

Dorrigo High School Annual Report



2018



8453

Introduction

The Annual Report for **2018** is provided to the community of Dorrigo High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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:

1. Recognised as 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. By offering a differentiated, inclusive and rigorous curriculum that is innovative, students will become responsible, self motivated and resilient learners.
2. In partnership with parents and the community. Our highly motivated and professional staff will encourage each student to achieve their full potential.
3. 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 145 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.

All teaching and non-teaching staff is focussed on developing the school's learning culture. Teaching staff and Learning Support officers work collaboratively to improve student learning outcomes

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

The External Validation process indicated that in the School Excellence Framework domain of **Excellence in Learning**, the overall self assessment is that Dorrigo High School is **Sustaining and Growing**. The school's approach to wellbeing emphasises the creation of an effective learning environment with clear expectations of behaviour explicitly communicated through Positive Behaviour for Learning (PBL). Well developed and evidence based approaches including Assessment for Learning (A for L) and Differentiation have been introduced and are regularly monitored and reviewed. Strategic Direction 1 of the new School Plan: Future Focus, demands that we use innovative teaching practices to help our students achieve excellence. Dorrigo High School has commenced a school wide A for L program. This program focusses the school culture on learning and builds students confidence and performance using well developed and evidence based approaches. Workshops developed teachers' practice to ensure they are skilled at explicit teaching techniques such as questioning and assessing to identify a students' learning needs. The 360 interviews, is a whole school approach to engaging parents, teachers and students in discussion and reflection about student learning that encourages students to take ownership of their learning.

Progress in learning and achievement is identified and acknowledged. Aspirations and expectations of students and parents are known through the establishment of learning targets.

In the School Excellence Framework domain of **Excellence in Teaching** the overall judgement is that we are **Sustaining and Growing**. All teaching staff are committed to providing the best possible educational outcomes for students at Dorrigo High School. This has been acknowledged by the Deputy Secretary, Murat Dizdar PSM who identified Dorrigo High School as having a substantial increase of students receiving two or more results in the top bands for the HSC in 2017. Continuing our commitment to best practice, in 2018 staff at Dorrigo High School have engaged in A for L professional learning to further improve teaching and learning throughout the school community. Professional learning has occurred on staff development days, faculty meetings and external professional development to improve pedagogical practices. Staff have increased the number of A for L strategies used in the classroom, resulting in students' greater understanding of learning intentions and expectations. Teachers undertook activities focused on improving feedback to students and providing opportunities for student feedback to improve learning. Improvements in the delivery of student assessment have been made. However, there remains opportunity for all staff to be using more sophisticated methods of internal data collection and analysis to inform effective teaching practices.

In the School Excellence Framework domain of **Excellence in Leading** we are **Sustaining and Growing**. There have been some significant changes in the leadership team with the appointment of a new Principal to Dorrigo High School in 2017 and a Head Teacher leaving to another school. This created an opportunity for a classroom teacher to relieve in higher duties. The arrival of a new Principal coincided with the new school planning cycle and provided the opportunity to develop new strategic directions to drive the school improvement process. New initiatives were implemented including A for L and the 360 interviews. Existing programs including PBL and Building Leadership Capacity were revitalised. These changes brought about a uniformity of purpose within the executive and across the school community. This is most evident in the establishment of a Year 7 flexible learning space initiated by staff and supported by the P&C. In this space technology is effectively used to enhance learning with a student to laptop ratio 1:1. Further evidence is the collaborative approach undertaken by the executive team to produce this report. The development of the school plan with clear processes, accompanying timelines and milestones, to direct activity towards it's effective implementation is also indicative of the shared vision for improvement. Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Innovation – Future Focussed– Stage 4/5

Purpose

We use innovative teaching practices to help our students achieve excellence. We hold high expectations across all areas of students' school life including behaviour, commitment to learning and their personal development. Our staff is at the forefront of professional learning, embedding innovative practice, and developing learning alliances and leadership sustainability.

Overall summary of progress

360 interviews are a whole school approach to engaging parents, teachers and students in discussion and reflection about student learning. The 360 interview is a formally scheduled interview attended by parent/carer, student and teacher. Teachers arrange for the interviews to take place at a time that best suits them and the parents. The interview, which is led by the student, takes between 40 minutes and one hour. *The school identifies growth targets for individual students, using internal progress and achievement data.*

There is a coordinated effort by the school staff to engage the school community to reflect on student progress *and achievement data and develop plans and strategies for improvement.* As a result of the 360 interviews *most students in Year 7 can articulate what they are expected to know, understand and do.* When surveyed 46% of students indicated that the 360 interview helped them to identify what they know and what they can do. 38% agreed that the 360 interview has led to more discussion at home about their learning and 38% indicated that the process helped them to identify what they need to know.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Teaching programs are reviewed to ensure that they provide differentiation and use Assessment for Learning strategies.Use the <i>Tell Them From Me</i> survey to measure stronger engagement in effective learning time.Improved engagement by students seen through <i>Tell Them From Me</i> data, less negative Sentral entries.Increase attendance at parent teacher conferences. All parents attend 360 interviews to discuss student learning outcomes.Feedback from lesson observation and teacher self reflection is used as a continuing professional development tool by staff and informs performance and development plans.All faculties include a persuasive writing task in 7–9 programs. Benchmarking of students' literacy and numeracy skills and target programs to note		<p>TTFM data demonstrates an improvement in student engagement.</p> <p>360 interviews were introduced into Year 7 successfully.</p> <p>A for L professional development has continued. Teacher observation and collegial feedback has been central to the success of the program.</p> <p>All faculties include persuasive writing tasks in years 7 to 9.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
growth for all students.		TTFM data demonstrates an improvement in student engagement. 360 interviews were introduced into Year 7 successfully. A for L professional development has continued. Teacher observation and collegial feedback has been central to the success of the program. All faculties include persuasive writing tasks in years 7 to 9.

Next Steps

2019 will provide the opportunity to implement suggestions for improvement and revisit the students' targets with their parents and mentor teacher.. Teachers will be provided with a proforma to prepare students. The proforma will guide to assist Year 7 students in identifying how far they have developed towards achieving their learning targets established in Semester 1. Students will be invited to complete a self assessment that reflects on what they know, can do and need to know.

In Semester 1 2019 the 360 interviews will be rolled out to include all of Stage 4 students. Accompanying this will be the establishment of a Year 8 room as a future focussed learning space. In the long term the 360 interviews will become embedded across the whole school and replace parent/teacher evenings.

Strategic Direction 2

Lifting Achievement– Stage 6

Purpose

To empower all students to experience success and to provide different ways in which students can demonstrate success such as work placements, enrichment activities, community participation. We hold high expectations across the school to support our students to achieve their academic potential.

Overall summary of progress

The 2018 – 2020 school plan identifies ongoing involvement in professional learning on highly effective, research based and emerging practices, to deepen teachers' understanding of pedagogy. Classroom teachers engage in professional learning to develop strategies to engage students. A product of this is Assessment for Learning (A for L). A for L strategies are embedded and quality teaching is foremost.

Analysis of the Assessment for Learning Technique Survey revealed that teachers are using more of the A for L techniques in their general practice as a means to enhance student engagement. The leadership team reviews such pieces of evidence and uses these findings to promote discussion with the teaching staff. Thus by initiating such actions the leadership team develops processes to collaboratively review teaching practices to affirm quality. Feedback is then provided to teachers to promote discussion.

A central tool for improvement has been the teacher observation lessons which have provided staff with the opportunity to reflect on their learning and teacher practice with their colleagues. Teachers actively evaluate, share and discuss learning in order to improve whole school teaching practice. This has led to a richness of conversation about pedagogy. Staff reflect on the learning and development framework to improve effective classroom practice by developing good pedagogical models. The teaching staff has, as a result of observation and feedback, created a more positive learning culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improvement measure</p> <ul style="list-style-type: none"> Teachers demonstrate a sophisticated understanding of student data to monitor the effectiveness of their teaching practices and assessment. Teachers access: RAP, SMART, SCOUT, and examination reports Improved HSC results as seen through growth, value added data. Improved number of Band 5 and 6's. 	<p>Subject specific Professional Development \$8000 for planning and casual relief and CLN meetings</p>	<p>Teachers have completed detailed analysis of HSC results.</p> <p>There has been significant improvement in subject vs state variation results.</p>
<ul style="list-style-type: none"> Feedback from lesson observation and teacher self reflection as part of the Assessment For Learning development. 		<p>Teachers have been using feedback gained from lesson observation to reflect and improve practice.</p>
<ul style="list-style-type: none"> Students in Year 11 and 12 show stronger engagement in school assessment across all curriculum areas as measured by a decrease in 'warning' letters by 10%. 		
<ul style="list-style-type: none"> <i>Tell them from me</i> survey 		<p>TTFM showed positive student engagement.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
reflects positive responses towards engagement.		TTFM showed positive student engagement.
<ul style="list-style-type: none">• VET is valued by students as a pathway to future employment.	Casual Relief for upgrade \$5500	VET is valued at the school. VET teachers have retrained with the needed VET upgrade.

Next Steps

As per the school plan, A for L strategies will continue to be shared with staff twice per term. As a result teachers will build on their tool kit of strategies for use in the classroom. A for L strategies will be reflected in programs, assessment tasks and discussed in teacher observation feedback. The aim is for Dorrigo High School to move into Excelling in the teaching and learning domain of the School Excellence Framework where every subject has high quality differentiated learning programs, A for L strategies are embedded and quality teaching is foremost. A major focus will be supporting students to take risks with their learning and not to be worried about making mistakes. We want students to see that making mistakes is a step in the right direction to develop a growth mindset.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Equity for LaST to support teachers– .1. Purchase of resources to support students.	<p>A team has worked to update all Individual Learning Plans (ILP's). This process was completed in consultation with the students, their parents and teachers.</p> <p>Learning and support staff have been assigned to assist targeted junior Indigenous students.</p> <p>Resources have been purchased to support the implementation of Aboriginal perspectives in faculty programs resulting in a wider variety of culturally appropriate resources being available to all faculties.</p>
Low level adjustment for disability	Low level adjustment for disability funding has provided additional Learning and Support Teacher (LaST) and School Learning Support Officer (SLSO) support to students.	<p>LaST support:</p> <ul style="list-style-type: none"> * facilitation of collaborative meetings between the Learning and Support Team and parents/carers to develop and review Personalised Learning and Support Plans (PLaSPs) * collaboration with teachers to develop differentiated and adjusted programs across the curriculum *professional learning implemented to develop understanding and strategies to address diversity in classrooms and understanding of the Nationally Consistent Collection of Data process and timeline; and *in class support to model and implement strategies identified in student PLaSPs to enhance engagement with learning and achievement of student outcomes <p>SLSO support:</p> <ul style="list-style-type: none"> * assisted teachers in classrooms to maximise academic engagement of identified students in learning activities. * implemented strategies for individuals and small group of students, identified in PLaSPs to enhance achievement of academic, social and/or behaviour goals, under the direction of the class teacher * implemented programs for small groups of students, as directed by the teacher; and * supported students across all school settings, by modelling and reinforcing positive social behaviours, organisational and time management skills and successful learning strategies.
Socio-economic background	Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.	Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The priorities in the school plan drive financial decisions.

Socio-economic background	This can be seen in the future focussed approach and targeted professional development; that, staff have identified; that, is in line with the school plan.	Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The priorities in the school plan drive financial decisions.
Differentiated Learning and A for L	Budgeting was assigned for purchase of equipment, casual relief and for the purchase of resources.	A central tool for improvement has been the teacher observation lessons which have provided staff with the opportunity to reflect on their learning and teacher practice with their colleagues. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. This has led to a richness of conversation about pedagogy. Staff reflect on the learning and development framework to improve effective classroom practice by developing good pedagogical models. The teaching staff have, as a result of observation and feedback created a positive learning culture.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	90	86	79	64
Girls	83	82	75	67

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92	91.6	88.9	93.9
8	86	88.8	87.7	87.7
9	91.4	89.8	90.9	89.8
10	88.8	87.2	87.5	87.7
11	90.5	89.5	91.9	94
12	87.2	91.5	89.5	91.2
All Years	89.6	89.6	89.4	90.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Year advisers monitor any student with less than 85% attendance (whole days) on a fortnightly basis and send home letters of concern to parents/carers if a student's attendance falls below 85%. Year advisers request additional documentation from parents/carers, such as medical certificates detailing the nature and duration of the sickness if there are concerns about notes provided by the parents/carers or the period of sickness exceeds the period of extended absence.

The Deputy Principal sends letters home to inform parents/carers of fractional and whole day truancy and places students on Attendance Monitoring Cards for persistent truancy.

Parents/carers are contacted when extended unexplained absences have occurred if initial monitoring does not improve attendance. Deputy

Principal implements appropriate school intervention (interviews, LST referral) or refers the case to the HSLO.

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	2	2	2
TAFE entry	1	0	3
University Entry	0	0	8
Other	4	7	2
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

As well as the traditional model of Higher School Certificate delivery, Dorrigo High School offers a compressed curriculum model, which enables students in Year 11 and Year 12 to complete a dual accredited vocational education course in one year.

Completed a VET course.

* Of the enrolled 43 senior students: 9 completed a VET course i.e. 21 %

The course offered: Metals and Engineering

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students attaining HSC or equivalent vocational educational qualification

Using the compressed model, 21/25 students successfully completed their HSC, which is 75% of the candidature.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	9.5
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	5.38
Other Positions	1

*Full Time Equivalent

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	100
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 WHS, 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's), and not directly related to the school plan, has been addressed through an application process. One teacher has applied and has been selected to complete the highly accomplished teacher accreditation that has come with professional development and mentoring. Head Teachers have participate in the Mid Coast Central Curriculum Leadership Networks. Professional development priority has also been given for those faculties that are implementing a new syllabus.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	222,253
Revenue	3,117,243
Appropriation	2,973,917
Sale of Goods and Services	277
Grants and Contributions	120,232
Gain and Loss	0
Other Revenue	19,756
Investment Income	3,061
Expenses	-2,981,533
Recurrent Expenses	-2,981,533
Employee Related	-2,626,160
Operating Expenses	-355,373
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	135,710
Balance Carried Forward	357,963

The school has a Finance team to review and oversee finances and budgeting with regular meetings. Dorrigo High School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Geographic Location, Aboriginal Education, Socio Economic Disadvantage, and Disability Provisions. These funds were mapped against the School Plan and are

represented in the 2018 School Plan Monitoring Document. Governance of this expenditure included the School Finance Committee, and the Parents and Citizens Association.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	2,628,853
Base Per Capita	29,740
Base Location	33,090
Other Base	2,566,024
Equity Total	127,152
Equity Aboriginal	11,798
Equity Socio economic	43,371
Equity Language	0
Equity Disability	71,983
Targeted Total	34,331
Other Total	41,871
Grand Total	2,832,207

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

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.

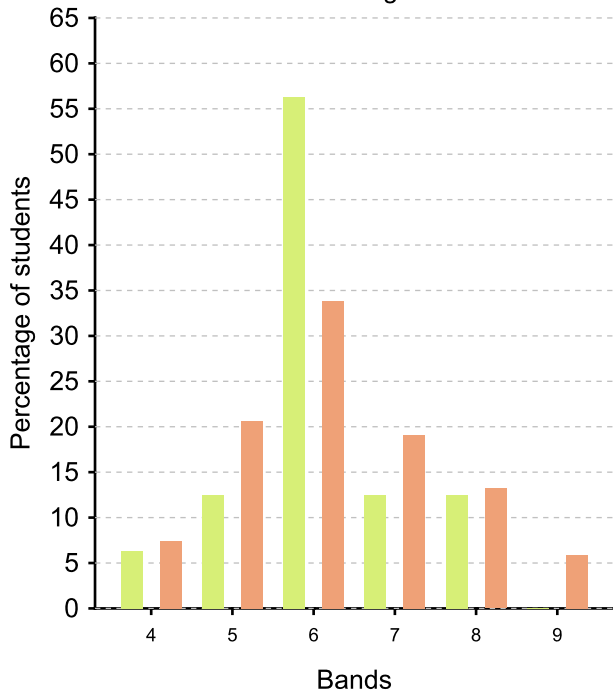
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

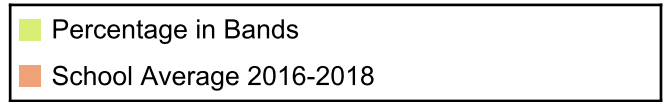
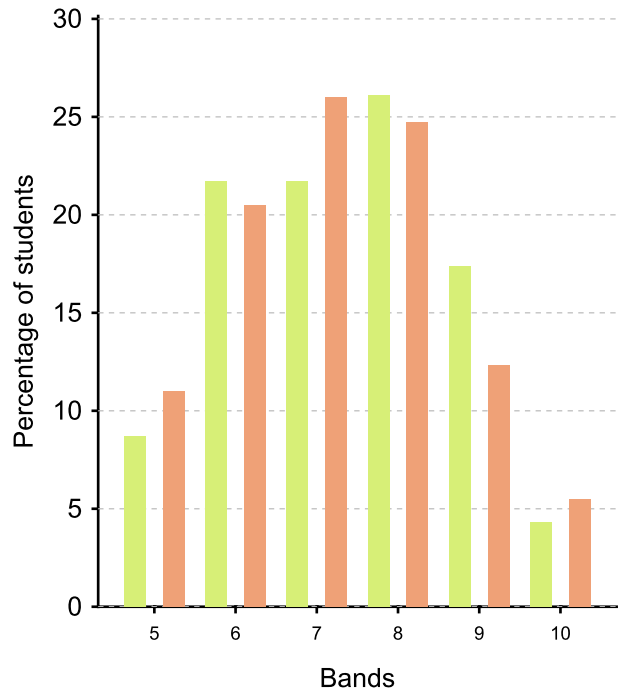
In 2018 the NAPLAN test was not delivered online instead students at Dorrigo High School completed the paper version.

The 2018 NAPLAN results at Dorrigo High School showed continued improvement in spelling results in Year 7. While in Year 9, Grammar/Punctuation, Spelling and Writing improved to above state levels. There was an improvement across the board on 2017 NAPLAN results as shown in the trend data. A focus on including explicit teaching of persuasive writing has improved the technique and confidence of students. All subjects in years 7 to 10 must include a piece of persuasive writing in their teaching program. The purpose is to improve students familiarity with the text type. This whole school approach to writing, specifically persuasive writing, has over a two year cycle seen an upward trend in student performance. In terms of whole school policy a persuasive writing piece and feedback needs to be completed by Week one term 2 in year 7 and year 9 of that given year.

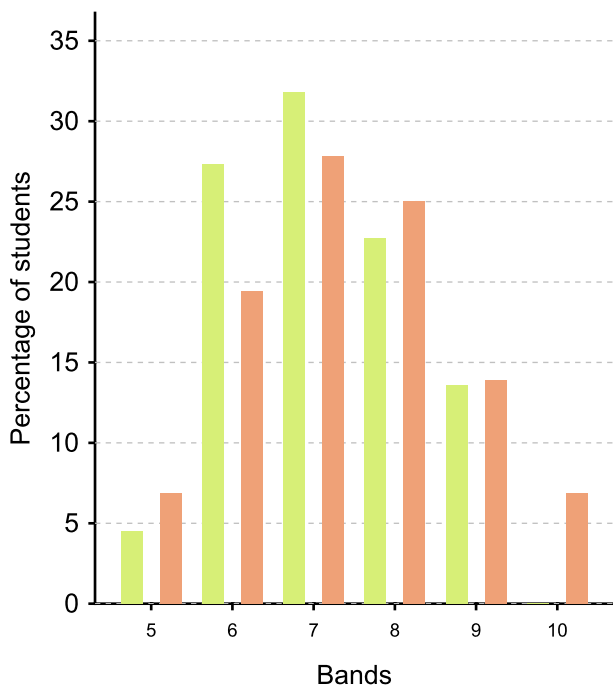
Percentage in bands:
Year 7 Reading



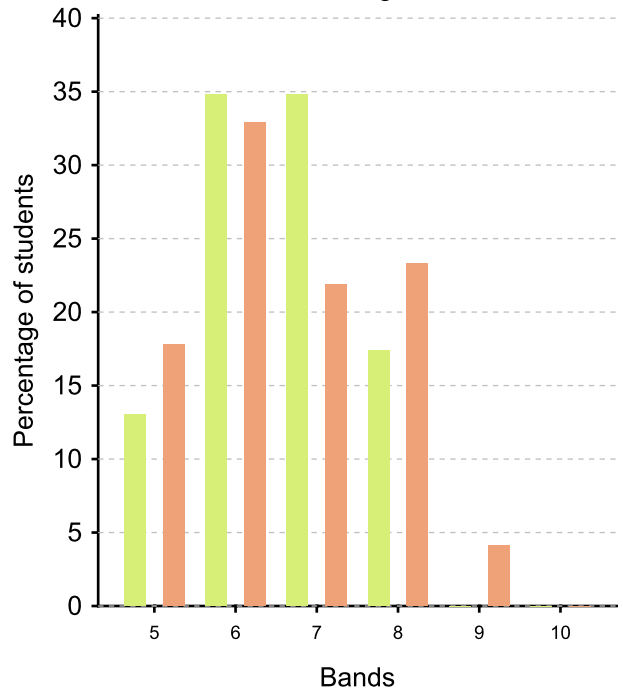
Percentage in bands:
Year 9 Grammar & Punctuation



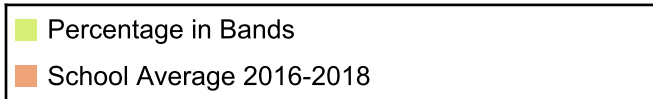
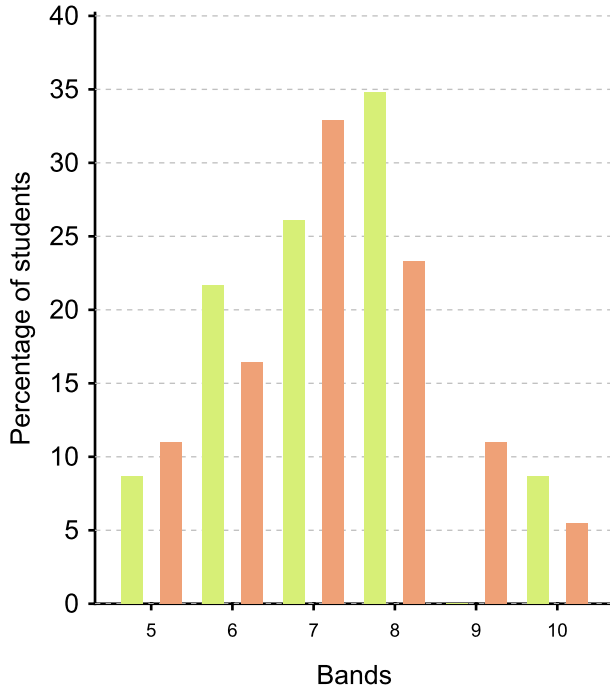
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

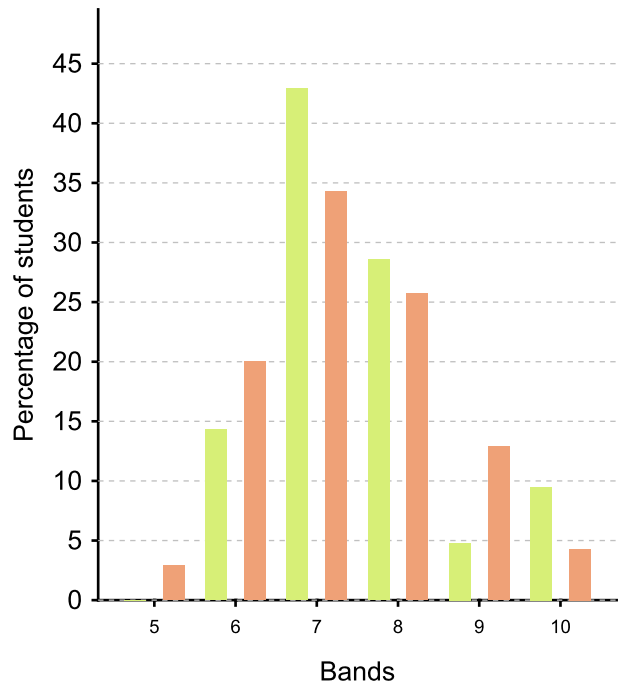


Percentage in bands:
Year 9 Spelling



Band	4	5	6	7	8	9
Percentage of students	0.0	13.3	53.3	26.7	0.0	6.7
School avg 2016-2018	1.5	16.4	32.8	23.9	16.4	9

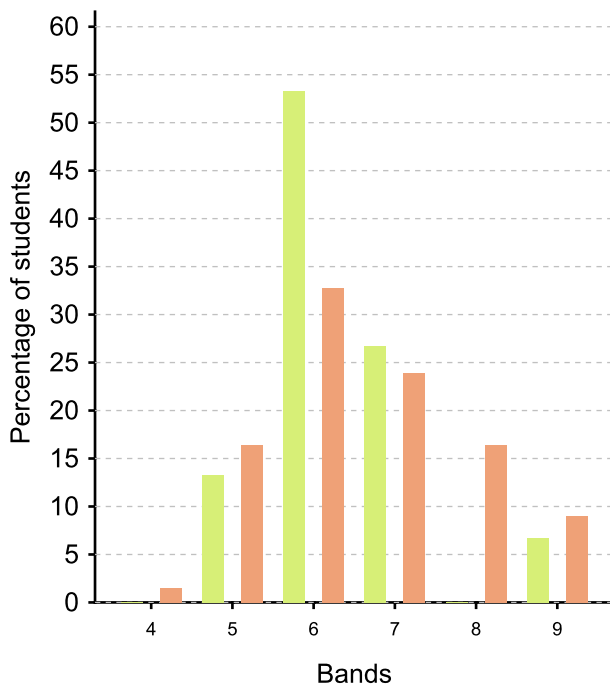
Percentage in bands:
Year 9 Numeracy



The NAPLAN numeracy test assesses students' proficiency across the three content strands of mathematics. The Year 9 results from Dorrigo High School showed that 86% of students demonstrated growth from Year 7 with 43% achieving above expected growth. The Year 7 results indicated that 78% of students demonstrated growth with again 43% achieving above expected growth.

Band	5	6	7	8	9	10
Percentage of students	0.0	14.3	42.9	28.6	4.8	9.5
School avg 2016-2018	2.9	20	34.3	25.7	12.9	4.3

Percentage in bands:
Year 7 Numeracy



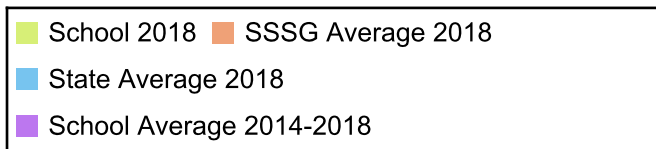
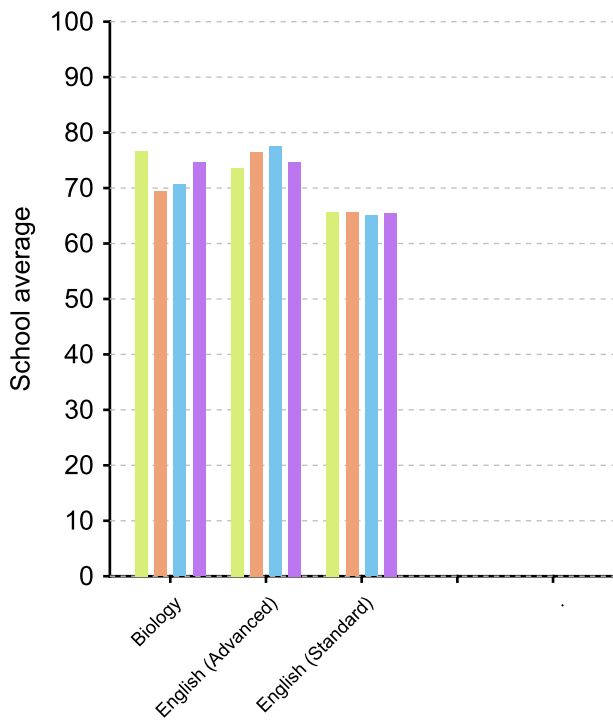
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

On mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. The school has achieved these goals in Year 7 Reading, year 9 Reading and in year 9 Numeracy.

Higher School Certificate (HSC)

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

Dorrigo High School had 35 students enrolled in 10 subjects in the 2018 Higher School Certificate.



16.73% of the Bands awarded to our students were Bands 5 and 6. Dorriggo High Schools overall mark distribution was above the state average.

Parent/caregiver, student, teacher satisfaction

Teachers and Parents completed surveys in regard to satisfaction with the 360 interviews. 360 interviews are a whole school approach to engaging parents, teachers and students in discussion and reflection about student learning. The 360 interview is a formally scheduled interview attended by parent/carer, student and teacher. Teachers arrange for the interviews to take place at a time that best suits them and the parents. The interview, which is led by the student, takes between 40 minutes and one hour. Prior to the interview students set literacy and numeracy targets that they will strive to achieve over the next semester. These targets are discussed and at the interview and reviewed at the end of the semester.

360 Interviews Student Survey

46% of students indicated that the 360 interview helped them to identify what they know and what they can do. 38% agreed that the 360 interview has led to more discussion at home about their learning and 38% indicated that the process helped them to identify what they need to know.

Some students chose to provide additional feedback about the interviews as follows:

"I think the 360 interviews are quite good and that we

should try it again. But talking with my parents doesn't really help me identify what I know".

"I knew what I can do and all, and enjoyed sharing it with my parents".

"It was alright".

"It was different"

"Not after school"

"I thought it gave me more confidence speaking"

"I liked that I got to lead the interview. But it was embarrassing."

"I already talk to my parents [what] I do at school. My parents would like to meet the teachers not just one".

"I think it was ok. I didn't really like the idea".

360 Interviews Parent/Carer Evaluation Survey

Parent responses were overwhelmingly positive. One parent commented:

"It was a great experience for (our son). His presentation was very professional and the first time I have seen him being so serious. I think he really enjoys it and now seems much improved with his attitude to school…Much better than parent teacher (night)".

360 Interviews Staff Survey

100% of staff indicated that the 360 interview helped them to identify what the students know and what they can do. 70% agreed that the 360 interview was a more positive and reflective process than a regular parent teacher interview and 50% indicated that the process helped them to identify what students needs to know. Comments from staff included that the 360 interview provided more positive interactions, an opportunity for students to lead, more clarity about goals, an opportunity to recognise student achievement and to celebrate student success.

Policy requirements

Aboriginal education

During 2018 Dorriggo 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). Dorriggo 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 2018. These achievements are a result of a spectrum of strategies that have been implemented including: Targeted assistance from the learning and support team, Personalised Learning Plans, careers advice and

National Aborigines and Islanders Observance Day Committee (NAIDOC) Day.

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.

Consultation with Head Teachers to ensure that Aboriginal perspectives continued to be included in teaching programs was undertaken throughout the year. Staff continually received support and advice in implementing these perspectives. This ensured that quality teaching programs that enhanced students knowledge and understanding of Aboriginal histories, cultures, perspectives and contemporary Aboriginal culture are being taught throughout the school.

Our school continued to play 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. This year's 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. A highlight of this year's event was the provision of Teacher Professional Learning activities facilitated by highly respected members of the local Aboriginal community.

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 again a feature of Dorrigo High School during 2018.

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 were reported to the ARCO during 2018. These issues were dealt with by the ARCO in a timely and professional manner and to the satisfaction of all parties.