2008 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 beginning to be well-regarded for its developing adult learning community initiative.

Students

2008 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. Successful continuation of the adult learning initiative as well as combined electives in Stage 5 achieved this. Senior students also had access to a wide range of vocational education courses, as well as flexible delivery of TAFE and OTEN courses as well as distance education courses.

Staff

A significant change of staff occurred in 2008.

Mr Peter White commenced as Head Teacher Technology and Applied Studies. Mr Howchin, long serving agriculture and science teacher took leave prior to retirement and was replaced by Mr Allan Grace. Ms Marijke Verschuuren transferred to Bellingen and Mr Julian Bower transferred to Gundagai. They were replaced by Ms Penny MacDonald and Mr Ian Smith. Mr David King was appointed as a mobile teacher to offset a long term leave vacancy. A new music position was created and Ms Michelle Armstrong was appointed. Mr Christopher Menzies was appointed as farm assistant. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Welfare and discipline

In 2008 the revised Welfare and Discipline policy was implemented. Significant changes were made particularly in the recognition of positive behaviour. New recognition procedures such as Principal’s morning teas and assembly recognition were put into place. The RISC system was used as an effective database of record of achievement.

The new system had a significant impact on improving student behaviour and there was an increase in the number of merits awarded to students in 2008. 11 percent of students attained gold in the new system, 44 percent attained silver and 64 percent attained bronze. 83 students were eligible to attend the merit excursion at the end of the year.

Adult learning

With the declining student population, the adult learning initiative continued in earnest in 2008. A total of 42 adults enrolled in courses. 24 adults enrolled in HSC courses and continued in their chosen subject for the whole year and gained Certificate 1 or 2 or a Statement of Attainment in their chosen subject. 21 adults continue to work towards a Certificate 1 or 2 or a Statement of Attainment.

Adult learner, Ms Cheryl White and teacher Mrs Robyn Cotton in Hospitality

Information and Communication Technologies

Seventy five percent of classrooms were equipped with interactive whiteboards by the end of 2008 and staff continued intensive training to utilise information and communication technologies to enhance delivery of curriculum and increase student engagement.

Quality teaching

Ms Joanne McPherson, Head Teacher English successfully applied for a federal quality teaching grant and has successfully led staff in the following project: Translations: Language and Number Conventions in Staffrooms and Classrooms.

Student achievement in 2008

In the National Assessment Program, the results across the Years 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.

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

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 7

In 2008 44 students from Year 7 sat the NAPLAN literacy tests. School average mark for reading
was 530.4 (state 543.2), writing 489.3 (state 535.5) spelling 510.1 (state 549.50) and grammar and punctuation 522.3 (state 537.3) Students were distributed across all six bands however were over represented in the lower to middle bands in all areas.

**Numeracy – NAPLAN Year 7**

In 2008, 44 Year 7 students sat for the NAPLAN numeracy test. The school average mark for numeracy was 522.3 (state 552.9). As with literacy, students were over represented in the lower to middle bands against the state average.

**Literacy – NAPLAN Year 9**

In 2008 32 Year 9 students sat for the NAPLAN literacy test. There was a significant improvement evident with the average score of 592.1 for reading being above state average (584). The average for writing was 568.5 (state 569.8), spelling (548.3) and grammar and punctuation (571.1) were slightly below state averages of 586.4 and 578.8.

**Numeracy – NAPLAN Year 9**

In 2008 32 Year 9 students sat for the NAPLAN numeracy test. School average (574.5) was below the state average of 593.7.

**School Certificate**

A total of 41 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).

**English**

The average mark for Dorrigo High School was 77 which was two points higher than the state average of 75. No students achieved a Band 6 however 88 percent of our students achieved Band 4 or 5 compared to the 74 percent of students across the state who achieved either Band 4, 5 or 6.

**Mathematics**

The average mark for Dorrigo High School was only .1 of a percent below the state average. No student achieved a Band 6 and only 14 percent of students achieved a Band 5. We were over represented in the lower bands with over half of our students achieving a Band 2 or 3.

**Science**

The average mark for Dorrigo High School was 75.1 which was 4 points above the state average. Two students attained a Band 6 with over forty one percent of students achieving a Band 5 or 6 result.

**Australian History, Civics and Citizenship**

The average mark for Dorrigo High School was 69.1 compared to the state average of 68.5. There has been a significant improvement this year with one student achieving a Band 6, and we are at or above state average in Band 4 and Band 5.

**Australian Geography, Civics and Citizenship**

The average mark for this school was 71.1 compared to the state average of 71.4. There has been a significant improvement this year with one student achieving a Band 6, and we are at or above state average in Band 4 and Band 5.

**Computing Skills**

The average mark for the school was 81.5 compared to the state average of 79. There has been a significant improvement this year with 61 percent of students achieving at highly competent which is 10 points above the state average.

**Higher School Certificate**

Dorrigo High School offered senior students an extensive range of subjects. Twenty nine students sat for the Higher School Certificate in 2008, with solid results being achieved. Three students achieved a Band six result, placing them on the Distinguished Achievers’ list and fifteen students gained thirty-six Band five results. Although our courses have a relatively small candidature, many achieved above state average with excellent results in agriculture, drama, and design and technology. Advanced English and biology were the only courses (with a candidature of more than 10 students) where performance was under state average. General mathematics was above state average. There were 2 students who gained a UAI greater than 80 with David Harvey receiving the highest UAI (83) for 2008. Heidi Francis’ major design project in Design and Technology was selected for DesignTech.

**Messages**

**Principal's message**

The purpose of Dorrigo High School is to provide “quality teaching, learning and achieving in a safe, caring environment” where all students “do their best”. In achieving this purpose, the school community has determined that they value:

- All members of the school community
Good communication
Positive staff and student morale
Supportive welfare processes
Consistency in management and discipline
Recognition of positive behaviour
A broad curriculum
The latest information and communication technologies
Sporting, social and cultural opportunities for students.

Dorrigo High School is a dynamic environment in which to work and learn. A combination of high quality staff, good facilities, hard-working students and a supportive community contributes to achievement by students. 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

P&C message
2008 was another successful year for the Dorrigo High School P&C. With the small number of members attending our regular meetings and the wonderful contribution of our parents in the canteen, we were able to support our students and the school with a range of equipment and textbooks. Many members of staff presented a wish list from which we purchased items for use by all students across the faculties. Our main focus during the year was to ensure that the school had sufficient textbooks and English texts so that every student could take required texts home to read and study. We also supported the school’s annual presentation of awards with trophies and book vouchers. Our students totally enjoyed, and learnt much on their day at the Armidale Safety Driving program which was facilitated by the P&C.

Our school now has interactive whiteboards in many classrooms and the P&C is proud that we have contributed to the purchase of many of them. Our students and staff enjoy the many modern teaching methods provided by this modern technology.

Many thanks to our faithful, hardworking parent volunteers who run the canteen which is the major source of our income. Special thanks to the tireless canteen committee who continue to organise the canteen so that it is so very profitable.

Dorothy Everingham

Student representative’s message
The Student Representative Council (SRC) was jump started with a new and enthusiastic group of members elected in 2008 who will carry into 2009. These new members were instantly provoked into their leadership roles through their first “Impact Leadership” conference at the Coffs Harbour Ex-services club. Students were amazed at their own abilities to take on new challenges and they all publicly spoke in front of fellow learners from surrounding schools. Students walked away from the day with a new found ability to resolve conflict, empower other students and set achievable goals.

Student representatives used the newly developed skills whilst involved in the Year 6 orientation days at the end of 2008. Students acted as mentors and were able to relax the Year 6 students with a variety of icebreakers.

For the first time in the history of the SRC at Dorrigo High School World Aids Day was publicised within the school community through the sale of AIDS day merchandise and a wear red mufti day which raised $132 for the AIDS Foundation. SRC presidents Naomi Marks and Brayden Mellon shone in their first official role during their coordination of the AIDS day assembly. Both students spoke about the relevance of AIDS to their fellow students and also facilitated special guest speakers from the local area.

Naomi Marks and Brayden Mellon

School context
Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
Enrolments declined in 2008, due to a number of factors. Major industries in the local district have closed 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 continues to be successful and has resulted in enrolments remaining stable in 2008.

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>87.0</td>
<td>88.8</td>
<td>91.5</td>
<td>92.5</td>
</tr>
<tr>
<td>Region</td>
<td>87.8</td>
<td>88.3</td>
<td>88.6</td>
<td>88.0</td>
</tr>
<tr>
<td>State</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
</tr>
</tbody>
</table>

![Chart showing attendance rates from 2005 to 2008](chart.png)
Structure of classes

Due to the small number of students in Year 8 in 2008, 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:

- Two Year 7 classes
- A combined Stage 4 class comprising the top Year 7 and Year 8 students
- One Year 8 class

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 agriculture 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 2008 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

As the table below shows our retention rate of students continuing to Higher School Certificate studies in 2008 dropped significantly and was seven percent below state average. This is a reversal of the trend over the past three years and has been addressed in the school management plan.

<table>
<thead>
<tr>
<th>School</th>
<th>SC02 - HSC04</th>
<th>SC03 - HSC05</th>
<th>SC04 - HSC06</th>
<th>SC05 - HSC07</th>
<th>SC06 - HSC08</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEG</td>
<td>51.0</td>
<td>63.4</td>
<td>70.3</td>
<td>76.9</td>
<td>53.2</td>
</tr>
<tr>
<td>State</td>
<td>46.9</td>
<td>52.5</td>
<td>48.1</td>
<td>60.3</td>
<td>54.1</td>
</tr>
</tbody>
</table>

Post-school destinations

Twenty five students completed their Higher School Certificate in 2008. The table shows the percentage of Year 12 students’ post school destinations.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University entry</td>
<td>42 percent</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>23 percent</td>
</tr>
<tr>
<td>Employment</td>
<td>25 percent</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>10 percent</td>
</tr>
</tbody>
</table>
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

Due to an increase in the number of year seven students enrolling and sustained enrolment of adult learners, the staffing establishment increased slightly in 2008. School Learning Support Officers are employed as funding permits to assist students on funding support programs. The school Administrative Manager is supported by 2.682 office staff, .5 General Assistant and .6 Farm Assistant.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>24.9</td>
</tr>
</tbody>
</table>

Staff retention

The staff retention rate from 2007 to 2008 was 75%. One member of staff took a year's leave, two staff members retired and one relinquished his position to move out of the district. Two staff members transferred to other schools.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 93.9 percent.

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>80 %</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20 %</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.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the P & C Association. Further details concerning the statement can be obtained by contacting the school.

Financial summary

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>193 277.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>227 568.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>252 902.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>60 515.00</td>
</tr>
<tr>
<td>Interest</td>
<td>19 054.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18 737.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>772 053.00</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 67 636.00
  - Excursions: 13 305.00
  - Extracurricular dissections: 16 243.00
- Library: 5 537.00
- Training & development: 1 766.00
- Tied funds: 192 424.00
- Casual relief teachers: 33 299.00
- Administration & office: 69 710.00
- School-operated canteen: 0.00
- Utilities: 41 187.00
- Maintenance: 22 962.00
- Trust accounts: 13 808.00
- Capital programs: 8 939.00

Total expenditure: 486 816.00

Balance carried forward: 285 237.00

School performance 2008

Achievements- Arts

2008 has been an exciting and challenging year for the creative arts at Dorrigo.

- Senior visual arts students travelled to Sydney in February to see the ArtExpress exhibition and OnStage performance.
- Music classes from Years 7 to 11 and the school choir and bands provided entertainment for many audiences throughout the year. This culminated in the choir members performing in the mass rendition of *I am Australian* at the Bellinger Dorrigo Learning Community launch in Education Week. The school rock band also gave a moving performance of *Zombie*.
- Katie and Emma Goddard and Beattie Smith were selected for the Talent Identification Program in Port Macquarie.
Natasha Rout attended a National Institute of Dramatic Art workshop, sponsored by the Dorrigo Arts Council.

Alex Sommers at the BDLC launch

The school choir and individual performers were successful at the Coffs Harbour Eisteddfod in June. Katie Goddard received three first places. Emma Goddard received a first as well as two thirds.

Will James (year 12 ancient history student) and Ms McPherson participated in a joint local schools excursion and spent two weeks in Italy exploring ruins studying for the HSC ancient history course.

Tournament of minds
2008 was another fruitful year for Dorrigo High in Tournament of Minds and it was the first year in which our high school was joined by a primary school team in their training for the competitions. Team members were: Keira Plumbe, Connor McEwen, Tamara Sisson, Emma Goddard, Liam Sandstrom, Natasha Rout and James Taylor. As in the previous three years, Dorrigo High School put together an outstanding performance for the long term Maths and Engineering problem at the regional finals. With an equally creative spontaneous solution our team won the day and headed off to the state finals in Sydney in September. They achieved an outstanding result when they received Tournament Honours and second place in the competition. This marks the third year in a row that Dorrigo High School has represented the North Coast Region in the state finals of Tournament of Minds and in each of the three years our team has walked away with either a first or second place.

Debating in Dorrigo
Throughout 2008 Dorrigo High School participated in the Premier’s debating competition for Years 7 and 8 and Years 9 and 10. Our students took part in a range of debates against other local schools including Nambucca High, Bellingen High, Orara High and Coffs Harbour High. Our Year 7/8 team consisted of Garth Burley, Isabelle White, Carly Harris and Brooklyn Harrison while our Year 9/10 team consisted of Natasha Rout, Frithjof Herb, Emma Goddard and Eleanor Kerr. Both teams competed strongly and achieved mixed results, however we were unable to progress past the first round. The standard of debating was quite high and by the application of our students was impressive.

Agriculture Cattle Team
A number of students studying agriculture in Years 9, 10 and 12 travelled to Barraba where they participated in beef cattle judging, paraders and lead steer competitions. James Taylor and Emily Johnson were selected to compete in the finals of the paraders competition. Tekoa Colburn and Simon Atkins also worked admirably with the cattle team in looking after the welfare of the animals and competing in group judging events acting as student supervisors. A great team effort from all involved.

Sport
Once again Dorrigo students were immensely successful across a wide array of sports, both team and individual. Students were regularly chosen for higher representative honours. In summary these were the following highlights in 2008:

- Eighteen students competed in the Zone swimming championships.
- Thirteen students competed in the Regional swimming championships.
- Richie and Emma Goddard made it to the State championships.
- Emma Goddard competed in the Australian age titles in Brisbane.
- Laura and Jayden Foster, Brayden Mellon, Laura Singleton and Mitchell Hulbert represented the school at the All Schools State Canoeing Championships at Nymboida.
- In swimming, Richie Goddard, competed in the Combined High Schools 16-19 multi disability event, winning two silver medals and a bronze as well as the Australian age record for the 50m backstroke.
  - Richie then went on to the National titles in Hobart and returned with two gold, three silver and one bronze medal.
Richie was selected in the NSW team to compete in the Pacific School games in December in both swimming and athletics. In November he was awarded a North Coast blue in swimming and a North Coast honour Blue in Athletics.

In December, Richie was the recipient of a CHS blue in swimming.

- Billy Radcliffe was selected for the Country All Star basketball team and presented with the Brendan Talbot encouragement award.
- Katie Goddard was named junior sportsperson of the year for the Bellingen Shire at the Australia Day awards.
- Five students (Alice Freeman, Lauren McGuire, Charli Tosh, Danielle Shirley and Maddison Henry) participated in the Clarence Valley Interschool Gymkhana.
- We won the interschool competition with Walcha Central School.
- In rugby league, the Dorrigo open girls’ team won the Mid North Coast championship at Port Macquarie for the second year running.
- Brayden Mellon was the winner of the Pierre de Coubertin award.
- Michael Peterson gained selection in the Mid North Coast Rugby League squad.

Leadership and Public Speaking

- Kirk Darby (school captain 2007) was named Bellingen Shire Council junior citizen of the year.
- Naomi Marks won the Lions Youth of the year competition locally and Krystal Everingham won the public speaking competition.

Environmental Education

Dorrigo High School continues to lead the way in environmental education. The Student Environmental Council continues to work toward the goal of sustainability and understanding global issues that impact on the world. The Youth Environmental Council (regional student body) continues to flourish with Dorrigo High School students playing a leading role in its activities, with Katherine Sangster and Beau Lindsell on the executive of the YEC.

Academic

In the National Assessment Program, the results across the Years 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.
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
### Percentage of students in performance bands: Australian Geography, Civics and Citizenship

- **Performance band**
  - 1: Percentage in band 2008
  - 2: School Average 2004 - 2008
  - 3: LSG average 2008
  - 4: State average 2008

### Percentage of students in performance band: Computer Skills

- **Performance band**
  - Competence Not Demonstrated
  - Competent
  - Highly Competent

### School Certificate: Relative growth from Year 5 (value-added)

- **School Certificate relative performance comparison to Year 5 (value-adding)**

### School Certificate relative performance comparison to Year 5 (value-adding)
Minimum standards
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.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Educational outcomes were improved for our Indigenous students through an initiative that saw Lyn Williams employed as a mentor and tutor. This enabled the students to access one on one and small group support across a wide range of subjects.

Indigenous students are encouraged to participate in leadership initiatives such as SLIKK (Student Leadership is for Koori Kids) and the whole school Student Representative Council.

In 2008 we took part in a number of cultural activities such as the NAIDOC celebrations organised by Dorrigo National Parks and "Deadly Days", a careers, sport and creative arts expo at the Coffs Harbour Education Campus.

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.

Progress on 2008 targets

Target 1

To expand the Dorrigo Learning Community

Strategies to achieve this target included:

- Expansion of adult learning courses.
- Employment of Adult Learning Liaison Officer to promote existing courses, to survey community needs and to explore options for new course delivery in 2009.

Our success was evident with:

- An increase in the number of adult learners enrolled.
- By the end of Week 4 Term 1 students were successfully working and enjoying new courses.
- New courses maintained student numbers.
• Year 10 to 11 numbers increased in 2008.

**Target 2** To integrate ICT into teaching and learning

Strategies to achieve this target included:
• Professional learning activity at each staff meeting.
• Employment of an ICT tutor one day per fortnight working with staff on interactive whiteboards.

Our success was evident with:
• A significant improvement in School Certificate computing skills test results.
• More staff participating in ICT professional learning.
• A significant increase in the utilisation of the computer laboratories.

**Target 3** To develop positive student and staff welfare.

Strategies to achieve this target include:
• Increase the number of reports of student bullying by 10 percent.
• Increase the number of merit awards by 30 percent.

Our success was evident with:
• An increased staff awareness of bullying in classroom and playground
• A significant increase in the number of merits awarded to students and an increase in the number of students gaining gold, silver and bronze awards

**Target 4** To develop a positive learning culture

Strategies to achieve this target include:
• Implementation of supervised study periods for Yr 11 and 12 students instead of “frees”.
• Parent and student meetings providing extensive information and counselling for subject selection and vocational pathways at end of Year 10.
• Provision of a broad flexible subject choice.
• Close monitoring of attendance of senior students.

Our success was evident with:
• 100 percent of year 11 students maintaining subjects chosen until the end of the preliminary year appropriate courses
• Students utilising the library for study periods

**Target 5** To improve the standards of literacy and numeracy throughout the school

Strategies to achieve this target include:
• Staff who form part of the Quality Teaching Action Learning project will confidently and explicitly demonstrate key elements of the Quality Teaching model in their programs, professional discussions and classroom practice.

Our success was evident with:
• Literacy and numeracy embedded in all Stage 4 programs.
• An increase in the number of staff on the quality teaching team
• An increase in the number of staff on the quality teaching team

**Key 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 2008 our school carried out an evaluation of our Year 6 into 7 transition program and a review of the science faculty.

**Educational and management practice**

**Transition process**

A sub committee of the school executive team, which is the basis of the school improvement committee, undertook a review of the Year 6 to 7 transition process.

**Background**

In previous years, Year 6 students from our feeder schools had attended for a single orientation day late in November. Contact with the feeder schools was minimal. Year 7 students did not settle quickly into school life the following year.

**Findings and conclusions**

• Observation and anecdotal information early in the year revealed that parents were not well informed about the transition to high school.
• A new process was discussed and implemented in Terms 3 and 4 of 2008. The new system was highly successful and will continue.

**Future directions**

A successful trial of the following initiative was held in Terms 3 and 4.

• A parent information evening was held in Term 3 to impart information about the school, the course of study in Year 7 and a tour of the school and its facilities.
• Students visited the school for four Wednesday afternoons to experience a variety of subjects whilst the rest of the school was at sport. Two lessons were attended on each visit across a variety of key learning areas.
• A full orientation day and disco was held for the students in late November.
• The Support Teacher Learning assistance and the Year Adviser for Year 7 of the following year visited the feeder schools in November.
• Students with special needs had a higher frequency of visits and assistance.

Curriculum

Background
In 2008 an evaluation of the Science faculty was completed as part of the annual evaluation process. Faculty staff were involved in ongoing consultations throughout the year. These ranged from a review of faculty curriculum and management policies to discussions of teaching practice. Staff, students and parents were surveyed.

Findings and conclusions
• The faculty has sound policies covering formal supervision and management structures, resource holdings and faculty organisation.
• Curriculum has recently been reprogrammed in Stage 4, with outcomes for learning, teaching for individual differences, values statements and scope and sequence clearly defined and the Quality Teaching framework embedded in programs.
• A number of students enter the national science competition.
• In depth analysis of Higher School Certificate and School Certificate results has not occurred in the faculty.
• Staff have embraced the interactive whiteboard as a tool in their classrooms.
• Assessment practices are not in line with school procedures in Stages 5 and 6.
• Higher School Certificate results are consistently below state average for chemistry and biology.

Future directions
• Increased professional learning opportunities will be provided for staff to further understand and develop the quality of assessment tasks.
• Faculty meetings will utilise the Board of Studies Results Analysis package software to analyse external examination results.
• Faculty staff will continue to be a part of the quality teaching team.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Surveys were conducted to evaluate whole school communication. 70 percent of staff expressed satisfaction with the change in communication structures.

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 Year 6 and Year 10 parents. The information gathered from these sources was then utilised to assist with the development of the 2009 management plan.

Professional learning
Professional learning funds were expended to support the school management plan as follows:
Beginning teachers $ 1720
Use of ICT for teaching and learning $ 5016
Quality Teaching $ 3409
Syllabus implementation $ 5928
Leadership and Career Development $ 1524
Welfare and Equity $ 834
Other School Priorities $ 490

School development 2009 – 2011
• Numeracy
Our goal over the next three 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, 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.

### Targets for 2009

#### 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 include:

- Parent workshops to promote ICT and to demonstrate what students can achieve online at home.
- Stage 4 teaching and assessment planned in programmed in response to data analysis.
- Utilise ICT tools in all classrooms, use interactive resources, interactive whiteboards.
- Fortnightly faculty meetings have professional learning focused on numeracy.

Our success will be measured by:

- Faculty meeting minutes reflect NAPLAN analysis across school and teaching programs reflect findings.
- Use of interactive whiteboards increases in all stages and faculties.

#### 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 include:

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

Our success will be measured 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.

#### 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 include:

- Strengthen implementation of the NSW quality teaching model.
- Professional learning toolkit used by staff to evaluate career aspirations.

Our success will be measured by:

- All teachers aware of and using professional learning toolkit.
- Increase in teachers accessing professional learning in leadership and quality teaching activities.

### 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.

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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: