

Dorrigo High School 2019 Annual Report



8453

Introduction

The Annual Report for 2019 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.

School contact details

Dorrigo High School
Waterfall Way
Dorrigo, 2453
www.dorrigo-h.schools.nsw.edu.au
dorrigo-h.school@det.nsw.edu.au
6657 2001

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 140 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 a mixed mode delivering both a compressed curriculum structure and traditional mode 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

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.

Improvement Measures

- Teaching programs are reviewed to ensure that they provide differentiation and use Assessment for Learning strategies.
- Use developed surveys to measure stronger engagement in effective learning time.
- Improved engagement by students seen through survey 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 growth for all students.

Overall summary of progress

Teaching programs provide evidence of using differentiation and Assessment for Learning strategies. Head teachers have continued to model and deliver sessions based on differentiation. This has been further by the HSIE/ English faculty using the learning progressions to map students learning. Further to this the Best Start Data has also provided more information for the school to ensure programs are differentiated. Exit strategies and surveys produced by the school have been used rather than TTFM. Teachers all participate in classroom observation. The 360 interviews continue to be a successful model with the model having been extended out to year 8. Persuasive writing task for the 7–9 continues to be completed by all faculties. English focuses on the narrative text type.

Progress towards achieving improvement measures

Process 1: Differentiation – Establishment of a Learning Hub model in the classroom to cater more effectively for the needs of individuals and small groups of students.

Professional learning delivered for all teachers by executive on models of differentiation.

Evaluation	Funds Expended (Resources)
<p>Question –To what extent are the teaching and learning programs dynamic and show evidence of revisions based on student feedback?</p> <p>To what extent are teachers using consistent reliable assessment to continuously track student progress and achievement?</p> <p>Data Source–Staff feed back is sourced at the end of lessons and at the end of PL session to monitor progress.</p> <p>Programs have shown that teachers have differentiated and made adjustments where needed. Head Teachers have used Tomlinson as a guide to deliver workshops to faculties.</p>	

Process 2: Innovation – Ongoing involvement in professional learning on highly effective, research-based and emerging practices, to deepen teachers' understanding of pedagogy.

Targeted A for L strategies are taught in two meetings per term.

Growth mindset and specific PBL lessons are taught. Technology is used that enhances learning.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>To what extent is formative assessment used flexibly and responsively and as an integral part of daily classroom instruction?</p> <p>To what extent are teachers providing feedback to move students forward?</p> <p>Teachers have devised and used a number of different strategies to develop their feedback strategies to aid and assist to move students forward. Much has been based on the works of D.Williams and Hattie. Rubric development is also another strategy utilised.</p>	

Process 3: Personalisation – Professional learning opportunities support the adoption of personalised learning, including through the use of portfolios for student work and development of personalised learning plans. Survey data on student engagement is used.

Evaluation	Funds Expended (Resources)
<p>Student self assessment comments for reports show an increasing confidence to reflect on student learning and identify areas to develop.</p>	

Process 4: Inquiry based learning – Implementation of a range of models that support integrated learning including timetabled cross curriculum classes and inquiry based learning (IBL). STEM, STEAM, QUEST and LIFESTYLE focus.

Development of an online mapping tool to strategically plan for integrated content/skills in Years 7–10.

Development of peer and self assessment to deepen metacognitive processes.

Evaluation	Funds Expended (Resources)
<p>Question – to what extent is there a whole school approach towards IBL that ensures that the most effective evidence based teaching methods are employed by teachers?</p> <p>Data Source– programming</p> <p>Findings–Stage 4 and 5 programming through for Quest. STEM limited amount of units</p> <p>Implications– Cross curricula planning to continue to be a focus in 2020</p>	

Next Steps

Continue to develop IBL and STEM based teaching and programs

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.

Improvement Measures

Improvement measure

- 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.

• Feedback from lesson observation and teacher self reflection as part of the Assessment For Learning development.

• 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%.

• School designed surveys reflects positive responses towards engagement.

• VET is valued by students as a pathway to future employment.

Overall summary of progress

Feedback from lesson observations and Assessment for learning has strengthened assessment practices

Progress towards achieving improvement measures

Process 1: Students

Identified as high achieving students will be selected to participate in a range of mentoring programs with universities and workplace agencies.

Evaluation	Funds Expended (Resources)
Students identified in student self assessment an improved confidence and are more willing to take risks with learning.	

Process 2: Teachers

Will work with students in developing individual learning plans through a self-reflection process and engagement in Lifting Achievement sessions.

Demonstrate a commitment to strengthen and deliver best practice in their teaching. Teachers use learning strategies to determine where each students learning journey begins and provides different ways in which students can demonstrate mastery and understanding.

To identify and support students successful transitions from Year 10 to Year 11 and Year 12 to post school destinations. Students understand the behaviours, attitudes and expectations that enhance well being and lead to improved student outcomes.

Evaluation	Funds Expended (Resources)
Question–To what extent does DHS achieve excellent value-added results significantly above the value added by the average school. Findings– Improved value added in a number of subjects especially PDHPE,	

Progress towards achieving improvement measures

CAFS and Hospitality	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>Student self assessment and PLP's are used by teachers to engage students. This is evident in program adjustments and all teachers have a clear understanding of these plans.</p>
Low level adjustment for disability		<p>Teachers are differentiating work for students to ensure success. This is evident in the teaching programs.</p> <p>Additional funding for SSLO time has been used to provide additional support for students.</p>
Socio-economic background		<p>To what extent has the school supported student with opportunities to enhance learning.</p> <p>The development of the distance education room has provided students with a space to engage in their learning. Further study lessons with the new furniture in the library has provided an environment that is appealing and students feel comfortable learning.</p> <p>Interviews with year 12/ 11 students and parents re progress and how the school can support students has helped.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	86	79	64	67
Girls	82	75	67	65

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.6	88.9	93.9	89.6
8	88.8	87.7	87.7	85.7
9	89.8	90.9	89.8	75.1
10	87.2	87.5	87.7	86.5
11	89.5	91.9	94	87.2
12	91.5	89.5	91.2	93.5
All Years	89.6	89.4	90.2	86.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	20	7.6	35.7
TAFE entry	0	7.6	7.1
University Entry	0	0	35.7
Other	25	9.5	27.4
Unknown	0	9.5	0

Year 12 students undertaking vocational or trade training

48.94% of Year 12 students at Dorrigo High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

63.6% of all Year 12 students at Dorrigo High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	9.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	5.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	357,963
Revenue	3,089,125
Appropriation	3,017,147
Sale of Goods and Services	174
Grants and contributions	60,704
Investment income	2,875
Other revenue	8,225
Expenses	-3,060,752
Employee related	-2,694,033
Operating expenses	-366,719
Surplus / deficit for the year	28,372

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	48,608
Equity Total	145,384
Equity - Aboriginal	18,316
Equity - Socio-economic	53,784
Equity - Language	0
Equity - Disability	73,284
Base Total	2,474,804
Base - Per Capita	30,785
Base - Location	29,781
Base - Other	2,414,239
Other Total	117,633
Grand Total	2,786,429

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

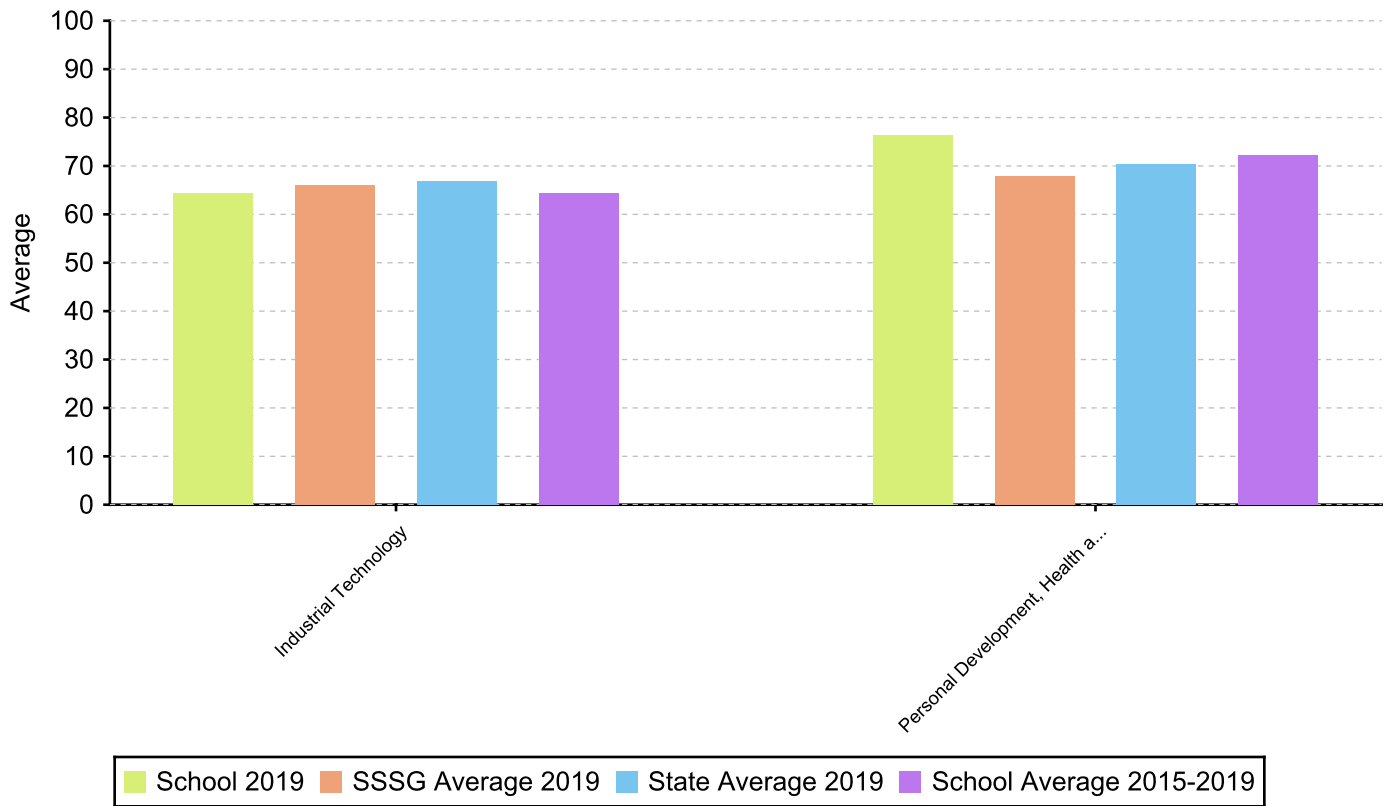
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Industrial Technology	64.3	66.0	66.8	64.3
Personal Development, Health and Physical Education	76.3	67.8	70.5	72.3

Parent/caregiver, student, teacher satisfaction

Students at DHS completed a variety of surveys to measure their engagement and well being.

In terms of school based wellbeing programs, students in the majority of cases determined that the school was situated between "Our wellbeing programs are okay but need improving" to "Excellent".

Across all years there was a trend towards students wishing to have more activities about wellbeing . Students strongly identified with the statement that "they could apply some aspects of what they are taught in wellbeing programs to my life". After participating in wellbeing lessons both Year 12 and year 7 identified that what they went over in wellbeing lessons was not something that they did not already know. Students would also like more sessions delivered by outside providers especially in year 11 and 12 .In another survey on 'How can our feelings affect us at school' one of the initiatives, students identified strongly with, was that, they felt that they are being supported evidenced by the well being lessons. In a further survey the PISA results showed that 64% like it when someone stands up for others who are being bullied which is well above like and all schools and is an indicator of the successful up stander program that we are implementing.

In terms of educational programs, 100% of students disagreed with the statement that there were inadequate or poorly qualified staff at DHS. Further supported by the fact that 100% of students disagreed with the statement that teachers were not meeting the individual student needs. Students were at state average with over 47% that the teacher shows an interest in every students learning. Importantly in teachers differentiating work the students saw DHS teachers at 60% which is 25% higher that state for the teacher providing individual help when a student has difficulties in most lessons.

Students are surveyed frequently throughout their classes. The school is using exit strategies from classes to see where they are at the end of the lesson. Teachers then use these responses to alter or adjust learning where needed.

Teachers have been surveyed and identified that the Assessment for Learning program has altered their teaching and that the strategies that they have been implementing has led to: "Better engagement and participation by students",

" Student engagement is higher now when we do AFL style activities and students are more confident showing their understanding of difficult concepts".

There has also been changes to marking practices by the faculties– students are required to complete a self assessment when submitting assessment tasks and marks are not given until they have self marked after feedback. Teachers also identified the importance of succinct and positive feedback and were able to feel more confident after completing TPL on this and completing lesson observations of other staff.

Parent Feedback.

Parents identified that in terms of what Dorrigo High School does well?

Communication to the parent body. Confident students, supportive of each other especially in the later years. Access to tertiary opportunities. Supportive staff. The 360 interviews are an excellent opportunity to see how my child has gone.

Areas to develop – Career engagement with Dorrigo community members, promotion reporting of schools success. Guests speakers from our community. Communication with Dorrigo's non school community.

Areas that are improving but not there yet–Perception in the Dorrigo community that there are bullies at DHS. Ensuring that there is a workable mobile phone policy.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.