

2022 Annual Report

Dungog High School



8472

Introduction

The Annual Report for 2022 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

It is fair to say that 2022 has been characterised by the release of COVID restrictions and wet weather. Thinking back to Term One, the school was operating under full COVID conditions, with student cohorting and mandated mask wearing still in place. There were no face-to-face assemblies, students were separated by year groups in the playground, and there was limited access to specialist classrooms. It certainly was a difficult time for staff and students. Despite the challenges, our staff have been determined, working hard with unwavering resolve to provide a quality experience for our 574 students. I am in awe of the way my staff have gone about their business, navigating their way through what has been an extremely challenging three years.

The easing of restrictions has made us feel that the pandemic has finished. Indeed, it has been wonderful to go back to some sense of normality, however, I am reminded by looking at the statistics that prior to September 2021, just under 1,000 Australians lost their lives to COVID. In just over 12 months since then, that figure has climbed to over 15,000. The community has done a wonderful job supporting the school's efforts to stay COVID safe by keeping students at home when they are sick. This is the new normal. It is no longer okay, to be at school with a sniffle, a cough, or a temperature. Thank you to our supportive parents for your caring, your understanding and your positive action throughout this time.

Over my career, I have learnt that change is constant in schools. 2022 started with some obvious differences to previous years. Due to last year's Year 7 Orientation Day being cancelled because of the Department's COVID restrictions, we determined that Year 7 would have an Orientation Week at the commencement of Term 1 to assist them to settle into Dungog High School. This was a very successful way to start the year for our newest students. The Year 7 and Year 8 Year Advisors, Ms Tina Wheeler and Ms Kayla Campbell spent much of their Christmas break putting this program together and deserve recognition for their commitment and effort. This dynamic duo also combined to plan and conduct the Stage 4 (Year's 7 and 8) excursion to "The Great Aussie Bush Camp" at the end of Term 2. The skill by which Tina and Kayla organised and conducted this trip belies their combined four years of service. Congratulations and thank you Tina and Kayla!

This year, we trialled a new way of doing assemblies. The new structure allowed for the entire in-school community to come together once every week, albeit in a virtual way. This gave students and staff an opportunity to hear announcements and to celebrate successes together. We also used the time to canvas student opinion in a way and on a level never seen at Dungog High School. The weekly surveys were planned and analysed with the support of our student presidents. Topics that have been surveyed include ideas for school beautification, recognising our Aboriginal culture, student mental health, school's infrastructure, school policies etc. We continue to work towards improving our methods of giving students a say. As we develop student agency, students stand to benefit by developing greater levels of connection and pride culminating a better school experience.

This year, Dungog High School combined to honour the life of Tony Townsend by participating as part of the community's guard of honour on Abelard Street opposite Bennett Park. The sight of the entire school, staff and students standing in a silent tribute as Tony's hearse passed, was incredibly respectful and emotional. The decision to participate in this mark of respect was ultimately made by the students. They did themselves, our school, our town and our shire

proud.

2022 saw the continuation, albeit a slightly downscaled version, of the COVID tutoring program led by Ms Deb Oirbans. Deb has worked tirelessly with our hard-working band of tutors to create a impactful service to help our students who have been negatively impacted by interruptions to school during the pandemic. Deb has shown wonderful leadership qualities in leading this program which is set to continue in 2023, although at a much more scaled-down version.

Our Literacy and Numeracy focus gained a boost this year with the inclusion of two major programs: Renaissance Reading and Essential Assessments. The Renaissance Reading program forms a part of a broader literacy strategy led by Ms Denise McKinna and Mr Tim Cooper involving professional training across all faculties to contextualise the teaching of comprehension and writing skills from each subject's perspective. Renaissance Reading has allowed accurate reading assessments of each student in the junior school to be regularly taken and supported with individualised reading support. The results have been very encouraging, and the team are looking forward to continuing this strategy into 2023. The use of Essential Assessment has not been as successful as we had hoped, and we will be discontinuing the use of this resource next year.

Our timetabling team adapted to a new and more powerful timetabling package this year. This enabled a fundamental change to students' subject selection process where subject lines are now determined by student choice, rather than predetermined by the School Executive. Further to this, in 2022 we trialled a new information pack for Year 10 students choosing their senior subjects. Although we will be making some minor adjustments to this process in 2023, it proved to be popular amongst students and parents, as the process provided greater detail about what subjects would be appropriate for each student. This initiative is unique to Dungog High School and stands to support students to greater success in their final years of schooling.

This year I continued my studies into NeuroCapability and am very happy to be joined by five members of the school's Executive Team. Having a deeper understanding of how the brain works is already starting to have a positive impact on the school. With five more staff completing the training throughout the next 18 months, the aim is to have most staff trained over the next five years. This will set Dungog High School apart from most schools in becoming a truly 'brain friendly' school! We do this in the knowledge that understanding how our brain develops cognition, memories and emotions, our capacity to work together increases. The better we all work together, the greater chance the school has on delivering for our students.

Education Week saw mathematics teacher, now working as one of our COVID tutors, Graham Hudson receiving his 50 year service medal (Graham has actually been teaching for 52 years!) What an amazing achievement!

For the past 18 months, it has also been my privilege to work alongside Mr David Brown who has filled in as our second Deputy Principal for most of that time. Mr Brown has been outstanding in this role, characterising his tenure with innovation, compassion, care and empathy for students and staff. Mr Brown decided not to run for the permanent position, as his passion remains with teaching students in the classroom. I can announce, that subject to a ten day appeal period, Mrs Tina Pratt will be joining us in 2023 as Deputy Principal to work along side Mr Brad Dives and myself as the Senior Executive Team. Mrs Pratt comes to us from Rutherford High School, and prior to that Kurri Kurri High School with eight years already served as Deputy Principal.

2022 has been a big year at Dungog High School and with many things in the pipeline for 2023, the staff and students are excited for next year.

Next year we will continue our school improvement initiatives:

- Senior Mentoring program
- Engagement and Wellbeing Centre (EWC)
- Literacy Focus with Renaissance Reading and the Department's Writing in Schools program.
- Greater focus on improving student numeracy outcomes
- Quality Teaching Rounds
- Continued infrastructure upgrades:
 - More shelter options
 - Outdoor gym
 - Multi-Purpose Centre (MPC) upgrade
 - Drainage for the front oval
 - Outdoor amphitheatre

Of note, I am looking forward to a Dungog High School performance for the public. At this stage, the team have just been formed and are determining what the performance may entail. Will it be a musical or a variety concert? A play or a sketch night? The plan will be unveiled early 2023! There is no doubt that we will have a plethora of talented students and staff to make this a wonderful success. I can't wait for opening night!

This year sees the retirement of two teachers that have made a wonderful contribution to the Dungog education

community. Combined, the pair have amassed nearly 80 years teaching service at Dungog High School between them. What an amazing feat! Phyl Danvers and Robyn Trappel have each had outstanding teaching careers and will be very much missed here at Dungog High School.

I want to extend my appreciation to the continued support of the Parents and Citizens' Association (P&C). Without them, we would have no school canteen. We are hoping that 2023 will see a resurgence in parents supporting the canteen through volunteering their time. Canteen volunteers are essential to making the canteen a viable and ongoing concern. Any parent/carer/interested member of the public interested in volunteering some time to the canteen is strongly encouraged to contact the school to be put in touch with one of our canteen managers to get started with volunteering.

The staff and students continue to grow and develop, and we are building a culture that is accepting of one another, where mistakes are not only accepted, but encouraged, in the knowledge that our learning from mistakes contribute to a stronger community. The Japanese art of Kintsugi (making artwork by repairing broken pottery) is a clear metaphor supporting the idea that valuing the contribution of each individual results in a stronger and more vibrant community. Dungog High School is certainly well on the road to an even more beautiful place to be.

Stephen Harper

Principal

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 are consistently around 600 students including a growing proportion of Aboriginal and Torres Strait Islander students that represent approximately 15% of the student body, and a growing Special Education unit. 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 P&C is a small but very active and supportive element of the Dungog High School community. Dungog High School 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 more 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

2022 saw a shift in two elements of the Self Assessment on where the collection of evidence from 2022 placed us on the School Excellence Framework. The first shift was within the element of Learning Culture and specifically the theme of Transitions and Continuity of Learning. Our successful and expanded transition generated evidence that supported a move from the school assessment in 2021 of "Delivering" to "Sustaining and Growing" in 2022. Conversely, we were unable to source evidence from 2022 that continued to support the school achieving the level of "Sustaining and Growing" in regard to the element of School Planning. This was largely impacted by an interruption of continuity within the Senior Leadership Team and is being addressed in 2023.

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

Socio-economic background: \$114,921.00

Per capita: \$2,310.00

Aboriginal background: \$38,873.00

Summary of progress

Our focus in 2022 was to individualise support to our senior students through the implementation of a senior mentor. The senior mentor conducted individualised support through conducting the SET planning process with each student in Stage 6; coordination of curriculum, wellbeing, and technical support; and the provision of an extra layer of pastoral care.

The school implemented two data driven online programs to support with literacy and numeracy development in Stage 4 and 5 students. All students in these cohorts were assessed through the Renaissance Reading (RR) and Essential Assessments programs. The school's technological infrastructure is not yet capable of giving the level of support to these programs to allow widespread use as originally envisaged. The use of Essential Assessments will be disbanded in 2023 as staff investigate more effective resources. RR will continue, albeit in a contracted manner than originally anticipated. RR will be utilised as a remediation tool for students reading well below their stage appropriate level.

The Department's Guided Support strategy continued to develop and shape a whole school literacy strategy. In 2022, the re-emergence of text-type focus in reading and writing inspired whole school professional learning and will be a literacy focus for 2023. Faculties will undertake specialist, and faculty determined training on the text structures that best reflect their subject areas. This effort will be coordinated by the English faculty, ensuring that students experience a comprehensive exposure to literary genres covered by relevant syllabi.

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
NAPLAN Reading <ul style="list-style-type: none">• The percentage increase of students reaching the top two bands of NAPLAN reading will increase by 4.8% by 2022	There was an increase of students reaching the top two bands of NAPLAN reading of 4.69% in 2022.
NAPLAN Numeracy <ul style="list-style-type: none">• The percentage increase of students reaching the top two bands of NAPLAN Numeracy will increase by 5.4% by 2022	There was a decrease of students reaching the top two bands of NAPLAN Numeracy of 12.12% in 2022.
HSC	There was a decrease of students reaching the top two bands of the HSC of

The percentage increase of students reaching the top two bands of HSC will increase by 3.4% by 2022	3.76% in 2022.
Aboriginal Education HSC The percentage of Aboriginal students in the top three bands for the HSC will increase by 2.4%	There was a decrease of students reaching the top three bands of the HSC of 10.52% in 2022.
Increase the percent of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system negotiated lower bound target	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity is 83%, demonstrating target has been exceeded.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy. by 1.7% or above to 72.6% or above	Due to their being no NAPLAN testing in 2020, there is no growth data available to report on.
Increase the percentage of students achieving expected growth in NAPLAN Reading by 3.5% or above from system negotiated baseline target.	Due to their being no NAPLAN testing in 2020, there is no growth data available to report on.
Increase the proportion of Aboriginal students achieving in the top three NAPLAN bands in Numeracy to be above the schools lower bound system negotiated target.	The percentage of students achieving expected growth in numeracy decreased to 44.9% indicating progress is yet to be seen toward the lower bound target.
Aboriginal Education NAPLAN Increase the proportion of Aboriginal students achieving in the top three NAPLAN bands in Reading to be above the schools lower bound system negotiated target.	The percentage of students achieving expected growth in reading increased to 51.02% indicating progress toward the lower bound target.

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

Professional learning: \$18,000.00

Socio-economic background: \$74,394.00

Summary of progress

Our focus in 2022 was to continue with the Quality Teaching Rounds that were implemented in 2021; implement the Department's High Potential and Gifted Education (HPaGE) Policy; Revisit the What Works Best school improvement tool and develop a High Expectations 'Checking Tool' to determine the extent of expectations within teaching and learning programs; and to draft a Community Engagement Plan with particular focus on extending staff competency of Aboriginal culture.

The Quality Teaching Rounds (QTRs) continued, through another COVID disrupted year. Staff found their experience with QTRs yielded the following benefits: QTR promoted a climate of trust and respect as teachers collaborate and learn from each other; QTR built the capacity of teachers at all career stages and was applicable across all subjects and year levels; QTR empowered teachers by drawing on the collective expertise in our schools, putting teachers at the centre of discussions on how to improve teaching; QTR provided teachers with sustained and dedicated time to analyse and discuss teaching and learning; and that QTR engaged teachers in rich discussions about pedagogy, using the shared language of the QT Model to guide discussions about quality teaching practice. Throughout the rest of the school planning cycle, QTR will be used as a tool for implementation and monitoring as part of the School Excellence Cycle; used to help build a collaborative school culture focused on learning and teaching; and continue to enable teachers to engage in high-impact professional development closely aligned to The Australian Professional Standards for Teachers.

The implementation of the new HPaGE policy was characterised by staff training that focused on building awareness and support for students across the four domains of high potential and gifted education. The school has incorporated the use of existing support infrastructure to enable seamless inclusion of the new direction of HPaGE into the school's day to day operations.

The activity supporting the development of a high expectations culture was broadly seen as having a positive impact on the expectations of students at Dungog High School. We have seen an improvement in the fact that students and teachers are working collaboratively on a common goal for the benefit of the student. Both students and staff see the whole process as supportive and genuine. There was general support from both students and parents who attended the Year 10 into Year 11 subject selection evening, with the improved level of support and detailed data to guide student subject selection. Parents who attended the evening reported that they were better able to support their children's subject choices.

A draft of the Community Engagement Plan has been completed and will come into effect in 2023 after final consultation with the P&C. The staff deepened their knowledge of Aboriginal culture with 12 staff attending Murook's 'Connecting to Country' program. The school continued to support Aboriginal students connect with community and their own Aboriginal culture through it's 'Write it Right' program. The school took a major step in recognition of our Aboriginal origins through the approval of Aboriginal sports shirts for students and staff to be released in 2023 as well as the construction of a 'Yarning Circle' to be officially opened in 2023.

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 by 2%	There was a slight decrease in the retention of students in 2022.
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 two themes.	There was no improvement on baseline 2020 student engagement data as evidenced by the 'Tell Them From Me' Survey. The Self Assessment of Learning: Learning Culture still assesses Dungog High School as delivering although there has been movement in the element of Transitions and Continuity of Learning from Sustaining and Growing to Excelling.
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 two themes.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing 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: \$332,314.00

Socio-economic background: \$91,936.00

Summary of progress

Our focus in 2022 was to continue to develop and foster the processes of the Engagement and Wellbeing Centre (EWC) to drive a coordinated wellbeing approach to all students. The EWC branched into staff lead professional development, developed tiered approach to student support consisting of occasional support, regular support and intensive support. In 2022 there has been more of a focus on inclusion, supporting a respectful environment and supporting students engaging in learning. This has been lead through the EWC.

As a result, the EWC has grown to triple the amount of support to students, reaching 74 students in 2022, or 13% 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 continuing to see a decline in truancy rates and incidents of anti-social behaviour.

in 2023, the EWC will move to incorporate greater support to students exhibiting high potential or giftedness in any of the four domains: academic, physical, creative and/or social/emotional. They will do this by supporting staff to differentiate learning, through our Learning and Support structures, run internal withdrawal programs and/or source and coordinate external bespoke programs. The EWC will liaise with parents and carers and monitor progress of individual students and report their progress.

In 2022, the school was successful in recruiting a Student Support Officer, however, for personal reasons, the staff member resigned after two weeks. We were unable to attract any further suitable candidates to the position and used the funds staff the EWC with a wellbeing teacher. In 2023, the position in a temporary capacity with a view of building our internal capacity to fill the position permanently.

Attendance in 2022 was again negatively affected by COVID-19. Despite this, the school increased the number of household contacts to follow up on absences. The data showed an upward trend of students attending school greater than 90% of the time up until the last four weeks of Term 4, when the numbers dropped. In 2023, the school will continue to work on refining its attendance strategy in an effort to reverse declining attendance trends over the past five years, particularly over the period since COVID-19.

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 improve by an average 5.4% as measured by the TTFM survey.	There has been a slight decline in students' sense of positive wellbeing as measured by the Tell Them From Me survey.
Staff wellbeing measures will increase by an average of 7.5% across all key topics as measured by the People	Staff wellbeing measures have improved across all key topics as measured by the People Matters survey since 2020.

Matter Survey.	
An increase of 6% or above of students attending school more than 90% of the time.	The percentage of students attending school more than 90% of the time in 2022 declined.
Greater than 50% of Aboriginal students will feel good about their culture and that teachers understand their culture as indicated in the Tell Them From Me survey.	The 2022 TTFM survey indicates that 48% of Aboriginal students feel good about their culture. There has been a decline of 13% of Aboriginal students who did not believe that their teachers understood Aboriginal culture.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$7,966.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Dungog High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of 0.2 FTE classroom teacher. <p>The allocation of this funding has resulted in the following impact: Student from Afghanistan has been assessed against EAL/D criteria and regular support has been given to staff and student. The student has settled into Dungog High School and is anticipated to continue through to Year 12.</p> <p>After evaluation, the next steps to support our students will be: The school will supplement the NAP funding to include a staff member to liaise with family. Continued professional learning will be essential for staff to ensure students continue both academic and social development.</p>
<p>Integration funding support</p> <p>\$313,330.00</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 targeted professional learning around [course] • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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 the following impact: Increased in-classroom support for students through the provision of extra Student Learning Support Officers (SLSOs). Increased availability of professional learning in Trauma Informed Practice through the up-skilling of SLSOs to deliver teacher training and development. Increased compliance with Department NCCD requirements through improved Learning and Support structures.</p> <p>After evaluation, the next steps to support our students will be: Continuation of existing programs. Greater focus on early intervention and support offered to partner primary schools to ensure students start High School with appropriate levels of support.</p>
<p>Socio-economic background</p> <p>\$368,367.00</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</p>

<p>Socio-economic background</p> <p>\$368,367.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Quality Data Analysis • Culture of High Expectations • 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"> • Employment of additional staff to support EWC program implementation. • Providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Direct intervention from a HSC Mentor resulting in a 50% increase in HSC subjects scoring at or above state average (68% in total). Improved access of staff, parents and students to senior leadership of school through the employment of a second Deputy Principal. Improve monitoring and development of professional learning activities for staff through the provision of a Head Teacher Teaching and Learning. Greater equitable access for students to excursions and resources through the provision of the student assistance scheme.</p> <p>After evaluation, the next steps to support our students will be: The second Deputy Principal appointed in a substantive capacity for 2023 and beyond to maintain consistency within the Senior Executive group. Continuation of the position HSC Mentor for the foreseeable future. This position will be considered to be made permanent in 2023, such was the positive impact.</p>
<p>Aboriginal background</p> <p>\$102,555.00</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 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 specialist additional staff Aboriginal Educational Officer (AEO) to support Aboriginal students • Provision of Aboriginal Literacy and Cultural Program 'Write it Right'. <p>The allocation of this funding has resulted in the following impact: The employment of a local Aboriginal woman as the Aboriginal Educational Officer has had a significant positive impact on cultural engagement of all students across the Dungog District Community of Schools (DDCoS), with all schools engaged in cultural days. NAIDOC celebrations are coordinated through the High School under the direct cultural supervision of the AEO. The 'Write it Right' program has instilled greater pride amongst Aboriginal students in relation to their culture. They have made greater connection with their community and their land.</p> <p>After evaluation, the next steps to support our students will be: Continue with the established cultural initiatives and to further develop cultural identity through improvement of existing infrastructure to include recognition of Aboriginal heritage.</p>
<p>Low level adjustment for disability</p> <p>\$332,314.00</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>Low level adjustment for disability</p> <p>\$332,314.00</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 • Attendance <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 • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • Targeted students are provided with an evidence-based intervention in the Engagement and Wellbeing Centre to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The employment of extra teaching staff to allow the Head Teacher Wellbeing to be a non-teaching position has allowed the Learning and Support Team to address a backlog of outdated learning and adjustments registers, and support plans to be updated and implemented. This allocation has enabled the school to review and improve learning and support as well as wellbeing processes to ensure that support is going to where it is most needed.</p> <p>The employment of specialist teacher support in the Engagement and Wellbeing Centre has allowed for wellbeing programs to be delivered to an increasing number of students displaying wellbeing needs. The stepped-care plan that was developed in 2021 was implemented in 2022 to create efficiencies in wellbeing service delivery and coordination. The program has achieved its desired purpose of providing wellbeing supports to mainstream students, where there were previously none.</p> <p>This allocation of funding help support the implementation of Renaissance Reading program through the release of the school librarian one day per week. As a result, all Stage 4 and 5 students were assessed and placed onto reading programs at their level of skill level. Teachers were also trained in the use of the program. The success of the program was affected by limitations around the distribution of laptops to students. This logistical situation will be addressed in 2023.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the Head Teacher Wellbeing will continue to be funded as a non-teaching role to enable continued evolution of school's wellbeing and learning and support processes. The Engagement and Wellbeing Centre will continue to run given the considerable positive impact and a teacher coordinator will also continue to be funded. The allocation for the librarian to embed Renaissance Reading will also be maintained.</p>
<p>Location</p> <p>\$46,069.00</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"> • 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 • Technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: This allocation was used to boost technology by the purchase of 60 Chromebooks which enabled comprehensive Chromebook coverage for Stage 4 and 5 cohorts. The balance of the funds were distributed to overnight excursions including Year 9 trip to Melbourne and the Year 12 trip to Sydney. This enabled equitable access to these experiences for all</p>

<p>Location</p> <p>\$46,069.00</p>	<p>students.</p> <p>After evaluation, the next steps to support our students will be: The implementation of the Bring Your Own Device (BYOD) program into Dungog High will be necessary as the capability to set aside funding for major capital purchases changes beyond 2022. In 2023, greater focus will be in providing support to staff to implement new curricula due at the beginning of 2024.</p>
<p>Professional learning</p> <p>\$73,265.00</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 Dungog 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"> • Culture of High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff attendance at specialist HPaGE training • development of referral and assessment processes to assess and identify HPaGE students. • release time for staff to attend a variety professional learning activities <p>The allocation of this funding has resulted in the following impact: by the expansion of Learning and Support process to encompass our HPaGE strategy, staff have developed a greater awareness of what constitutes a HPaGE student and have the capacity to have input into the development of those students. Additionally ,funds enabled all teachers to build their capacity to embed effective practices in the explicit teaching of reading and numeracy, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: to constantly evaluate and reflect within faculties to review processes in place for identifying HPaGE students. In 2023 surveys of parents and students involved will provide additional data to further develop the program. Personalised and targeted professional learning in the form of mentoring and co-teaching will further build teacher capacity.</p>
<p>COVID ILSP</p> <p>\$251,339.00</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"> • Small group tutoring - Focus on improving literacy and numeracy skills of Stage 4 students. Focus on Mathematics in Stage 6 students. • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The allocation of the COVID tutoring money has allowed for small group withdrawal from classes to focus on literacy and numeracy remediation. 2022 saw a drop in students achieving the bottom three bands in NAPLAN by 7% and an increase in the top two NAPLAN Bands by 6%. The number of students achieving in the bottom three bands is the lowest since before 2010. The number of students achieving in the top two bands is the second highest since before 2010. COVID tutoring has had a large bearing on this result.</p>

<p>COVID ILSP</p> <p>\$251,339.00</p>	<p>After evaluation, the next steps to support our students will be: The program has been funded in 2023 and will continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Dungog High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a full time Student Support Officer • Employment of an additional teacher to support student wellbeing <p>The allocation of this funding has resulted in the following impact: Despite many attempts, the school was unable to successfully employ a suitably qualified Student Support Officer. Student were able to access individual support through the school established wellbeing centre as a result of the employment of an additional wellbeing teacher.</p> <p>After evaluation, the next steps to support our students will be: In 2023, a high priority will be given to the recruitment of a suitably qualified Student Support Officer (SSO). The SSO will provide support to the 'at risk' students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	309	285	289	285
Girls	322	319	309	281

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.6	92.0	89.6	83.5
8	87.3	90.0	88.6	79.8
9	85.1	86.3	87.5	82.7
10	86.7	86.5	81.4	79.9
11	83.6	81.4	79.2	72.4
12	90.0	89.6	84.1	83.9
All Years	87.3	87.8	85.7	80.4
State DoE				
Year	2019	2020	2021	2022
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	85.9	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	1	8.4	17.7
Employment	22	19.3	25.4
TAFE entry	5	1.2	15.9
University Entry	0	0	28.6
Other	1	1.2	4.8
Unknown	0	0	7.6

Similar to 2021, our students at Dungog High School 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 44 HSC candidature students at Dungog High School in 2022, 28 students have pursued university, TAFE studies or have secured apprenticeships which involve vocational training (63.64%). Of the remaining 16 students, six are employed in either full time or part time capacity in industries including retail, hospitality, and horticulture.

In 2022, 22% of Year 10 school leavers gained employment. This figure is considerably higher than the previous year's figure. This reflects the high availability of apprenticeships state-wide and students have pursued these opportunities. Employment was pursued in areas such building and construction, mechanical, hospitality, butchering, dental, childcare and labouring.

Year 12 students undertaking vocational or trade training

29.82% of Year 12 students at Dungog High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

97.8% of all Year 12 students at Dungog 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)	9
Classroom Teacher(s)	34.9
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.08
Other Positions	2

*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	926,043
Revenue	10,114,419
Appropriation	9,812,156
Sale of Goods and Services	76,845
Grants and contributions	216,378
Investment income	6,074
Other revenue	2,966
Expenses	-10,217,680
Employee related	-8,890,686
Operating expenses	-1,326,995
Surplus / deficit for the year	-103,261
Closing Balance	822,782

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	238,322
Equity Total	803,225
Equity - Aboriginal	102,555
Equity - Socio-economic	368,356
Equity - Language	0
Equity - Disability	332,314
Base Total	7,446,955
Base - Per Capita	155,540
Base - Location	46,069
Base - Other	7,245,346
Other Total	685,088
Grand Total	9,173,590

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

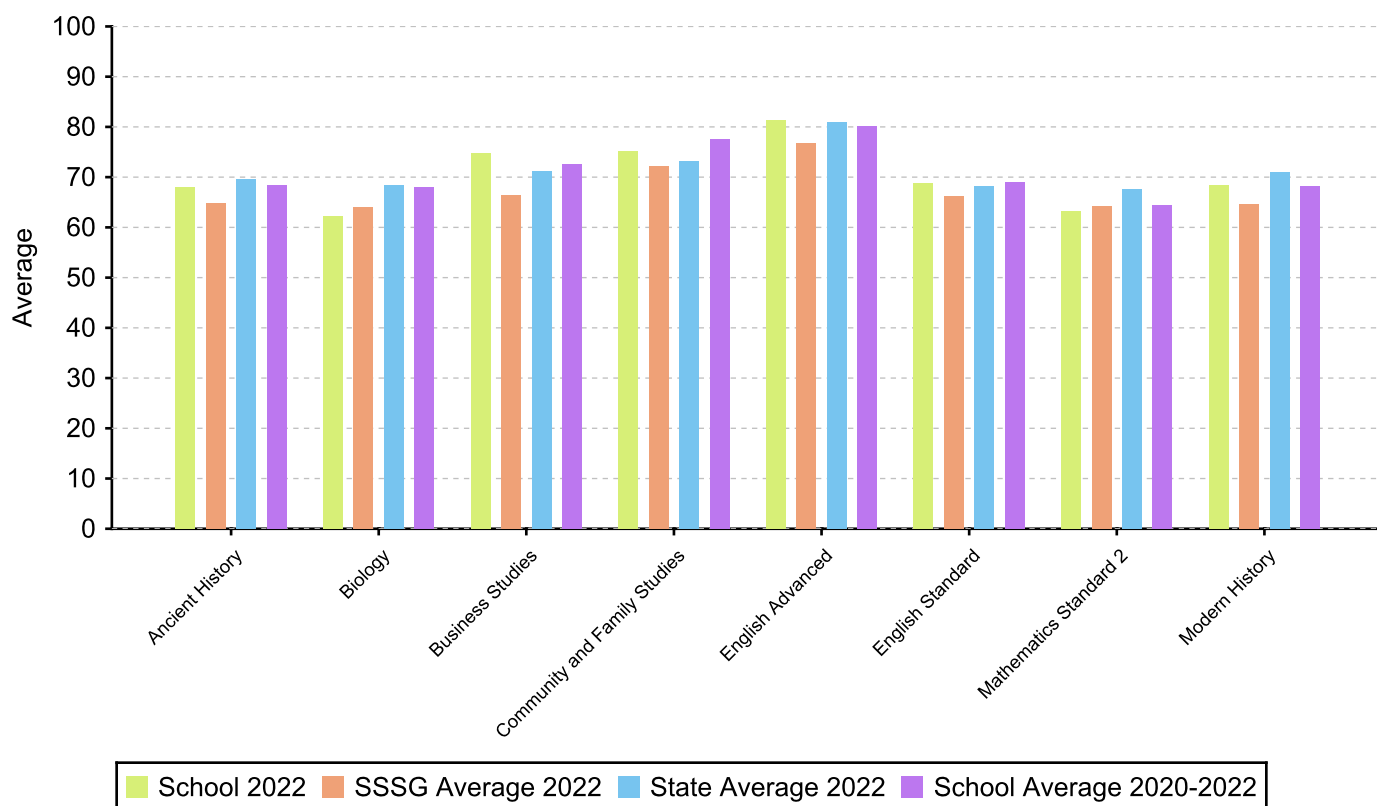
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Ancient History	67.9	64.8	69.6	68.4
Biology	62.2	64.0	68.5	67.9
Business Studies	74.8	66.4	71.2	72.6
Community and Family Studies	75.2	72.2	73.2	77.6
English Advanced	81.3	76.8	81.0	80.2
English Standard	68.8	66.2	68.1	69.0
Mathematics Standard 2	63.3	64.3	67.6	64.4
Modern History	68.4	64.6	70.9	68.2

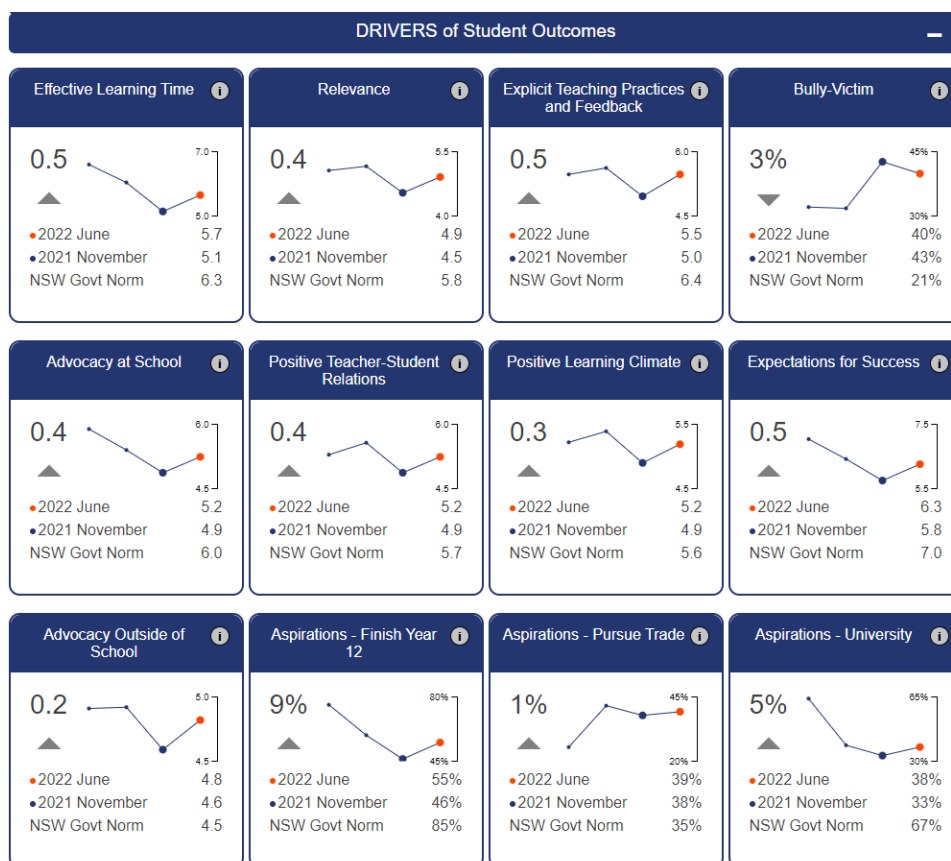
The Z-score analysis of the HSC result in 2022 revealed that 69% of subjects studied at this level at Dungog High School scored above state average results. This was the best achievement since before 2010.

Parent/caregiver, student, teacher satisfaction

During the course of 2022, the feedback from parents was very positive about the inclusion of and operation of the Engagement and Wellbeing Centre (EWC). There was a very positive response from parents of Year 12, 2022 to the school's organisation of their end of year celebration, which included both off-site and on-site celebrations as well as a formal graduation ceremony. Feedback from parents related to dissatisfaction about there being too many digital platforms utilised by the school was addressed with the school streamlining its digital strategy in 2022. There are further improvements in 2023 with the school moving to further centralise its digital communication by moving to Compass Learning Pty Ltd.

Teachers reported improvements in school inclusivity, parent involvement and collaborative practice. In the classroom context, staff reported improvements in goal setting, planned learning opportunities, feedback and technology access. Almost 50% of teachers expressed strong satisfaction with their professional learning opportunities, with 88% satisfaction overall. 80% of staff expressed positive staff morale. In 2023, there will be further focus on using data to inform teaching practice as identified as a need from staff.

The student 'Tell Them From Me' survey indicated that there were improvements in their sense of belonging at Dungog High, positive relationships with staff, valuing school outcomes, homework behaviour, positive behaviour, intellectual engagement and overall effort. Students identified a reduction in truancy but also indicated that there was a decline in interest and motivation. A pleasing result of the student survey was that there was an uplift in all of the 12 drivers of positive student learning outcomes, including a reduction in the number of students who identified as a victim of bullying.



A pleasing result of the student survey was that there was an uplift in all of the 12 drivers of positive student learning outcomes.

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.