitoring of attendance below 85% - contact parents and carers/ HSLO referrals.
- Additional SASS support to monitor attendance.

1.3 Student Fractional truancy

Fractional truancy was identified as an area of concern
- From Feb 2009 to the end of Nov 2009 there were 3,437 fractional truancies reported by staff
- A process was put in place at the beginning of Term 4 2009 which has resulted in a marked decrease in the incidence of fractional truancy from 533 for the month of September to 202 for November
Conclusion:
Further refinement of our process is required in 2010 including the implementation of a reward system.

1.4 Student retention

- Retention rates have been increasing since 2006 (2004 School Certificate cohort) 36.2% to 43.9% in 2008.
- The retention rate 43.9% is below the School Education Group attendance rate of 47% and that of State at 60.3%. However both SEG and State retention rates are declining.

1.5 Student performance

- The NAPLAN results for Years 7 and 9 demonstrated that the average for Writing, Reading, Spelling, Punctuation and Grammar, Overall Literacy and Numeracy performances were all below Regional and State averages.
- Overall literacy results for Year 9 in 2009 shows improvement from 2008 narrowing the gap between Peel High and the region.
- Overall literacy results for year 7 from 2007 have been declining however the decline has stabilised in 2009.
- Overall numeracy results for year 9 from 2007 have been declining however the decline has stabilised in 2009.
- The gap between Peel High and the region for Year 7 numeracy is narrowing.

Conclusion:
It was identified that a severe problem exists in all areas of Literacy and Numeracy for Years 7 and 9 in 2009 NAPLAN testing.

1.6 Student engagement

Surveys conducted with staff, students and parents indicated that the engagement of students in their learning is not maximised:

- Only 20% of staff indicated that students in their lessons are always engaged in the lesson’s activities.
- 22.9% of staff indicated that they always use a variety of multimedia resources to engage students (17.1% indicated that they rarely or never use multimedia resources in their lessons).
- 28.6% of staff indicated that when they are planning they always use a range of approaches to keep students connected to lessons.
- 12.8% of students indicated that their teachers always plan lessons that are interesting and help them learn (12.8% indicated that this occurs rarely).
- 61.1% of parents supported that teachers provide class activities that are interesting and appropriate to their child’s needs and abilities (13.7% indicated that this occurs rarely or sometimes).

Conclusions:
1. Lessons are not always appropriate to all students’ needs and interests.
2. The purpose for learning is not always explained to students.
3. Teachers are not always communicating high expectations of students.
4. Teachers’ classroom management is having a negative impact on students’ learning outcomes.
5. That the curriculum delivered to students does not cater for the learning needs of all students.
6. The engagement of students in their learning is not maximised.
7. An improvement in the sharing of resources and teaching ideas is necessary to build staff confidence and capacity to plan for improvement in student learning outcomes.

Future directions

Our focus for the next three years will be:

- Use of data and assessment to inform whole school, faculty and classroom planning.
- Communication of High Expectations.
- Improved Classroom Management.
- Engagement of students in a relevant, interesting curriculum.
- Provision of a curriculum that meets measured student needs.
- The building of teams within and across faculties to share teaching ideas and resources and to inform future whole-school planning.
Curriculum

Mathematics Curriculum Consultation 2009

Background
The last Faculty Support Visit was in 2005 and since that time a number of changes have taken place in the Mathematics Faculty as well as at School, State and National levels including:

- the appointment of a new Head Teacher (Mathematics);
- more than 50% turnover of staff in the Faculty as well as periods of time when the Faculty has had a variety of replacement teachers;
- the appointment of first New Scheme Teacher requiring the Faculty to put in place a formal training and mentoring schedule;
- the first of the identified P-class students had reached HSC level without any indication of a higher standard of results in the SC, or being likely in the HSC;
- the school had been approved as a partially selective school for 2010 with a combined 7/8 GAT class to commence in 2010; and,
- NAPLAN had replaced SNAP as the numeracy monitoring test, with the emphasis now on aspects of the Mathematics Syllabus rather than on general numeracy.

Findings and conclusions

1.7 Programming and NAPLAN

1.8 Findings
It was concluded that there was very little in common between the old SNAP and the new NAPLAN assessment tests:

- NAPLAN did not focus on numeracy as a conceptual framework in the same way SNAP had done;
- the scope of NAPLAN did not extend to other subject areas in the same way as SNAP;
- the responsibility for ‘numeracy’ within the NAPLAN definition rested with Mathematics;
- all of the material from NAPLAN had a match in the NSW Mathematics Syllabus; and
- the existing PHS program did not present our students with all the NAPLAN topics in time for the test.

1.9 Recommendations
It was recommended that:

- more time be allocated to the teaching of Mathematics in Stage 4 in order to meet the dual and sometimes competing deadlines of NAPLAN and the School Certificate;
- the Mathematics staff undertake a detailed analysis of the NAPLAN results and build the skills into teaching materials so that students become familiar with question types and the vocabulary used; and
- the faculty undertake a review of programming to align the scope and sequence more closely to NAPLAN expectations.

1.10 Action Plan
The Head Teacher and Deputy Principal responsible for curriculum and timetable negotiated with the Principal to increase the teaching time for all Stage 4 and Stage 5 classes by 1 period per Year group per cycle – approximately 15% more teaching time.

The Professional Development for 2010 through National Partnerships is to be structured to include a revision of programming and teaching materials to meet the NAPLAN expectations and deadlines.

2.0 Programming and GAT classes

2.1 Findings
It was clear that the current programs did not allow students to move forward quickly enough to meet the standard required for the Mathematics course in Year 11.

It was agreed that the most valuable skill for students attempting the higher levels of Mathematics in Stage 6 was going to be a good grasp of algebra.

It was also suggested that the practise of loading the top classes with ‘nice hard working’ students, who could not manage the required intellectual high jumps, encouraged teachers to teach to the
middle and bottom end of the intellectual range rather than seek to challenge and extend students.

Some students identified as ‘difficult’ had been observed to become more focused and motivated by extension work.

2.2 Recommendations

It was recommended that:

a) the faculty undertake a review of programming with a view to allowing the teacher assigned to the P class to move the students fast enough to study at least polynomials by the end of Year 10;

b) top classes be approached from the point of view of capacity rather than the current approach which is to decide on a number of students and keep filling the class with the ‘nice hard working’ students;

c) students in top classes be thought of as having the right to maximise their gifts and talents and staff to have the obligation to actively facilitate this; and

d) that the teacher of the da Vinci class be assisted to develop a program that can be delivered to a vertically grouped class.

2.3 Action Plan

The composition of P classes will be decided predominantly on the basis of the student capacity to encompass higher level mathematical skills.

Professional development will aim to model teaching and programming including curriculum compression for the da Vinci class.

Interested members of the faculty will work on partitioning algebra within the current syllabus in order to reach the target outcome to teach polynomials by the end of Year 10.

3.0 Teaching within a Quality Teaching (QT) framework

3.1 Findings

It was recognised that QT in itself had much to offer and that individual teachers used identified aspects naturally, and had learned its elements as part of their professional experience and growth.

3.2 Recommendations

It was recommended that:

a) the faculty be allowed some time to look at QT with fresh eyes in 2010;

b) QT be part of the professional dialogue in 2010.

c) each faculty member begin at a level they felt appropriate to their own teaching to incorporate more elements of QT into their teaching;

d) individuals seek out opportunities in 2010 to visit the classes of other PHS teachers outside the Maths faculty and discuss use of QT elements; and

e) individuals seek out opportunities in 2010 to visit the other schools as part of their investigation of QT.

3.3 Action Plan

Head Teacher and teachers each to identify their individual plan for QT development in practise as part of their TARS discussion with supervisors.

4.0 Teaching mathematics using motivational resources

4.1 Findings

There was a general desire by faculty members to identify and use practical approaches and motivational resources within all classrooms.

Student enthusiasm for Mathletics and even the approaches used in Quicksmart were pointers to students’ desire to interact with Maths as long as it was in a fun and meaningful way.

4.2 Recommendations

It was recommended that:

a) a list of motivational methods and materials be established and updated on an ongoing basis;

b) each faculty member undertake one investigation at a time of a resource they were keen to explore and incorporate into their teaching;

c) feedback and demonstration should be built into faculty meetings and professional learning time; and

d) observation opportunities be negotiated within the faculty, within other faculties at Peel and, where possible, at other schools to view motivational techniques and materials in action in the classroom.
4.3 Action Plan

A preliminary list was compiled and each faculty member was assigned an area to investigate.

The Head Teacher was assigned the task of implementing Recommendations (c) and (d).

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses drawn from surveys distributed for the two major evaluations reported earlier in this document are presented below.

A majority of students (75%) are generally happy with the school and the opportunities provided. Positive responses related predominantly to the extra-curricular life of the school with sports and excursions rating very highly. Negative responses included mainly individual inter-personal differences between students, and between students and staff, and a perception that these are not addressed appropriately.

For the majority of parents (74%), discipline and welfare are the major issues. There is a general satisfaction with, or alternatively, a lack of understanding of, the academic program. However there is still a general belief that good students are able to achieve excellent results. However, a significant number of parents are still not satisfied that the school is doing enough to address the discipline issues that impact on student learning outcomes.

Staff generally (95%) commented positively regarding collegiality and the support of colleagues. There was also general agreement that there were many opportunities for professional training. Teachers (98%) are concerned about the impact that attendance, welfare and discipline issues have on their ability to improve student outcomes.

Professional learning

Quality Teaching and Learning remains the focus of all professional learning.

A major emphasis this year was the Connected Classroom and the development of digital skills in use of the student/teacher computers to maximise the motivational impact of this initiative on student learning.

School development 2009 – 2011

The School Improvement Plan 2009 - 2011 outlines the areas for strategic action over the next three years with specific targets for the next twelve months.

Targets for 2010

Our targets are focused by the objectives of the Schools in Partnership program and Priority Schools Funding program.

Target 1 - Literacy

Intended Outcomes:

- Increased levels of literacy achievement.
- Diminished gap in literacy achievement between Aboriginal students and all students.

Goals 2009 – 2011

- Decrease the percentage of Year 7 students performing at and below the bottom two Bands in Overall Literacy from 44% in 2009 to 42% by 2011;
- Increase the percentage of Year 7 students performing in top two Bands in Overall Literacy from 7% in 2009 to 9% by 2011;
- Decrease the percentage of Year 9 students performing at and below the bottom two Bands in Overall Literacy from 53% in 2009 to 51% by 2011; and,
- Increase the percentage of Year 9 students performing in top two Bands in Overall Literacy from to 9% in 2009% to 11% by 2011.

Target 2 – Numeracy

Intended Outcomes:

- Increased levels of numeracy achievement.
- Diminished gap in numeracy achievement between Aboriginal students and all students.

Goals 2009 – 2011

- To decrease the percentage of Year 7 students performing at and below the bottom two Bands in Numeracy from 49% in 2009 to 47% by 2011;
- To increase the percentage of Year 7 students performing in the top two Bands in Numeracy from 5% in 2009 to 7% by 2011;
To increase the percentage of Year 9 students performing in the top two Bands in Numeracy from 9% in 2009 to 11% by 2011; and,

To decrease the percentage of Year 9 students performing at and below the Bottom 2 Bands) in Numeracy from 33% in 2009 to 31% by 2011.

Strategies to achieve these targets include:

- Effective use of SMART data to:
  - inform teaching and learning programs across all KLAs; and,
  - identify individual students requiring additional strategic support.
- Professional learning for all teachers focussed on Quality Teaching and Learning;
- Support Teaching and Learning Assistance resources used to support the most needy students;

Our success will be measured by:

- NAPLAN results for every student showing positive growth in all aspects of literacy and numeracy at each of the transition points; and,
- School-based assessments indicating growth in knowledge and understanding across all KLAs.

**Target 3 - Student Engagement and Retention**

**Intended Outcomes:**

- School culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential;
- Quality teaching practices used for every student with particular attention to personalised learning;
- Increased proportion of Aboriginal students completing Year 12 or recognised vocational training;
- A rigorous continuum of learning from 5 – 12 which provides for every student with particular emphasis on transition points;
- Improved social and emotional wellbeing and skills for life for every student;
- Increased proportion of students completing Year 12 or recognised vocational training;
- Broader curriculum options for every student through information and communication technologies and communities of schools; and,
- Increased student engagement in quality learning experiences.

**Goals 2009 – 2011**

- To reduce the number of students entered on the ACADEMY database for Fractional Truancy from 7.55% at the end of 2008 to 7% by Dec 2011;
- To develop agreed Personalised Learning Plans for all Aboriginal students by the end of 2011; and,
- To increase the apparent retention rate from year 10 -12 from 45% end of 2008 to 48% by Dec 2011.

Strategies to achieve this target include:

- Rigorous daily monitoring of attendance and partial attendance records;
- Immediate contact with the parents/carers of students developing unsatisfactory attendance patterns;
- Raising community awareness of the links between attendance and academic achievement;
- Expansion of the awards for attendance program;

Our success will be measured by:

- Increase in daily attendance and decrease in partial attendance/class truancy;
- Parents supportive of the school’s strategy resulting in a decrease in unexplained absences and unsatisfactory explanations.

**Target 4 - Teacher Quality**

**Intended Outcomes:**

- Strengthened teacher capacity to improve student learning outcomes;
- Enhanced school leadership capacity for school improvement;
- Increased number of teachers accredited with the NSW Institute of Teachers;
- Enhanced state-wide access to digital educational resources for learning and teaching and for teacher professional learning;
- Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning;
- Increased evidence of staff utilising the Quality Teaching Framework to engage students in quality learning experiences; and,
- Evidence of the embedding of Faculty and Executive on-site Professional Learning.
Goals 2009 – 2011

- To increase the number of staff participating in professional learning focussing on Quality teaching from 65% in 2008 to 100% by Dec 2011; and,
- To increase the number of executive staff undertaking professional learning focussing on Quality teaching from 80% in 2008 to 100% by Dec 2011.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: