

2022 Annual Report

Nyngan High School



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Introduction

The Annual Report for 2022 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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: \$123,460.50

Low level adjustment for disability: \$131,000.00

Location: \$10,000.00

Professional learning: \$10,000.00

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.

All staff engaged in professional learning regarding how to explicitly teach vocabulary in their classroom over the 2022 school year, after the end of 2021 being a 'practise run'. Initially as a staff we shared frequently our best practice of how explicit teaching was occurring in the classrooms; this occurred in faculty, staff and executive meetings. Increased demands on teacher's time and awareness of staff wellbeing underpinned the decision to reduce frequent sharing but opportunities were still available for staff to share examples of best practice. The evidence of positive impact is multi-faceted: during lesson observations staff incorporate the explicit teaching of vocabulary, improved NAPLAN results in reading and increased vocabulary was demonstrated when comparing pre and post test data. Vocabulary will continue to be embedded as a component of everyday teaching practices, but needs to be explicitly taught to all new staff of NHS as a part of the induction program.

Developed a whole-school approach to Numeracy. Enablers were a team of three staff who genuinely support and work for each other, however, our biggest barriers in 2022 were awaiting the PL and the time commitment for the PL, however, the team were efficient in their practices as at the end of every meeting next steps were decided and the next scheduled meeting time, which was vital as relief was not available. There is no evidence of impact as the initiative is not yet operational but will commence in 2023. Deciding on the focus has been difficult but after consultation from a Numeracy expert and Principal, the focus will be on the element Number Sense and Place Value.

CARE was extended into Year 9 in 2022. Some staff maintained the integrity of the program by establishing routines and having high expectations that students read and are listened to read out aloud by an SLSO or the teacher. Emails are sent to staff asking what novel they would like purchased for their CARE group and finally two staff members suggested novels their students would like. There was the expectation you walk into a CARE group and the following activities were witnessed (in no particular order): staff checking with students, announcements read, students read to themselves but are checked for fluency, comprehension and expression by an SLSO and/or teacher on a regular basis, and enrichment activities occur like mindfulness or year advisor workshops. In 2023, CARE will be extended to Year 10 so Stages 4 and 5 will work under the program and groups will be formed from PAT testing for Year 6 2022 and Check In assessments in Term 4 2022. Further points to consider is at the beginning of the year expectations need to be conveyed to all staff but if they are experiencing difficulties maintaining the integrity, assistance needs to be secured from HT or DP. Baseline fluency data needs to be acquired for students so the effectiveness of the program can be evaluated with quantifiable data. This will be addressed using allocated SLSOs in Term 1 and Term 4.

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. Staff turnover led to a pause in progress as skills had to be consolidated across the school.

All HSC teachers completed a reflection of their class' 2022 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 undertaken. 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 2022 HSC cohort. Each HSC teacher had meetings with the Principal to discuss their reflections and "where to next".

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
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%	<ul style="list-style-type: none"> Data indicates that 16.67% of students in top 2 bands reading exceeding the upper bound target in reading 0% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress yet to be seen toward the lower bound target.
Improvement in the percentage of students achieving in the top 2 bands to be an uplift from the baseline for system negotiated targets in numeracy from 15.2%.	<ul style="list-style-type: none"> 0% of students attained results in the top 3 bands not meeting the planned target
An uplift from the baseline of 11.1% to 24% in Numeracy for Aboriginal students achieving in the top 3 bands in NAPLAN.	<ul style="list-style-type: none"> Percentage of students achieving expected growth in numeracy increased to 12.5% indicating increase from the baseline, but not currently meeting target.
An uplift from the baseline of 21.1% to 30% in Reading for Aboriginal students achieving in the top 3 bands in NAPLAN.	<ul style="list-style-type: none"> Percentage of students achieving expected growth in reading decreased to 12.5% indicating regression of outcomes against the system-negotiated target.
Improvement in the percentage of HSC course results in top three bands in the upper bound target 52%.	<ul style="list-style-type: none"> 65.43% of students attained results in the top three bands demonstrating exceeding achievement of the upper bound target.
Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to 23%.	<ul style="list-style-type: none"> The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has been maintained during 2022.
Improvement in the percentage of students achieving expected growth increasing towards the upper bound system negotiated target in reading of 55.0%	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth increasing towards the upper bound system negotiated target in numeracy of 63.2%	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>SEF element 'Data skills and use' - are maintained at delivering but themes within are sustaining and growing</p> <p>SEF element 'Effective classroom practice' - are validated at sustaining and growing</p> <p>SEF element 'Student performance measures and assessment' - are maintained at delivering but themes within are sustaining and growing</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.
Increase the percentage of students	<ul style="list-style-type: none"> 20.80% of students attained results in the top two bands demonstrating

achieving results in the top 2 bands above the baseline by 5%	exceeding achievement of the lower bound target.
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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: \$38,000.00

Socio-economic background: \$30,000.00

Location: \$10,000.00

Student support officer (SSO): \$96,000.00

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 were explored by finding areas of growth and targeted improvement areas in staff Professional Learning Logs. It was identified an area for improvement was collaboration and team teaching approaches. This became the activity focus during 2022.

Differentiation explored concepts of differentiation across the school setting. 2021 focused on environmental differentiation, however this did not turn into traction for a real change in processes across the school. Process and product differentiation were explored during semester 1 then pivoted to a more holistic approach to explore what we already do in classroom practice to differentiate for all students.

Team teaching practices were a focus of staff and faculty meetings where staff members presented the benefits to the educational outcomes of students. A scaffold and proforma were developed and used by staff in the planning, collaboration, and reflection stages of team teaching. Staff members shared successes and failures of their team teaching experiences at meetings. Weeks 7 and 8 of Term 4 were utilised by staff for team teaching as there was a change in the timetable and curriculum offered to students.

During 2022 NHS used data informed practice to make significant change to systems, processes and personnel in regard to attendance and Wellbeing. This action included refinement of the Wellbeing team - collecting baseline data for attendance; and, baseline data for wellbeing - collating incidents over terms for positive and negative behaviours including suspensions. All 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 the impact of these new initiatives through integration and implementation during 2022. Berry St Education Model (BSEM) will be committed to Trauma informed practice in 2023.

The whole school attendance strategy was a large success with an increase in students attending over 95% of the time and attendance strategies and contact increasing throughout 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
Staff TTFM data indicates improvement	• The number of students attending greater than 90% of the time or more

<p>from baseline of 7.8 to 8.2.</p> <p>Increase parent engaged as reported on staff TTFM survey from 6.4 to 7.0</p> <p>Increase ratio of positive incidents vs. negative incidents recorded from baseline of 1.5 to 3.0.</p> <p>Decrease time lost from suspensions from a two year baseline of an average 82.5 days per year by 10% a year.</p> <p>Increase parent engaged as reported on staff TTFM survey from 6.4 to 7.0</p>	<p>has increased to 42.20%.</p> <ul style="list-style-type: none"> • 62% 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 maintenance from baseline of 7.8 to 7.9 • The ratio of positive incidents reported on Sentral has increased to 4.25 positive incidents to each 1 negative incident, indicating current exceeding of the school based progress measure. • Decrease in time lost from suspensions from baseline of 82.5 days a year to 63 days in 2022. demonstrating currently meeting the school based progress measure.
<p>SEF element 'Wellbeing' - Sustaining and Growing</p> <p>SEF element 'Learning culture' - Sustaining and Growing</p> <p>SEF element 'Educational Leadership' - 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.
<p>Increase the percentage of students attending more than 90% of the time to be at or above the upper bound system negotiated target of 64%.</p>	<p>The number of students attending greater than 90% of the time or more has increased by 10.79%.</p>
<p>TTFM Wellbeing data increases to be at or above the upper bound system negotiated target of 71.9%.</p>	<ul style="list-style-type: none"> • Tell Them From Me data indicates 63.67% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

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

Per capita: \$9,000.00

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. Partnerships were successfully continued 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 range of student centred movements around lunch activities and water bubblers. Students were the foundation of the development of the Bogan Shire Youth Centre, a tremendous achievement for the community. This year student leaders had the opportunity to work with the Bogan Shire Council and the Office of Regional Youth to better enable them in planning their respective youth related projects. Students reported being highly engaged in our cultural competency session led by our Aboriginal Education Officer as well as leading sessions for NAIDOC week. Students attended the GRIP leadership conference and built capacity over the year by planning and leading events, advocating for their peers and generating reports.

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 Studies. This was at the start of Term 4 when the survey was opened. Our goal was to increase parent participation from the baseline In 2022, the survey increased by 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. We have further increased text messages to parents that are then followed up by phone calls for further consolidation.

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 percentage of parents engaging with the TTFM survey to 60%	<ul style="list-style-type: none">• Parent phone calls maintained at 30 per teacher for the year, demonstrating currently maintaining the school based target.• 63.67% 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.
Increase parent engaged as reported on staff TTFM survey from 6.4 to 7.0	
Increase the proportion of students reporting expectations of success, advocacy and sense of belonging to above the baseline of 62.4%.	

<p>SEF Element - 'Management practices and processes' - are maintained at sustaining and growing</p> <p>SEF Element - 'Reporting' - are maintained at delivering with some themes are 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 management practices and processes. • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of reporting.
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$153,460.50</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"> • professional development of staff through SSS- reading to support student learning • employment of additional staff to support Quicksmart program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Student reading levels across years 7-10 all had growth as indicated in internal school testing. Staff development continues to play a key role in the growth of students literacy results.</p> <p>After evaluation, the next steps to support our students will be: Greater emphasis will be focused on numeracy in 2023 with staff training and whole school commitment to numeracy strategy.</p>
<p>Aboriginal background</p> <p>\$105,000.00</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"> • 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 (AEO) to support Aboriginal students • 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 • community consultation and engagement to support the development of cultural competency • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: NAPLAN Reading results for Aboriginal students demonstrated a major increase to well above the state average. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Nyngan High School will continue to employ a full time Aboriginal Education Officer in 2023 to support the cultural and educational needs of our Aboriginal students.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$131,000.00</p>	<p>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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The development of individual learning plans for students requiring any form of "extra Support" e.g differentiation of curriculum, behaviour intervention, sporadic attendance. Supporting teachers to differentiate learning programs to cater for the needs of groups of students. Individualised student support as evidenced by 100% of HSC graduates achieving the HSC minimum standards.</p> <p>After evaluation, the next steps to support our students will be: Whilst mostly concrete in nature, the roles of our learning and support staff continue to be fluid to meet the needs of students.</p>
<p>Location</p> <p>\$93,000.00</p>	<p>The location funding allocation is provided to Nyngan 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"> • Literacy and Numeracy • Attendance and Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • student assistance to support excursions • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Additional staff allowed for the provision in timetabling of in house professional learning to be delivered on a weekly basis. This ensured training was tailored for local needs specific to our school without the need for excessive travel.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will continue to employ additional staff to support the training needs of our school.</p>
<p>Professional learning</p> <p>\$48,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at 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"> • Literacy and Numeracy • Differentiation and High Expectations • Attendance and Wellbeing

<p>Professional learning</p> <p>\$48,000.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Application to courses for the development of further numeracy strategies. • Professional learning opportunities to ensure wellbeing and attendance strategies are clear and workable. <p>The allocation of this funding has resulted in the following impact: This funding has enabled the cyclical planning and explicit training schedule to be implemented in cross KLA groups.</p> <p>After evaluation, the next steps to support our students will be: Timetabled professional learning periods will continue in 2023 and have proven to be a critical component of the school improvement plan.</p>
<p>COVID ILSP</p> <p>\$103,000.00</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 2022.</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 <p>The allocation of this funding has resulted in the following impact: Small group tuition was embedded into explicit numeracy lessons and Quicksmart for all stage 4 students. Year 9 numeracy results demonstrate average achievement well above that of Statistically Similar School Groups.</p> <p>After evaluation, the next steps to support our students will be: We will continue to facilitate this program to support our students in 2023.</p>
<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Attendance and Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Student Support Officer to develop processes and practices in the initial year of this position. Further develop relationships with internal staff and students and external agencies. <p>The allocation of this funding has resulted in the following impact: The student support officer has worked with students and parents to connect them with services to improve student and family wellbeing and increase engagement and attendance at school.</p> <p>After evaluation, the next steps to support our students will be: We will continue to employ a full time student support officer to support and increase student and family wellbeing.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	85	89	65	70
Girls	79	81	81	82

Student attendance profile

School				
Year	2019	2020	2021	2022
6			79.2	
7	89.5	87.3	85.2	85.7
8	86.0	89.7	78.6	82.0
9	84.9	85.7	81.1	75.0
10	81.7	86.1	73.3	77.9
11	86.4	90.6	75.0	78.0
12	83.8	86.6	78.4	84.7
All Years	85.5	87.5	78.6	80.5
State DoE				
Year	2019	2020	2021	2022
6			91.5	
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	86.9	81.7

Attendance

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

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

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

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

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

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

Management of non-attendance

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	0	0
Employment	4	12	32
TAFE entry	0	0	5
University Entry	0	0	58
Other	9	6	5
Unknown	4	0	0

11 students who completed their HSC in 2022 have started fulltime university studies in 2023. One student has started a traineeship in Early Education whilst another moved into his 2nd year of his apprenticeship having started a School Based Apprenticeship in Year 11. Four students completed a School Based Traineeship in 2022 with 2 of them continuing their field of study at university.

2 Year 10 students and one year 12 moved into fulltime apprenticeships.

Year 12 students undertaking vocational or trade training

66.67% of Year 12 students at Nyngan High School undertook vocational education and training in 2022.

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 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	15.4
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.38
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	629,354
Revenue	4,932,448
Appropriation	4,852,278
Sale of Goods and Services	6,086
Grants and contributions	72,518
Investment income	1,566
Expenses	-4,864,240
Employee related	-3,934,981
Operating expenses	-929,258
Surplus / deficit for the year	68,208
Closing Balance	697,562

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	390,596
Equity - Aboriginal	105,300
Equity - Socio-economic	153,394
Equity - Language	0
Equity - Disability	131,901
Base Total	3,745,348
Base - Per Capita	39,014
Base - Location	92,531
Base - Other	3,613,803
Other Total	508,967
Grand Total	4,644,911

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

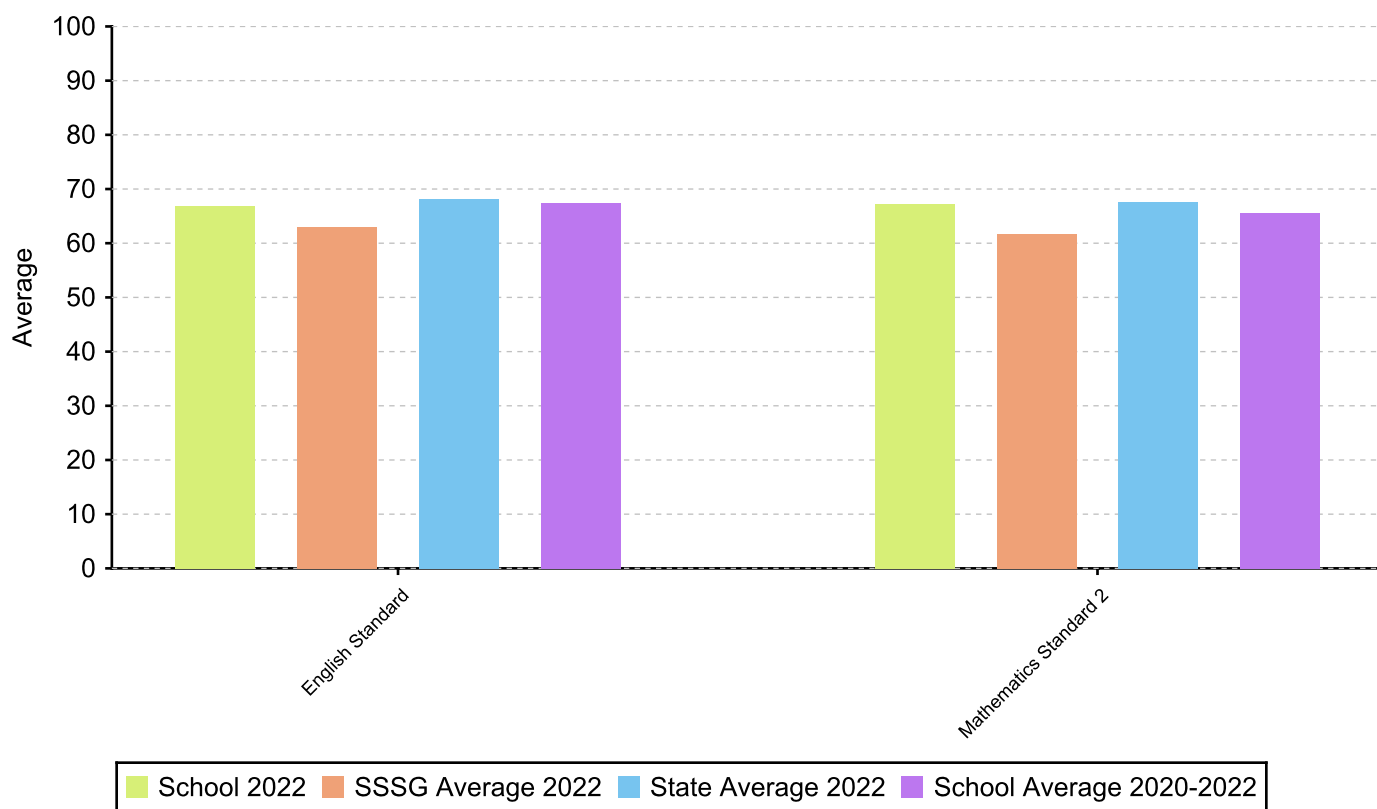
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
English Standard	66.9	63.0	68.1	67.5
Mathematics Standard 2	67.2	61.7	67.6	65.6

Parent/caregiver, student, teacher satisfaction

Parents and carers are overall very satisfied with the educational experience offered at Nyngan High School. Parents feel very welcome at Nyngan School as indicated by the TTFM data which was well above the state average. Parents and caregivers feel particularly supported and welcome with any queries or issues they have. Parents are satisfied that the school supports learning and positive behaviour and is an inclusive school, rating Nyngan High School as higher than the state in all areas.

Staff at Nyngan High School are provided with ample opportunity to develop their teaching practice and collaborate on best practice. Staff overwhelmingly agree that Nyngan High School utilises technology to advance teaching and student learning. TTFM data indicates 77% of staff agree there is positive staff morale at Nyngan High School and 95% of staff identified school leaders clearly communicate their strategic vision and values for our school. 89% of staff reported that Nyngan High School is a culturally safe environment and welcoming for all students. TTFM data indicates satisfaction from staff in professional development and the learning culture created at Nyngan High. The data indicates a need for improvement in the areas of collaboration and overall leadership.

Students at Nyngan High have an overall positive view of the school and their learning opportunities. 89% of the student body reported a positive sense of belonging, compared to 81% of the state, 93% of students indicated they try hard in their learning compared to 88% of the state, and students indicated they had someone to advocate on their behalf at a rate of 9.2 compared to state of norm of 7.7. Students participate in a variety of extra curricula activities and join other High schools to compete in a range of sporting activities. The Student Voice Committee reported on behalf of students that they enjoyed attending Nyngan High School and were grateful for the many academic, social, sporting and cultural activities that are available.

AECG report

I would like to acknowledge the traditional custodians of this land, the Wongaibon people. I would like to pay respect to the Elders past, present, future, and emerging leaders. Our Local AECG meet Week 4 and Week 8 of each term, we've had many dialogues regarding what works with our kids and the needs of our parents and caregivers, our vision is to see our children succeed with their education. It's been wonderful to have our principals keep us updated with a report at meetings twice a term, keeping us abreast of monthly events the children have participated in. Ongoing communication is the key. Our core business is to see our kids prosper and ensure schools are providing every opportunity for them to learn and keep them engaged. I have been involved on merit selection panels and various cultural activities within the community. Raylene and I have represented Nyngan Local AECG at Western 2 forums and at numerous state AECG meetings. Raylene was successful with a position on the AECG Association Management Committee. She has attended many meetings with Educational Directors, advocating for change and improving the educational standards for our students. We have participated in our NAIDOC week of celebrations, and we are tremendously proud the kids who have had the opportunity to learn Aboriginal dance and promote the awareness of our culture within the community. A massive shout out to Jamie McLennan for teaching our dance group Wakakirri Mae his powerful dances. Our local AECG donated the lovely dresses the girls wear to perform. I extend my gratitude to our AECG committee for their support and encouragement to ensure our AECG is active and welcoming. To our handful of members who tirelessly support any event we host, I appreciate you and thank you for your assistance.

The committee for 2023 will be: President - Marea Johnson, Vice president - Raylene Weldon, Secretary - Veneta Dutton and Treasurer - Melissa Selfe

P & C report

Being involved with the Nyngan High School P and C is very rewarding and I am thankful to have the opportunity to contribute in the role of President. A big thank you to our executive for your support and time. Our Principal, Mr Wright and Deputy, Mrs Buchanan 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 commits to fundraising activities when they arise throughout the year. We man the gates for Nyngan Senior Rugby League home games, thank you to the footy committee for continually giving us this opportunity. Parents and carers volunteer their time to ensure these shifts are filled, 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. We also purchase items the school may need for the children's learning and comfort. 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. Our P and C is a vital part of the school community and I am very proud to be a part of it.

Neralie Quarmby - President

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.