

2021 Annual Report

Dungog High School



8472

Introduction

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

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

School contact details

Dungog High School
126 Eloiza Street
DUNGOG, 2420
<https://dungog-h.schools.nsw.gov.au>
dungog-h.school@det.nsw.edu.au
4992 3022

Message from the principal

Hi and welcome to the 2021 edition of the Annual School Report, my first as Principal of Dungog High School. Before I reflect on the year that was 2021, I would like to pay tribute to my predecessor, Janine Rosser. During Janine's stint as Principal at DHS, she led notable improvements in curriculum and infrastructure. It has been an absolute pleasure to walk into a school that has the quality facilities of DHS and tight curriculum processes.

My initial observations of Dungog High quickly recognised the quality of the student body. As a student body, Dungog High School has the best group of young people that I have had the pleasure to work with in my 29-year career in education. In general, they are well-mannered, conscientious, considerate, ethical, and kind. These qualities reflect our broader community's values and are a credit to our parents and carers, and amazing staff. Dungog High school is an amazing place to be a principal.

At the beginning of 2021, I had hoped that the negative impact associated with COVID-19 was behind us. Unfortunately, that hope was to be in vain. The Pandemic has restricted many of the school activities that enrich the school life of our students. Our excursions to the Snowy Mountains, Melbourne and the Year 7 Camp all had to be cancelled: most inter-school sport was abandoned; our performing arts programs all had to be restricted; professional learning opportunities were largely confined to the online learning; face to face learning was suspended for just over six weeks in Term Three; and our Year Twelves were unable to participate in the traditional celebration activities to mark the completion of their schooling. 2021 has been a tough year in many respects. Despite these setbacks, our staff and students have developed greater resilience, gained a greater appreciation of liberties that we have taken for granted, formed closer bonds, and developed a different perspective of life that will hold them in good stead for life's challenges that lay ahead. Dungog High is an amazing place to be in a pandemic!

As part of the government's COVID response, the NSW treasury approved approximately \$328 million to be spent on extra staff to help remediate students, across NSW schools, to help compensate for lost learning opportunities due to COVID in 2020. During Term One, our COVID Support Team led by Deb Oirbans was formed: Graham Hudson, Mary Crane, Jo-Anne Ford, Hayley Elzinga, Jordan Eyb and Rosalee Lawrence. The work done by this team in 2021 has been exceptional.

This year, our Aboriginal Education Team focused their energies on student engagement, through the "Write it Right" program; the implementation of fortnightly case management meetings to discuss the progress of all our Aboriginal students; and the development of a community engagement plan that saw eight staff (including myself) participate in the "Connecting to Country" program. This renewed focus and energy from our wonderful Aboriginal Education team of Kara Clements and Dan Allen together with their amazing leader, Susan Judd will bring sustainable and positive change for all our Aboriginal students.

This year saw the implementation of our student Engagement and Wellbeing Centre, co-ordinated by a new staff member, Aimee Fenton, who we specifically recruited from Inverell High to establish this centre. This initiative has seen the infrastructural improvements within the Learning and Support space, that has created a much more welcoming and supportive environment to the students that access this service. Aimee has demonstrated in a very short time, the

invaluable ability to develop positive and trusting rapport with vulnerable students needing that extra wellbeing support that enables to refocus their attention onto learning. Together with our new Student Support Officer, Cass Lewis, these two from a dynamic duo in providing support of the highest calibre under the guidance of our wonderful Head Teacher of Students Wellbeing, Hayley Dibley.

Our Support Unit established a third class and allowed us to increase our leadership capacity with the employment of Benji Triger as our Head Teacher Support. Benji has had a very positive impact on the unit with his fresh and energetic approach. The Support Unit Team have become a strong and cohesive staff that are providing our students in the unit with high quality learning opportunities in a happy and caring environment. 2022 will see a fourth class established to cater for the growing needs of our region.

I could not write a report without including the amazing efforts of Aaron Whelan, Jacob Rooke, Cooper Edwards, and Ryan Vella who with the assistance of staff members, Katie Darmawan and Ian Parsons raised \$20000 to support the work of Head Space Maitland through this year's Push-up Challenge. This figure represented the most money raised by any team in Australia and far exceeding their own expectations.

Despite the challenges that 2021 has presented, I believe that in many respects, we have managed to move forward at Dungog High. This year there has been a focus on further developing the caring culture within our school. As I said at the beginning of this report, we have a special student body and committed staff working in this school to serve our wonderful community. I am very optimistic and excited for the years that lie ahead that we will continue to play our role in developing successful and well-rounded young women and men, equipped with the skills to navigate their way successfully into adulthood.

Steve Harper Principal

Message from the students

Dungog High School's Student Representative Council has had a very productive year and gave the student body a real voice within the school. Led by SRC President, Jack Whiteley Eldridge, Secretaries Makayla Smith and Charlee Lean, and Treasurer Declan Middleton, the SRC not only represented the student body in raising awareness of the impact of Leukemia through the Shave For A Cure fundraiser. This fundraiser not only saw a few lovely locks removed from Mr Corcoran, Ms Breen, Jack Whiteley Eldridge and Luke Vella, but also the raising of over \$5000.

The annual Valentine's Day was also another highlight for the school, where the SRC not only delivered flowers, singing telegrams and balloons, but also highlighted the amount of love within the school.

One of the services the SRC provides is the ability to BBQ, and in this capacity, the SRC helped with the Aboriginal Awards ceremony and the welcoming of Aboriginal families from our community into the school. We also helped with the Push Up Challenge BBQ and efforts, and have refined the skills in burning a sausage to perfection. Watch out 2022 - We can BBQ!

School vision

At Dungog High School we are a respectful, cohesive and engaged community promoting resilience and excellence resulting in valued and productive citizens. Every student and every teacher will be challenged to continue to learn and improve every year.

To achieve excellence we will focus on ensuring that every student is known, valued and cared for. Through explicit data analysis, teaching and learning experiences will be developed by highly engaged teaching practitioners and will maximise outcomes for every student.

School context

Dungog High School is situated in a small regional township north of Newcastle NSW. Students who attend the school come from local towns and small communities within the Dungog Shire. Enrolment numbers in 2021 are 621 including 85 Aboriginal and Torres Strait Islander students (13.7%) and three Special Education classes. The school is aligned with our primary partner schools to form genuine partnerships in education known as the Dungog District Community of Schools. Dungog High School has a number of significant groups within the school, including an active Junior AECG, SRC and student voice plays a strong part in all aspects of the school. Our Parents and Citizens' Association is a small but very active and supportive element of the Dungog High School community. Dungog High also has an active partnership with the Hunter Regional AECG. The school has community partnerships with sporting clubs, the Dungog Shire Council and a number of support agencies and local businesses.

Dungog High School offers a curriculum that challenges and meets individual needs, with a strong focus on quality relationships, in a supportive learning culture that inspires learning. Academic, cultural, sporting and vocational courses are offered through core and elective options. We are also focused on improving STEAM (Science, Technology, Engineering, Arts & Mathematics) learning and student's literacy and numeracy outcomes. These programs are focused on Senior Studies, Technology and developing Innovative Pedagogy for engagement.

The curriculum delivery is enhanced with a rich array of extra-curricula opportunities that include: intrastate, interstate and overseas excursions; drama and musical performances throughout the school and wider community; a range of sporting activities; Science and Technology days and intellectual and cultural pursuits such as chess and debating competitions.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives, with a particular focus on improving student growth in reading and strengthening wellbeing practices and support for all students.

The school is committed to continually improving effective classroom practices and will be supported with targeted professional learning. This learning will inform outstanding practice where both literacy and numeracy levels will be enhanced through improved data analysis and used to support individualised and differentiated learning.

Student learning, engagement and wellbeing have been identified as priorities for school improvement. Intensive support for students with complex needs will be provided through the implementation of a contextualised wellbeing class for students with complex mental health needs. The platform on which learning will occur is based on the latest neuro-scientific research in brain functionality, particularly in relation to adolescence. A greater focus on these things will have a positive impact on the number of students attending greater than 90% of the time.

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

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

Targeted support throughout 2021 saw improvement and progression regarding student well-being. The establishment of the Engagement and Well-being Centre and a deliberate focus on and monitoring of each Aboriginal student has resulted in an improved sense of belonging as evidenced by the Tell Them From Me survey. Monitoring process was reviewed and extra compliance measures added to ensure curriculum provisions including differentiation have been enhanced. This has led to evidence informed progress of Curriculum element moving to Sustaining and Growing. The reintroduction of Quality Teaching Rounds has contributed to the element of Learning and Development moving from Delivering to Sustaining and Growing.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise outcomes for every student by collaboratively developing teaching and learning programmes that are informed by data that address the needs of students.

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.

- Quality Data Analysis
- Data Informed Teaching Practice
- Aboriginal Education

Resources allocated to this strategic direction

Professional learning: \$20,062.24

Aboriginal background: \$15,461.00

Socio-economic background: \$5,448.23

Summary of progress

Our focus in 2021 was on developing evidence-based strategies to improve NAPLAN and HSC results as well as to provide individualised, case-managed support to our Aboriginal students.

The school also was targeted through a department initiative to participate in the Guided Support for Reading. As a result, key staff have been able to pinpoint deficit trends from NAPLAN data and devise a plan to improve these areas through a whole school approach led by Head Teachers of each faculty.

The Aboriginal Education team met with the principal each month to discuss the progress of all Aboriginal students with particular focus on attendance, academic achievement and for Year 9 and above, post-school pathways. This has led to a greater understanding of student needs and the provision of more targeted support to improve attendance and retention for Aboriginal students.

Next year our focus will to continue the work commenced in 2021 and embed Renaissance Reading and Essential Assessments into weekly teaching and learning routines as a broader literacy and numeracy strategy. The Senior Studies program will also be augmented with all senior students undergoing a personalised support process with a staff member specifically dedicated to the task of developing and monitoring their progress. This will all be done to further support improvements towards student growth and attainment.

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
There will be an increase in the number of students reaching the top two bands of NAPLAN Reading.	There was a decrease in the percentage of students by 4.73%.
There will be an increase in the number of students reaching the top two bands of NAPLAN Numeracy.	There was a decrease in the percentage of students by 4.48%.
There will be an increase in students reaching the top two bands in the HSC	There was a decrease in the percentage of students by 4.45%.
The percentage of Aboriginal students in the top three bands will increase	There was a decrease in the percentage of students achieving top three bands by 11.6%.
The retention of Aboriginal students to	The percentage of Aboriginal students attaining HSC whilst maintaining

HSC will approach 51.7%	their cultural identity is 91.7% demonstrating target has been exceeded.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy.	There was a decrease in the percentage of students by 9.94%.
Increase the percentage of students achieving expected growth in NAPLAN Reading	There was an increase in the percentage of students by 3.89%.
Maintain the trajectory of NAPLAN growth in Numeracy and increase the growth in Reading by 2% to 20.86% (towards State Average of 23.04%)	<p>The percentage of students achieving expected growth in reading decreased to 44.9% indicating progress yet to be seen toward the lower bound target.</p> <p>The percentage of students achieving expected growth in numeracy increased to 51.02% indicating progress toward the lower bound target.</p>

Strategic Direction 2: Engagement in Learning

Purpose

To ensure that students and staff are all engaged and supported in their learning in a collaborative and student focused environment, which sets high expectations for excellence.

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.

- Culture of High Expectations
- Engaging Teaching Practice
- Parental Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$5,338.90

Professional learning: \$27,762.28

Summary of progress

Our focus in 2021 was on further developing Dungog High School's high expectations culture, implementation of quality teaching rounds and developing a school community communication strategy.

This involved conducting "high expectation interviews" (HEI) with all senior students and conducting workshops with staff to examine the characteristics of a high expectations culture; teacher professional learning to enable the planning and implementation of quality teaching rounds; and the formulation of a staff focus group to evaluate and develop a school communication strategy that will help to support community links.

As a result of the High Expectation Interviews (HEIs) the school has been able to support 100% of school leavers either into employment or further education or retain them at school, since the commencement of the HEIs.

As a result of the implementation of the Quality Teaching Rounds, three groups of four teachers participated in a process of deep reflection and analysis of their colleagues and their own teaching practice. This has led to both greater student and teacher engagement. Teachers report that they highly rate Quality Teaching Rounds as a professional development opportunity. The data collected from these teaching rounds has been used to inform future planning.

Next year our focus will be to ingrain quality teaching rounds further into the culture of the school and targeting student learning metrics to gauge their impact on student learning to further support improvements towards student learning outcomes. We will also be continuing the work around developing a culture of high expectations by implementing evidenced based activities from the "What Works Best" resource and finalising the community engagement strategy to support improvements towards engagement in learning.

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
The retention rate of students by 2024 (Year 9 2021- Year 12 2024) has increased.	There has been a slight increase in students retained into Year's 11 and 12.
Improvement in student engagement is demonstrated through TTFM (skills/challenge) results increasing by 10% on baseline (2020 results). SEF evidence for Learning: Learning Culture domain will be collected and annotated to support Sustaining & Growing (and towards Excelling) for at least one	There was no improvement on baseline 2020 student engagement data as evidenced by Tell Them From Me. The Self Assessment of Learning: Learning Culture still assesses Dungog High as Delivering.

theme.	
SEF evidence for Learning: SEF Teaching: Effective Classroom Practice will improve to Sustaining and Growing (and towards Excelling) will be collected and annotated for at least one theme.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.

Strategic Direction 3: Student and Staff Wellbeing

Purpose

The school community demonstrates a commitment to creating and sustaining a student-centred and safe environment that supports both student and staff engagement and wellbeing.

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.

- Whole school Wellbeing
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$83,346.43

Location: \$15,000.00

Summary of progress

Our focus in 2021 was on establishing a wellbeing and engagement centre and to review and develop an attendance plan to target students with attendance of between 85% and 90% to increase their attendance to above 95%.

This involved the employment of an engagement and wellbeing coordinator to set up and run the engagement and wellbeing centre. The establishment of an appropriate physical space that reflected a warm and welcoming environment for mainstream students that present at school with significant mental health concerns. The establishment of processes and school-based policies that inform the operation of the centre.

The existing attendance was reviewed by both school and department support staff and found to be a comprehensive approach to improving students' attendance to school. One recommendation was put forward that involved employing an attendance officer whose primary role would be to make parent/carer contact for students whose attendance fell below 85%.

As a result, the learning and wellbeing centre has been established and supported 27 students, representing just over 4.5% of all students. 100% of students supported have experienced improved levels of attendance and sense of belonging at Dungog High School. The positive impact has been felt across the school as well with staff seeing a decline in truancy rates and incidents of anti-social behaviour.

Next year our focus will be to continue to refine the operation of the wellbeing centre and to further support improvements towards student wellbeing. The school will be required to recruit a new Head Teacher Welfare and a Student Support Officer after these positions became vacated late in 2021.

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
The sense of positive student wellbeing will increase by 2%	There has been a slight decline in students' sense of positive well-being as measured by the Tell Them From Me survey.
Staff wellbeing measures will increase by an average of 5% across all key topics as measured by the People Matter Survey.	Staff wellbeing measures have improved by an average of 33.6% across all key topics as measured by the People Matters survey.
System-negotiated target identify that more than 61% of students should be attending greater than 90% of the time.	The number of students attending greater than 90% of the time or more has increased by 9%.
Greater than 35% of Aboriginal	The 2021 TTFM survey indicates that 45% of Aboriginal students feel good

students will feel good about their culture and that teachers understand their culture as indicated in the Tell Them From Me survey.

about their culture. 43% of Aboriginal students did not believe that their teachers understood Aboriginal culture.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$230,675.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dungog High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>Increased attendance from funded students. Improved engagement from students registered on the NCCD who present with mental health concerns. Decreased negative entries on student well-being system.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of the development of processes within the Engagement and Well-being Centre. Student Learning Support Officers to be rotated through the Support Unit that will provide professional development opportunities and respite to Support Unit staff.</p>
<p>Socio-economic background</p> <p>\$358,223.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dungog 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"> • Culture of High Expectations • Aboriginal Education • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • provision of an extra Deputy Principal <p>The allocation of this funding has resulted in:</p> <p>A number of study days and study skills programs. provided short term benefit to students. Students had access to subject specialists during study periods, this however was not fully utilised.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Employment of a staff member to develop a student support plan for all senior students, to cover curricula, non-curricula and well being matters.</p>
<p>Aboriginal background</p> <p>\$80,590.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dungog High School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$80,590.00</p>	<p>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"> • Aboriginal Education • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <p>Staff from the Murrook Cultural were contracted to support Aboriginal students in targeted literacy intervention through their "Write it Right" program resulting in improved attendance and engagement in literacy by targeted students.</p> <p>The Personalised Learning Plan process was evaluated resulting in changes to the plans that give a more comprehensive assessment of student's current position with consultative strategies to help them achieve their learning goals.</p> <p>Although the impact of COVID has delayed many programs within the school, nine staff members were able to attend the Connecting to Country program auspiced by the Worimi LALC. All staff reported greater understanding and empathy towards Aboriginal culture..</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to strengthen programs into 2022, with a particular focus on refinements to address individual student circumstances.</p>
<p>Low level adjustment for disability</p> <p>\$331,300.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Dungog 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"> • Whole school Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • engaging specialist staff to collaborate with classroom teachers to build capability 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <p>The employment of a second Deputy Principal to support the school's welfare and curriculum development. The employment of Learning and Support staff to facilitate the implementation of individualised learning</p>

<p>Low level adjustment for disability</p> <p>\$331,300.61</p>	<p>support, curriculum adjustments, special exam provisions and student funding applications. The employment of extra Student Learning Support Officers to work in the newly established Engagement and Wellbeing centre.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue current programs to provided additional support to both students and staff. Additional staff enables more intensive and individualised support in the classroom to further enable equitable access to the curriculum.</p>
<p>Location</p> <p>\$43,492.00</p>	<p>The location funding allocation is provided to Dungog High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Other funded activities <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 • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: The impact on COVID meant that the funds allocated to support students on excursions was unable to be spent due to the cancellation of most excursions in 2021. This funding was utilised to support some families with the provision of internet to assist with students learning from home during periods of lock down.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding will be allocated to support students travelling to specialist programs offered in other locations within the Hunter Region, for example, the "Yes" program offered through both Cessnock and Tighes Hills campuses.</p>
<p>COVID ILSP</p> <p>\$314,174.19</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: A team of five full-time and part-time COVID tutors implemented targeted literacy and numeracy intervention for students in Years' 7-10 with identified through use of YARC and Best Start data. Stage 6 students were offered specific support in Mathematics and essay composition. Self-referrals from Stage 6 students exceeded expectations. Stage 4 and 5 student all made</p>

<p>COVID ILSP</p> <p>\$314,174.19</p>	<p>progress along the Plan 2 literacy and Numeracy continuum.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to embed processes developed in small group tuition in literacy and numeracy. The school will continue to provide additional in-class support for identified students to support them to meet their personal goals.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	301	309	285	289
Girls	321	322	319	309

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.3	90.6	92	89.6
8	87.6	87.3	90	88.6
9	89.2	85.1	86.3	87.5
10	86.6	86.7	86.5	81.4
11	88.7	83.6	81.4	79.2
12	90.9	90	89.6	84.1
All Years	88.6	87.3	87.8	85.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Public Health requirements related to COVID have had a detrimental impact on attendance over 2021.

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	3.4	7.4	8.06
Employment	6.7	3.0	33.87
TAFE entry	3.4	3.0	9.68
University Entry	0	0	38.71
Other	0	3.0	0
Unknown	0	0	9.68

Students at Dungog High have placed great importance on the value of their education as evidenced by the number of students who have pursued further education, training, and employment.

Of the 59 HSC candidature students at Dungog High school in 2021, 36 students have pursued university, TAFE studies or have secured apprenticeships which involve vocational training (61.05%). Of the remaining 23 students, 8 are employed in either full-time or part-time capacity in industries including agriculture, retail, and hospitality.

In 2021, 6.7% of Year 10 school leavers gained employment. This figure is considerably less than 2020's figure. Employment was pursued in areas such as building and construction, mechanical and hospitality.

Year 12 students undertaking vocational or trade training

53.25% of Year 12 students at Dungog High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at Dungog High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

STUDY

36/59 (61.05%) were offered places in tertiary education. This includes trainees and apprentices at TAFE.

24/59 (40.68%) were offered a place at university. 19/24 (79.17%) accepted an offer from Newcastle University.

2/24 (8.33%) students have deferred university offers.

Other universities chosen for study were Charles Sturt University (Port Macquarie), University of NSW and University of

Western Sydney

6/59 are studying at TAFE

EMPLOYMENT

21/59 are in full-time or part-time employment; this includes apprenticeships/traineeships.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	35.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	910,711
Revenue	9,479,557
Appropriation	9,257,491
Sale of Goods and Services	59,046
Grants and contributions	158,034
Investment income	503
Other revenue	4,483
Expenses	-9,464,226
Employee related	-8,469,279
Operating expenses	-994,947
Surplus / deficit for the year	15,332
Closing Balance	926,043

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	230,675
Equity Total	770,114
Equity - Aboriginal	80,590
Equity - Socio-economic	358,223
Equity - Language	0
Equity - Disability	331,301
Base Total	7,263,356
Base - Per Capita	151,702
Base - Location	43,492
Base - Other	7,068,162
Other Total	430,215
Grand Total	8,694,359

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

School performance - NAPLAN

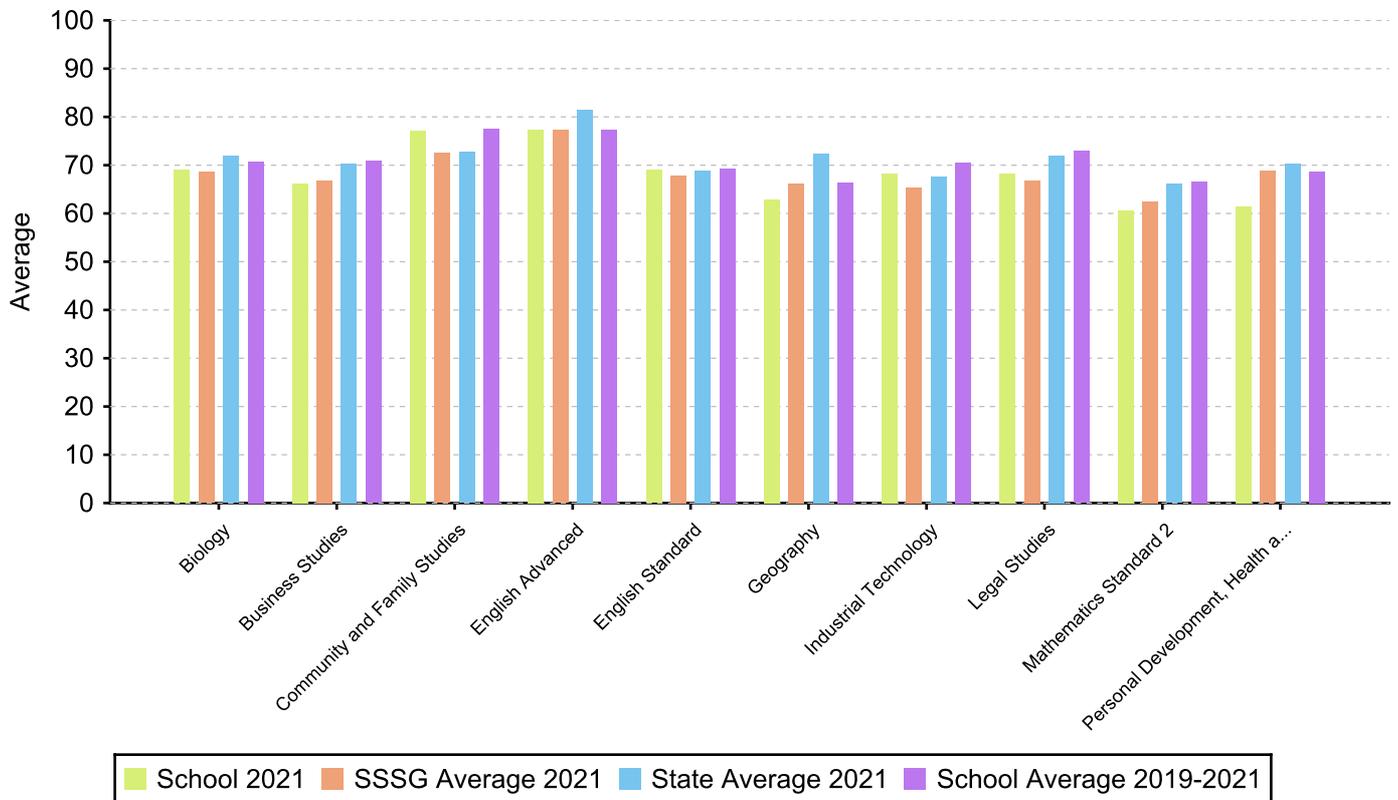
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	69.0	68.6	71.9	70.8
Business Studies	66.2	66.8	70.4	70.9
Community and Family Studies	77.1	72.5	72.7	77.6
English Advanced	77.3	77.3	81.4	77.4
English Standard	69.0	67.9	68.8	69.3
Geography	62.9	66.1	72.4	66.4
Industrial Technology	68.2	65.4	67.7	70.5
Legal Studies	68.2	66.8	72.0	72.9
Mathematics Standard 2	60.6	62.5	66.1	66.7
Personal Development, Health and Physical Education	61.4	68.8	70.3	68.7

Parent/caregiver, student, teacher satisfaction

Staff response on the People Matters Employee Survey (PMES) improved by 24% over 2020 to 81%. There were improvements across all areas of workplace culture, most notable were that 43% of staff indicated greater involvement in decision making across the school (93% of staff in total) and there was a 35% increase in staff who believed that their manager communicated effectively with them (91% in total). Only 48% of staff indicated that they have sufficient time to do their job well (an increase of 23% on 2020) and 52% indicated that they are confident in the way recruitment decisions are made (an increase of 30% on 2020).

One hundred percent of available students participated in the Tell Them From Me (TTFM) survey in 2021. There was no notable variation from results in 2019 (the school did not complete the survey in 2020). The students' perception of Advocacy at school, expectations of success and sense of belonging were all below statistically similar schools and state average. The school will be focusing on developing improved opportunities for student voice to be heard and recognition of Aboriginal culture in 2022.

Parent satisfaction remains high with 92% of parents satisfied with school communication which is an increase of 7% on the previous year. 85% of parents believe that the school has a good reputation in the community which is up from 73% from 2020. There was a 12% increase of parents who would recommend Dungog High School to other parents on 2020. (TTFM survey 2021)

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.