

2020 Annual Report

Dorrigo High School



8453

Introduction

The Annual Report for 2020 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

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

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>All teachers have used some differentiation strategies to meet the needs of students. These include strategies which differentiate content, assessment, delivery and learning environment.</p> <p>Groupings, multiple entry points, project based, technology - Mathletics, Google Classrooms, open ended questioning, feedback, Assessment for Learning strategies, 'must do, should do, could do' activities, furniture arrangements, acceleration of students</p> <p>Implication- As teachers become more experienced and skilled with a variety of differentiation strategies they will be confident to try additional strategies and they will become an integral part of the teaching learning cycle in every program. The culture of the school focuses on student learning and wellbeing and so differentiation to support and challenge individual student learning needs is crucial</p> <p>Data Source-Staff feed back is sourced at the end of each differentiation PL session to monitor progress.</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.

Progress towards achieving improvement measures

Process 2: Growth mindset and specific PBL lessons are taught. Technology is used that enhances learning.

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>Structured Teacher feedback and lesson observations indicate A for L strategies are incorporated regularly in all classes and shared regularly at staff meetings. Teachers are able to select from an effective repertoire of A for L strategies to suit the learning needs of students.</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)
360 interviews delayed due to COVID	

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- Still limited cross faculty delivery</p> <p>Implications- Greater planning required across faculties to deliver a whole school approach. Some of the hook events delayed due to covid.</p>	

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.

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)
Effective integration of online learning platforms to expand learning opportunities and content knowledge for senior students 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- Significant growth in average scores across the whole school looking at 2019 data	

Progress towards achieving improvement measures

In 2020 above state in Biology, Visual Arts and Metals and Engineering

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		A very successful day with excellent attendance. Uncle Mark Flanders provided individual workshops
Low level adjustment for disability		<p>Teachers are differentiating work for students to ensure success. This is evident in the teaching programs. HT's have been delivering differentiation workshops at faculty sessions. Teachers include differentiated activities in programs.</p> <p>Additional funding for SSLO time has been used to provide additional support for students.</p>
Socio-economic background		Differentiation and a focus on wellbeing with e1 pulse has provided immediacy in being able to follow up with students. The employment of a HT Wellbeing has led to greater agency for students and their wellbeing.
Differentiated Learning and A for L		Whilst high quality feedback provided by teachers identified area students need to address, the challenge is getting students to use that feedback to strengthen their learning and responses. Teachers have been using a variety of techniques from giving marks to drafts and having students self assess their work. Teachers have been using Dylan Williams literature reviews as a beginning point for professional development on providing high quality professional development on how to give feedback that drives student improvement.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	79	64	67	71
Girls	75	67	65	55

Student attendance profile

School				
Year	2017	2018	2019	2020
7	88.9	93.9	89.6	92.2
8	87.7	87.7	85.7	85.7
9	90.9	89.8	75.1	93.3
10	87.5	87.7	86.5	76
11	91.9	94	87.2	86.8
12	89.5	91.2	93.5	91
All Years	89.4	90.2	86.4	88.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	4	6
Employment	17	22	54
TAFE entry	0	0	0
University Entry	0	0	27
Other	11	13	10
Unknown	11	4	3

Year 12 students undertaking vocational or trade training

24.32% of Year 12 students at Dorrigo High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Dorrigo High School expected to complete Year 12 in 2020 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)	9.7
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	386,335
Revenue	3,062,783
Appropriation	3,034,084
Sale of Goods and Services	148
Grants and contributions	19,108
Investment income	848
Other revenue	8,595
Expenses	-3,240,934
Employee related	-2,972,435
Operating expenses	-268,500
Surplus / deficit for the year	-178,151
Closing Balance	208,184

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.

	2020 Approved SBA (\$)
Targeted Total	38,531
Equity Total	176,588
Equity - Aboriginal	21,614
Equity - Socio-economic	82,008
Equity - Language	0
Equity - Disability	72,966
Base Total	2,633,425
Base - Per Capita	31,698
Base - Location	30,653
Base - Other	2,571,073
Other Total	113,626
Grand Total	2,962,170

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	72.8	66.4	70.8	75.3

Parent/caregiver, student, teacher satisfaction

Student Satisfaction: In term 3 2020, Dorrigo High School commenced a trial on the Educator Impact EI Pulse program. The program enables students to complete a wellbeing check-in weekly via a web-based app. Students are able to use this platform to reach out for 'help' with an identified staff member. In addition, students are asked a series of randomised questions which help to build an over understanding of where the year cohort and whole school sit along 5 key wellbeing domains; feeling valued and safe, being healthy, access to material basics, engagement in learning, participation at school, home life and friendships, positive sense of identity and culture. Year advisers have been able to monitor their cohorts' responses weekly to determine which students require a check-in and to identify any key areas of wellbeing that need to be focused on. The data collected presents significant potential to be used proactively to address any emerging individual and cohort concerns before they reach crisis point. The following is a summary of the results:

How are they feeling?

This data demonstrates an average between 0.0 and 1.0, where 0.0 means "I need help" was selected for all check-ins that week and 1.0 means "I'm feeling great" was chosen for all check-ins. In 2020, the lowest average whole school weekly score was 0.74 and the highest was 0.84. The overall total score was 0.79. This indicates that the majority of our students indicate that they are feeling positive or great.

School Sentiment data.

This data demonstrates the average response between 0.0 (worst) and 1.0 (best) for each of the key framework areas. Our best results were in framework areas: access to necessities; bullying; home climate/environment; connection with adults at home; agency and peer belonging. The average scores in these domains were about 0.86. Areas for further development included: dealing with challenging emotions; emotional regulation; engagement (flow) and feelings about after school study and work. These domains received the lowest average of 0.65.

Parent survey: At the end of 2020 indicates a high level of satisfaction with the school's communication with the parent body. The school's focus on attendance and student wellbeing and this will continue to be a focus moving forward. In 2020, due to covid restrictions, our ability to survey parents was limited. A very small samples were returned to make it valid. Most responses for this comment come from the communication that we have received from parents , rather from a specific survey. Responses received have largely centred around the schools positive response to covid and the support given to students. Parents also expressed their appreciation of the office work for their outstanding effort during this time. Parents also expressed concerns re the impact of covid restrictions on the students and the wider school community.

Teaching Staff completed the School Culture Triage Survey. 65% scored between 60-75 which has the school in the - Monitor and maintain positive school adjustments. This is a positive and reflects the positive collaboration that exists within the school.

The other 35 % is in the modifications and improvement are necessary field. What pushed most under 60 was the question -Teachers and staff visit/talk/meet outside of school to enjoy each others company .

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.