Our School

Peel High is a partially selective co-educational rural high school in Tamworth. The school is also renowned for its agricultural resources and success. The school prides itself on developing academic, cultural and sporting opportunities.

Peel High School is a comprehensive high school of over 613 students. Student numbers have increased over the past year and this trend is expected to continue. The school has a significant (38%) Aboriginal and Torres Strait Islander population. The school has over 30 students in the support unit. The IO, IM and MC students are in discrete classes.

A selective Year 7 class, based on academic ability, was established in 2011. In 2014 there were selective classes in Years 7, 8, 9 and 10.

Many students excel academically, socially, culturally and in sport. The experience of the teachers varies. The staff are dedicated to their own learning and are involved in ongoing professional development. Professional learning opportunities have expanded under National Partnerships. The school is supported by a small, hardworking P&C. The school has established links with several community groups.

Principal’s Report

Peel High School has provided students with a wide range of learning experiences and co-curricular activities throughout 2014.

The positive outcomes from participation in the School Communities National Partnership (2010 – 2014) continue to have a significant impact on school planning, professional learning and pedagogy.

The growing reputation of the school as a provider of programs for Gifted and Talented students is reflected in increasing enrolments across all years. Selective classes, based on academic ability, operated in Years 7, 8, 9 and 10 in 2014.

Agriculture continues to play a significant role in the culture of the school. Livestock numbers have again been boosted through the generous support of the P & C and continued success at shows and stock sales is a great showcase for our school. The joy of acquiring the additional land for agriculture was tempered by the issues created by the extension of Cole Road. However, the work is now coming to fruition and the front of the school provides a much more attractive façade to visitors and passing traffic on Gunnedah Road.

The positive values of volunteering and service to the community and teamwork were features of the school year. There were many academic, sporting and cultural achievements as outlined in the following reports.

Students and staff have been recognised and rewarded for their participation in many areas of school life throughout the year.

Despite steps in the right direction, our challenges remain improved attendance and retention of students into the senior years. The willingness for all students to present the school, their families and themselves in full uniform with pride will continue to be a focus. It is our goal that all students achieve to the maximum of their capabilities.

I am pleased with what was achieved in 2014 and I am looking forward to, with the support of the whole school community, continuous improvement into 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 in 2014 and areas for development.

Bill Campbell
P & C Report

It is with great pleasure that I report on activities undertaken through the 2014 calendar year for Peel High Parents and Citizens.

Operationally the year has been most similar to that of years past. Canteen operations still remain a stronghold as far as funds raised to be injected back into our school. Lyn Sutherland who manages canteen operations still exceeds the expectations asked of her and has managed to raise the daily takings of the operation to levels which are most impressive. Lyn continues to be an inspiration in her position and has great support from parent volunteers who have students at our school and even enlisting past parents who no longer have ties. It goes without saying that the P&C are most appreciative of these efforts and extend a huge thank you to all involved. As a sign of gratitude, we as an association took these volunteers out for dinner. A good night was had by all.

Close to two years ago students approached the P&C asking for a change to the uniform. The parent body embraced this opportunity and made a decision to hold uniform items at the school to make the transition from primary or mid-year enrolments much easier. This service was not intended to reduce business for local retailers. The changes made have certainly been embraced by students, both new and current. It has certainly lifted the profile of the school to see students in uniforms which are not only smart but practical. Thanks go to all parents and students who have supported the changes. Most importantly the P&C wish to acknowledge the efforts made by Karen Foley who has given up her time to run the uniform shop. She has progressively taken on more and more in this position and has proven herself to be most valuable.

On the committee frontline we are still slowly gathering more numbers. We realize that High School P&C is much different to that of Primary School Associations however, we have had an increase in attendance at meetings over the last two years. It is very encouraging for me as President to see an increased interest in the operations of the school. We warmly welcome any new input from both parents and community members. From the input this year we have been able to deal directly with infrastructure changes being made to the road adjacent the entry of our school and the Cole Road extension. There was very valuable comment and support from the parent body which has been able to stop disastrous changes proposed to our school in terms of ascetics and safety. There were potential negative impacts, not only to our students and staff, but also to many other students who use the bus interchange positioned off Gunnedah Road. I wish to thank all involved in the consultation process.

It seems for some time now we have been in negotiations to secure some extra land for Agriculture. A well-known Tamworth businessman, who shall remain nameless at this stage, had offered a deal which entailed a land swap for our property at Warral Road. The swap would not only gain the school another 50 acres but also came with much-needed infrastructure such as larger cattle yards, shedding and ample ground water including an unequipped well. The P&C engaged Everingham Solomons Solicitors to negotiate the transaction at no cost to the association. We have now been able to enter into an agreement which will see Peel High P&C secure this land and cement the future of agriculture for years to come. The only thing remaining on transfer will be the paying of stamp duty which we are in process of setting aside. I see this as a major milestone for Peel and the P&C as some years ago this committee ventured into the purchase of Warral Road for agriculture. Now through their insight and determination we have been able to not only increase the land size but also add necessary infrastructure at no extra cost. We as a committee are looking forward to the official land swap and naming of the valued businessman who has facilitated this opportunity.

On money matters I can report that Peel High P&C has once again been able to contribute to the economy of the school. Money donated for the year included:

- Welcome Year 7 BBQ;
- Royal Far West Children’s’ Home;
- Senior Girls basketball team shorts;
- School Bus ($5000.00);
- Supporting students in uniform ($700.00);
- new blazers ($1500.00);
- SRC monogrammed ties.
The P&C has continued to employ our Chaplain Matt Morrissey through 2014 then Nicky Buchanan in 2015. We were also successful in gaining the last federal government payments to enable the 2014 program to continue.

I would like to acknowledge the efforts of a long time parent and P&C member, Penny Westman. Penny has been our Treasurer for many years now and a parent representative before that. I would like to wish Penny all the best for her future ahead and personally thank her for the efforts and time donated towards our committee. Your efforts will be missed as will your smile and dedication to our association Penny.

Finally I would like to close in saying thank you to Bill Campbell and the staff of Peel High School. This school has stable and dedicated staff, who all give more than is asked of them. I believe this is a major advantage which we hold over many other schools in the district. It is evident in the increasing numbers of students attending Peel and choosing to stay. High school education is a major platform in the development of students to either enter the work force or to further their education in university. Peel has once again led the way in this respect.

I would like to thank everyone for the support shown to P&C throughout the year. I look forward to seeing some new faces in the year ahead and making new friends. Thanks also for the support you have given me as President in 2014.

Ashley Castles
P & C President 2014.

SRC Report

The SRC (Student Representative Council) of Peel High is a group of students of different ages and backgrounds who attend Peel High and who were selected by their fellow students to represent them. Each year has four representatives excluding the school captains who represent the entire student body and SRC.

SRC Representatives for 2014
Year 7: Ashley Maunder, Taylor Shields, Kate Shanahan and Sarah Vermuelen.
Year 8: Madison Joiner, Darcy Studte, Chloe Young and Ania Braiding.
Year 9: Paris Knox, Emily Castles, Curtis Wolrige and Janaya Lamb.
Year 10: Anna Crosby, Charlie Smallwood, Olivia Flynn and Jasper Page.
Year 11: Travis Green, Tiffany Singh, Zac Nigro and Zoe Green.
Year 12 Leadership Group: Sara Westman, Belana Ayton, Teagan Hartley, Jessie Schefe, Cooper Walters, Ryan Dwight, Matthew Watts and Brea Boston.

Fundraising activities in 2014 included:
— Valentine’s Day deliveries;
— Swimming Carnival BBQ.

Together these two events raised over $400 for school projects.

Other activities included:
— Welcome to Year 7 Disco;
— Assisting parents and students on GAT testing day;
— Participation in the “No Bullying March”;
— Epilepsy Action Day (Purple Day); students were encouraged to wear purple and support the students in our school with epilepsy. Cassadee Withers and her friends in Year 10 raised over $250.00 and supporting this worthy cause.
— Legacy Day - students took part in Legacy Badge selling;

— Sunnyfield Sports Day - 20 students volunteered to help people with disabilities participate in their annual sports day;

— ANZAC Day March;

— Clean-Up Australia Day - Year 7 and Year 8 students continue supporting this national event;

— Will Makepeace (Year 8) delivered the keynote speech at the Tamworth Town Hall Remembrance Day Ceremony.

White Ribbon Day - the SRC sought a donation of ply board from Bunnings (Tamworth) to create a mural for our school canteen area. The White Ribbon message is about breaking the silence surrounding violence in our community, particularly violence against women. The SRC hopes that this mural will serve as a constant reminder to staff, students and to the many guests that come to our school, that Peel High takes a stand against violence of all types. White Ribbon Day itself featured three games between Peel High and Tamworth High. Peel U14s won the opening game of rugby league. The Open Girls then defeated Tamworth High in League Tag and following a short ceremony the Open Boys played out a respectable draw against Tamworth High.

Donations this year included:

— SRC Dream Award – two chairs for the counsellor’s room;

— Four boxes of chocolates to support fundraising for the Epilepsy Foundation;

— Leukaemia Foundation ‘Shave for a Cure’ ($150);

— Headspace ($100);

— Berry Family Appeal;

— Australian Asthma Foundation;

— Kmart Christmas Wishing Well (a baby gift, a young girl’s gift, a young boy’s gift and a teenager’s gift).

Student information

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

Student enrolment profile
Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>40</td>
<td>50</td>
<td>11</td>
</tr>
<tr>
<td>employment</td>
<td>60</td>
<td>33</td>
<td>40</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>17</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td></td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

‘Other’ for Year 12 leavers includes enrolment in OTEN and Pathways to Work courses.

Three students received substantial industry scholarships to further their tertiary education.

Year 12 students undertaking vocational or trade training

Thirty nine (50%) Year 12 students including one Aboriginal student and one NESB student enrolled in VET courses. The courses were Construction Pathways II, Hospitality II, Retail Services II and Information and Digital Technology II. Fifteen students achieved a Certificate II in their chosen courses while the remainder was awarded SOA towards their Certificate II.

Year 12 students attaining HSC or equivalent Vocational educational qualification

All students who completed Year 12 attained a Higher School Certificate. Fifty six percent of the cohort attained an ATAR. The average ATAR was 59.15.

Staff

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

Staff Composition

<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>2.4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>39</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Chaplain</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>83.6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation (2014) requires schools to report on Aboriginal composition of their workforce.

The teaching staff is made up of 39% male and 61% female none of whom identify as Aboriginal. Aides are made up of 64% female and 36% male with a total of 21% who identify as Aboriginal. Support staff is made up of 77% female and 23% male with 8% Aboriginal representation.

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>97</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>39</td>
</tr>
</tbody>
</table>

There were five Beginning Teachers in 2014.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>646971.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>579967.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>1306275.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>215268.62</td>
</tr>
<tr>
<td>Interest</td>
<td>28218.13</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>38234.61</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2814936.02</td>
</tr>
</tbody>
</table>

| **Expenditure**           |          |
| Teaching & learning       |          |
| Key learning areas        | 117263.68|
| Excursions                | 69808.30 |
| Extracurricular dissections| 70388.7  |
| Library                   | 3757.97  |
| Training & development    | 0.00      |
| Tied funds                | 1204727.11|
| Casual relief teachers    | 114882.35|
| Administration & office   | 215816.50|
| School-operated canteen   | 0.00      |
| Utilities                 | 148199.5  |
| Maintenance               | 41935.44  |
| Trust accounts            | 36757.61  |
| Capital programs          | 0.00      |
| **Total expenditure**     | 2023537.16|
| **Balance carried forward**| 791398.86|

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
**Academic Achievements 2014**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Minimum Standards Data**

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87.8</td>
</tr>
<tr>
<td>Writing</td>
<td>69.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>83.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>79.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>78.6</td>
</tr>
<tr>
<td>Writing</td>
<td>57.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>73.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.9</td>
</tr>
</tbody>
</table>

**Higher School Certificate (HSC)**

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

**HSC Course Summary**

*Courses with less than 10 students are not shown.*
Retention to Year 12

Data has historically been calculated as a 'within school' match of students who sat the SC and HSC at the same school.

In 2014 the retention data has been calculated using the 'within school' match of students who sat NAPLAN in Year 9 and the HSC at the same school. As Year 9 NAPLAN represents the most consistently sat prior examination to the HSC, it has been identified as the best starting point for the apparent retention of students within the school to the HSC available.

Retention data for years prior to 2014 has been displayed, however, comparisons to the 2014 NAPLAN (Year 9) to HSC (Year 12) retention is inappropriate.

Gifted and Talented Program

In 2014 the Selective Class at Peel High School included all junior years from Year 7 to 10 for the first time.

The number of students registering to sit for the Selective Schools examination also increased in 2014 with over 70 students hoping to gain a place in the Year 7 class for 2015.

Certificate of Gifted Education Training was also conducted at Peel by the University of NSW in 2014 and this involved about 20 staff members, who had not yet received their certificate. This meant that at the end of 2014 all staff had received the training designed to extend and meet the learning needs of gifted students, especially in terms of programming.
**Other achievements**

**Theatre Sports Success**

Peel entered three junior teams and one senior team into the local Theatre Sports competition in 2014.

The results were first, second and sixth in the Junior Division with William Makepeace, Curtis Wolrige and Mia Vermeulen achieving individual awards.

**Debating**

2014 has been another successful year for the Peel High School debating teams. Our combined Year 7 & 8 team was once again the zone champions.

**Agriculture**

**Royal Easter Show Results**

Agriculture students returned from the 2014 Royal Easter Show with two prestigious trophies, two Reserve Champion sheep, four Champion chickens, a Champion plate of eggs and a bundle of prize ribbons.

The Suffolk Sheep Open classes were contested by six studs, including the state’s leading commercial Suffolk breeder, ‘Bowen’, who dominated the show. Peel was placed second to ‘Bowen’ in almost every class, with the judge, Bianca Stanford, commenting that in many cases it was an extremely close decision.

In the contest for the Best Headed Suffolk, Peel triumphed to be awarded the David Warren Memorial Shield for a record 7th time. Further success for Peel came in the Group Class comprising four sheep (two rams and two ewes) winning the Booralee Trophy with a group the judge described as an outstanding line up of consistent quality sheep.

In the inter-school classes, competition was strong between seven schools with six different breeds. Peel won both the group classes (pen of two rams and pen of two ewes), three of the four Shortwool individual classes as well as Reserve Champion Ram and Reserve Champion Ewe.

Our students contested the junior handler’s competition (along with sixty five others in the 15 – 20 age division) with three students Madeleine Wesierski, Tom Chesterfield and Michaela Watts making it to the final.

**Dubbo Show Results**

Suffolk was the feature breed at the 2014 Dubbo Show and a record number of exhibitors (14) put a record number of Suffolk sheep (102) before the judge. All the major NSW studs were in attendance as well as studs from Queensland, Victoria and South Australia.

Most classes were judged in two divisions - “Novice”, for schools and new exhibitors, and “Open”, for the established professional Studs. The winner of each Novice division was entitled to contest the Open division for each class. Peel won every one of the 7 novice divisions and earned place ribbons in 4 of the
following Open classes, finishing ahead of many of the well-established professional studs.

The Cottie’s Run perpetual trophy for the “Best Student Suffolk Stockman” was awarded to Madeleine Wesierski with John Thomson second.

The Goongunya Shield is contested by all schools and breeds in attendance. Three students from each school exhibit a group of 3 sheep (1 ram & 2 ewes); the judge then assesses the standard of presentation of the sheep and the students and he then questions the students to assess their knowledge of their school’s sheep program and the sheep industry in general. The Peel team of Brandon Dickson, Monique Clare and Madeleine Wesierski was placed first!

**Multicultural education and anti-racism**

Our school continues to promote a multicultural Australia through our teaching and practice.

Participation in culturally appropriate and historical activities in the community provides students with a hands-on perspective of what it means to exist in a multicultural society.

The school has a trained Anti-Racism Contact Officer. Issues, which arise in the curriculum or through media reports, are addressed by teachers with strategies which will develop understandings of cultural, linguistic and religious difference, and in a way that explicitly teaches about racism and discrimination.

Year 7 students experienced an International Culture Day to celebrate the various cultures and languages they have been studying this year. Students were able to select between Japanese, Latin American, French and Italian cultures to spend the day making craft, learning music and dance, painting and cooking relevant to their chosen culture. The students will now further extend their culture studies learning through a one year study of a specific language. Following this course, they will be able to select languages in Years 9 and 10.

Year 9 students studying elective Japanese have been busy celebrating Tabemono Tuesday and Food Friday by cooking a variety of Japanese foods, including Sukiyaki, Sushi, Dango, Katsudon, Onigiji and Okinomiyaki.
Significant programs and initiatives – equity funding

Aboriginal background
Funding allocated to support specific programs for Aboriginal students totaled over $184,000.00.

In addition to salaries for additional teacher and School Learning Support Officers (SLSO) to facilitate educational programs, including Quicksmart, and Abstudy payments, funds were allocated to cultural and community connect initiatives. Bangarra Dance, SistaSpeak, Journey to Respect and NAIDOC initiatives were all supported from these funds.

Paris Knox and Janaya Lamb (Year 9) and Edan Porter and Isaiah Spearim (Year 11) were selected to join the NSW Public Schools Aboriginal Dance Company and performed at School Spectacular 2014.

Socio-economic background
Equity funding of almost $300,000.00 was accessed to support student welfare, improved attendance and outcomes in literacy and numeracy.

A Head Teacher (Teaching and Learning) was appointed to lead the development and implementation of Professional Learning and Quality Teaching initiatives and strategies to address identified Literacy and Numeracy needs. Funds were also allocated to facilitate teacher participation in this professional learning.

The student Personal Learning Plan initiative, attendance management, Job Coach SLSO and Big Brother/Big Sister program were also supported from these funds.

Improving Literacy and Numeracy Program
As part of a National Partnership initiative Peel High was selected to be involved with the ILNP (Improving Literacy and Numeracy Program). The executive at Peel chose to focus on literacy as part of this project.

The two-year ILNP targeted two lower-literacy classes of students, who began in Year 7 (2013) and assessed their progress until the end of Year 8, 2015. These classes were given extra teacher support in the classroom and were involved in an intensive reading and comprehension program.

Teachers of these students were also involved in a school-based professional development scheme to ensure they had the skills required to assist the lower-literacy students.

A number of assessment methodologies were employed and the data revealed that there was significant growth in targeted literacy outcomes for the majority of students in these classes; some students even performed well above expectations.

Learning and Support
Support faculty events included:

- TAFE courses for some Stage 6 students;
- The work experience program, both in and outside of Peel High School;
- The swimming program;
- Riding for the Disabled Program.

At the end of Term 4 in 2013 Ms Hall’s class entered a competition, organised by a local hardware store, to design and make a Christmas tree from recycled materials. They won this competition and have donated their prize of a six burner barbeque to the school’s SRC.

Several students from the Support Unit entered the craft and cooking sections at the Tamworth Show.
Quicksmart Program

The Quicksmart program, developed by University of New England (UNE), is to help students with their understanding and quick recall of basic academic facts. Year 9 students who participated in the Quicksmart Program in 2013 achieved better average results than non-Quicksmart students in the Writing and Grammar and Punctuation strands of Year 9 NAPLAN.

Homework Centre

The Homework Centre, which operates on Wednesday afternoons, is an ideal opportunity for students to access different staff for help with homework, assessments and exam preparation. Students have access to the internet and computers. Transport home on the school bus is available for those who require it.

Maaru naiyani dhaldanha – Breakfast Program

Many students and staff enjoy this active way to start the day. A physical activity is run by a certified fitness instructor in the MPC and is followed by a healthy breakfast provided free to participating students.

The program is run with the help of local community members and teaching staff volunteering a morning of their time.

Numerous community organisations and businesses have also volunteered resources to ensure the successful implementation of the program. These include Bakers Delight Bakery, Medicare local and Hunter New England Health.

Big Brother/Big Sister Program

During our Year 6 to Year 7 transition program, we offer graduated students the opportunity to work with our partner primary schools and high school staff to help the transition of students to Peel High School. From the 2012 and 2013 graduated cohort, we selected six students to work closely with students in the last two weeks of their primary school to get to know them and become a familiar face for them to recognise and consult when they come to high school. The Big Sisters then worked closely with staff and a class for the first two weeks of Year 7, helping staff get to know the students and helping the students settle into a high school routine, answering any questions and orientating themselves around the school grounds. The Big Sisters this year were: Hannah Foley, Chloe Johnson, Eliza Michie, Tori Weeks, Alex Mann and Stephanie Dunning. The girls worked hard and did a fantastic job of developing a great rapport with the students.

Coaching in the Community

- Year 9 and 10 students have presented sixty eight coaching sessions to K - 6 students at the three Primary Partner Schools - Westdale PS, Tamworth West PS, and South Tamworth PS.
- Year 9 students completed Level O General Principles of Coaching course and received certificates from the NSW Department of Sport and Recreation.
- Year 10 students completed the nationally accredited Active After-School Coaching in the Community Program and received a certificate from the Australian Sports Commission.
- Year 9 and 10 students achieved Leadership Certificates from the NSW Department of Sport and Recreation.
• Students from Year 9 and 10 assisted with the following programs and carnivals:
  o West Tamworth Public School swimming, athletics and cross country carnivals;
  o Peel High School swimming, athletics and cross country carnivals;
  o Westdale Infants Athletics Gala Day;
  o Year 5 and 6 Transition Programs;
  o Disabilities Day;
  o Kindergarten Skipping Program;
  o Active After-School Communities Program;
  o Active Schools Connexion Program;
  o Playing for Life Games Program;
  o Premier Sport Challenge Program.

• Suzanne Turner - Outstanding contribution to a school by a volunteer for supporting ‘Plan It Youth’ program as a community mentor;
• Danny Scates - Outstanding contribution to a school by a member of the school community;
• Chris Burt - Outstanding contribution to the school by a staff member.
• Tamara Hatton (HoD – Admin.) received the Alan Kerr Memorial award for outstanding teacher in their first 6 years of service.

Community and Citizenship

Students participated in the fifth annual EcoFestival with 376 visiting Year 4 children to learn about the preciousness of our fauna and flora.

Two hundred trees and grasses were planted extending the riparian area around the Peel Wetlands. The Ecofestival, sponsored by Namoi Sustainability Living, binds our community, schools, Regional Council, Landcare, business and friends together in gaining a better understanding of our environment.

Clean-Up Australia Day

Peel High School’s annual celebration of Clean-Up Australia Day was a huge success. The SRC ran a bottle-throw competition for students in each designated area and coordinated each year group’s clean-up efforts.

Tamworth Community of Schools Education Week Awards:

• Jessie Schefe - Outstanding Student Achievement Award for student leadership and commitment to school life;
Sport

Swimming Carnival Results
Champion House – Border

<table>
<thead>
<tr>
<th>Age</th>
<th>Girl Champion</th>
<th>Boy Champion</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 years</td>
<td>Shy-Anne Baker</td>
<td></td>
</tr>
<tr>
<td>13 years</td>
<td>Britney Lettice</td>
<td>Nicholas Farmer</td>
</tr>
<tr>
<td>14 years</td>
<td>Sophie Cain</td>
<td>Callum Fleming</td>
</tr>
<tr>
<td>15 years</td>
<td>Michaela Watts</td>
<td></td>
</tr>
<tr>
<td>16 years</td>
<td>Chantelle Lee</td>
<td>Alexander Farmer</td>
</tr>
<tr>
<td>17 years</td>
<td>Emily Trewern</td>
<td>Leroy O’Leary</td>
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Nick Farmer (Yr7), Callum Fleming (Yr9) and Alex Farmer (Yr9) represented Peel High School at the North West Region Swimming Carnival.
Alex Farmer qualified to represent the North West region at the NSW CHS Swimming Trials to be held at the Sydney Aquatic Centre.

Athletics Carnival Results

<table>
<thead>
<tr>
<th>Age</th>
<th>Girl Champion</th>
<th>Boy Champion</th>
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</thead>
<tbody>
<tr>
<td>12 years</td>
<td>Tiara McGrath</td>
<td>Jayden Girard</td>
</tr>
<tr>
<td>13 years</td>
<td>Lauren McGill</td>
<td>Jaxson Styles</td>
</tr>
<tr>
<td>14 years</td>
<td>Janaya Lamb</td>
<td>Darcy Studte</td>
</tr>
<tr>
<td>15 years</td>
<td>Paris Knox</td>
<td>John Thompson</td>
</tr>
<tr>
<td>16 years</td>
<td>Emily Sheppard</td>
<td>Nathan Godley</td>
</tr>
<tr>
<td>17 years</td>
<td>Sara Westman</td>
<td>Travis Vera</td>
</tr>
</tbody>
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Record Breakers:
16 yr Girls 200m – Emily Sheppard
15 yr Girls Long Jump – Paris Knox
16 yr Boys 200m – Nathan Godley
Taylor Parker (Y8) qualified for the National Athletics Championships by winning a bronze medal in the 800m at the State Carnival. Tayla received a Highly Commended at the ‘Tamworth Young Sports Star of the Year’ awards.

Basketball
Year 9-10 Girls’ Basketball team won the Tamworth Basketball Association’s competition and finished sixth in the state KO competition.

Tennis
Ashley Maunder (Yr7) represented North West Region at the CHS championships and has been selected in the NIAS Tennis Squad for 2015.

Golf
Jock McPherson (Yr 9) was selected in the NIAS Golf squad for 2015.
Rugby League

Peel U/14 Boys won the Neville Thorne Shield for the 4th year in a row. Antuan Hampton was named as Best and Fairest Under 14 Player of the carnival.

The Open team won their first title at Walgett and brought home the Neville Thorne Shield. Leroy O’Leary was named Best and Fairest Open Boys Player.

Netball

Five of our six teams played the finals in the local Tamworth Competition with two making it to the Grand Final of their respective divisions.

The Gold Peel Panthers were joint premiers in the 13/14B Division.

The Senior Peel Panthers took out the Open D Grand Final.
School planning and evaluation
2012—2014

School priority 1
Attendance – to increase attendance from 81.99% at the end of Term 3 2013 to 84% at the end of Term 3 2014

Outcomes
Average Attendance at the end of Term 3 2014 was 80.09%.

School priority 2
Engagement – to increase the percentage of students actively engaged in their learning across all KLAs from 11.73% at the end of Term 3 2013 to 15% at the end of Term 3 2014.

Outcomes
Student engagement remained unchanged.

School priority 3
Literacy

- Decrease the percentage of Year 9 students performing at and below minimum standard (Bottom 2 Bands) in Reading from 43.1% in Year 7 2012 to 41.2% in Year 9 2014.

- Increase the percentage of Year 9 students performing at Proficiency Standard (Top 2 Bands) in Reading from 10.4% in Year 7 2012 to 12.4% in Year 9 2014.

Outcomes
The percentage of Year 9 students performing at and below minimum standard (Bottom 2 Bands) in Reading rose to 54.7%.

The percentage of Year 9 students performing at Proficiency Standard (Top 2 Bands) in Reading fell to 6%.

There were improvements in the other Literacy strands of writing, spelling, grammar and punctuation with significantly less students recording results in the bottom two bands.

Aboriginal students at Peel performed better than the state Aboriginal average in Spelling however there is still a significant gap to the state all-student average.

The school average growth in Reading was above that of the state average.

In Writing, our Aboriginal students 22.9 growth points compared favorably with 6.9 points for state Aboriginal students and also closed the gap between our Aboriginal students and all state students.

School priority 4
Numeracy

- Increase the percentage of Year 9 students performing at proficiency standard (Top 2 Bands) in Numeracy from 5.5% in Year 7 2012 to 7.5% in Year 9 2014;

- Decrease the percentage of Year 9 students performing at or below minimum standard (Bottom 2 Bands) in Numeracy from 49.4% in Year 7 2012 to 47.4% in Year 9 2014.

Outcomes
The percentage of Year 9 students performing at proficiency standard (Top 2 Bands) in Numeracy in 2014 rose to 5.8%.

The percentage of Year 9 students performing at or below minimum standard (Bottom 2 Bands) in Numeracy in 2014 was 43% compared with 64.9% in 2012.

The overall growth of 28.6 points for Peel students was much better than that for the state with an all-student average growth of 1.9 points.

Program Evaluations
Parent/caregiver, student, and teacher satisfaction

Background: Peel High School was selected to take part in a leadership project following an expression of interest application. This project was jointly run by the Principals of Australia Institute and the NSW Secondary Principals Council and aimed to gather evidence about the relationship between context and leadership and how this can be evidenced by the Australian Professional Standards for Principals.
The Standard is based on three leadership requirements:

- **vision and values**
- **knowledge and understanding**
- **personal qualities and social and interpersonal skills.**

These requirements are enacted through the following five key professional practices:

- **leading teaching and learning**
- **developing self and others**
- **leading improvement, innovation and change**
- **leading the management of the school**
- **engaging and working with the community.**

Survey Format - Appreciative Inquiry

"Appreciative Inquiry is about the search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives “life” to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms."

School executive, teachers/aides and clerical support staff were provided with the opportunity to complete a survey based on eight questions to which individuals could provide open ended responses.

Findings

1. Work Satisfaction

*What is it that encourages staff to turn up each day and to perform their duties to the best of their ability?*

It is clear that many executive, teachers and administrative staff take pride in the work they do at Peel High School.

For the majority of teachers and executive, their ‘value’ is linked to their connection with their students and the results obtained in examinations.

The survey did not address aspects of the range of student abilities and how this might impact on teacher satisfaction levels although there were some comments indicating that teachers took pride in the ‘relative success’ of students of lower academic ability.

*In the absence (or presence) of student success, what other factors encourage staff to maintain high standards?*

The following are the factors most frequently mentioned by respondents:

- **Feedback** – positive feedback from executive/direct supervisors, parents/community and a work colleague is clearly appreciated and increases job satisfaction and feelings of ‘worth’;
- **Recognition/Reward** – a number of respondents identified the ‘energy’ they felt when their work was recognised as something more than ‘what they are paid to do’. This recognition could be in the form of ‘trust’ or support/finances to do something different/take on extra responsibilities or something tangible such as an award or public recognition for a job well done.
- **Collegiality** – all three groups list workplace relations with colleagues highly. These relationships are clearly based on a willingness to share ideas and resources. Personal qualities such as ‘always being cheerful’ or contributing to staff morning teas/group activities are considered important by some. There remains however an undertone of critical appraisal of teaching colleagues by some in terms of ability/capacity and/or willingness to do “that little bit extra”.
- **Leadership** – most executive and some experienced teachers gain satisfaction out of their leadership role – helping/leading others and establishing a common vision or set of values.

2. Community Perceptions

The overall belief is that the school is now being increasingly valued by the community.

Staff members who have been at the school over the longer period note that the school has not always been as valued by the community as might be expected/hoped. More recent additions to the staff appear to have a very positive feeling about the school and the direction in which it is moving.

There is a feeling that things are moving in the right direction due to current policies and programs including the GAT class, uniform and overall image.
It certainly appears that ‘quality’ communication with all stakeholders is considered a major hurdle by most respondents and this is therefore a significant issue (whether it is a perception or a reality) for school leadership into the future. This is not unique to Peel High School and continues to be a recurring issue for many schools.

**Conclusion**

The survey results provide a strong contextual connection between the elements of the Australian Professional Standard for Principals and the leadership of Peel High School.

Staffs have drawn upon all of the elements of the leadership framework in describing the factors that increase their feeling of ‘value’ and their perceptions of what needs to be done in meeting the challenges for the school moving forward.

Managing anticipated growth in enrolments in the face of government policy/funding, changing social demographics and technological advances and the ongoing issue of student engagement are seen to be the major issues for Peel High School going forward.

All have a component of ‘improved communications’ with key stakeholders and the broader community. There is the suggestion by some that there is insufficient ‘time’ for staff to do more with respect to developing better communications with the stakeholders while on the other hand some inferred criticism of colleagues because they do not ‘work beyond’ what they are paid to do. Both are issues for leadership.

In addition, the recommendations/suggestions to address these issues all require decisions regarding organisation, funding and/or process by the leadership. Even in the case of the broader issues of Government policy, procedure and funding, there is an underlying belief that it is the leadership team that will/should take responsibility to tackle these issues.
Bully Survey

Students and staff were surveyed regarding thoughts on bullying in the school. Students from all years were offered the opportunity to complete a survey which addressed the following aspects:

- Personal experiences of bullying both as victim and bully;
- Defining bullying;
- The mode of bullying experienced – how it was done; attitudes to the use of mobile phones at school was also canvassed;
- What action/s the school should take regarding bullying;
- What action/s victims and witnesses should take in response to bullying.

The staff were surveyed regarding the role they can play to assist in eliminating and controlling the extent of bullying and harassment including:

- Identification of the bully;
- Support for victims;
- Consequences.

Findings

There were 393 respondents from Year 7 to Year 12.

Forty nine percent of students believed they had been bullied at school. Three percent did not commit one way or the other. There was no significant gender difference with forty five percent of boys reporting being bullied.

Surprisingly, 38% of students admitted to having been a bully themselves. These students identified verbal confrontation (71%) and isolation from group (12%) as the way they had bullied others. 17% admitted that they had participated in physical attacks – this group was predominantly boys (71%).

When asked to identify how they had been bullied, students identified verbal altercations as the dominant form of bullying. Forty six percent identified comments about family, personal appearance and suggestions of self-harm as the most common form of harassment. Name calling was identified by 32% followed by “staring” (13.5%). Only 8% indicated more physical interactions.

Direct confrontation (face to face) was the most common mode (35.6%). A relatively high proportion (25%) of harassment was passed on by others and 18% consisted of comments overheard in passing. Electronic media such as emails, messages and ‘Facebook’ were used 21.5% of the time.

These responses were subsequently endorsed when the students were asked to identify what constitutes bullying. Students recognised the many forms of bullying/harassment including aggressive verbal responses to a perceived offence, undermining others confidence by word or action including the use of social media, social isolation and physical actions.

Questions 4 and 9 elicited similar responses from students. In regard to how the school should respond to bullies and how the school can reduce bullying, the most common response was to establish a set of tougher consequences (58.3%).

Parental participation and the establishment of a behaviour contract for the bully were high priorities (22%). Pre-suspension procedures (17%) and immediate suspension (13.8%) were proposed. Counselling for the bully (15.9%) and mediation so that the bully had to meet with the victim (8.5%) was also proposed. 3.3% called for bullies to be “named and shamed”.

Staff also agreed with these consequences; bully contract (22%), Counselling (15%), parental involvement (20%), suspension procedures (23%) and mediation (20%).

Most students seemed to recognize the problems the school has in monitoring and preventing bullying with a small number (1.5%) even suggesting that there is little the school can do. The most popular suggestions for monitoring the situation were:

- Listen to the victims (41.4%) and the witnesses (30%);
- Teachers to be more vigilant to growing conflict (jokes about students etc.) both in the classroom and playground;
- A small number suggested a ‘Bully Box’ be established (2.2%).

Suggestions for preventative action by victims raised the usual suggestions. Developing greater
resilience (48.4%) including appropriate strategies to be used was in contrast to “toughen up” suggestions from a minority. Only 44.5% of students believe the victim should report the incident.

The suggested role of witnesses included strategies to support the victim (77%) and reporting the incident (21%).

Staff suggested on-going education of students about the effects of bullying and a number of strategies to develop a whole-school focus.

Students do not believe a ban on mobile phones would help in reducing bullying with 83.4% not supporting a ban on phones at school. Staffs were not asked about a phone ban but overwhelmingly believe (97%) that a set of rules regarding the use of mobile phones by both staff and students should be established and consistently enforced.
Future Directions
2015-2017 School Plan

The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Direction 1 – Engagement in Learning

Purpose: To develop students who are actively involved in their learning for the 21st century.

Planned Practices
- Engagement Class to be established with identified students and staffed by a specialist teacher and SLSO.
- Instructional Practice implemented across all classes (Year 7-12) with a focus on learning intentions.
- Creation of quality, engaging learning environments.
- Coordination of enrichment tasks and Selective Class Students/Teachers by the Head Teacher (Teaching and Learning).

Planned Product
- Students significantly improved learning and behaviour to access mainstream.
- Improvement on the literacy and numeracy continuums/NAPLAN/ other methods of assessment.
- Instructional Practice observation with a focus on learning intentions.
- Student and staff surveys highlighting the effect of the changing environments on learning.
- Development and implementation of enrichment tasks for all Selective Classes.

Strategic Direction 2 – Engagement in Teaching

Purpose: To build a culture of commitment in teaching, where staffs actively reflect on teaching and learning outcomes and maintain high expectations.

Planned Practices
- Professional Learning for all staff on the New Teacher Performance and Development Plan
- Build culture of lesson observations within the school.
- Professional learning coordinated by the Head Teacher (Teaching and Learning) and Deputy Principal.
- Mentoring for staff completing and maintaining BOSTES Teacher standards.

Planned Product
- The implementation of the New Teacher Performance and Development Plan.
- Development of a peer observation practices.
- All staff accredited and maintained at the appropriated BOSTES standard.
- Completion of the New Teacher Performance and Development Plan.

Strategic Direction 3 – Engagement with Community

Purpose: To develop strong connections with the community to enable students to maximize opportunities through all stages of their schooling.

Planned Practices
- Specialist teachers working with Partner Primary schools.
- Sharing of curriculum between primary and secondary teachers
- Peer Support/Taster Days/Big Brother Big Sister.
- Careers & post-school transition programs including work placement, University involvement. SBAT. Job Coach, VET coordinator, Careers Advisor
- Involvement in Connecting to Country/Sista Speak/NAIDOC week/ Volunteering Programs/ Journey to Respect
- Cultural perspectives evidenced in teaching programs.

Planned Product
- Increased application and positions offered in the selective class.
- Increased enrolment applications for Year 7.
- Increased retention rates into Year 12.
- Increased University offers and post school opportunities i.e. TAFE, SBAT.
- Implementation of cultural programs.
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.

Bill Campbell – Principal
Wendy Robinson – Deputy Principal
Patrick Sullivan – Deputy Principal
Claire Ritchie - HOD (Eng)
Steve Harper – HOD (Math)
Ben Coombes – HOD (Sc)
Andrew Frost - HOD (HSIE)
Greg Parker – HOD (TAS)
Louise Taylor – HOD (PDHPE)
Lisa Panton – Sport Coordinator
Melissa Smith - SAM

School contact information

Peel High School
88 Gunnedah Road Tamworth NSW 2340
Ph: 02 6765 7088
Fax: 02 6765 3506
Email: peel-h.school@det.nsw.edu.au
Web: http://www.peel-h.schools.nsw.edu.au/
School Code: 8525

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