

2021 Annual Report

Nyngan High School



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Introduction

The Annual Report for 2021 is provided to the community of Nyngan High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Nyngan High School fosters a culture of continuous improvement for students, staff and the school community in all facets of life. Staff are committed to developing their knowledge, understanding and skills in best practice through professional learning in order to know every student individually, socially, academically, contextually, culturally and personally. Meaningful and productive community partnerships develop and support educational ownership, high expectations and student engagement in learning to become resilient, capable, independent and valued citizens.

School context

Nyngan High School (NHS) is a comprehensive high school in remote/ rural NSW. We respectfully acknowledge the traditional custodians of the land on which we provide education, the Wongaibon nation. The school has an enrolment of 170-180 students each year, approximately 50 of whom identify as Aboriginal or Torres Strait Islander. The school receives equity funding to support the educational and developmental opportunities for students from a diverse range of backgrounds and learning needs and provides outstanding facilities in all learning spaces. Language classes deliver the local Ngiyampaa language to all Stage 4 students. Aboriginal perspectives are known, valued and integrated into multiple facets of the school community, for example Acknowledgement of Country, NAIDOC activities and visibility of customs and practices across the school site.

Positive partnerships exist between the school and its four partner schools - Nyngan Public School, Hermidale Public School, Girilambone Public School and St Joseph's Primary School. A highly effective Transition Program assists Year 6 students in their progression to high school.

The school works in close partnership with its community and is actively supported by both the Nyngan High School Parents and Citizens Association and the Nyngan Local Aboriginal Education Consultative Group. Strong connections also exist with business and interagency partners of the school.

The school is committed to producing versatile and resilient students. Students are offered a broad curriculum choice in Stage 6 promoting academic, industry, creative, technological and interest based pathways. This includes: Vocational Education and Training (VET) courses, TAFE, Science, Technology, Engineering, and Mathematics (STEM) and Gifted and Talented Students (GATS). Two Multicategorical Student Support Units integrate students within a broad culture of learning across the school.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to differentiated learning. Professional Learning will be targeted at data analysis and how to utilise this data to inform teaching and learning. Through data analysis, the school has identified system-negotiated targets and a whole school literacy and numeracy strategy will target individual improvement for all students. Structures will be put in place to identify students who need intervention and continual monitoring of student performance data will determine areas of need and success at a class and school level.

Our situational analysis also indicated a need to embed a learning culture of high expectations across all facets of school life and the involvement of the whole school community in this process will be essential for success.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, performance, and growth in literacy and numeracy and the Higher School Certificate through a whole school approach to evidence based practice in the development, application and evaluation of teaching and learning that is driven by individual student and whole school data.

Initiatives

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

- Literacy and Numeracy
- Curriculum and Assessment

Resources allocated to this strategic direction

Socio-economic background: \$117,500.00

Low level adjustment for disability: \$130,000.00

Professional learning: \$25,000.00

Location: \$39,000.00

Summary of progress

The school focussed on building staff capacity in collecting and analysing data and the explicit teaching of literacy and numeracy skills, and the refinement of school structures and practices to improve students' growth and achievement in all areas of the curriculum.

Supported by the department's quality teaching team all staff engaged in regular and extensive professional learning to improve the teaching of reading through a focus on vocabulary across all subject areas. Covid restrictions prevented the face to face delivery of the professional learning. Learning from home negatively limited staff's ability to fully translate their learning in to classroom practice. The majority of staff, however, still stated that their confidence in the embedding of literacy strategies in to their teaching practice had increased.

The daily reading program for Stage 4 has been strengthened with the introduction of CARE (Care, Announcements, Read, Enrich) which provides a more structured approach. Early anecdotal evidence indicates positive results as the students are actively reading and teachers and school learning support officers are listening to students read and providing support to the students to develop their reading and comprehension of unfamiliar words.

A dedicated fortnightly period for literacy and numeracy, supported by the lead teachers for literacy and numeracy was introduced. The lessons were effectively planned and structured to meet literacy and numeracy areas identified by pre-testing. Teachers were supported to ensure their teaching was evidence based and informed by student data. Unfortunately, the lack of continuity because of the length of time between lessons made meaningful lesson sequences difficult to maintain and embed. Refinements to this initiative will be undertaken in 2022, with a stronger focus on numeracy.

Recognising that data informed teaching practice is integral to effective teaching and enhanced student learning all staff undertook professional learning to build their data literacy. Although the majority of staff completed the training, staff reluctance and a lack of confidence in using data to inform practice was apparent in some areas.

All HSC teachers completed a reflection of their class' 2020 results, utilising the Results Analysis Package. Guided by the principal, the deep reflections and analysis supported teachers to use the strategies discussed and change their pedagogy to better reflect the requirements of the HSC courses. All HSC teachers have access to Results Analysis Package data and in term 1 completed a Results Analysis Package analysis booklet to reflect on their 2020 HSC cohort. Each HSC teacher had meetings with the Principal to discuss their reflections and "where to next".

Following its initial success, CARE will be extended to include Year 9 in 2022. Surveys will be undertaken early in 2022 to evaluate the effectiveness of the Stage 4 program and inform any adjustments and refinements that may be required.

The development of staff capacity and confidence in using data to inform their teaching and learning programs

and practices will continue. In 2022, professional learning will continue to focus on improving student results. The learnings from whole school literacy will be embedded and replicated to improve numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Improvement in the percentage of students achieving in the top 2 bands to be an uplift from the baseline for system negotiated targets in reading from 1.8% and numeracy from 15.2%</p> <p>An uplift from the baseline of 21.1% in Reading and 11.1% in Numeracy for Aboriginal students achieving in the top 3 bands in NAPLAN</p>	<ul style="list-style-type: none"> • Data indicates that 0% of students in top 2 bands reading and 10% of students in top 2 bands numeracy showing decline from baseline data. • 40% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating currently exceeding the lower bound target. • 0% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target.
<p>Improvement in the percentage of HSC course results in top three bands to be an uplift from the baseline of 49.4%</p> <p>Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to be an uplift from the baseline..</p>	<ul style="list-style-type: none"> • 53.66% of students attained results in the top 3 bands demonstrating positive progress towards the lower bound target, only 0.3% away from the target. • The percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity has increased, with 50% of the HSC cohort identifying as ATSI.
<p>SEF element 'Data skills and use' - create systems to be validated at Delivering</p> <p>SEF element 'Effective classroom practice' - are maintained at delivering but themes within are sustaining and growing</p> <p>SEF element 'Student performance measures and assessment' - create systems to be validated at Delivering</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Student performance measures and assessment.
<p>Improvement in the percentage of students achieving expected growth to be an uplift from the baseline system negotiated target in reading to above 50% and numeracy to above 60.0%</p>	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy increased to 76.47% indicating currently exceeding the system-negotiated target. • Percentage of students achieving expected growth in reading decreased to 33.33% indicating progress yet to be seen of the system-negotiated target.

Strategic Direction 2: A culture of continuous improvement

Purpose

To create a culture of continuous improvement and high expectations for staff, students and the school community where education is valued and nurtured.

Initiatives

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

- Differentiation and High Expectations
- Attendance and Wellbeing

Resources allocated to this strategic direction

Professional learning: \$16,000.00

Location: \$49,000.00

Socio-economic background: \$21,559.00

Summary of progress

Understanding differentiation, its forms and application in classroom settings has been the regular focus for Executive, Staff and faculty meetings while developing understanding of differentiation through processes which are identified by Centre for Education Statistics and Evaluation (CESE). 2021 saw staff unpack differentiation, identify current practice, and focus on a key element of environmental differentiation. Future focus will be on classroom processes of differentiation.

High Expectations is an overarching concept that has been applied across many facets of the school. Professional learning systems and practices led to an array of quality professional learning opportunities for staff during 2021. The CESE 'What Works Best' documentation was leveraged across several areas with differing levels of success. The executive team worked through the documentation and reviewed practices in line with the suggestions made throughout, High Expectations and Differentiation key learning can be seen throughout the school with learning intentions visible and environmental differentiation occurring. Teachers maintained their commitment to improvement and logged their self-identified Professional Learning in their Professional Learning Logs. Accreditation and maintenance processes for teachers alongside Assessment Professional Learning will be a strong area of focus in 2022.

During 2021 NHS used data informed practice to make significant change to systems, processes and personnel in regard to attendance and Wellbeing. This action included establishment of a Head Teacher Wellbeing and Wellbeing team, creation of Wellbeing hub and fitted it out with furniture, collected baseline data for attendance, baseline data for wellbeing- collated incidents over terms- positive, negative, suspensions, and staff completed 4 modules of Trauma informed practice. Moving forward from the development of wellbeing practices and an attendance approach we will leverage and measure impact of these new initiatives through integration and implementation during 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending more than 90% of the time to have an uplift from the baseline to 54%	• The number of students attending greater than 90% of the time or more has decreased by 14.4%.
TTFM Wellbeing data increases to have an uplift from the baseline to 63%	• 70.29% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating achievement of this school-based progress measure.
Staff TTFM data for Learning Culture indicates improvement from baseline of 7.8 to 7.9.	• Staff TTFM data for Learning Culture indicates improvement from baseline of 7.8 to 7.9
	• The ratio of positive incidents reported on Sentral has increased to 5.8 positive incidents to each 1 negative incident, indicating current exceeding of the school based progress measure.

<p>Increase ratio of positive incidents vs. negative incidents recorded from baseline of 1.5 to 2.0.</p> <p>Decrease time lost from suspensions from a two year baseline of an average 82.5 days per year by 10% a year to 74.25.</p>	<ul style="list-style-type: none"> • Decrease in time lost from suspensions from baseline of 82.5 days a year to 45 days in 2021. demonstrating currently exceeding the school based progress measure.
<p>SEF element 'Wellbeing' - to be validated at sustaining and growing</p> <p>SEF element 'Learning culture' to be validated at sustaining and growing</p> <p>SEF element 'Educational Leadership' to be validated at sustaining and growing</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at excelling in the element of wellbeing. • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of learning culture. • Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of educational leadership.

Strategic Direction 3: Quality school community partnerships

Purpose

To build and strengthen community partnerships that represent cultural and generational diversity in order to develop empathetic, life long learners.

Initiatives

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

- Community Partnerships
- Student voice

Resources allocated to this strategic direction

Aboriginal background: \$10,000.00

Location: \$2,000.00

Summary of progress

The Student Voice leadership group was established to give a common mission to the Student Representative Council and Junior Aboriginal Education Consultative Group and create authentic leadership opportunities for both groups. Student leaders were engaged in discussions and planning at regular intervals throughout the year. Working groups were an addition to the regular Student Voice meetings this year and proved to achieve specific goals and aspirations effectively. While impeded by Covid, partnerships were successfully established between several community organisations over the year, including The Nyngan Community Hub, Nyngan Aboriginal Land Council, local Nyngan Aboriginal Education Consultative Group, Royal Far West, and the Bogan Shire Council. Students reported being highly engaged in our cultural competency session led by our Aboriginal Education Officer. The team planned, led and orchestrated a school uniform review and change that has been an outstanding success, the new uniform is a key engagement measure for 2022.

Community partnerships were detrimentally effected with Covid restrictions, our intentions of increased engagement were difficult to complete, however, we did have some fantastic growth and achievement in a number of areas. Staff were continued to be trained in quality forms of communication with parents and carers, the Personalised Learning Plans process was redeveloped to highlight parental and student aspirations under the guidance of the careers advisor and Aboriginal Education Officer. A highlight was Parents and Community Association actively encouraged parents to complete the Tell Them From Me survey along with the Head Teacher Technology and Applied Science. This was at the start of Term 4 when the survey was opened. Our goal was to increase parent participation from the baseline of 7 parents to increase by at least 20%. In 2021, 28 households completed the survey giving us an increase of 300%. This was through a text message sent to all parents/ caregivers and another sent on behalf of the Parents and Community group encouraging participation. This method proved a great method of increasing participation as text messages are favoured as they are less intrusive on busy peoples lives. We will continue to develop face to face and digital methods of communication to engage parents and carers for the benefit of all students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
20% of parents completing TTFM. This is in Term 3. Proactive work through the P and C to help encourage parents to complete. Parent involvement as reported from TTFM is 6.5 Parent phone calls increased to a minimum of 20 per teacher for the year	<ul style="list-style-type: none">• Parent phone calls increased to 30 per teacher for the year, demonstrating currently exceeding the school based target.• 70.29% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating currently exceeding this school-based progress measure.

<p>Increase the proportion of students reporting expectations of success, advocacy and sense of belonging above baseline.</p>	
<p>SEF Element - 'Management practices and processes' - Sustaining and growing</p> <p>SEF Element - 'Reporting' - Delivering</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at excelling in the element of management practices and processes. • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of reporting.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$139,059.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nyngan High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Attendance and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement School Strategic Support- Vocabulary and Quicksmart to support identified students with additional needs • professional development of staff through Connecting to Country, trauma informed practice, Attendance matters and the Wellbeing hub to support student learning • employment of additional staff to support Wellbeing program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: a high functioning wellbeing team and a significant large increase in parental contact. There has been a positive shift in the Tell Them From Me data. The professional learning focus and the employment of additional staff has led to an increase in literacy- specifically vocabulary.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to develop the wellbeing practices and literacy and numeracy strategy implementation.</p>
<p>Aboriginal background</p> <p>\$114,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nyngan High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student voice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff Student Learning Support Officer (SLSO) to support Aboriginal students • employment of specialist additional staff Aboriginal Education Officer (AEO) to support Aboriginal students • engaging an (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Plan (PLP) process • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: all Aboriginal families engaging in the Personalised Learning Plan process and, conversations are authentic, safe and respectful. Aboriginal students believe their culture is valued at school. The AEO is utilised across the school to support ATSI students to better engage in learning. All staff engaged in contextual learning on country to further their knowledge and</p>

<p>Aboriginal background</p> <p>\$114,000.00</p>	<p>understanding of ATSI perspectives.</p> <p>After evaluation, the next steps to support our students with this funding will be: to develop Sista Speak and Bro Speak in the school, continue to refine and strengthen the Personalised Learning Plan processes and include further ATSI perspectives across the school.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nyngan High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Students were given additional support from mentoring staff to decode and understand assessment tasks in one on one assessment sessions</p> <p>After evaluation, the next steps to support our students with this funding will be: Student completed Year 12 and successfully transferred to University studies.</p>
<p>Low level adjustment for disability</p> <p>\$130,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Nyngan High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • targeted students are provided with an evidence-based intervention Quicksmart and whole school pedagogy practices to increase learning outcomes • targeted students are provided with an evidence-based intervention Quicksmart to increase learning outcomes <p>The allocation of this funding has resulted in: The school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and specialist staff, Learning and Support Team (LST), Head teacher Wellbeing. Increased amount of referrals to LST and therefore further formalised support for all students.</p>
<p>Location</p>	<p>The location funding allocation is provided to Nyngan High School to</p>

<p>\$90,000.00</p>	<p>address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Curriculum and Assessment • Attendance and Wellbeing • Student voice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • RAP package and analysis workshops to increase capacity of HSC staff. <p>The allocation of this funding has resulted in: Higher participation in school curricular and non-curricular activities. Increased knowledge of HSC courses and results through Results Analysis Package (RAP) analysis. Increased integration of attendance strategy across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Integrate further processes to support attendance and curriculum. Continue activities that were in year 1 of implementation to give a larger field of participation and time to assess strategies.</p>
<p>COVID ILSP</p> <p>\$130,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - Quicksmart • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: Students were selected using BestStart Y7 data from 2020 and 2021. Students were ranked distinctly using Reading and Numeracy data and student pairings were created as a result of identical or similar results. The data for Year 8 was triangulated with Check In, being a valuable exercise as one student was removed from the initial pairings (and another added) because of excellent Check In results.</p> <p>68% of students attended more than half of the scheduled literacy face to face sessions before lockdown. QuickSmart teacher and tutors have engaged in a revised program remotely with 71% of students participating.</p> <p>74% of students attended more than half of the scheduled numeracy face to face sessions before lockdown. Interestingly, 2 of the 3 non-attenders for literacy engaged in further supported implementation measures and one attended 40% of the sessions (average overall attendance for Semester 1 was 35.9%) and the other 60% of the sessions (average attendance for Semester 1 was 32.2%). Recent training has provided the Numeracy teacher and tutors with strategies to also deliver remotely, if need be.</p> <p>After evaluation, the next steps to support our students with this</p>

COVID ILSP

\$130,000.00

funding will be:

To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need, program utilisation will continue to be through Quicksmart literacy and numeracy. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	99	85	89	65
Girls	83	79	81	81

Student attendance profile

School				
Year	2018	2019	2020	2021
6				79.2
7	90	89.5	87.3	85.2
8	88.9	86	89.7	78.6
9	90.8	84.9	85.7	81.1
10	89.1	81.7	86.1	73.3
11	85.4	86.4	90.6	75
12	89.8	83.8	86.6	78.4
All Years	89	85.5	87.5	78.6
State DoE				
Year	2018	2019	2020	2021
6				91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	86.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	33	21
Employment	33	33	29
TAFE entry	17	0	0
University Entry	0	0	43
Other	0	0	0
Unknown	0	0	7

Year 12 students undertaking vocational or trade training

68.75% of Year 12 students at Nyngan High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Nyngan High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	15.4
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Administration and Support Staff	7.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	769,691
Revenue	4,767,478
Appropriation	4,689,476
Sale of Goods and Services	6,408
Grants and contributions	69,343
Investment income	250
Other revenue	2,000
Expenses	-4,873,031
Employee related	-4,004,866
Operating expenses	-868,165
Surplus / deficit for the year	-105,553
Closing Balance	664,139

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	389,133
Equity - Aboriginal	114,220
Equity - Socio-economic	139,235
Equity - Language	2,400
Equity - Disability	133,279
Base Total	3,691,788
Base - Per Capita	44,403
Base - Location	102,813
Base - Other	3,544,572
Other Total	261,396
Grand Total	4,342,317

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Being involved with the Nyngan High School Parents and Citizens Association (P & C) is very rewarding and I am thankful to have the opportunity to contribute in the role of President.

Our Principal, Mr Wright and Deputy, Mrs Bush are to be commended for their dedication to our school and the support they give the P and C. I'd also like to sincerely thank them and our other dedicated teachers and staff for the time and effort they spend on and with our children. They go above and beyond to support our children in their academic, sporting, cultural and extracurricular activities and wellbeing.

Nyngan High School P and C Association always commits to a couple of fundraising activities throughout the year. We man the gates for Nyngan Senior Rugby League home games and sell raffle tickets at the Nyngan RSL Club (when Covid restrictions allow) and I thank these committees for continually giving us these opportunities. Parents and carers volunteer their time to ensure these shifts are filled and tickets sold, a big thank you to all who contributed their time. Each year the P and C donate \$1,500 towards scholarships for those leaving Year 12 and moving on to either University or TAFE. We also donate \$150 for three prizes for 'All Rounder' awards. During the school year we provide rewards for the students such as ice blocks and drinks.

The P and C needs new members to continue to grow and support our school and students. The P and C is not just about fund raising, it is about having a say in our child's education and ensuring the school is heading in the direction we want it to be. Our input is always respected and valued and the more people we get involved the better. P and C has always been strong at Nyngan High School and I would like to see it continue that way. When we do raise funds they are for projects that benefit every child in our school.

By attending our meetings, you keep up with what is happening in the school. The P and C also helps you to build relationships in the school community. It is extremely rewarding.

In 2017 we lost a treasured member of our school, Shelley Lane. Shelley was in Year 7 and always had a beautiful smile and a very caring nature. The P and C awards a perpetual trophy in honour of Shelley at the annual presentation evening. It is the P and C award for positivity, kindness and empathy towards other in honour of Shelley Lane. To be eligible for this award you must receive a positive education award during the year and then names go to staff to vote.

Our P and C is a vital part of the school community and I am very proud to be a part of it.

Thank you

Neralie Quarmby - President

Aboriginal Education Consultative Group (AECG) President report

President Report 2020-2021

I would like to acknowledge the traditional custodians of the land the Wangaaypuwan people on which we stand, lead and learn. This land is and always will be Aboriginal land. I would also like to pay our respects to the elders both past, present and to those leaders emerging who will carry on the hopes and dreams of our nation into the future. I recognise the strength, resilience and spirit of our nation's first peoples.

2021 was a challenging year, with meetings being postponed due to COVID restrictions. I would like to thank all the educators for preparing the learning from home packs, the regular phone calls to check in on students and parents much appreciated.

The Nyngan Local AECG have met, when possible, throughout the year, and participated in Zoom meetings to engage with schools and agencies to provide advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint, with the premise that the most critically important part of the consultative process is the active involvement of Local AECG members and communities.

Raylene Weldon (Vice President) and I have been participated in Zoom calls with State AECG and attended the State Conference to keep abreast of the changes and updates within the education setting.

Nyngan Local AECG have total of 38 Members. 12 Full members and 26 Associate members

We have participated in Interview panels, cultural activities within the community, Connecting to Country (C2C) and attended community interagency meetings. Programs are run throughout the year to support our students with culture and identity, as well as maintaining high expectations and getting ready for the future.

Nyngan Local AECG have been an integral part of the NAIDOC week planning team and we successfully held another community day with COVID restrictions in place

on the Bogan River. All schools have celebrated Harmony Day, National Sorry Day, Reconciliation Week and NAIDOC week within each school setting.

On behalf of the Nyngan local AECG Committee, I wish to thank everyone who has given their time and happily assisted the AECG without your assistance this would not be possible.

I extend my gratitude to the AECG committee for their encouragement and continuing support in a voluntary role to ensure our AECG is active and welcoming. The committee for 2021 was me as President. Vice president Raylene Weldon. Secretary Veneta Dutton and Melissa Selfe as treasurer.

Marie Johnson

President

10.11.2021

Teacher and student progress measures have been evidenced through commitment and outcomes of Strategic Directions progress measures.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.