2009 Annual School Report
Dorrigo High School

NSW Public Schools – Leading the way
Our school at a glance
Dorrigo High School is a small, comprehensive, co-educational high school in a small township on the rugged eastern escarpment of the Great Dividing Range. It is located within an hour’s drive of Armidale, and Coffs Harbour via a magnificent drive down through the world heritage rainforest. The school has a proud tradition of success in a wide range of academic, sporting, cultural and community pursuits and is a leader in the implementation of information and communication technologies.

Students
2009 saw the continuation of the trend of declining enrolments due to an aging population. This presented a challenge to the school to enable the provision of a broad curriculum to students. Combined electives in Stage 5 and the continuation of the stage four model achieved this in the junior school. Senior students had access to a wide range of vocational education courses, as well as flexible delivery of TAFE and OTEN courses and distance education courses. We commenced a pilot of delivery via the Connected Classroom with Macksville High School.

Staff
The school had 23.3 teaching positions allocated in 2009. This included 6 executive staff and 17 class room/specialist teachers. The teaching staff were supported by 5.8 administrative and support staff.

The teaching staff is very experienced and committed to offering students every opportunity to reach their potential. In support of curriculum offerings a full range of extra curricula activities are available. These include musical, dance and drama performances, CHS sporting competitions, debating and public speaking and many others, all of which offer opportunities to the students to participate in a variety of activities, contributing to their enjoyment of school life.

In 2009 Mr Ian Watson transferred to Tomaree High School and was replaced by Ms Kelli Dykes. Mr Ian Willis (Deputy Principal) and Mr Martin McDowell (Teacher Librarian) took leave prior to retirement. Mrs Yvonne Evers replaced Mr McDowell. Miss Michelle Armstrong took leave and was replaced by Ms Elizabeth Richards in the music department. We welcomed Mrs Carolyn Ryan as Support Teacher Learning Assistance.

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

Significant programs and initiatives
Dorrigo High School ran a number of significant programs providing support and assisting students to reach their potential. These included:

- Peer Support
- Quality teaching
- Vocational Education
- V Tracks and Deadly Days
- Enlighten
- School and Youth Environmental Councils
- Love Bites
- Well being camps
- Drug and Alcohol Education
- RRISK program
- Work Experience
- Adult learning
- Honeywell Engineering Summer School
- EGATS program
- New South Wales Youth Parliament (Blake Parbery)

Harry Buchanan with his EGATS project

Students learning skills at Deadly Days
Quality Teaching Project

In 2008 and 2009 a small team of teachers at Dorrigo High School have been conducting an Australian Government Quality Teaching and Action Research Project in which they have worked tirelessly toward improving the core literacy and numeracy skills of our Year 7 and Year 8 students. The team have met on a fortnightly basis where they have discussed teaching strategies, shared resources and compared results. They have also had the opportunity to observe lessons in subjects other than their own. All six team members have gained significant insights from this project and hope to continue to expand the project in 2010 to include assessment strategies. Congratulations for all of their hard work must go to Pauline Farrell, Adam Preedy, Melissa Hogan, Alexandra Fraser, Benjamin Cole and coordinator Joanne McPherson.

Tallowoods and Tollywongs

Music students were involved in a project sponsored by the Dorrigo Folk and Bluegrass Festival Committee with funding provided through Festivals Australia. The project was called Tallowoods and Tollywongs: a Living History of Dorrigo. The students were tutored by Tonchi McIntosh and Andrew Hull, both professional musicians and composers, in writing songs about the township of Dorrigo. This culminated in the creation of three songs recorded and performed at the Dorrigo Folk and Bluegrass festival in October. A highlight was gaining first place in the Australian Children’s Music Foundation national song writing competition open category with the song “The Day It Didn’t Rain.”

Buildings and Grounds

Significant funding was spent on school building and grounds in 2009. As part of the Building Education Revolution, much of the school was refurbished. The major teaching building “A” block had walls repaired and repainted and the hallways recarpeted. A new canoe shed was constructed on the riverbank at the back of the school. New concrete steps and retaining walls were constructed near the gymnasium and PE classroom. A one million dollar refurbishment of the science laboratories and prep room as well as the construction of covered walkways, and a disabled ramp to the library were all commenced at the end of Term 4.

Student achievement in 2009

In 2009 the National Assessment Program—Literacy and Numeracy (NAPLAN) continued. Its purpose is to assess the literacy and numeracy learning of students in all Australian schools at years 3, 5, 7 and 9. NAPLAN is designed to provide information on student performance across a number of levels of achievement. Please read the academic achievements section for a more detailed coverage of each of the following areas.

Literacy - NAPLAN Year 7

In 2009 28 students from Year 7 sat the NAPLAN literacy test. School average mark for reading was 531.2 (state 535), writing 491.7 (state 520.9) spelling 516.1 (state 543.6) and grammar and punctuation 529.6 (state 530.4). Students were distributed across all bands with 52 percent achieving in the top three bands for reading. Students were over represented in the lowest band for reading, writing and punctuation.

Numeracy - NAPLAN Year 7

In 2009 28 students from Year 7 sat the NAPLAN numeracy test. School average mark for numeracy was 518.8 (state 541.2). No students achieved in the highest or lowest bands with students distributed evenly through the middle bands.

Literacy - NAPLAN Year 9

In 2009 31 students from Year 9 sat the NAPLAN literacy test. School average mark for reading was 580.7 (state 575.4), writing 544 (state 553.7), spelling 542.6 (state 577.4), grammar and punctuation 568.2 (state 565.9). We were above state average for reading and grammar and punctuation.
Numeracy - NAPLAN Year 9
In 2009 27 year 9 students sat the NAPLAN numeracy test. School average (589.9) was slightly above state average (589.3). Students were over represented in the middle bands in comparison with state, however there were no students in the bottom two bands.

ESSA
In 2009 42 year 8 students sat the ESSA test (Essential Secondary Science Assessment). 79 percent of students achieved in Bands 3, 4 and 5 with no student achieving Band 6 in overall science. We were over represented in the lower bands with 21 percent of students achieving in the lowest two bands. Ten percent of students achieved in the top two bands in working scientifically.

School Certificate
A total of 33 students achieved their School Certificate at Dorrigo High School in 2008. Students sat the tests in English, mathematics, science, Australian history, civics and citizenship, Australian geography and computer skills. In the School Certificate the performance of students is reported in performance bands from Performance Band 1 (lowest) to Performance Band 6 (highest).
Emma Goddard was an outstanding achiever with 4 Band 6s, 1 Band 5 and a highly competent in Computing Skills.

English
The average mark for English was 77.6 (state 75.9) with an outstanding 45 percent of students achieving in the top 2 bands. This is five percent higher than the state average.

Mathematics
The average mark for Dorrigo High School was only 1.1 percent below the state average. One student achieved a Band 6 and only 9.1 percent of students achieved a Band 5. We were over represented in the lower bands with over half of our students achieving a Band 1, 2 or 3.

Science
The average mark for Dorrigo High School was 73.1 which was only 2 of a percent below the state average. Two students attained a Band 6 result. 67 percent of students achieved in the top 3 bands.

Australian History, Civics and Citizenship
The average mark for Dorrigo High School was 68 compared to the state average of 69.5. We were under represented in the top bands with the majority of students achieving in the middle bands.

Australian Geography, Civics and Citizenship
The average mark for Dorrigo High School was 67.6 compared to the state average of 70.3. No students achieved a Band 6, 48.5 percent of students achieved a Band 4 or 5 result, however we were over represented in Band 2 with 27 percent of students achieving a Band 2 result compared to 15 percent of state.

Computing Skills
The average mark for the school was 80.3 compared to the state average of 80. 18 students attained a highly competent result.

Higher School Certificate
Dorrigo High School offered senior students an extensive range of subjects in 2009. Twenty seven students sat for at least one Higher School Certificate examination, with outstanding results being achieved. Of these students, four students are completing their Higher School Certificate via a Pathways program. Nine students achieved a Band 6 result, placing them on the Distinguished Achievers’ list and 12 students gained 33 Band 5 results. Although our courses have a relatively small candidature, many students achieved above state average with excellent results in agriculture, chemistry, design and technology, advanced English, extension 1 and 2 English, general mathematics, extension 2 mathematics, extension history and visual arts. Standard English and biology were the only courses (with a candidature of more than 10 students) where performance was under state average. There were five students who gained an ATAR greater than 90 with Tristan Dique receiving the highest ATAR of 94.85 for 2009.

Principal's message
2009 was an outstanding year. A combination of high quality staff, excellent facilities, hard-working students and a supportive community contributed to achievement by students. Most of our external test results in 2009 were outstanding and a state analysis of data trends resulted in Dorrigo High School being selected for a Rural Outcomes Schooling study in December. Ten schools across the state were selected as part of a study to analyse what programs and initiatives contribute to successful outcomes and to study what may be transferable to other schools to replicate that success. In the study we identified the following as contributing to our success:
• Our supportive community and the close links that we have with many community organisations and events.
• Our implementation of the Quality Teaching framework and the dedication of all of our teachers to quality teaching.
• Our implementation of Information and Communication Technologies and the interactive whiteboard initiative, as well as the high level of participation of staff in ICT professional learning activities.
• Our merit system which recognises and reinforces positive behaviours.
• Our commitment to Vocational Education and Training and the opportunities provided both to our students and our adult learners.
• Strong collaborative relationships between staff.

Being a small, remote community has many advantages. Community participation and connectedness are significant contributing factors to the success of students. Service clubs such as Rotary and Lions, as well as local organisations such as the Arts Council, Drama Club and the Folk and Bluegrass committee have given the students many opportunities and we are deeply appreciative.

We acknowledge all staff and parents for the opportunities they have provided for our students to learn and succeed in many areas. We appreciate the transport to sporting and cultural excursions that you have arranged and provided for our students to learn and succeed.

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

Anne Smith, Principal

P & C message

Throughout 2009 our students continued to have wonderful results, both academically and sporting. As the parent body, we are very proud of all our students’ achievements.

Our main income is produced by the parent volunteers who operate the school canteen to provide a reasonably priced, healthy menu for the students and to raise funds for the school. Our other major fundraiser was our highly entertaining Trivia Night which was a great success.

The P&C again assisted the school with the quest to have interactive whiteboards in most classrooms. In addition the P&C purchased musical instruments, sporting equipment and paid the license fee for Mathletics to enable the Maths classes to have access to a wonderful internet resource.

Our School Captains and students representing the school now do so with pride when wearing the new school blazers purchased by the P&C.

As in previous years the P&C funded prizes for our Annual Presentation Celebration as well as facilitating our School Captains’ visit to meet the State Governor in Sydney.

Many thanks to our faithful, hardworking parent volunteers who run the canteen. Special thanks to the tireless canteen committee who continue to organise the canteen so that it is so very profitable and thereby enabling us to support all students across the curriculum.

Dorothy Everingham

Student representative’s message

At the start of Term 4, many issues were identified within the school that the incoming SRC would need to address. Two fundraisers were very well supported and the Pink by day, Pink by night social was a massive success. The majority of the student body was involved in fund raising for the Jane McGrath Foundation as well as raising awareness of breast cancer. SRC members for 2010 have been inducted and the council is made up of astute, motivated individuals who are determined to have a positive influence within the school. The SRC will continue to work together with the students and teachers to build a friendly and welcoming environment at Dorrigo High School.

Natasha Rout and Beattie Smith

School context

Student enrolment profile

Enrolments declined even further in 2009 due to a number of factors. Many industries in the local district have closed over recent years and over 53 percent of the population is over forty years of age. A lack of available rental accommodation is also a factor that prevents young families moving into the district. A concerted effort to reverse the decline in enrolments by providing a context for adult learners to return to school continued to be successful.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>121</td>
<td>118</td>
<td>114</td>
<td>114</td>
<td>107</td>
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<tr>
<td>Female</td>
<td>103</td>
<td>95</td>
<td>97</td>
<td>91</td>
<td>86</td>
</tr>
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</table>
**Student attendance profile**

Management of non-attendance

We have maintained attendance for all years above regional and state averages this year. A variety of measures assist our excellent attendance rates, namely:

- Close monitoring of attendance rates by the school executive and year advisers.
- Prompt parental contact for those students who have more than 3 days unexplained absence.
- Frequent publication of the attendance policy in the school newsletter to reinforce the fundamental importance of attendance for learning.
- Weekly written notification to parents for unexplained absences.

Graphical data for attendance has been skewed by the large numbers of flood days in 2009 when the school was open with only minimal supervision.

**Structure of classes**

Due to the small number of students in Year 7 in 2009, it was decided to continue the Stage 4 model rather than discrete Year 7 and Year 8 classes. Constant evaluation and intensive professional development of staff resulted in the following structure:

- Three combined year 7/8 classes

The core curriculum is offered with students studying music and French/Italian in Year 7 and visual arts in Year 8. In Year 8, additional “taster” electives of commerce and computing were studied.

Year 9 and 10 are based on the mandatory core subjects offered on a graded basis with students on Learning Support programs being offered a modified curriculum to better cater for their needs. A wide range of elective subjects is also on offer with all students being able to select three courses that can be studied for one or two years.

Year 11 and 12 students are offered a full range of subjects with the curriculum being developed around the students’ first round of selections. To support this, in 2009 each student was personally interviewed to assist them with career aspirations and subject choice. The curriculum on offer is designed to cater for a range of students from those aspiring to university to those who are seeking accreditation for vocational courses under the Australian Qualifications Framework.

**Retention to Year 12**

The information below includes the percentage of the 2007 Year 10 cohort that completed Year 12 in 2009 and comparative data for the School...
Education Group and the state. Dorrigo High School has a retention rate from Year 7 to 12 that is above both region and state averages.

<table>
<thead>
<tr>
<th></th>
<th>SC03-HSC05</th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
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<tr>
<td>DHS</td>
<td>63.4</td>
<td>70.3</td>
<td>76.9</td>
<td>53.2</td>
<td>61.1</td>
</tr>
<tr>
<td>SEG</td>
<td>52.5</td>
<td>48.1</td>
<td>60.3</td>
<td>54.1</td>
<td>50.6</td>
</tr>
<tr>
<td>State</td>
<td>61</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61</td>
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</tbody>
</table>

Post-school destinations
Of the 24 graduating year 12 students post school destinations were as follows:
- University 15
- Part/Full time work 5
- Apprenticeship 4

Tristan Dique achieved dux of year 12 with an ATAR of 94.85. 100% of the 15 students who applied for early entry to Southern Cross, University of New England, Australian Catholic University and Canberra University through the Principal’s recommendation scheme were successful and accepted university places. This is an outstanding achievement for a small cohort of students in a small rural school.

Year 12 students undertaking vocational or trade training
Vocational education is a significant curriculum initiative at Dorrigo High School. Seventy percent of students in year 12 studied one or more vocational education courses this year. Courses delivered on site included:
- Hospitality
- Information Technology
- Construction
- Furniture making

Some students studied vocational education courses at TAFE or OTEN. Course studied onsite included:
- Automotive
- Business Services
- Aged Care

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14.9</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>5.8</td>
</tr>
<tr>
<td>Total</td>
<td>29.1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: 285,233.00
- Global funds: 180,418.00
- Tied funds: 150,621.00
- School & community sources: 69,936.00
- Interest: 9,202.00
- Trust receipts: 25,205.00
- Canteen: 0.00

**Total income**: 720,615.00

**Expenditure**

- Teaching & learning:
  - Key learning areas: 34,395.00
  - Excursions: 33,303.00
  - Extracurricular dissections: 11,438.00
- Library: 7,750.00
- Training & development: 1,179.00
- Tied funds: 206,634.00
- Casual relief teachers: 55,900.00
- Administration & office: 68,428.00
- School-operated canteen: 0.00
- Utilities: 39,334.00
- Maintenance: 20,420.00
- Trust accounts: 26,376.00
- Capital programs: 4,727.00

**Total expenditure**: 509,884.00

**Balance carried forward**: 210,731.00

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

## School performance 2009

### Achievements- Arts

2009 has been an exciting and challenging year for the creative arts at Dorrigo High School.

Music classes from Years 7 to 11 and the school choir and bands provided entertainment for many audiences throughout the year. Katie and Emma Goddard and Beattie Smith were selected for the Talent Identification Program in Port Macquarie.

### Tournament of minds

In 2009 Dorrigo High School and Dorrigo Primary School again combined forces in order to train for the annual Tournament of Minds competition. The high school team included Jack Buchanan, Lauren Brennan, Wade Beaumont, Harry Buchanan, Garth Burley, Braeden O'Brien and Tamara Sisson. The team worked exceptionally well as they prepared to enter the Maths and Engineering challenge for the fourth year in a row. All team members worked hard to perfect their device and performance before competing in front of an audience in Port Macquarie. Their long-term challenge was excellent and their spontaneous was innovative which resulted in the award of Tournament Honours. Congratulations to all team members and their families for their outstanding work and efforts this year.

This year we have had great success with Emma Goddard taking out first prize in Poetry (Secondary) Years 9-10 category of the NSW RSL “Australia My Country” Competition. Emma and her parents travelled to Sydney to receive a certificate and monetary prize which was presented in a special ceremony by the Governor at Government House Sydney.

![The Governor of NSW Professor Marie Bashir and Emma Goddard](image)

### Sport

Once again outstanding sporting performances have been a feature for Dorrigo High and its students in 2009.

#### Swimming

14 records were broken at the school carnival, some of which had been standing since the 1960’s.

- Joe Taylor 100m backstroke
- Richard Goddard 100m butterfly
- Lachlan Atkins 100m individual medley
- LAWS 4 x 25m senior boys and senior girls relay
- Emma Goddard, 50m freestyle, 50m backstroke, 50m butterfly, 100m freestyle, 100m breaststroke, 100m butterfly and 100m individual medley.

11 students qualified for the zone carnival, seven went onto regional competition and three students
- Katie, Emma and Richie Goddard all qualified for state. Richie was then successful in gaining a position in the National Squad and was honoured with the position of Vice Captain of the New South Wales team.

**Athletics**

The only record to be broken on the day was the intermediate girls 4 x 100m relay which was won by Laws.

41 students qualified to attend the zone carnival in Coffs Harbour. The 18 competitors that attended the event took out 16 places and 8 competitors went on to represent Dorrigo High at the regional athletics carnival. Michael Martin, Richie, Katie and Emma Goddard went on to represent at the State carnival. Michael Martin achieved a Personal Best in his 200m event and performed well in the long jump.

**Cross Country Carnival**

A number of students performed exceptionally. The first boy home for the 4km course was Joe Taylor, followed by Harry Van Dyke, Daniel Sangster and Grayson Gardner. The first girl to cross the line was Tayla Atkinson, followed by Keira Plumbe, Jess Young and Sarah Beaumont. Andrew Martin was the first competitor home after completing the 6km course, setting a course record in the process.

A number of competitors travelled away to compete in the zone carnival, with Tayla Atkinson successfully qualifying for the regional carnival.

**Walcha Interschool visit**

At the end of term 2 Dorrigo High travelled to Walcha to play in the annual interschool sporting competition. Unfortunately Walcha took out the trophy again for the third year in a row.

On 19th, 20th and 21st October, six riders from Dorrigo High, travelled to Grafton for the Interschools Equestrian Challenge.

**Combined High Schools and other sporting competitions**

In addition to our whole school events, a number of school teams competed in the Combined High Schools and other sporting competitions.

- Tayla Atkinson shone during the Bill Turner Trophy competition for senior girls’ soccer and secured a position in the Mid North Coast Open Girls Soccer team.
- Ben Neaves and Andrew Ellis were successful in securing positions on the Mid North Coast touch football team.
- Ben Neaves and Andrew Ellis were also successful in gaining a place in the Mid North Coast open boys’ cricket team.
- The open boy’s cricket team successfully advanced to the third round of the CHS competition.

**Aimee Dawson, Sports Co-ordinator**
Academic

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

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

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9) In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

NAPLAN

Year 7 Reading

Year 7 Writing

Year 7 Spelling
Year 9 Spelling

Percentage of students in bands:
Year 9 spelling

Year 9 Numeracy

Percentage of students in bands:
Year 9 numeracy

Year 9 Grammar and Punctuation

Percentage of students in bands:
Year 9 grammar and punctuation

School Certificate – English literacy

Percentage of students in performance bands:
School Certificate English-literacy
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

**Percentage of Year 7 students achieving at and above minimum standard**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85.2</td>
</tr>
<tr>
<td>Writing</td>
<td>85.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students achieving at and above minimum standard**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.6</td>
</tr>
<tr>
<td>Writing</td>
<td>82.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>82.1</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal Education**

The development of Personalised Learning Plans for our Aboriginal and Torres Strait Islander students provided an opportunity to engage and collaborate with parents/carers and local Aboriginal communities to address areas of concern and celebration in their students’ learning journeys.

The support of the Aboriginal Education Consultant was invaluable as it ensured the ‘conversations’ started were culturally sensitive and a positive experience for students, parents/carers and staff. An Aboriginal SLSO also provided excellent support in this process.

Norta Norta funding enabled students, all of whom are ‘off country’ to explore their heritage. Strategies designed to educate all students about Aboriginal histories, cultures and current Aboriginal Australia included holding a Barbeque for students and their families and Non-Aboriginal friends. Indigenous students also attended ‘Deadly Days' accompanied by a Non-Aboriginal friend.

A member of staff attended the local AECG meetings. Resources targeting effective teaching of Aboriginal content in subjects in all KLAs have been purchased including the powerful DVD ‘The First Australians’ and a Dictionary of our local Aboriginal language ‘Gumbangirr’.

**Multicultural Education**

A Congolese refugee family enrolled at Dorrigo High School in Term 3 and we were fortunate to source a highly experienced ESL teacher when three students commenced school in years seven, nine and eleven. The English as a Second Language program at Dorrigo High has enabled the development of individualised learning programs focussing on literacy and English language acquisition. Lessons are designed to be educationally stimulating but also to be culturally sensitive to the needs and cultural nuances of those students arriving from overseas. New Arrivals funding has allowed the school to design strategies to best meet the need of students from overseas. The school has facilitated video conferences with refugee families from other areas to help the families of students from overseas remain in contact. Strategies have been designed to educate all students at Dorrigo High about tolerance and the history and cultures of other people. The State Equity Centre has provided the school with invaluable resources for teaching students from non English speaking backgrounds and these resources have assisted in the development of innovative literacy programs that are able to be used by all students requiring literacy support.

**Respect and Responsibility**

Our Welfare and Discipline policy is based on rights and responsibilities. Student's co-operation and participation is managed by focusing on a student’s right to learn and their responsibility not to affect other students' learning opportunities.

Students are encouraged to undertake community service activities on a voluntary basis. The high level of support given to the Red Shield Appeal, Legacy, the Westpac Helicopter Appeal as well as other fundraising initiatives reflects the school culture. A high level of involvement with local service clubs such as Lions, Rotary and View continues to build a sense of community service in our students.

**Information and Communication Technology (ICT)**

2009 saw the first rollout of laptops to a very excited Year 9 group of students. 80 percent of
teachers also received a laptop as part of the Digital Education Revolution. Preparation for teaching and learning and finalisation of fibre infrastructure as part of the initiative was well under way at the end of the year.

- A significant proportion of professional learning funds supported teachers in the ongoing development of their ICT skills, with a focus on advanced interactive whiteboard training.
- Teaching and learning has been enhanced with early anecdotal evidence showing increased engagement in classes where technology is used to support delivery of curriculum.

**Programs for students with additional educational needs**

**Learning Support**

During this year two students moved to Board of Studies Life Skills syllabuses, which provided programs more suited to their capabilities and learning needs. Additional support was provided to both funded and non-funded students by the provision of accommodations and adjustments to teaching/learning programs cooperatively devised and delivered by the classroom teacher and the SLSOs. These variations were reflected in changes to assessment and reporting practices.

The granting of special provisions to those students with additional learning needs ensured improved outcomes for both School Certificate and Higher School Certificate examinations. Funded students also participated in vocational education work placement and TVET courses.

The involvement of parents/caregivers in developing students’ individual learning plans ensured that all parties had input into and ownership of the programs developed.

School development days featured consultancy support and presentations to develop the knowledge, skills and understanding required to build and strengthen an inclusive school culture. The Support Teacher-Learning attended several courses designed to address learning diversity and to assist with the implementation of ICT initiatives designed to enhance learning opportunities and curriculum delivery.

Students with additional support needs succeeded in sport (to national level), enjoyed success in MAD (music and drama) nights and participated in the school environmental council - attesting to a high level of participation in the full range of curriculum offerings at Dorrigo High School.

**Progress on 2009 targets**

**Targets for 2009**

**Target 1-Numeracy**

- 100% of students attaining national benchmarks in numeracy. Improve by 10% the number of students in the highest bands in NAPLAN. 35% of all students achieving in the two highest bands in NAPLAN in Years 7 and 9. Improve by 10% the number of students in Band 6 in School Certificate and Higher School Certificate.

Strategies to achieve this target included:

- Stage 4 teaching and assessment planned in programmed in response to data analysis.
- Utilisation of ICT tools in all classrooms, use interactive resources, interactive whiteboards.
- Fortnightly faculty meetings have professional learning focused on numeracy.

Our achievements included:

- 100 percent of students in years 7 and 9 attaining national benchmarks in numeracy and one student achieving a Band 6 in the School Certificate

**Target 2-Connected Learning**

- 100% of staff are using ICT tools and resources in teaching and learning programs. 100% of staff are accessing professional learning in ICT tools and resources. Increased provision of BOS courses in senior school through Connected Classroom delivery.

Strategies to achieve this target included:

- Expansion of provision of interactive classrooms.
- Flexible timetabling to enable equitable use of interactive whiteboard classrooms.
- Professional learning in ICT at each staff meeting. Staff accessing professional learning through North Coast region professional learning courses.

Our success is evident by:

- Increase in staff using interactive classrooms.
- Increase in staff accessing professional learning in ICT.
- Increased ICT into teaching and learning programs.
- Increased student engagement.
Target 3-Teacher and Leader Quality

- An increase in the number of teachers and leaders accessing leadership professional learning activities. Teaching and learning informed by aligned, quality criteria assessment tasks in each stage x 1 per semester.

Strategies to achieve this target included:
- Strengthening implementation of the NSW quality teaching model.

Our achievement was evident by
- An increase in the number of teachers accessing professional learning in leadership and quality teaching activities.

Evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of the Mathematics faculty as well as the transition process from Stage 3 to Stage 4 mathematics.

Educational and management practice

Numeracy Analysis-transition

Background

Interviews and data analysis revealed that a better understanding of expected background knowledge and skills in mathematics of students entering Year 7 for students of varying abilities in each strand of mathematics was needed. A self-nominated project funded by North Coast region allowed the mathematics faculty to work with the feeder primary schools to collect data and improve transition processes and collegial liaison between numeracy teachers in Stages 3 and 4.

Findings and conclusion

It should be emphasised that all students have been exposed to all of the key ideas of Stage 3 of each strand by the time they have entered high school. However, the retention of the concepts will be affected by the students’ ability and interest. Students will also have different strengths in the different strands of the continuum. High school teachers often anticipate that the majority, if not all, of students will be competent in all areas of Stage 3 and are frustrated by not being able to commence at Stage 4.

Ability has been divided into three categories: low, middle and high. Most students in the low category will have achieved Stage 1 with varying degrees of Stage 2. Middle range students will have achieved Stage 2 with varying degrees of Stage 3. Students classed as high will have achieved virtually all of Stage 3 and in some cases beyond. The largest variation in ability is expected in ‘working mathematically’, followed by ‘fractions & decimals’ and ‘patterns’.

Future directions

- Amendment of Stage 4 programs to reflect the knowledge gained during the project.
- Retain closer ties and constant communication between Stage 3 and 4 teachers.

Curriculum

Mathematics Faculty Self Evaluation

Background

In 2009 at Dorrigo High School the Mathematics Faculty was evaluated in order to identify areas of strength and concern and to make recommendations for improvement. The evaluation was based on metacognition and use of mathematics in later life. One hundred and sixteen students and eleven parents completed the survey after surveys were issued to parents and students in Years 7, 8, 9 and 12. The survey was comprised of 25 questions covering six broad areas, namely; student enjoyment of mathematics, student perceptions of mathematics, teacher delivery style and type, homework and teacher assistance.

Findings and Conclusions

31.5 percent of students reported that they find mathematics really interesting. 42.5 percent report they like mathematics but only 10.5 percent report it as their favourite subject. These figures remain constant across the different year groups, with a decline in Year 9.

Only 44.5 percent of students believed they were good at mathematics while 88.5 percent of students wanted to do their best in mathematics. More than three-quarters of students believe mathematics will help them as an adult. These figures remain constant across the different year groups, with the exception of Year 9.

When asked about how material is delivered during lessons 33.75 percent of students reported they used computers during lessons and 25 percent of students reported that interactive whiteboards were used. Eighty five and a half percent of students said the majority of lessons used photocopied sheets or textbooks to do most of their work. These results varied markedly
across the year groups with the earlier years reporting a much greater use of technology and mathematics games in their lessons than the senior students. Stage 4 students reported a 58 percent use of technology versus ten percent in Stage 6.

When asked about homework 76 percent of students reported they were given mathematics as part of their homework and 58.5 percent believed that their parents could help them with this homework. The ability of parents to help with homework peaked in Year 8 at 79 percent with 40 percent of students saying their parents could help them with Year 12 homework.

Students were asked how their teachers provided assistance learning mathematics and develop their metacognition. Nearly 31 percent of students reported that teachers explicitly ask how they learn mathematics and 57.25 percent report that teachers build on existing knowledge to teach mathematics. Sixty-one percent of students feel comfortable asking questions while 75 percent believe that their teachers will provide extra help if it is required. Approximately 58 percent of students say they learn mathematics in other subjects. 72 percent of students believe their teachers set high standards, 54 percent report their teacher praises them for achievement and 67 percent think that their teacher believes that they can do well at mathematics.

Students achieving in the highest two bands in the Higher School Certificate in General mathematics, Extension 1 mathematics and Extension 2 mathematics were above the state average. This was not the case in 2 unit mathematics.

The Stage 4 program has been totally rewritten with an emphasis has been on Quality Teaching Framework, Aboriginal Education and ICT.

Future Directions

Staff will continue their excellent uptake and implementation of technology. A more concerted effort will be made utilising technology in delivery to Stage 6. Staff will be more mindful of building on existing knowledge when introducing a new topic and be more generous with praise for student achievement. Methods of engaging and enthusing Stage 5 students will be a focus of faculty meetings and the Australian Curriculum planning.

Parent, student and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students and community were surveyed on the effectiveness of the discipline and welfare system. Parents emphasised the need to continue with the implementation of positive behaviour recognition. Students expressed a concern about the consistency of teacher judgement for the distribution of merit awards.

Parent meetings were also used to include parents in the policy development process and to maintain open communication channels. These included monthly P&C meetings, and parent information evenings for Years 6, 8, 10, 11 and 12 parents. The information gathered from these sources was then utilised to assist with the development of the 2010 management plan.

Professional learning

Professional learning funds were expended to support the school management plan as follows:

- Beginning teachers $562
- Use of ICT for teaching and learning $7504
- Quality Teaching $1616
- Literacy $436
- Syllabus implementation $1300
- Leadership and Career Development $4689
- Welfare and Equity $457
- Other School Priorities $790

School development 2009 – 2011

At Dorrigo High School our purpose is to provide quality teaching, learning and achieving in a safe, caring environment. In achieving our purpose we value: all members of the school community, good communication, positive staff and student morale, supportive welfare processes, consistency in management and discipline, a broad curriculum, small classes, well-resourced classrooms and library, the latest information and communication technologies, and sporting, social and cultural opportunities for our students. Our major priorities for 2010-2011 will be evaluated by our value adding in external tests.

Targets for 2010

Numeracy: Our goal over the next two years is to expand the good results we are achieving in external testing to include Stage 4 students. We aim to continue the trend in our value added data and also to ensure that our School Certificate and Higher School Certificate results improve in
subjects which have been identified as needing improvement.

**Connected Learning:** We also plan to continue with our development of information and communication technologies in the school and to implement and build on the Connected Classroom concept. We anticipate expanded use of ICT learning tools, including the DER laptops for both staff and students, interactive technologies and ICT based curriculum resources to promote student engagement and to broaden curriculum offerings in the senior school.

**Teacher and Leader Quality:** We will also focus on teacher and leader quality and continue with our quality teaching initiative and provide increased opportunities for leadership development in the school.

**Literacy:** Our goal over the next two years is to improve literacy outcomes for all students, particularly low ability students and to increase the participation of students in a broad range of literacy activities across all key learning areas.

**Student engagement and retention:** Our goal over the next two years is to embed knowledge of the quality teaching framework into the classroom practice of every teacher as well as the identification and addressing of individual learning needs (GATS, Aboriginal students, learning difficulties) by classroom teachers. School Certificate data and Higher School Certificate data will reflect improvement against state achievement levels and value added data.

**Aboriginal education:** Our goal over the next two years is to ensure that Aboriginal and Torres Strait Islander students achieve at the same or higher level as the rest of their cohort.

**Target 1-Numeracy**
- Improve by 7.1% the number of students in the highest two bands in NAPLAN. In year 7 from 17.9% to 25% and in Year 9 from 9.7% to 15.8%.
- Improve from 3 percent to 13 percent the number of students in Band 6 in School Certificate and from 0% to 10% in the Higher School Certificate.

Strategies to achieve this target include:
- Developing a culture of the importance of basic numeracy skills - newsletters, assemblies, staff meetings, DEAR, mathematics competitions
- In depth analysis of NAPLAN data by all faculties to identify aspects of numeracy underperformance by individuals and cohorts and familiarity with NAPLAN data as part of transition planning.
- Stage 4 teaching and assessment planned in programmed in response to data analysis.
- Utilise ICT tools in all classrooms, use interactive resources, interactive whiteboards, join online mathematics activities.
- Explicit demonstration of School Certificate tests online.
- Integrate Working Mathematically into each of the five content strands of the syllabus.
- Faculty meetings have professional learning focused on numeracy.

Our success will be measured by:
- Faculty meeting reflect NAPLAN analysis across school and teaching programs reflect findings.
- Use of interactive whiteboards increases in all stages and faculties.
- Students registered in online Maths activities (eg: mathsonline, smartkiddies).
- Academic awards and class merits for application reflect improved engagement.
- Professional learning evaluations indicate increased knowledge in interactive technologies and numeracy.
- Improved sharing of data between feeder schools and Dorrigo High School.
- Year 10 students are familiar with format of School Certificate test.

**Target 2-Connected Learning**
- At least two extra HSC courses are provided in senior school through Connected Classroom delivery.

Strategies to achieve this target include:
- Professional learning in ICT at each staff meeting and utilisation of Connected Learning training room at Bayldon Public School.
- Link with other schools to provide classes through Connected Classroom.

Our success will be measured by:
- Increase in Stage 6 courses offered.

**Target 3-Literacy**
- 100% of students attaining national benchmarks in literacy according to NAPLAN.
- Decrease by 10% the number of students in the lowest bands (Bands 4 and 5) of NAPLAN from 25% in 2009 to 15% in 2010.

Strategies to achieve this target include:
• In depth analysis of NAPLAN data by all faculties to identify aspects of literacy underperformance by individuals and cohorts and targeting teaching strategies towards the needs of these students.

Our success will be measured by:
• Stage 4 and 5 students are becoming proficient in researching, questioning, applying skills and strategies, communicating, reasoning and reflecting.

Target 4 - Teacher and Leader Quality
• 100% of executive demonstrate increased capacity to lead ICT implementation across specific curriculum areas.

Strategies to achieve this target include:
• All executive attend a range of courses to enhance ICT skills (videoconferenced and face to face) funded by school professional learning funds.

Our success will be measured by:
• All executive use interactive resources, laptops and other ICT resources to model best practice to their staff and engage students in quality tasks.

Target 5 - Student Engagement and Retention
• Increase retention rate into senior school by at least 10% in 2010-2011.

Strategies to achieve this target include:
• Use School Certificate and Higher School Certificate data and student feedback to identify curriculum areas in each faculty that need improvement and develop appropriate strategies to address priority areas.
• Improve communication procedures within faculties so that all staff are aware of learning plans for each student.
• Build teacher capacity to provide high quality learning opportunities for students through the revised TARS process utilising the seven competencies to be used as standards to assess and develop teacher performance.
• Implement study skills mentoring for senior students.
• Explicit use of Standards packages in Stage 6 to ensure clear expectations.
• Apply for the implementation of the Applied Mathematics course and ensure it is staffed in 2011.

Our success will be measured by:
• Individual learning plans are in place for all identified students and being accessed by all staff.
• All students have a school to work plan in place.

Target 6 - Aboriginal Education
• 100 percent of Aboriginal students achieve at or above the level of the broader school community.

Strategies to achieve this target include:
• Individual learning plans are negotiated in consultation with parents
• Norta Norta funding is accessed for tuition of senior students.

Our success will be measured by
• NAPLAN, ESSA, and HSC data show Aboriginal students achieving at or above the level of the broader school community.

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

Mrs Anne Smith - Principal
Mr Matthew Heaney - Head Teacher Mathematics
Mrs Pauline Farrell - Head Teacher Learning Support (relieving)
Mrs Carolyn Ryan - Support Teacher Learning Assistance
Mrs Melanie Sifko - ESL teacher
Mrs Dorothy Everingham - School Community representative

Dorrigo High School
P.O. Box 156, Dorrigo 2453
Ph: 66572001
Fax: 66572281
Email: dorrigo-h.schools@det.nsw.edu.au
Web: http://www.dorrigo-h.schools.nsw.edu.au
School Code: 8453

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr