Our school at a glance

Students

Nyngan High is a comprehensive school in a remote rural location. We have 190 students, 23% of whom are of Aboriginal or Torres Strait Islander decent. We draw from four partner schools – Nyngan, Hermidale and Girilambone Public Schools and St Joseph’s Primary School. Students travel up to 75 kilometres daily. The majority of the teaching staff has had three or fewer years in the classroom. The majority of executive staff are in their positions for the first time. The school is supported by Priority Schools Funding (PSF), Low SES School Communities National Schools Partnership Funding and Country Areas Program (CAP) funding.

Staff

Nyngan High School had a teacher entitlement in 2010 of 21.9 and a SAS staff of 6.382. All staff are dedicated and enthusiastically provide a high quality education to all students and families regardless of race, background or economic status.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school operates a number of successful programs and initiatives. Some of these include;

- Year 6 - 7 Transition Program
- Norta Norta
- Quicksmart Numeracy Program
- Literacy Program
- School to Work Transition Program
- School Engagement Program
- Student Leadership Initiatives

Messages

Principal’s message

2010 was a year of change and investment at Nyngan High School. Our student enrolment continued to grow and we again had tremendous success through a wide variety of curriculum areas. The annual school report is an opportunity for our school community to reflect on 2010 and celebrate the achievements of our wonderful students and staff. It is written to reflect the values of our school and of public education in general.

At Nyngan High School we have focused on raising expectations and performance. Our students are aware each and every time they walk into school that they are here to receive the very best educational experience possible and our dedicated parents, staff and community ensure that this can occur.

There have been so many achievements throughout 2010 that it would be impossible to list all of them for our school community, however, there are a number that stand out. Our swimming and athletics teams performed exceptionally well at the regional and state competitions and Nelson Salter was named the Junior Sportsperson of the Year for the Bogan Shire. We had student representatives in Western Region sporting teams in rugby league, soccer, tennis, cricket and netball to name but a few.

Our student leadership team worked tirelessly to raise money for many charities and not for profit organisations and five students were selected in the Western Region student leadership team.

Courtney Turk in Year 10 was nominated for the UBS Finance Academy leadership school and was successful in her nomination. Courtney was one of 50 female students across Australia to participate in a week long residential camp with a focus on exploring different opportunities in the finance industry.

Our school continued to support the local community through catering by our hospitality classes at many local functions, along with performing leadership roles within community events including the Australia Day awards, ANZAC Day, school formal assemblies, community concerts, plus much more.

Our cattle team continued to have tremendous success with eight students performing at numerous cattle shows throughout the state and placing at every event they participated in.

Our school also worked on raising expectations of academic achievement and I was pleased with
aspects of growth of many of our students in NAPLAN, the School Certificate and the Higher School Certificate.

We began the first full year of the Low SES School Communities National Partnerships Program which increased the level of funding to our school to allow a number of initiatives to take place. Some of these included the appointment of an Aboriginal Community Liaison Officer, a School Transition Officer, Literacy and Numeracy Mentors, new Literacy and Numeracy Programs and the opportunity to pilot a School Engagement Program which focused on quality teaching and learning as the backbone to all conversation which occurred within our school.

We also continued to benefit from other funding sources, including the Priority Schools Funding Program and the Country Areas Program. This allowed our students to participate in many activities and opportunities that are afforded to our city colleagues.

Investment through the Building the Education Revolution Program continued along with the construction of a new Science Centre and two Trade Training Centres. We have significantly improved the facilities within our school with the addition of a new covered outdoor learning area (COLA), new cricket nets, new gymnasium floor, covered walkways throughout the school, an increase in technology for students who participate in distance education classes, a new pump to assist with the watering of our school grounds, new infrastructure in our Agriculture building, new roofing in our Creative Arts class rooms and a new stage for our School Hall.

These improvements will continue to allow our school to move forward into 2011 and beyond.

We continued to build our relationship with the local AECG and the P&C and these dedicated parents and members of our school community work tirelessly to advocate for Nyngan High School.

I would also like to pay tribute to our dedicated and committed teaching and school administrative and support staff. Your professionalism and love of public education will continue to ensure that Nyngan High School can offer the very best educational experiences for all of our students in 2011 and beyond.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Chad Bliss
Principal

P & C and/or School Council message

We had an extremely busy and successful year in 2010 with great support shown by the committee and members of the P&C and also the staff of Nyngan High School. Thank you to my committee for their support. Janelle Jeffery, Sandra Beetson and Nikki Russell for their continued efforts to ensure the P&C stays an important part of Nyngan High School. It is rumoured that P&C’s are flailing in many schools, however, this is not the case at Nyngan High School, in fact we are getting stronger, not dying out. It is great to see so many parents taking an interest in their children’s School and education.

The P&C held many fundraising activities throughout the year, the most successful being our annual Trivia and Auction night and 300 Club, with both raising substantial funds. We also held numerous raffles, manned the gate at the Nyngan Show and the Rugby League Easter Challenge and were lucky enough to cater for the Tritton Mine Golf Day who then contributed a very healthy sum to our P&C. Unfortunately, this opportunity will not be available in 2011, but hopefully we will get the chance again in another couple of years.

We contributed to the School Captains Governors visit and to other educational outcomes for the students. We also gave two scholarships for the Year 12 students and supported the Presentation Night with our Academic Achievers Awards. Our main expenditure was to purchase some new lockers for the school. We have been without lockers for the children since 1990 when we had
the Nyngan flood so we saw this as a priority. We
wanted to do this with no charge to the students
and so we purchased 180 lockers to enable every
child to have access to a locker. The P&C were
very proud to be able to spend this sort of money
on something we saw as so worthwhile. The
children have been carrying extremely heavy
school bags for a long time now and these bags
are only getting heavier, not lighter, with the
introduction of laptops etc. I hope they are put to
good use and respected by the students.

We also said farewell to our Deputy Principal Mr
Sonntag and I would like to thank him sincerely
for his contribution to our school and community
in the time he spent in Nyngan. I wish him well in
his future endeavours. We welcome our new
Deputy Principal Mrs Hunt and her family in 2011
and look forward to working with her in the
future.

In closing, I would especially like to thank Mr Bliss
for his constant contact and support of the P&C
and his enthusiasm for our school. We are very
fortunate to be well informed as to what is going
on in our school and I know that people feel very
comfortable approaching him and members of
his staff on any matter. I urge more parents to
use the P&C as an opportunity to get to know
staff and feel comfortable in having a say in their
child’s school.

Stephanie Waterhouse
P&C President 2010

Student representative’s message
The SRC had a very productive year in 2010. At
the beginning of Term 1, the SRC had an
Induction Day where students learnt to run
meetings, got to know each other and practiced
working as a team.

The SRC spent time planning for the year,
particularly focusing on their annual Youth
Day. The day was invaluable to planning and
students came up with some excellent ideas.

The SRC’s largest event for 2010 was Youth Day
which was held in conjunction with Youth Week
on the last day of Term 1. This event has become
an annual occurrence and was the third time the
SRC has held the event. The theme for the day
was “Live It Now.” It focused on issues relating to
our students today. The SRC was in charge of
organising and running the entire event. Donations were given from many local
businesses and their support was invaluable to
the day.

During the day, students participated in a variety
of workshops including talks from Police, Juvenile
Justice, football coaching, nutrition games,
painting and physical activity. Prizes were given
during the day for participation and iPods were
given out to two exceptional students for
motivation and participation on the day. A BBQ
was held at lunch time with music, games and
coloured hair spray.

During the year, the SRC held cake stalls, cold
rock, mufti days, lunchtime BBQs, discos and
raffles to raise money for their peers and local
community. The biggest fundraiser for the year
was “Shave for a Cure”. Mr Chad Bliss and Mr
Manfred Sonntag braved the stage to get their
heads shaved for this important cause. Mr
Walmsley and a number of students also
participated in the event. A large sum of $1000
was raised.

The SRC catered for the Variety Bash who passed
through Nyngan in Term 1. On very short notice,
the SRC cooked close to 2000 sausages and
buttered 2000 buns. They did an outstanding job
providing lunch for hundreds of people and
received a large donation for their efforts.

This year, the SRC had five representatives on the
Regional SRC, Tayla Martin, Imogen Wardman,
Sophie White, Emma Beetsone and Ebony
Blake. These five girls represented Nyngan High
School at the Regional SRC Leadership Camp at
Lake Burrendong. The girls gained lots of
valuable experience at the camp and were a
credit to Nyngan High School.

From this camp, Tayla Martin and Imogen
Wardman were chosen for WEST - Western
Executive Student Team. The students joined
with other students from the Bourke Schools
Education Group and focused on public school
values. The students chose to focus on boredom
this year as their focus topic. The girls attended
video conferences, completed surveys and
brought issues to the attention of the school executive. The program was highly successful and Tayla and Imogen gave the executive some insightful ideas for planning in 2011. Tayla and Imogen attended the Regional SRC conference in Bourke where they were involved in running the day, both girls received praise from the head SRC leader in Bourke for their outstanding contributions to the WEST team. Tayla and Imogen were chosen to represent on the WEST team for 2011 and Tayla nominated for State SRC in 2011.

The SRC represented the school in many community functions. These included Clean Up Australia Day and ANZAC Day. The SRC continued to run successful discos. Members of the SRC organised and ran all parts of the disco including the canteen and DJ. The Term 4 disco was hugely successful and was run like a prom with a red carpet and the SRC crowned the prom king and queen. This was held in celebration for the final Year 10 disco.

The SRC has been highly involved in the school community. They have attended executive and staff meetings, read at Church Services, talked and presented on Monday assemblies and gathered suggestions from students. The SRC ran a uniform competition from the beginning of Term 2. Each Monday they drew a raffle for a student on assembly. If the student was in full school uniform, they received a canteen voucher.

In 2010, the SRC celebrated World Kindness day. They visited the Mick Glennie Hostel, taking the residents small gifts and joining them for morning tea. This was a very worthwhile event that all parties thoroughly enjoyed. This will now become a regular event, as the residents were thrilled to have such wonderful visitors.

A lunchtime touch football competition was run during Term 3. It was hugely successful event and all students participated fairly and enthusiastically. Eight teams entered and the Year 10 team was victorious receiving Sports Power vouchers for their efforts. Players from each team were also chosen for best and fairest receiving canteen vouchers.

Throughout the year the SRC made invaluable contributions to the school and have proven once again that they can really make a difference in our school. A record number of students nominated for the SRC in 2010, demonstrating a real motivation in Nyngan High School students. Thank you to all students who made 2010 such a worthwhile year in terms of change and difference for the Nyngan High School Student Representative Council.

Angela Bush
Student Representative Council Coordinator

School context

Student information

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

Student enrolment profile

Enrolments at Nyngan High school continued to rise in 2010 with male students increasing at a faster rate than female students.

In 2010, Nyngan High School had an Aboriginal population of 23% and students designated as non-English-Speaking Background (NESB) of <1%.
Student attendance profile

The school has implemented initiatives over the past few years to improve attendance in the mandatory years of schooling (Years 7 to 10) including daily monitoring of class attendance, reporting attendance in student reports, follow up with parents when attendance levels are of concern and referral to the Home School Liaison Officer (HSLO) for additional support.

The table below shows that attendance rates have improved over recent years. Our attendance rates have moved beyond that of our region and are approaching the state average.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>7</td>
<td>92.5</td>
<td>89.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>89.7</td>
<td>89.3</td>
<td></td>
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<tr>
<td></td>
<td>9</td>
<td>85.4</td>
<td>89.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>84.1</td>
<td>83.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>87.9</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>85.3</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86.2</td>
<td>85.6</td>
<td>87.7</td>
<td>88.8</td>
</tr>
</tbody>
</table>

| Region | 7  | 90.0 | 90.2 |
|        | 8  | 87.2 | 88.1 |
|        | 9  | 85.5 | 86.3 |
|        | 10 | 86.4 | 85.5 |
|        | 11 | 87.0 | 86.8 |
|        | 12 | 87.4 | 88.8 |
| Total  | 88.0 | 87.7 | 87.0 | 87.6 |

| State  | 7  | 92.3 | 92.6 |
|        | 8  | 90.0 | 90.5 |
|        | 9  | 88.8 | 89.1 |
|        | 10 | 88.7 | 88.3 |
|        | 11 | 89.4 | 89.1 |
|        | 12 | 89.4 | 89.8 |

Total 89.9 89.9 89.7 89.9

Management of non-attendance

The school follows attendance closely and makes phones calls or home visits to all students who do not attend school or contact the school for a period of two days or more. The school has employed an Aboriginal Education Officer to work closely with Indigenous families which has significantly improved non-attendance.

Structure of classes

All classes in Stage 4 were stand alone with Year 7 classes having home rooms allocated, where possible. There was an effort to reduce the number of staff teaching Year 7 students. All initiatives were aimed at reducing any stress to the new intake and support the middle school structure.

In Stage 5, vertical classes remained in some elective areas. Core subjects took different approaches to class structure with Science, PDHPE and Mathematics opting for some single sex classes in their key learning areas.

In Stage 6, the number of vertical classes was reduced to support the learning differences of students in the Preliminary and HSC years.

A full VET day operates, with most subjects in this area having 4 hourly lessons once a week on Wednesdays.

The structure of classes in 2011 will change significantly to further allow for a differentiated curriculum and the introduction of an extension program in Stages Four and Five.

Retention to Year 12

The proportion of students staying on from the School Certificate (SC) in Year 10 through Year 11 and on to the Higher School Certificate (HSC) will vary widely from year to year in a small school setting, according to the needs and career aspirations of individual students. This variation shows in the graph below, comparing the previous seven years with 2010.
While the school encourages students to stay on to Year 12 to enhance life and career options through programs such as Work Experience, School to Work planning, School Based Apprenticeships and Traineeships and individual mentoring, many students leave following Year 10 or 11 to further training at TAFE or to full time employment.

A noticeably high proportion of the school’s young people find Apprenticeships/Traineeships in the various industries in Nyngan as well as other businesses in the area, without completing Year 12, and so, retention figures to Year 12 are not as high as might otherwise be expected.

There has been a significant increase in the retention of students since the beginning of the new school leaving age legislation was introduced.

Post-school destinations

In 2010, sixteen students sat for their Higher School Certificate. Five students are now undertaking tertiary studies, two students have gained full time Apprenticeships, two students have begun full time agricultural study and seven students have gained employment.

Year 12 students undertaking Vocational or Trade Training

In 2010, 12 students successfully completed one or more vocational courses. These courses included Plumbing, Electro Technology, Hospitality, Metals and Engineering and Information Technology.

Year 12 students attaining HSC or equivalent Vocational Educational qualification

100% of the students who sat for the HSC in 2010 achieved their HSC.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.382</td>
</tr>
<tr>
<td>Total</td>
<td>28.082</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2010 the school had one member of staff who identified as being of Aboriginal decent.

Staff retention

In 2010, two staff gained promotion, two staff received incentive transfers and a further two staff left teaching. Overall, the school retained the vast majority of its permanent and temporary staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

There are a number of staff who are currently extending their qualifications through part time and distance education studies. The table below indicates the level of training of staff.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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</tbody>
</table>
**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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</table>

<table>
<thead>
<tr>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A finance committee consisting of an Executive representative, a Teacher representative, the SAM and Principal oversaw the distribution of KLA allotted funds for the year.

Future decisions will need to be made during 2011 regarding the replacement of the school bus and photocopying machines in the school.

A full copy of the school’s 2010 Financial Statement is tabled at the Annual General Meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

The overall achievement and success of students in 2010 is a matter of great pride for the school and the community. The school has a fine tradition of student achievement in academics, sport, creative and performing arts, student leadership and community involvement.

**Achievements**

**Arts**

Students have the opportunity to participate in and experience a variety of art related activities. The school encourages students to demonstrate their talents in the arts. Highlights of the year included:

- Many students participated and entered artworks in, ceramics, mixed-media, installation, printmaking, photography and mask making in the annual Nyngan Show. Many participants received prizes for their successful works.

- A highlight of NAIDOC Week celebrations was creating and learning about traditional art, participating in dance and singing with Aboriginal performers.

- The Nyngan Ag Expo provided the opportunity for Students to display their works once again to the community, with a large area in the pavilion at the Showground.

- The successful Middle School Program allowed students in Year Six to create artworks in various expressive forms including painting, drawing and ceramics.

- Miss Nicole Fallerio, Sydney University College of Fine Arts student completed her second Practicum at the school during Term 4 and provided expertise in Graphic and Set Design for students to participate in creating the Community Concert backdrop.

- Stage 5 Students liaised with Mrs Angie White – Director of Western Studio of Performing Arts to create the Backdrop for the Annual Community Concert, the theme was High School Musical – “We’re all in this Together”. Students worked in the Town Hall creating the 8x11 metre backdrop.
which gave them post school experience in the arts and the opportunity to work with the wider community whilst developing painting skills.

• HSC students attended a HSC Visual Arts excursion to Sculptures by the Sea at Bondi Beach

• Stage 6 Visual Arts students attended a Sydney Art Excursion to view the Biennale at the Art Gallery of NSW and The Museum of Contemporary Art. Students also got to photograph Sydney points of interests including; St Mary’s Cathedral, Hyde Park, Circular Quay and Luna Park.

• HSC Bodies of Work varied in expressive forms, including two students choosing Collections of work that involved mixed media, drawing, collage and textile and fibre art. One student submitted a time based form: a short film which was themed around the destruction of War.

• Presentation Evening provided students the opportunity to exhibit artworks created throughout the year.

Sport

Nyngan High School has a proud tradition of sporting participation and excellence in a wide variety of sporting endeavours. In 2010 many individuals and teams experienced success. Highlights included:

• Ebony Blake, Chloe Dunn, Emily Bandi, Madelyn Carthew, Nelson Salter, Brendan Burt, Adam Stanford, Dominic Fitzalan, Daniel Pumpa, Zac Smith, Declan Hoare, Robert Powyer, Tarsha Hawley and Tori Vernon competed in the Combined High Schools State Athletics trials at Homebush.

• Emily Bandi competed in the Combined High Schools State Swimming trials at Homebush.

• James White and Daniel Pumpa were selected in the NSW Young Achievers U/16’s Rugby League Team that competed in Papua New Guinea.

• Jacob Neill, Zac Smith, Jake Colless and Shannon Morison were selected in the Open Country Rugby League Team to tour Fiji.

• Zac Smith was also selected in the Western Zone Open Rugby League team that competed in Peak Hill.

• Adam Stanford was selected in the Western Zone U/15’s Rugby League Team that competed in Peak Hill.

• Declan Hoare was selected in the Western Region Cricket team that competed in Maitland.

• Oliver Hoare was selected in the Western Region U/16 Years Boys Singles and Doubles Tennis team that played in Albury.
• Jake Waterhouse was a member of the Western Region Open Lawn Bowls team that competed in Penrith.

• Jessica Bonello competed in State competitions for Nyngan Pony Club in both Show Jumping and the One Day Event.

• Winning the CHS Western Region U/16’s Tom Kemp Shield Rugby League Knockout.

• Winning the Three Rivers Shield Competition involving Nyngan, Wellington and Coonamble.

• Winning the Ronny Gibbs Shield for U/14’s and Open Netball as well as the Open Rugby League 7’s competition and competing in the U/14’s Rugby League 7’s.

• Winning the Arrive Alive Cup Rugby League competition involving Nyngan, Cobar, Bourke and Wilcannia.

• Competing in the third round of the CHS Western Region U/14’s Buckley Shield Rugby League Knockout.

• Successful participation in the Davidson Shield in Bourke.

• Successful participation in interschool sports competitions against Cobar, Brewarrina, Warren, Narromine and Bourke High Schools.

• The successful fielding of teams in 13 other Combined High Schools state-wide competitions, including: Boys Cricket, Boys and Girls Touch, Girls and Boys Soccer, Lawn Bowls, Girls and Boys Open Basketball, Girls and Boys U/15’s Basketball, Girls and Boys Netball, Boys Tennis.

Thank you to all the students who participated in sport this year.

Catherine Smith
Sports organsier

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**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

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

**Literacy – NAPLAN Year 7**

Year 7 NAPLAN results can give an indication of the strengths and weaknesses of students as they start high school. NAPLAN measures reading, writing, and skills using language conventions. Nyngan High School has a strong focus on ensuring students make substantial gains in literacy in their time at the school. The Year 7 NAPLAN measurements assist in ensuring resources and teaching strategies are targeted at identified student learning needs. For Year 7, Band 5 is considered the national minimum standard, and grammar and punctuation was a major area that needed development, with only 77.5% of students meeting or exceeding national minimum standards.

Our school is outperforming all statistically similar groups of schools across all areas in literacy however, there is improvement needed across all aspects.
89.7% of students achieved at or above national minimum standard in numeracy. This is a disappointing result and indicates that there needs to be more structured discussion between our school and our partner primary schools.

Numeracy – NAPLAN Year 7
Year 9 NAPLAN results form part of the overall school assessment of student performance in literacy. For Year 9, band 6 is considered the national minimum standard. 17% of students (5 students) reported as below national minimum standard however, the school is able to identify reasons for these results.

Some of our students in the higher bands did not display much growth, and some displayed negative growth. We also have less than the expected percentage of students in the top percentile. There is little shift from the middle bands to the upper bands. This may suggest a weakness in strategies aimed towards higher achievers, who may not be reaching their full potential.

Overall average growth is above state growth and the trend data suggests ongoing improvements, and better growth rates than state or statistically similar groups of schools.
Progress in literacy

There is a general improvement in growth for students across all areas of literacy in Years 7 and 9. Students are achieving in the higher bands in comparison to historic data.

There is still a concern that students are not achieving expected growth across all areas of literacy which will continue to be a focus in 2011.

Progress in numeracy

Students are performing better than statistically similar school groups across all areas of numeracy in Years 7 and 9. There is a shift to the higher bands in Years 7 and 9 however, numeracy will continue to be a focus for improvement in 2011.

School Certificate

In the School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). 32 students sat for the School Certificate formal examinations in English, Mathematics, Science & Australian History, Geography, Civics & Citizenship and Computing Skills.
English – 63% of students received results in Bands 4, 5 or 6. This compares very well to the average of 54% of students over the previous five years.

Although below the State average, it is a very significant improvement. Only 9% of students received results in Bands 1 or 2 compared to a 18% average in the previous 5 years.

Mathematics – 25% of students received results in Bands 4, 5 and 6. This compares very well with the average of 16% of students over the previous five years. 31% of students received results in Bands 1 or 2 (none in Band 1) compared to a 52% average in the previous 5 years. Although below the State average, it is a very significant improvement.

Science - 50% of students received results in Bands 4, 5 and 6. This compares well with the average of 39% of students over the previous five years. Only 19% of students received results in Bands 1 or 2 compared to a 23% average in the previous 5 years. This is a significant improvement and students are moving closer to the state average result.

Australian History, Civics and Citizenship - 13% of students received results in Bands 4, 5 and 6. This compares with the average of 24% of students over the previous five years. 44% of students received results in Bands 1 or 2 compared to a 35% average in the previous 5 years. This is a disappointing result and one which will require ongoing attention in 2011.

Australian Geography, Civics and Citizenship – No students received a Band 5 or 6 in 2010. This is disappointing in comparison to previous years. There is also an over representation in the lower bands which will be an area of focus in 2011.

Computing Skills – All students were assessed at either competent or highly competent which indicates the students’ increased access to, and use of technology has improved.
School Certificate relative performance comparison to Year 5 (value-adding)

School certificate results were disappointing overall. There has been an improvement in English and Mathematics and all results are better than statistically similar grouped schools however, more improvement is needed.
Higher School Certificate

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

Seventeen students completed the HSC in 2010.

Results in these courses can be compared across the State using percentages in bands and average course marks. In all courses, with the exception of Hospitality, Standard English and General Mathematics there were fewer than 10 candidates so no data or graphs were provided.

In General Mathematics and Standard English our results were in line with or better than statistically similar groups of schools.

Any statistical interpretation of the HSC results is limited due to the small size of individual course enrolments.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

The data indicates that students have made little progress from Year 10 to Year 12. This will be a focus area for 2011.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 7 students achieving at or above minimum standard</td>
<td>90.2</td>
<td>85.4</td>
<td>90.2</td>
<td>75.6</td>
<td>87.5</td>
</tr>
</tbody>
</table>
**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82.8</td>
</tr>
<tr>
<td>Writing</td>
<td>72.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.9</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>69.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79.3</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Quicksmart Numeracy Program**

‘QuickSmart Numeracy emphasises the role of automaticity in learning. Automaticity is the immediate recall of basic information. QuickSmart focuses on developing students’ understanding and quick recall of basic facts. The program is called QuickSmart because it encourages students to become quick in their response speed and smart in their strategy use when learning basic academic skills. Ultimately, QuickSmart aims to free up working memory so students can engage meaningfully in demanding school activities like problem solving and multiple computations. The QuickSmart Numeracy program focuses on basic mathematics content by providing instruction that meets individual students’ learning needs. The program provides students with opportunities to self-monitor and to receive and generate immediate, informative feedback.’ (QuickSmart manual)

Through Low SES Communities National School Partnerships funding we employed 3 tutors to work with the 33 Year 8 students. The tutors work with the same pairs of students three times per week for thirty minutes per session. Students aim to increase their accuracy and decrease response times as a means of demonstrating increasing automaticity.

As a result of participating in this program the students:

- love attending their sessions (have told parents they can’t miss school today as it is a QuickSmart day)
- they are positive about their times tables and proud they can now recall them quickly
- have demonstrated a healthy competition concerning: advancing to the next level, number correct in flashcards or number completed in the speed sheets

We are hoping that participation in this program will improve student confidence and capabilities when sitting for assessments in all areas of their education.

**Engagement Program**

**Background**

The Engagement Team was conceived in late 2009 as a key strategy to increase student engagement in learning at Nyngan High School in 2010. The aim was to focus on using QTL elements to improve the learning environment and to increase students’ intellectual and emotional sense of relevance and involvement in the classroom.

The strategy was also designed to address student disengagement which was often expressed by students in terms of boredom, irrelevance, uselessness, “what’s the point?” It was felt by the school community that disengagement was isolating many students from learning, and was resulting in negative behaviours across the school. A major goal of the strategy was to reduce the number of discipline referrals by changing the culture of the classroom.

**Members of the Engagement Team**

The Engagement Team was selected from staff considered to be good classroom practitioners. It was decided to select one member from each of the four faculties. It was also decided to select teachers who were in their early years of
teaching, and who would bring enthusiasm to the project. The Deputy Principal was the team coordinator.

**Organisation and Operation**

The Engagement Team members were each given a four hour allowance each week to work on team initiatives. The team also met once a week with the Deputy Principal to decide on actions and monitor progress.

During Term 1, the team’s priority was addressing the QTL elements of Substantive Communication and Connectedness. The team conducted 3 formal observations of lessons across the faculty areas each week. Teachers were given informal feedback on the nature of the lesson in terms of selected QTL elements. These observations were also used to make general interpretations of teaching and learning trends across the school, which were reported to staff at full staff meetings.

Each team member delivered model lessons for each other and for the Coordinator. Teaching strategies and resources were refined and presented to staff at full staff meetings.

During Term 2, the nature of the team changed as some staff undertook other responsibilities that reduced their allocation of time to the project. The team was scaled back and the focus changed to developing a whole school “Rich Task”.

**Rich Task**

The Engagement Team asked for submissions from faculties, and then determined on a water themed task to be developed and implemented during Terms 3 and 4.

All faculties made a contribution to the programming of the Rich Task, a key component of which was a Year 8 excursion to the Macquarie Marshes in Term 3 Week 9.

A presentation was made to parents of Year 8 students and community members. This included writing samples, documentaries, photographs, graphs and stands made by the Year 8 students.

**Positive Outcomes**

- Staff were more aware of the QTL elements particularly substantive communication
- There was increased communication across faculties
- Teachers were preparing lessons with more thought of engaging students
- Teachers were able to share tips on teaching
- The Engagement team were able to observe all faculties and bring ideas back to their own faculties
- A rich task was implemented for the first time at Nyngan High School

The engagement program will continue to operate in a modified format in 2011.

**Cattle Team**

Our 2010 team of seven comprised of three experienced senior students, two year 10 students and two keen year seven students. They were Emily Tilden, Hayley Lane, Jessica Bonello, Brendon White, Joshua Sibbald, Ashley Frankham and Abby Lane. Together we worked well as a team with the dedicated and ongoing support from Pat Bourke. Lily, Sweetpea, Buttercup, Mixie and Beau were all loved, and enjoyed the attention they received. We attended three
shows including Coonamble, Nyngan and Condobolin. In Coonamble, Brendon White came 2\textsuperscript{nd} in Junior judging while we took out 1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} and 4\textsuperscript{th} places in the replacement heifer class. We also won 3\textsuperscript{rd} and 4\textsuperscript{th} place in the Bos Indicus heifer class. We attempted to attend Narromine show but due to excessive rain this was cancelled. At all shows we were successful and brought home many ribbons for the cattle, our parading techniques and judging ability. The mornings were cold and the days at the shows long but the teamwork and enthusiasm of the students was inspiring. All seven students were a credit to both Nyngan High School and their families. We were supported by Mr Phil Wallace and the local branch of Landmark and we look forward to having a long and successful relationship with them.

Mrs Noeline Walsh
Head Teacher Technology and Applied Studies

Literacy Mentor

The school employed a Literacy Mentor to work across all key learning areas in 2010. This program had a number of successful processes with a commitment to further expand the program in 2011. Some of these successes included;

- Y 11 & 12- Writing mentoring, particularly essay writing, and lead up to exams planning through a review of trial results, and joint construction of answers demonstrating the ‘SEC’ writing model and analysing areas of weakness to focus on in lead up to final exams. This one-to-one work has benefited a number of students who were timetabled in, and who chose to participate in these coaching sessions.

- Year 7 & 9- Narrative writing process for NAPLAN 2009 through some team teaching, testing, and then through one-to-one work with students. NAPLAN results indicated some clear and significant benefits for quite a number of students through this process (some students who engaged particularly well in the process greatly improved their writing and their NAPLAN growth results are indicative of this).

- MULTILIT- students who have been working with the Literacy Mentor and STLA completing MULTILIT have demonstrated substantial growth. This program, while time intensive, has been valuable. Students who have completed the basic course have experienced success and their skill and attitude have also improved that nearly all of the students are keen to go on to the advanced course. This should have an impact, especially for those students who are not achieving minimum standards.

- Reading to Learn- several teachers are mentoring other teachers in the Reading To Learn method, and the literacy mentor has been successful in encouraging and establishing a process for this to occur. This will continue to increase in momentum in 2011.

- Staff Resourcing- this has benefited a number of staff through the provision of literacy resources for use in classrooms, both in the lead up to NAPLAN, School Certificate, and in other literacy demands in various KLA’s including NRL.

- Coaching sessions and workshops for School Certificate candidates are currently being planned, and given the success of similar approaches this year, the expectation is that we will be able to add at least 5-10% to student trial results.
Overall, in terms of students, the most successful processes have involved working with individual students intensively, and this will continue to be an ongoing part of the Literacy Mentor role.

Transition Adviser
The school funded the appointment of a transition adviser 0.4FTE to support alternative educational pathways for stage 5 and 6 students and actively seek school based apprenticeships, traineeships and work experience for students. This program was also highly successful. Some of these successes include:

- Work experience for a number of “at risk” stage 6 students. 80% of students engaged in this program have successfully received school based apprenticeships or traineeships or full time employment.
- A 300% increase in school based trainee ships and school based apprenticeships.
- The establishment of a partnership between the local mining industry and Nyngan High School. This partnership will give up to 5 students per year the opportunity to undertake a school based apprenticeship in areas such as; electrical, heavy vehicle mechanic, administration and plumbing.

Aboriginal education
The school has twenty three per cent of the total student enrolment that identify as Aboriginal.

The School has an internally funded Aboriginal Assistant who actively promotes Aboriginal initiatives to all of our students. Each year the school recognises NAIDOC week with a special assembly along with a large program of events for our school community. Aboriginal perspectives are included as content themes within each subject as per syllabus guidelines.

In 2010 the school was successful in the VIBE Alive celebrations. Students travelled to Moree to take part in three days of dance and creative performance.

2010 also saw the continuation of the Norta Norta program for our Aboriginal students. This program was highly successful in engaging our Aboriginal students in the areas of literacy and numeracy. This was evident by the above state average growth rate for our Aboriginal students in some aspects of literacy and numeracy.

The school had a visit from high profile Aboriginal performer Casey Donovan who inspired our student body with her passion and commitment to Aboriginal Education.

We had three students attain scholarships from the AEC.

The school has a strong partnership with our local AECG and Lands Council and members of the school are actively engaged in supporting Aboriginal culture and programs within our school.

In December of 2010 our school formally acknowledged the commitment to Aboriginal Education of our AECG by signing the partnership agreement.

In 2011, our school will continue to focus on programs to improve the educational outcomes for our Aboriginal students.
Multicultural education

A whole school approach to cultural awareness and acceptance of difference is implemented in this school. School welfare programs provide students, staff and community with a clear process of complaint resolution procedures. The school has a trained Ant-Racism Contact Officer (ARCO). All concerns expressed are dealt with by the clear procedures of the school.

Year 7 students developed an appreciation for Japanese and German and have developed basic language skills in spoken and written forms of both languages.

Many excursions had access to multi-cultural activities including visits to cultural exhibitions and performances, with studies of social diversity in our major cities.

Respect and responsibility

Our Welfare and Discipline policy strongly emphasises the values of Respect and Responsibility.

Our positive merit system, community involvement, striving for excellence, sportsmanship and positive participation are just a few of the values that are reinforced.

School rules and procedures are based on mutual respect between staff and students and the promotion of self-respect within the student body is an ongoing priority.

Our discipline system through behaviour plans and monitoring aims to assist all students to take personal responsibility for their actions and work to develop their own goals.

Many school excursions and activities are also included in the day-to-day experiences of our students, helping to ensure students value their own lives and appreciate the consequences of their actions.

Continued review and evaluation of our welfare policies and procedures have ensured we have maintained a proactive approach to developing fine citizens.

National partnership programs

Low SES School Communities

As a result of being included in the Low SES School Communities National Partnerships Program, the school implemented a number of strategies in relation to the six reform areas outlined under the program. A summary of these strategies is outlined below.

- Employ a literacy mentor (0.8) to work in small groups as a team teacher to support the literacy needs of identified students in the classroom
- Implement a formal R2L program across English, History, Geography and Science as developed by R2L trained staff. Train staff through a stage 4-5 R2L program across KLA’s
- Introduce elements of the Accelerated Literacy program across KLA’s under the direction of Literacy Teacher
- Analyse external data results to identify areas for further development
- Employ a numeracy mentor (0.8) to work in small groups as a team teacher – support and
The school successfully implemented each of these strategies and will continue to focus on achieving targets in 2011.

Other programs

Priority Schools Program

Our school receives support from the Priority Schools Funding Program (PSFP). In 2010, this support consisted of an additional $33500 and an extra 0.5 teacher staffing supplementation.

Our aim for 2010 was to improve the literacy, numeracy and engagement outcomes of our students through evaluating the data available to us to better meet the individual learning needs of our students.

Head teachers worked closely with their faculty teams to observe lessons, modify teaching programs and encourage their staff to be innovative with their teaching practice. In 2010 the school Engagement Team continued working on these areas.

The staffing allocation allowed us to employ a Literacy teacher for three days a week to work with small groups of students identified as not achieving the national minimum standard in literacy through the 2009 NAPLAN exams.

The school also employed a Numeracy Mentor to work with the introduction of the QuickSmart Numeracy program for all Year 8 students.

The school purchased some authentic literacy and numeracy resources and trained key staff in their benefit for the students.

Senior students were also able to attend a number of HSC enrichment days to increase their chances of success in the Higher School Certificate.

Funds were supplied for students to write, compile and publish a school magazine. This highly desirable publication was a way to support literacy in the school and highlight the schools 2010 activities to the community. The magazine also gave students the opportunity to write...
creatively, edit the work of their peers and develop a better understanding of how important spelling, grammar and punctuation are when creating a piece of text.

Funds were allocated to publish a coloured weekly newsletter which was supplied to families and the general community. The school takes a great deal of pride in the achievements of our students and our families are an integral part of this. Activities in the school were highlighted and photos of students were a feature of the publication. This publication had a significant impact on the community’s perceptions regarding the school.

In 2011, the school will expand its focus on improving literacy and numeracy outcomes across the school.

Country Areas Program (CAP)

CAP is a Commonwealth funded initiative. In 2010 the CAP budget was $27881.

Beyond The Levy

This program was very successful again. A Year 7 camp was supported with travel subsidised. Other experiences included a Visual Arts excursion to Sydney, student attendance at SC and HSC workshops, various sporting excursions along with numerous other cultural opportunities for students. There were enhanced learning opportunities for students that cannot be accessed in Nyngan. The students were motivated by all of these opportunities.

Development Days and Professional Learning

There was a strong focus on improving technology skills in the classroom in 2010. Some of our CAP funds were used to train staff in the iLiteracy and iNumeracy programs to embed across all key learning areas. This training enabled staff to access a wider range of teaching resources to engage students in literacy and numeracy initiatives in their faculty areas. This initiative will continue in 2011.

Investing in your Future

A teacher was employed for 2 days per week to develop and support students with literacy and numeracy programs particularly in the areas of reading and writing as determined by our NAPLAN results. This was a very successful program for the students involved.

Progress on 2010 targets

The School Plan is available for viewing by requesting a copy from the principal or by downloading from our school website. Our challenge is to provide an engaging and relevant educational environment and make a significant contribution to our school community.

The school’s purpose is to develop students as lifelong learners and to become responsible citizens. As a school we wish to focus upon developing our beginning teachers and engaging our students in learning.

Our school priority areas over the next three years include:

- Increase literacy levels
- Increase numeracy levels
- Improve student engagement and improve retention rates
- Increase retention and parental involvement of Aboriginal students
- Strengthen teacher capacity to improve student learning outcome

Target 1

*Increase the proportion of students in Years 7 & 9 meeting or exceeding the national minimum standard in literacy by from 85% in 2009 to 90% by the end of 2010*

Our achievements include:
Although this target was not met we continue to add value to our students overall literacy results.

Student achievement in the proficient bands has increased

Target 2

*Increase the proportion of students in Years 7 & 9 meeting or exceeding the national minimum standard in numeracy from 97% in 2009 to 100% by the end of 2010.*

Our achievements include:

- There was a decrease in the overall achievement of students in relation to this target however, the school is committed to ensuring that all students meet or exceed the national minimum standard in 2011 through the continuation of the QuickSmart numeracy program and the appointment of additional trained mathematics staff to our school.

Target 3

*Increase Years 10 to 12 retention rates by 10% from 35% in 2009 to 45% by the end of 2010*

Our achievements include:

- This target was exceeded by more than 10%. In 2010 the school had a 56% true retention rate. This is a 20% increase from the 2009 result.
- All students who were retained at school successfully received an HSC.
- Students who did not complete their schooling gained meaningful employment or accepted apprenticeships in the areas of plumbing, electrical or heavy vehicle mechanics.

Target 4

*Increase the attendance rate of all students from 87.7% in 2009 to 90% by the end of 2010*

Our achievements include:

- We narrowly missed this target with our school attendance rate 88.8% in 2010.
- Our school continues to improve in relation to student attendance with increased attendance over the past five years.
- Our school is performing above the region and school education group averages for attendance and we are very close to the state attendance average of 89.9%.

Target 5

*Improvements in performance for Nyngan High School Aboriginal students equal or exceed that for all students in the State in 2010*

Our achievements include:

- Aboriginal student growth data across a range of NAPLAN assessable indicators shows that Nyngan High School is rapidly adding value to our students’ results
- The school is committed to ensuring that we continue this trend for our Aboriginal students in 2011.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of the English faculty and a school self evaluation as part of the Low SES School Communities National Partnerships Program.
School Self Evaluation

Background
In 2010 a school self evaluation process was completed. The purpose of the school self evaluation is to identify areas for improvement in line with the Low SES School Communities National Partnerships program for inclusion in a revised school plan for 2011-13.

Findings and conclusions
• Poor attendance and suspension data may be related to student engagement (while suspensions have decreased, there remains a number of recalcitrant offenders). This is most evident in Stage 5
• Trend data and band representation indicate reading, writing and grammar & punctuation are areas for improvement
• Student performance data indicates need to extend more able students
• Student growth 10-12 is generally below expectation (both retention and value adding)

Future directions
• Teacher Professional Learning
  o in quality assessment and feedback
  o in the QT Framework domain of significance
  o Backward mapping – explicit explanations of significance
  o High expectation including scaffolding techniques, rubrics
  o Explicit teaching of values and attitudes
  o Teaching for success
  o Structured induction program for new staff
  o Counseling and mentoring PL for year Advisers
• Coaching/mentoring of identified students
  o Year advisers, student staff mentors, early intervention
• Planned program of community conversations

• Revisit School to Work materials via the new Work Studies course in Stage 5
• Attendance plans for targeted students
• Middle School Program amended for 2011.
  o Primary school involved in Year 7 transition
• Feedback to Partner schools through formative and summative assessment of year 7 students
• NRL Team to design a Stage 4 NRL Curriculum addressing Literacy, ICT and Numeracy and Pastoral care target areas.
• Literacy Mentor to develop a whole-school Literacy Plan (and resources) to be implemented with HT support
• Multilit remains a key Literacy strategy in 2011 with an expansion of the mentors’ team
• Implement Reflective Writing Program as a regular feature of (possibly) HSIE, Science and English classes
• Implement Persuasive Writing Program for NAPLAN 2011
• English faculty to implement a Registered Reading program in Year 7
• Formal training sessions timetabled on calendar utilising literacy mentor
• Continue to analyse data to inform teaching and learning
• LST and HT to develop and implement strategies including PLPs and Tutorial Programs for identified students
• Establishment of a GATS coordinator and program with sufficient resources
• Participation in the iExtend Regional program
• Reintroduce the Stage 6 monitoring and engagement program
• Formal study evenings for Stage 6 on a trial basis
• Continued mentoring of Stage 6 by Literacy mentor
• Increased use of connected classrooms within the BSEG and Region as per the BSEG plan
• Continue to analyse data to inform teaching and learning
• Commitment to appointing trained staff to teach senior courses

Curriculum
Stage 5 English

Background
The English faculty approached this evaluation with a vision to improve School Certificate results. The focus was on evaluating current teaching and learning programs and teaching strategies for Stage 5, Years 9 and 10 students. Staff, students and parents were surveyed and interviewed as part of the process to modify and implement teaching and learning programs and teaching strategies in line with syllabus requirements and the needs and interests of students.

Findings and conclusions
The evaluation showed that the English staff is a strong, cohesive unit. Parents strongly believed that the English faculty were positively contributing to the academic progress of their children. Although there are good resources within the faculty some are showing signs of overuse and need to be replaced. Students commented on a number of effective teaching strategies used by staff but requested greater choice on what was taught and the inclusion of more practical tasks in lessons and assessment tasks. Use of information communication technologies (ICT) and computing skills needs to increase in English classes.

Future directions
In 2011 the English faculty will:
• review and evaluate Stage 5 English to allow both the quality teaching framework and strategies that will engage students to be implemented into all teaching units;
• give a clear explanation of School Certificate course requirements and expectations to all Year 9 students at the beginning of the course;
• continue to develop their skills in the use of ICT in English and increase the number of practical tasks used in lessons and assessment tasks;
• provide students with options to widen their choice of what is being taught; and
• develop a planned resource acquisition procedure to maintain adequate, quality English resources.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

What are the things that the school does best together with the community to improve students’ learning outcomes
• Work Experience
• School based apprenticeships and traineeships
• Middle school transition program
• Intensive literacy and numeracy support for all students
• A focus on reducing the achievement gap for Aboriginal students
• School uniform
• Vocational subjects
• Growing the students in the lower bands in NAPLAN, SC and HSC as a large rate
• Communicate ideas and strategies to the community
• Work with the community in a collaborative manner
• Assist students with tutorial support in the senior years
• Offer teaching positions to support the learning of students across the curriculum
• Provide opportunities to students to ensure that they are not disadvantaged because of geographic location
• Offer a large range of subjects for senior students

What are the things that the school needs to focus on in 2011
• Student behaviour in classrooms
• Student engagement
• Staff retention – Specifically school leadership retention

Professional learning
All staff were involved in the TPL program. Their progress in achieving personal targets was monitored during the regular TARS process we had with Head Teachers. This fund was overspent due to the high volume of courses and conferences attended by staff, especially those requiring overnight accommodation due to the distances travelled to attend. The school continues to support teacher professional learning opportunities for staff through various other funding initiatives including Priority Schools Funding, Country Areas funding, National Partnerships funding and the schools global budget.

In 2010 Nyngan High School had 5 major areas targeted for professional learning. They were:-
• Literacy
• Numeracy
• Student Engagement and Retention
• Aboriginal Education and Training
• Teacher Quality

Staff participated in a range of professional learning opportunities with a commitment to ensuring that the Bourke group of schools professional learning activities were a focus. Staff participated in literacy and numeracy activities, quality teaching, behaviour management, programming, student engagement, gifted and talented, Aboriginal Education, continuing professional competence, gaining accreditation and combined school development days with the Bourke group of school and our partner primary schools.

The school expended a total of approximately $35000 on teacher professional learning in 2010 with an average expenditure of $1521 per permanent staff member.

In 2010 there was five staff who were working towards gaining accreditation and a further eight maintaining accreditation at professional competence.

The school has a strong commitment to professional learning for its staff and will continue to focus heavily on ensuring all staff have access to quality professional learning opportunities in 2011 and beyond.

School development 2009 – 2011
The schools purpose is to develop students as lifelong learners and to become responsible citizens. As a school we wish to focus upon developing our beginning teachers and engaging our students in learning.

Our school priority areas over the next three years include:
• Increase literacy levels
• Increase numeracy levels
• Improve student engagement and improve retention rates
• Increase retention and parental involvement of Aboriginal students
• Strengthen teacher capacity to improve student learning outcome

Targets for 2011
1. Increase student performance to match state percentages in the top 3 bands for all aspects of literacy in 2011
2. Increase student performance to match state percentages in top 3 bands for all aspects of Numeracy in 2011
3. Improve growth for Aboriginal students to equal or exceeding that for all students in the State in 2011
4. Increase the attendance rate of all students from 87.7% in 2009 to 90% by the end of 2011
**Target 1**

*Increase student performance to match state percentages in the top 3 bands for all aspects of literacy in 2011*

Strategies to achieve this target include:

- Improving the performance of identified students through the employment of a literacy mentor to support student learning in Reading, writing, spelling, grammar and punctuation.
- Analyse external testing data results to identify areas for development.
- Compose and activate PLP’s for targeted students.

Our success will be measured by:

- Measurable improvement in literacy skills across the 4 sub strands.
- Increased number of mentors and students involved in Multilit and improvement in the results of students compared to 2010 figures.
- Increased student proficiency in analysis and composition of persuasive language as measured by student exam results and in class evidence.
- Observable increase in independent reading.
- Increased regularity of reflective writing based on daily subject knowledge acquisition.
- Increased use of Literacy metalanguage across the school.
- Literacy plan identifies areas of strength and weakness as a result of comprehensive data analysis.
- Improved diagnostic scores.

**Target 2**

*Increase student performance to match state percentages in top 3 bands for all aspects of Numeracy in 2011*

Strategies to achieve this target include:

- Analyse external data results to identify areas for further development.
- Expand QuickSmart Program to include Year 7 and 8 students.
- NRL Team to design a Stage 4 NRL Curriculum addressing Literacy, ICT, Numeracy and Pastoral care.
- Expand use of Mathletics resource for all students to include structured homework activities.

Our success will be measured by:

- Class profiles developed for classes in stage 4.
- NAPLAN data reviewed and areas of development identified faculty programs.
- Students identified for extension and remedial work as evidenced by their 2009 and 2010 NAPLAN results.
- Improved diagnostic scores for students in bottom 30% of the cohort.
- Measurable narrowing of skills gaps in Maths classes.
- Measurable improvement in Stage 4 numeracy skills based on SRA testing.
- Students actively engaged in Maths lessons as evidenced by increased overall performance across each stage.
- Students progressing through Mathletics resource as determined by the classroom teacher.

**Target 3**

*Improve growth for Aboriginal students to equal or exceeding that for all students in the State in 2011*

Strategies to achieve this target include:

- Planned program of community conversations.
- Identify Aboriginal extension students for inclusion in GAT program.
- Utilise Community Engagement Officer and AECG to actively be involved in student learning and development of role statements.
• Complete Learning Plans for Aboriginal students and acquaint teaching staff with them.

• Pilot the 8 ways of Knowing Program to support Aboriginal Education within the school.

• Complete a Dare to Lead School Self Evaluation of Aboriginal Education to give strategic direction on continuing to move forward with Aboriginal Education.

Our success will be measured by:

• Positive involvement of Aboriginal community members in teaching and learning.

• Aboriginal students participate in GAT programs and extra curricular activities.

• Community Engagement Officer employed and working with our school community.

• Increased level of Aboriginal parental and community involvement in the school.

• Stronger relationships developed with the AECG evidenced by the number of members attending meetings at the school site.

• Parent interviews take place with students and AO, P, DP to determine areas of focus.

• TPL delivered to staff by regional consultancy staff to upskill staff with PLP’s.

• Staff embedding local Aboriginal Culture into teaching programs.

• Increased number of staff taking on professional learning opportunities offered by the RAET team.

Target 4

Increase the attendance rate of all students from 87.7% in 2009 to 90% by the end of 2011

Strategies to achieve this target include:

• Coaching/mentoring of identified students with below 85% attendance (including repeat offenders of suspensions).

• Reintroduce a Stage 6 monitoring and engagement program and introduce formal study evenings for Stage 6 students on a trial basis.

• Attendance plans for targeted students whose attendance is below 85%.

• Consolidation of interagency support to assist student wellbeing. This includes support from Barnardos, Family options program, Centacare, Mission Australia and GWAHS health team.

• Identify “at risk” students to take part in the Duke of Ed program.

• Work with TAFE outreach programs to increase opportunities for students “at risk” of disengaging from mainstream curriculum.

• Quality Teaching program – employ a 2nd Deputy Principal to provide and coordinate TPL and QT as a focus.

• Develop a whole school approach to behaviour management through the PBL program.

Our success will be measured by:

• Reduction in suspension rates for identified students.

• Increased attendance rates for targeted students.

• Attendance plans written and implemented.

• Agencies working in the school to support the needs of targeted students across all aspects of physical, mental, social wellbeing.

• Students attending school and TAFE classes, more TAFE options available as compared with 2010.

• Lesson observations show an increase in level of teacher quality.

• PL for staff at all staff meetings based on evidence acquired from engagement program.
• Student engagement evident through decrease in behaviour referrals, decrease in suspension, increase in diagnostic results, increased attendance and increased student participation in class.

• Staff and students understand common rules and procedures and actively support the structure within all that they do.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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