

Dorrigo High School

Annual Report



2016



8453

Introduction

The Annual Report for 2016 is provided to the community of Dorrigo High 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 school 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.

Samantha Hutton

Principal

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School background

School vision statement

Dorrigo High School will be:

Recognised by its community and other schools as a lighthouse school where excellence is demonstrated in all aspects of teaching and learning.

A place where there is a strong commitment to the belief that all children can be successful learners and where all stakeholders have a passion for lifelong learning.

A learning environment that nurtures, guides, inspires and challenges people to build their skills and understanding, and to make sense of their world.

Embraced by the community and be a place where honest and open communication is modelled, valued and respected in everything we do.

School context

Dorrigo High School is a Years 7–12 comprehensive school with an enrolment of 165 students. Located in the hinterland region of the Bellingen Shire, 70kms from Coffs Harbour, the school is supported by a diverse community, a proactive Parents and Citizens' Association (P&C) and a close relationship with other schools on the Dorrigo plateau.

The school has an innovative, compressed curriculum structure in Stage 6 enabling a small cohort of senior students to access a wide range of academic and vocational courses.

The school receives some additional funding based on its Family Occupation and Employment Index (FOEI) of 101 which places the school and its community very near to the state mean of 100. Additional funding is also provided on an index which classifies schools according to their location under the Rural and Remote strategy.

The demographics for the next few years indicate that enrolments in the Dorrigo area will decline further. The school has outstanding facilities including a trade training centre and an agricultural plot. The school currently has the capacity to deliver a number of Vocational Courses including construction, metals and engineering, hospitality and primary industries. A supportive business community provides work placement opportunities for vocational courses and work experience in Stage 5.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

Learning

In the domain of Learning, our efforts have primarily focused on learning culture, wellbeing and curriculum and learning. Our school programs address the needs of identified student groups. There is a demonstrated commitment to strengthen and deliver on school learning priorities.

Expectations of behaviour continue to be explicitly taught to students across all school settings. In 2017 our focus will be to promote positive and respectful relationships across the school community which underpin a productive learning environment, to improve teaching and leadership practice and support students' development of strong identities as learners.

At Dorrigo High School teachers differentiate curriculum delivery to address the learning needs of individual students. In 2017 all teachers will continue to implement differentiated learning based on Pirozzo and other models. Curriculum provision is further enhanced by building learning alliances with other schools and organisations and the school actively collects and uses information to support student's successful transitions.

In 2017 Dorrigo High School will continue the implementation of MindMatters. Staff understanding and commitment will be further enhanced by participation in the Wellbeing Conference at CHEC in April. Our goal is to promote quality teaching and ensure professional practice is evident in every learning environment providing students with opportunities to connect, succeed and thrive.

Teaching

In the domain of teaching there is a particular focus on improved teaching methods in literacy with professional learning activities focused on building teachers understanding of effective teaching strategies in these areas. Focus on persuasive writing for all faculties in 2017, is a targeted area. Teachers work beyond their classrooms to contribute to broader school programs.

Whole and across faculty committees worked to develop the collective efficacy of the staff . In 2017 Assessment for Learning will be a targeted program . This program will strengthen the culture of learning and should strengthen student understanding and engagement. The Quality Teaching Rounds have commenced and staff have already developed lesson observation and feedback protocols. To improve teaching and learning practice mentoring and coaching plays a seminal role. DHS has mentoring programs for Head Teachers and Beginning Teachers to further support staff.

Positive Behaviour for Learning will continue to be a focus for 2017.

Leading

In the domain of Leading, staff have demonstrated a commitment to the reform agenda that has been communicated clearly by the leadership team. There is an acknowledgement that with the reform agenda in 2017 that sustaining this communication will be vital especially with the school starting the Leading and Managing Business reform agenda in September 2017. In line with this the leadership team will need to continue to drive a strong improvement agenda. Shared school wide responsibility is evident through leadership, teaching and learning domains. The school has responded to the *Tell Them From Me* surveys to generate and promote learning and innovation and uses the data as a starting point for any discussion on school improvement.

Workplace planning supports curriculum provision but there needs to be more succession planning.

Use of Sentral, an administrative software package designed to streamline the collection and integration of data on student attendance , wellbeing and performance was only seen as developing. Using Sentral effectively will be a major priority for 2017 and thus, there will be significant professional development given to all staff to enhance understanding of the systems.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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Strategic Direction 1

Staff lead a lighthouse school with an expert teaching team

Purpose

To develop a school which is recognised as passionate, innovative and leading teaching and learning.

Overall summary of progress

Sustaining and Growing. Dorrigo High School consistently implements a whole school approach to well being that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of teachers have a performance and development plan which aligns with the Australian Professional standards for teachers.</p> <p>100% of teachers have a common language and set of conceptual standards with which to engage in professional conversations focused on individual and collective practice.</p> <p>The 8 Drivers of Student Learning from the <i>Tell Them From Me</i> data indicates DHS staff are passionate, innovative and leading learning</p>	<p><i>Tell Them Me</i> data shows significant improvement in student engagement.</p> <p>The majority of Professional Development Plans have been aligned to the Australian Professional Standards.</p> <p>One team has completed the Quality Teaching Rounds.</p>	<p>\$15000.00 from Equity funds</p>

Next Steps

Strategic Direction 2

Staff lead a culture that actively promotes student learning

Purpose

To promote and maintain an environment reflective of the deep belief that all students can be successful learners.

Overall summary of progress

Sustaining and Growing. Teachers are actively engaged in planning their own professional development to improve their performance. The school is embedding explicit systems for collaboration, classroom practice and feedback to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Student welfare data reflects an understanding and adherence to the core PBL values.</p> <p>100% of teachers actively involved in lesson study.</p> <p>All ATSI students and students identified as (disability data) have Personalised Learning and Support Plan.</p> <p>All students have a personalised learning plan.</p> <p>Every student is engaged in extracurricular activity identified in his/her Personalised Learning Plan.</p> <p>Utilise self-assessment data and other data sources to validate growth in student learning performance.</p>	<p>There is a demonstrated commitment within the school community to strengthen and deliver on learning priorities. Quality teaching and professional practice are evident in the learning environment.</p>	<p>\$3000.00</p>

Next Steps

Student self evaluation for reports and student evaluation of assessments.

A key focus will be on Assessment for Learning. Teachers will clearly understand and utilise assessment for learning and assessment of learning. Teachers will promote the sharing of strategies, classroom observations and innovative teaching practices.

The PBL core values will be further emphasised in 2017.

Strategic Direction 3

Staff lead a school community where honest and open communication is modelled, valued and respected.

Purpose

To promote a positive and productive school culture where every member of the school community can contribute and be confident that they are valued.

Overall summary of progress

Sustaining and Growing . There is a broad understanding of and support for school expectations and aspirations for improving student learning across the school community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p><i>Tell Them From Me</i> data indicates improved response in students' interest and motivation from 13% in year 9 to the state average of 20%.</p> <p>All school teams are filled through an open and inclusive process and include all relevant stakeholders.</p> <p>Candidature for student leader positions increases in Stage 4 & 5 to ensure an election is required.</p> <p>The school has a systematic method of recording and monitoring student progress and wellbeing.</p> <p>All members of the leadership team are expert in the use of data to drive the reform agenda.</p>	<p>SENTRAL planning has started.</p> <p>The student representative council has delivered leadership to the school community.</p>	<p>\$5000 from technology funding</p> <p>\$2500 from equity funding</p>

Next Steps

Staff engage with SENTRAL .

VALID, HSC , RAP , NAPLAN and PLAN data are used to inform teaching and learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Five HP Elite Book computers have been purchased for use by Indigenous students. These computers have been made available to students for in school use and/or short term loan.</p> <p>A team has been established to develop Individual learning plans (ILP's). ILP's have been developed for all Indigenous students. These plans have been prepared in consultation with the students, their parents and teachers.</p> <p>In order to inspire younger Indigenous students at the school, luncheon was held to celebrate the achievements of the three Indigenous students who completed their HSC studies in 2016. All Indigenous students from the school were in attendance.</p> <p>Indigenous students have been supported in their participation in a longitudinal leadership program "Student Leadership is for Koori Kids" (SLIKK). This select group of students developed a mural project. This initiative has facilitated the development of leadership skills for Indigenous students and raise cultural awareness throughout the school community.</p> <p>Resources have been purchased to support Aboriginal perspectives in faculty programs resulting in a wider variety of culturally appropriate resources being available to all faculties.</p>	\$6109.45 + \$254.55
Low level adjustment for disability	<p>The LaST has facilitated:</p> <ul style="list-style-type: none"> • Collaborative meetings between the Learning and Support Team and parents/carers to develop and review personalised learning and support plans. • Collaboration with teachers to develop differentiated programs across the curriculum. • Additional SLSO time was used to enhance participation and engagement in learning. This was provided through support in classrooms, assessment tasks and examinations. • Systematic approach to benchmarking has enabled learning disabilities to be identified more quickly so that individual planning and support can be provided to student and teachers. 	\$14108.00
Socio-economic background	<p>To enhance student participation in opportunities offered by the school, including peer support camps, school representation sport student assistance funding was used. Further, to improve curriculum access, additional curriculum resources were purchased specifically technology.</p> <p>The <i>Tell Them From Me</i> survey has been conducted with students, staff and</p>	\$992.00 + \$19410.00

Socio-economic background	parent/carers and the resultant data was analysed to improve engagement with the curriculum.	\$992.00 + \$19410.00
STEM	Resources you purchased to allow for improved delivery of STEM based activities. Funds were also used for teacher professional development.	\$9791.96

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	95	87	90	86
Girls	88	78	83	82

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94	92.7	92	91.6
8	90.1	91.3	86	88.8
9	91	91.3	91.4	89.8
10	85.7	87.9	88.8	87.2
11	82.5	84.4	90.5	89.5
12	83.3	91	87.2	91.5
All Years	88.6	89.7	89.6	89.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	6.7	17.3	37.5
TAFE entry	0	0	0
University Entry	0	0	20.8
Other	6.7	3.6	12.5
Unknown	0	0	29.2

Year 12 students undertaking vocational or trade training

Year 12 Students undertaking a vocational or trade training

Dorrigo High School has a compressed curriculum model which enables students in Year 11 and Year 12 to complete a dual accredited vocational educational course in one year. In 2016, 6 of the 28 Year 11 students, and 4 of the 24 Year 12 students completed a VET course. The courses offered were in Metals and Engineering.

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students attaining HSC or equivalent vocational educational qualifications

In the compressed model, 23 students successfully completed their HSC which was 95.8% of the candidature.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	8.7
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration & Support Staff	5.38
Other Positions	3.6

*Full Time Equivalent

The Australian Education Regulation, 2016 requires schools to report on Aboriginal composition of their workforce.

The school has one teacher who identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

Professional learning and teacher accreditation

A significant proportion of professional learning focused on the products and practices identified in the school plan. All mandatory training requirements, which include training in child protection, emergency care and anaphylaxis, and the code of conduct, have been met.

Professional learning identified by teachers in their Performance and Development Plans(PDP), and not directly related to the school plan, has been addressed through an application process. 95% of teacher applications were supported in 2016.

Dorrigo High School has implemented a support program for teachers aspiring to be accredited as 'highly accomplished'.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 1/12/2015 to the 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	162 243.96
Global funds	279 852.56
Tied funds	185 830.66
School & community sources	86 740.32
Interest	4 440.05
Trust receipts	19 924.10
Canteen	0.00
Total income	739 031.65
Expenditure	
Teaching & learning	
Key learning areas	60 344.97
Excursions	42 107.61
Extracurricular dissections	19 959.66
Library	4 639.40
Training & development	11 591.46
Tied funds	220 521.34
Short term relief	96 853.82
Administration & office	42 213.35
School-operated canteen	0.00
Utilities	45 587.25
Maintenance	20 745.62
Trust accounts	17 559.01
Capital programs	0.00
Total expenditure	582 123.49
Balance carried forward	156 908.16

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

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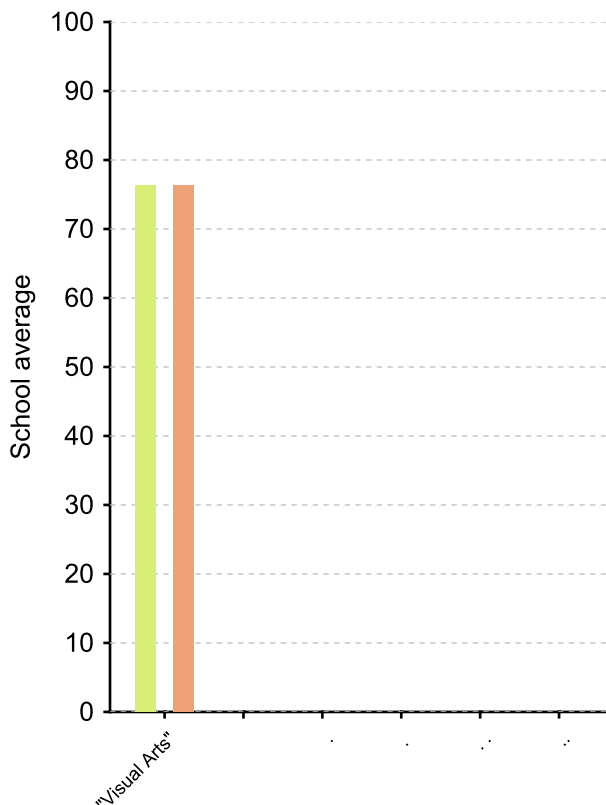
<You may choose to use this text box to comment on numeracy NAPLAN data>

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The *My School Website* provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

<Use this text box to comment on additional State reporting requirements>

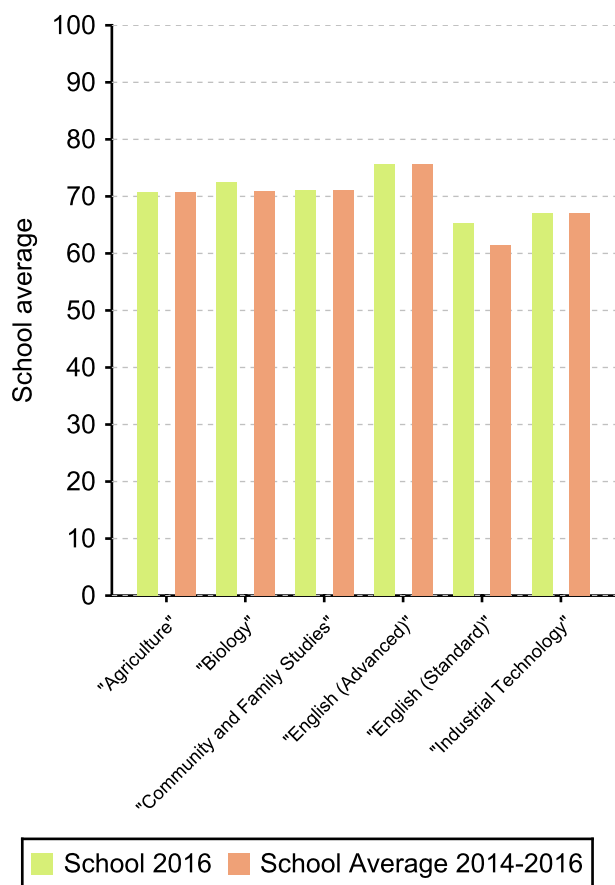
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■ School 2016 ■ School Average 2014-2016

Higher School Certificate (HSC)

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



Students from Dorrigo High School enrolled in eleven subjects in the 2016 HSC. Dorrigo High School has small cohorts enrolled in many of the HSC courses. HSC data is only presented for the eight courses with a candidature of ten students or more. The other courses undertaken were Engineering Studies, English Extension 1 and Music 1.

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). 19.7% of the Bands awarded to our students were Bands 5 and 6.

Parent/caregiver, student, teacher satisfaction

Parents

Parent opinions were sought, using the *Tell Them From Me (TTFM) Partners in Learning Survey*. The survey includes eight separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The results for Dorrigo High School are compared with those of other NSW government schools in the radar chart below.

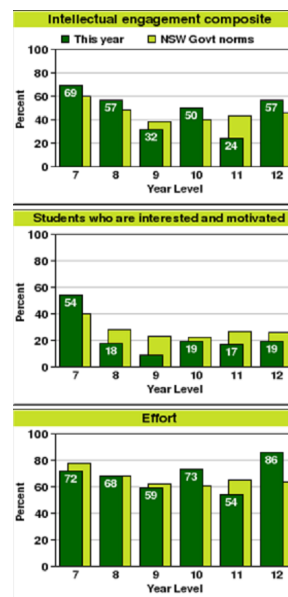
Students

150 students completed the *Tell Them From Me* survey which included measures of student engagement. Four school-level factors were consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate, and teacher expectations for success. The figure below compares Dorrigo High School to NSW Government norms for each factor on a ten-point scale. These results endorse the effectiveness of the learning and wellbeing programs in school. A whole school focus in 2017 will be on enhancing student wellbeing and on raising student expectations for success.

Teachers were surveyed, using the *Tell Them From Me (TTFM) Focus on Learning Survey*. The questions in the *Focus on Learning* survey asked teachers to consider whether they present

- **challenging and visible learning goals** for students, and if so, whether they enable students to achieve these learning goals through;
- **planned learning opportunities** which involve an intentional transfer of skills and knowledge;
- **quality feedback** that guides students' effort and attention;
- and **support for students to overcome obstacles** to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for Dorrigo High School are shown in the radar chart below. The scores for each of the *Four Dimensions of Classroom and School Practices* are scored on a ten-point scale. The results were very pleasing and the students scored above average in both the "Intellectual Engagement" and on the "Effort" graph.



Policy requirements

Aboriginal education

During 2016 Dorrigo High School continued with a whole school approach to addressing the needs of Indigenous students. This approach facilitated the implementation of the Aboriginal Education and Training Policy and the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 (ATSIEAP). Dorrigo High School remains focused on accelerating improvements in the educational outcomes of Aboriginal students. The school is very proud of the achievements realised in Aboriginal education during 2016. These achievements are a result of a spectrum of strategies that have been implemented including: Targeted assistance from the learning and support team, Norta Norta tuition, personalised learning plans, careers advice, Student leadership is for Koori Kids (SLIKK) program and National Aborigines and Islanders Observance Day Committee (NAIDOC) Day.

Senior students at Dorrigo High school were able to access individual tutoring through the Norta Norta funding program. These students were able to work on a regular basis with qualified tutors in specific subject areas.

All Indigenous students were given access to high quality laptop computers that they were able to use during school hours or borrow for periods of up to two weeks for take home use. A number of students including those studying for HSC examinations took advantage of this opportunity.

Indigenous students and their parents engaged with school staff in developing personalised learning plans. These plans were communicated to all relevant staff members, allowing teachers of Indigenous students to implement strategies identified as beneficial to students.

Head Teachers were consulted to ensure that Aboriginal perspectives continued to be included in teaching programs especially those working on the implementation of the National Curriculum. Staff continually received support and advice in implementing these perspectives. This ensured that all students were engaged by quality teaching programs that enhanced their knowledge and understanding of Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

Our school played a central role in developing and implementing NAIDOC celebrations that highlighted positive aspects of Indigenous culture and allowed further development of cultural knowledge, understanding and awareness throughout the school community. The event involved students from the high school and all partner primary schools participating in workshops designed and facilitated by members of the local and broader Indigenous community. The day was organised in collaboration with the local Aboriginal Land Council and the Indigenous community. Indigenous students from Dorrigo High School played a major role in planning, organising and facilitating the day's activities. The NAIDOC activities strengthened

partnerships and promoted genuine collaboration between our school, Aboriginal families and Aboriginal community organisations and further developed and sustained the positive and inclusive school culture. Student members of our school SLIKK project also performed a cultural dance for students at another High School within our community of schools.

Dorrigo High School targets the delivery of information for post school options for Indigenous students. Opportunities including university programs, scholarships and apprenticeships are identified and brought to the attention of Indigenous students and their families and carers.

High rates of Indigenous student involvement in student leadership roles were a feature of Dorrigo High School during 2016.

Multicultural and anti-racism education

Dorrigo High School is committed to developing student understanding and competencies in multicultural education. All teaching and learning programs are regularly audited to ensure significant and appropriate inclusion of multicultural perspectives. The school has appointed a fully trained Anti-racism contact officer (ARCO). A small number of minor issues reported to the ARCO during 2016. These issues were dealt with by the ARCO in a timely and professional manner and to the satisfaction of all parties including the Principal.

Other school programs

Student Representative Council Dorrigo High School has a passionate and active Student Representative Council (SRC), that endeavour to enrich the schooling experience for all students at Dorrigo High School.

The 2015/16 term of office commenced with the SRC's traditional Leadership Development Program. The 2-day program was run at Park Beach Holiday Park in Coffs Harbour. On Day 1, students were involved in a series of workshops and activities designed to evaluate current practice, explore new activities and ideas and develop a plan of action for 2016. The evening workshop examined elements of effective communication and public speaking. Day 2 saw students engage in a series of workshops related to styles of leadership and becoming an effective leader. As part of these workshops students conducted a self-analysis helping them to identify their personal leadership style. A range of teambuilding activities throughout the 2 days enabled students to put the skills they had learned into practice.

Our school leaders, Matilda Lynch and Harrison Darley, attended the Secondary School Leadership Program in Sydney at Government House and Alice Capps and Dominic Beaumont accompanied Ms Debbie Locke to the 100 year of ANZAC Commemorative Service at the National War Memorial in Sydney. Involvement in these leadership programs provided students with the opportunity to further develop their leadership skills and

provide significant insight to the qualities of good leaders.

In 2016 the SRC provided continued financial support for the following charity appeals; Jeans for Genes Day, National Bandana Day, Legacy Badge Appeal, Sweethearts Day, Steward House blue mufti day. The SRC also joined the inaugural "Udderly Awesome Dress Up Day" appeal. The day saw a number of local dairy farmers visit our school and share their stories about the dairy industry. NORCO kindly donated a range of milk products for our students as a donation towards the cause. In addition to these external fundraising activities the SRC ran a successful lunch time sporting competition, a clean-up and gardening day and a number of school socials.

A significant venture for the 2016 SRC was its involvement in the "Refill & Rehydrate @school" program. The program run by NSW Health was designed to promote the consumption of water at school. The SRC ran a series of presentations on assembly identifying the risks of consuming drink products high in sugar. It also displayed posters around the school and included snippets of information in the school newsletter to encourage students and parents to make water their first choice of drink.

Involvement in the program required the SRC to refit two taps at school to convert them to water bottle fill stations. With the assistance of local plumbing company 'Wazza's Plumbing', these taps were successfully installed.

The SRC remain committed to the premise of this program and have explored actions that they can continue to implement throughout 2017 to encourage students to rehydrate at school.