Our school at a glance

Students

2011 saw a small decrease in student enrolments. This is partly attributed to the local demographics, however there have been a number of families who live in the school’s drawing area who choose to send their children to non government schools near Coffs Harbour. There is a concern from these families about the curriculum choice at Dorrigo High School in the future. At present the school is able to offer a wide range of vocational education courses, as well as flexible delivery of TAFE and Distance Education courses.

Staff

The school has a positive mix of experienced teachers and newly trained teachers. There are a number of permanent and temporary part-time teachers appointed to the school in an attempt to adequately cover all aspects of the curriculum. Some teachers are required to teach outside of their area of expertise. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Dorrigo High School does not attract any additional funding under the National Partnerships or Priority Schools Program. The school receives a Small Schools Staffing supplement which assists in offering a broad curriculum and a wide range of extra curricula activities. These include musical, dance and drama performances, Combined High Schools sporting competitions, debating and public speaking.

In 2011, 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
- Love Bites
- SWAP
- Rock and Water
- Senior Study Skills
- ‘Well Being’ camps
- RRISK driver safety program
- Work experience
- Tournament of the Minds
- Science and Engineering Challenge
- The ELES Online Study Skills Handbook
- Anti-bullying program
- NSW Premier’s Student Volunteering Awards
- Healthy Parents, Healthy Babies
- NSW Premier’s Sporting Challenge

Student achievement in 2011

The National Assessment Program-Literacy and Numeracy (NAPLAN) continued in 2011. 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.

Literacy - NAPLAN Year 7

In 2011, 39 students from Year 7 sat the NAPLAN literacy test. The school mean mark for reading was 551.9 (state 544.0), writing 534.8 (state 527.9) spelling 539.6 (state 547) and grammar and punctuation 535.8 (state 538.4). Students were significantly over represented in the middle bands and significantly under represented in the lower bands.

Numeracy - NAPLAN Year 7

In 2011, 40 students from Year 7 sat the NAPLAN numeracy test. The school mean mark for numeracy was 534.8 (state 550.4). Students were significantly over represented in the bottom bands and correspondingly underrepresented in the top bands.
Literacy - NAPLAN Year 9
In 2011, 25 students from Year 9 sat the NAPLAN literacy test. The school mean mark for reading was 571 (state 584.4), writing 520.3 (state 564.1), spelling 555.9 (state 589.4), grammar and punctuation 546.2 (state 576.5). No students achieved a score in the top band for literacy and students were significantly overrepresented in the bottom and middle bands.

Numeracy - NAPLAN Year 9
In 2011, 24 Year 9 students sat the NAPLAN numeracy test. The school mean mark for numeracy was 555.78 (state 592.3). Students were over represented in the bottom bands in comparison with state.

ESSA
In 2011, 44 Year 8 students sat the ESSA test (Essential Secondary Science Assessment). 85% of students achieved in Bands 3, 4 and 5 with three students achieving Band 6 in overall science. Dorrigo High School students were under represented in the top two bands with one student achieving a Band 2. These results are an improvement from 2010. Dorrigo High School students were above state average overall, and specifically in ‘working scientifically’ and ‘communicating scientifically’. They were below the state average in ‘extended responses’.

School Certificate
A total of 36 students achieved their School Certificate at Dorrigo High School in 2011. Students sat tests in English, Mathematics, Science, Australian History, Civics and Citizenship, Australian Geography, Civics and Citizenship 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). Dorrigo High School’s most outstanding individual achievement in the School Certificate was Joe Taylor with one Band 4, three Band 5s, one Band 6 and a Highly Competent in Computing Skills.

English
The mean mark for English was 74.3% (state 77.3%). Although no student achieved in the top band, 75% of students achieved Band 4 or above and no student was placed in the bottom band.

Mathematics
The mean mark for Dorrigo High School was 63.5% (state 70.8%). One student achieved a Band 6, however students were significantly overrepresented in the bottom two bands when compared to the state with 83% of students achieving a Band 2 or 3. No student was placed in the bottom band.

Science
The mean mark for Dorrigo High School was 71.9%, which was 3.5% below the state mean. No student was placed in either the bottom or top band. The school was significantly overrepresented in Bands 4 and 5.

Australian History, Civics and Citizenship
The mean mark for Dorrigo High School was 70%, which was 2.4% below the state mean. No student was placed in the top band, though the school was significantly overrepresented in Bands 4 and 5.

Australian Geography, Civics and Citizenship
The mean mark for Dorrigo High School was 63.8% compared to the state mean of 72.1%. The school was under represented in the top bands with the majority of students achieving in Bands 3 and 4.

Computing Skills
The mean mark for Dorrigo High School was 72.8% which was 6.4% below the state mean. 100% of Dorrigo High School students attained a result of Highly Competent or Competent compared to a state percentage of 95%.

Higher School Certificate
Dorrigo High School offered senior students an extensive range of subjects in 2011. 21 students sat for at least one Higher School Certificate examination, with outstanding results being achieved. Of these students, one student achieved a top band result, placing them on the Distinguished Achievers’ list. Collectively,
students achieved 20 Band 5 results. Although our courses have a relatively small candidature, average achievement in most subjects was comparable to the rest of the state. Biology, English (standard), and General Mathematics were the only courses with a candidature of ten or more students.

**Messages**

**Principal’s message**

2011 was a successful and challenging year for Dorrigo High School. Mrs Anne Smith is on long term leave and the relieving position has been filled by the Deputy Principal Ms Kim Marden, Mr Peter South and most recently by Mr Michael Bleakley.

It was a credit to the school community that despite ongoing uncertainty in regard to the Principal position the school was able to achieve great results and function effectively. The deployment of a school leader from outside of Dorrigo High School ranks has allowed other executive and teaching staff to remain in their established positions in the school. This has promoted stability and has contributed to the establishment of a positive learning environment for students.

The P&C has been hugely supportive of the school. They have had an active and positive influence on decision making and have raised significant funds in support of teaching and extra curricula programs. Their effort in promoting active parent participation in their child’s learning has done much to enhance the school’s standing in the community.

A feature of Dorrigo High School is the breadth and quality of the learning experiences available to students. This is despite the size of the school and the distance from major regional centres. This is a credit to the staff and community who ensure that students are provided support in experiencing academic, sporting, social and community opportunities.

A projected decline in school enrolment numbers continues to be of concern. The school is investigating a variety of curriculum structures and innovative practices to ensure that students have the best opportunity to pursue their chosen courses. There are still many positives for students in a small school where teachers who know their students well can work closely with the student and their family to achieve their goals.

The learning environment at Dorrigo High School will be considerably enhanced in 2012 with the completion of the Trade Training Centre. This will provide state of the art facilities for students to pursue both Board of Studies courses and Vocational Education courses in Metals and Engineering and Construction.

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.

Michael Bleakley - Relieving Principal

**P & C message**

Parents and friends of Dorrigo High School actively help and support the students and staff of our school.

Funds raised by the school community continue to support our students in a variety of ways which include; purchasing books and magazines for the library, musical instruments, netball uniforms, block out blinds for the art room, awards for presentation day; sponsoring our state representatives and subsidising bus travel. The P&C also supports the Secondary Student Leadership Program for school captains by providing air travel to and from Sydney.

Our motivational fund is back on track with currently ten head of cattle being fattened before selling. Monies from this fund support our students with motivational, study skills & life skill
As our major source of income, the P&C run canteen continues to provide healthy, affordable meals and snacks for both students and staff. Thank you to the canteen organisers and workers for your time and efforts.

The P&C would like to congratulate all our students on their academic, sporting and cultural achievements during 2011.

Helen Harris - P&C President

Student representative’s message
The Student Representative Council (SRC) is a fundamental part of ensuring all students at Dorrigo High School have a fulfilling school life. The council comprises enthusiastic individuals from all years and is chaired by the Vice Captains each year.

Throughout the year the SRC have supported both students and external fundraising agencies. More students were able to access the SRC scholarship fund which assists with expenses related to school achievement. This has allowed students to participate regardless of their individual finances.

The SRC also funded a lunch for all Year 6 students who took part in the transition to Dorrigo High School program for 2011.

This year we were able to raise $500 dollars for the Cancer Council by participating in the Biggest Morning Tea. This was a large operation which involved the SRC, Year 7 and some staff and parents, who baked cakes and treats. These items were then sold to raise funds for the above charity. It was definitely a ‘feel good day’ which encouraged staff and students to socialise and share the lunch time break together.

The SRC has continued to run socials each term to ensure funds are raised for future endeavours and they have allowed the students at Dorrigo High School to increase the number of positive experiences at Dorrigo. The SRC would like to thank all staff and parents who have continually supported the SRC when organising socials.

The previously purchased coffee machine has continued to be used by the SRC with the help of the hospitality staff to raise much needed funds.

SRC also sold Legacy merchandise over several days in order to raise funds for the families of diggers. All members showed their competitive side as the race was on to see which group would raise the most money for the charity.

SRC representatives were also funded to attend the inter-district SRC Camp for 2011. This was an amazing experience for all students involved and fostered new enthusiasm within the members who attended.

Dorrigo SRC also hosted an inter-school district meeting. It was a great opportunity to show staff and students from other schools what Dorrigo High School has to offer. The SRC funded and prepared lunch for the attending schools. The attendees were then entertained by some of our amazingly talented music students who were supported by Ms Richards.

School Captains, Sharmonee Byrne and Liam Sandstrom, flew to Sydney to participate in the Secondary School Student Leadership Program with Professor Marie Bashir, AC, CVO, Governor
of New South Wales, and the presiding officers of the Parliament of New South Wales.

The SRC will continue to work with students and teachers to ensure Dorrigo High School is successful and that it continues to be a friendly and welcoming place to learn.

Student Representative Council

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

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2007</td>
<td>114</td>
<td>114</td>
<td>107</td>
<td>120</td>
<td>103</td>
</tr>
<tr>
<td>Female</td>
<td>2007</td>
<td>97</td>
<td>91</td>
<td>86</td>
<td>94</td>
<td>97</td>
</tr>
</tbody>
</table>

A small cohort in year 9 has proven to be a challenge in 2011 and will continue as this group progresses to the senior school.

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2008</td>
<td>93.9</td>
<td>90.8</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2008</td>
<td>90.6</td>
<td>91.9</td>
<td>89.0</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2008</td>
<td>88.9</td>
<td>89.9</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2008</td>
<td>87.1</td>
<td>88.5</td>
<td>90.3</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2008</td>
<td>89.3</td>
<td>89.3</td>
<td>84.5</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2008</td>
<td>90.7</td>
<td>87.2</td>
<td>85.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2008</td>
<td>93.2</td>
<td>90.0</td>
<td>89.7</td>
<td>88.9</td>
</tr>
</tbody>
</table>

Management of non-attendance
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.
- Publication of the attendance policy in the school newsletter to reinforce the fundamental importance of attendance for learning.

The NIPS program operates in the school where the Home School Liaison Officer (HSLO) works closely with students with attendance issues.

Attendance meetings are held regularly to target students whose attendance is of concern. These students are supported by the HSLO.
Structure of classes
In 2011 the stage model for Years 7 and 8 was discontinued, however the Stage 5 model was maintained for elective courses only.

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 was also on offer on a combined stage basis, with all Year 9 and 10 (Stage 5) students being able to select three courses that can be studied for one or two years.

Year 11 and 12 students were offered a full range of subjects with the curriculum being developed around the students’ first round of selections. To support this each student was 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 study to those who are seeking accreditation for vocational courses under the Australian Qualifications Framework.

Retention to Year 12

<table>
<thead>
<tr>
<th>Retention to Year 12</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>76.9</td>
<td>53.2</td>
<td>61.1</td>
<td>68.3</td>
</tr>
<tr>
<td>SEG</td>
<td>60.3</td>
<td>54.1</td>
<td>50.5</td>
<td>53.1</td>
</tr>
<tr>
<td>State</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Post-school destinations
Of the 21 students who sat for the HSC 9 students received 16 offers of university admission. Jhade Munro-Greentree was dux of the school, achieving two Band 5 and three Band 5 results. Eight students who applied for early entry to Southern Cross University and the University of New England were successful and offered university places. This is an outstanding achievement for a small cohort of students in a regional, rural school.

Year 12 students undertaking vocational or trade training
71 percent of Year 12 students undertook vocational or trade training in 2011.

Year 12 students attaining HSC or equivalent vocational educational qualification
95 percent of Year 12 students attained an HSC or equivalent vocational educational qualification in 2011. One HSC ‘Pathways’ student will complete her final subject in 2012.

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>12.2</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>School Administrative &amp; Support</td>
<td>5.8</td>
</tr>
<tr>
<td>Total</td>
<td>26.4</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

4% of staff identify as being of aboriginal or Torres Strait Islander descent.

Staff retention
Mr Peter White has been on extended leave and this year relinquished his position as Head
Teacher TAS. This position has been reclassified as Head Teacher Secondary Studies and Mr David Mayo has been appointed to start in that position in 2012. Mr Timothy Davis was appointed to a vacancy in the TAS faculty replacing Mr Ian Smith. Miss Laura Ryan was appointed permanently to the English faculty.

**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>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</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 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**Achievements**

**Arts**
2011 was a busy year for the Creative Arts department at Dorrigo High School. Our primary performance event and arts fundraiser, Music, Dance and Drama Night, was held at the end of Term 2. The evening’s entertainment consisted of students presenting both individual and group musical and dance performances. The Year 12 students also presented their Higher School Certificate drama pieces to a very appreciative audience.

The Dorrigo Youth Clinic was formally opened in March and our school band and choral group helped celebrate the event by performing at the ceremony.

Our music students enjoyed visits from several music professionals. The Nomad (aka Daimon Schwalger), a Melbourne based DJ and music producer presented a workshop in April. The visit benefited our students in learning about new technical developments in recording and mixing hard and software, as well as gaining first hand recording experience. Tom, the Samba Man also visited in April, giving students an opportunity to create samba rhythms on a variety of Latin style instruments.
Students were extremely fortunate to be involved in The Dorrigo Folk and Bluegrass Festival during October. The theme of the Festival was “Bushwacking on the Plateau”. Song writing, instrument making and bush dance workshops, presented by members of The Bushwackers Band, were attended by our Year 7 music classes. The culmination of the workshops was the performance of the students own song “Fourteen” at the festival.

The Dorrigo Easter Creative Arts Exhibition invited Dorrigo High School visual art students to contribute pieces for display. Students also supported the Annual Dorrigo Show in November, entering many pieces of various mediums.

Dance and music students alike were treated to a workshop presented by Parvan Singh. Ms Singh enlightened the students with her storytelling using classical Indian and contemporary Bollywood dance styles, and guided students to learn some of the key choreography.

Sport

Once again this has been a successful year for Dorrigo High School students. Students participated in a range of sporting endeavours across a wide range of competitions.

Swimming

The swimming carnival was a huge success. Attendance was up on previous years, and a high rate of participation was achieved. Excellent results were achieved by a large number of students. Junior Girls’ Champion was Jasmine Kelly, Junior Boys’ Champion was Harrison Darley. Intermediate Girls’ Champion was Catherine Burley, and intermediate Boys’ Champion was Amos Colburn. Senior Girls’ Champion was Danielle Shirley, Senior Boys’ Champion was James Darley. Ten students were successful in going to Mid North Coast Zone for swimming. This was our largest contingent for many years.

Athletics

The athletics carnival was another successful day, thanks to the cooperation and participation of our staff, community members and students. New rising stars of athletics burst onto the scene with Olivia Shadforth, Jasmine Kenny and Matilda Lynch vying for the Junior Girls champion title. Jasmine Kenny was the victor. For the boys a similar tussle was pitched throughout the day between Harrison Darley, Ned Oxland and Finley Wilson. Ned Oxland was our eventual Junior Boys’ champion.

Intermediate Girls’ Champion was Xena Hodgson, who managed to overcome excellent efforts from Maddison Henry, Samara Collard and Catherine Burley. Tommy Gilbert, narrowly defeated Isaiah Sines and Dylan Edwards to become the Intermediate Boys’ Champion.

Senior Girls’ Champion was Sonya Ellem, and Senior Boys’ Champion was Michael Martin. Jhade Greentree, Tayla Atkinson, Sharmonee Byrne, Liam Sandstrom, Luke Beaumont and Joel Godden are commended for their contribution to the carnival.
A large contingent of students (30 plus) qualified for zone athletics, but only 14 attended. All of these athletes did themselves and their school proud. Michael Martin stole the show by winning the 100m and the long jump. At the Mid North Coast Zone Carnival Michael also set a new Mid North Coast Zone and North Coast Regional long jump record of 6.65cm. Michael went on to compete at both regional and state athletics in both events. Michael came 4th in long jump at and he is to be congratulated on his success in athletics.

**Cross Country**

A large number of students competed at the school cross country carnival. The first person to compete the 4km course was Jarrod Edwards followed by Joseph Taylor completing his allotted 6km. Individual age champions are as below:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Years</td>
<td>Shantel Norris</td>
<td>Griffin Mears</td>
</tr>
<tr>
<td>13 Years</td>
<td>Savanna Harris</td>
<td>Ned Oxland</td>
</tr>
<tr>
<td>14 Years</td>
<td>Catherine Burley</td>
<td>Jarrod Edwards</td>
</tr>
<tr>
<td>15 Years</td>
<td>Gabrielle Frewen</td>
<td>Tommy Gilbert</td>
</tr>
<tr>
<td>16 Years</td>
<td>Sonya Ellem</td>
<td>Joseph Taylor</td>
</tr>
<tr>
<td>17 Years</td>
<td>Tayla Atkinson</td>
<td>Robbie McLeod</td>
</tr>
<tr>
<td>18 Years</td>
<td>Sharmonee Byrne</td>
<td>Liam Sandstrom</td>
</tr>
</tbody>
</table>

Only a small number of students took up the opportunity to compete at zone cross country, and more should take up the opportunity when it presents itself.

**The House Cup**

The overall winning house in athletics was Drummond. The winning house in swimming was Laws. The cross country trophy was won by Laws. The House Cup was awarded to Laws.

**High School and other Sporting Competitions**

In addition to the diverse range of sports offered on a weekly basis at Dorrigo High School many teams and individuals competed in Combined High School and other competitions.

- In the boys soccer there were mixed results. The Open Boys played well but were beaten by Bellingen High. Fortunately the tide was turned in the under 15’s competition with Dorrigo winning over Bellingen and progressing to the next round.
- In the girls soccer Dorrigo High School struggled against a highly organised attack and were defeated in the first round. Tayla Atkinson was so impressive that she was selected to represent North Coast at the state tournament in Port Macquarie.
- Tommy Gilbert was selected to play Rugby as a Mid North Coast representative, and shows much promise for the future.
- In rugby league Dorrigo High School continues to produce some excellent players and teams, thanks to strong community support. The boys played very controlled football to defeat both Bellingen High and Coffs Harbour High Schools by large margins. Their round 3 game was attended by the whole school in Dorrigo, but despite the home support the boys were defeated by Grafton High School.

**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 these 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).
Numeracy – NAPLAN Year 7

Percentage in bands:
Year 7 Numeracy

Literacy – NAPLAN Year 9

Percentage in bands:
Year 9 Reading

Percentage in bands:
Year 9 Writing

Percentage in bands:
Year 9 Spelling

Percentage in bands:
Year 9 Spelling
Numeracy – NAPLAN Year 9

School Certificate

Percentage of students in performance bands: School Certificate English

Percentage of students in performance bands: School Certificate Mathematics
Higher School Certificate

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>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>92.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.0</td>
</tr>
<tr>
<td>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>88.0</td>
</tr>
<tr>
<td>Writing</td>
<td>68.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>84.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.7</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
During 2011 all Indigenous students and their parents undertook the process of developing personalised learning plans in consultation with school staff. These plans were completed and implemented during Term 1 and were adhered to throughout the year. A number of students and their parents commented on the benefits gained from this process.

Norta Norta funding was made available to the school which allowed students to access individual tutoring after school hours from qualified professionals. Most senior students took advantage of this program with tutoring occurring in subjects from all faculty areas.

Dorrigo High School conducted an audit of all teaching programs to ensure that Aboriginal perspectives were included. The result of this audit showed that these perspectives were included in a respectful, non tokenistic manner. Advice on best practice in delivering these perspectives was also provided to staff where required.

As part of the schools NAIDOC (National Aborigines and Islanders Day Observance Committee) activities Dorrigo High School hosted NAIDOC on the Plateau. This event saw students from the high school and all feeder schools participate in workshops designed to develop cultural awareness and competencies. The day was organised in collaboration with the local Aboriginal Land Council, Indigenous community members and the National Parks and Wildlife Service. Indigenous students from Dorrigo High School played a major role in planning, organising and facilitating the day’s activities. The success of the event has seen it earmarked as an annual event and planning for 2012 has already begun.

One indicator of the overall success of the efforts made by all staff in the area of Aboriginal education at Dorrigo High School is the fact that one of our Indigenous HSC students achieved the highest ATAR of all students in the school.

Multicultural education
There are currently no students enrolled at Dorrigo High School who have indicated that they come from a non-English speaking background. However, it is important that school programs continue to raise student awareness of other cultures. As such, lessons are designed to be educationally stimulating but also to be culturally sensitive. Strategies have been designed to educate all students at Dorrigo High School about tolerance and about the history and cultures of other people.

Positive Behaviour For Learning (PBL)
During Term 4 2010 staff in consultation with the P&C and students developed a rewards program based on the model Positive Behaviour for Learning. This has guided the way for a well defined set of core values which are Respect, Be Safe and Personal Best. Students are taught explicitly how to demonstrate the core values. Students are acknowledged when they are able to show positive behaviour by being respectful, being safe or achieving their personal best. When a student is caught demonstrating the core values they are given a ‘GOTCHA’ which can be cashed in at the office for such rewards as a voucher at the canteen donated by the P&C, a ‘pick a box’ or a store voucher. It was a positive experience for the students and staff who actively took part in the program.

The launch of PBL was a success thanks to the P&C donating money towards funding a lunch for
all parents, staff and students. It was a great afternoon that saw the community come together to celebrate Dorrigo High School.

This is a new program for Dorrigo High School and it will require some time for the PBL team at Dorrigo High School to measure its success and build on the program to ensure its relevance for Dorrigo High School.

The PBL Team

The 2011 Walcha Interschool Visit
This year it was the Dorrigo High School students turn to brave the cold and travel to Walcha for three days of action packed sports.

Throughout Term 2 all staff at Dorrigo High School gave up their lunchtimes to help train our sporting teams in such sports as: athletics, lawn bowls, chess, hockey, soccer, touch football, volleyball, softball, basketball, netball, golf, tennis and rugby. The tough selection process resulted in 85 students being chosen to represent Dorrigo High School and hopefully retain the trophy for another year.

Congratulations to the junior students who held up the netball teams. They showed persistence and great sportsmanship throughout the game.

The trip concluded with the much anticipated rugby league challenge. Our students had waited all term for this moment. They took the field and never looked back. The boys showed skill, agility and sportsmanship throughout all three matches. Thank you to Miss Ryan and Mr Glyde for your continued training and support of the boys’ rugby league side.

Our students were able to initiate long lasting friendships with the Walcha families who opened their home to our students for the two nights. This experience has allowed them to grow as individuals.

Throughout the three days the students reminded staff of what great representatives of the community they are.

Mrs Penny Cooper – Walcha Co-ordinator

Gifted and Talented Programs
2011 was an eventful year for Dorrigo High School’s Gifted and Talented (GAT) students. We ran an important new initiative with Year 9 students called the 9X class. The aim of this project was to maximise the learning and opportunities for our high achieving students in Year 9 by offering them an alternate curriculum for at least half of their lessons in English, Mathematics, Science, History and Geography. This program elicited some wonderful successes in creative writing, historical research and complex problem solving. As part of this project students undertook an intensive poetry writing program and entered their poems in the annual RSL poetry writing competition and the Dorothea Mackellar poetry writing competition. Three entries made it to the state judging for the RSL competition and of those three Harry Vandyke received the state-wide award for excellence in poetry in the Year 9-10 category. As a result Harry has been invited to read his poem at the Anzac Day march in Sydney in 2012.

In addition to the 9X program, Dorrigo High School students participated in a wide range of extra-curricular GAT activities. These ranged from debating and public speaking competitions, to equestrian challenges, musical performances and sporting endeavours. Of particular note was the success of our Tournament of Minds team which participated in the Applied Technology challenge and won the regional finals. The seven students involved (Garth Burley, Lauren Brennan, Wade Beaumont, Gabrielle Frewen, Catherine Burley, Jessica Eburn and Matilda Lynch) worked hard for two terms preparing both their long term and spontaneous challenges. Success at the regional finals saw the team, and their facilitator Mrs Bellette, travel with the North Coast team to
the state finals in Sydney where competition was fierce but our students performed with aplomb.

Congratulations to all students who participated and enjoyed their GAT endeavours in 2011, we look forward to an equally active program for students in 2012.

**Student Volunteering**

In 2011 Dorrigo High School students in Years 9 and 10 had the opportunity to participate in the Premier’s Student Volunteering Awards which encourages students to engage with their community by volunteering in a variety of capacities. More than 50% of our students eagerly engaged with this process and volunteered in many different ways: through not-for-profit community groups, sports coaching and umpiring, assisting community members with disabilities, and providing assistance at the annual Dorrigo show. In recognition of their time and efforts the following students received Bronze awards from the Premier; Wade Beaumont, Ellie Buchanan, Sonya Ellem, Maddison Henry, Julia Elks and Chayla Johnson, whilst Garth Burley again attained a Gold award.

**Progress on 2011 targets**

Our achievements include:

- Increasing the percentage of Year 7 students at and above the minimum standard (at and above Band 5) in NAPLAN from 89.1% in 2010 to 95% in 2011, exceeding our target of 90.2%
- Increasing the percentage of Year 7 students at and above proficiency standard (at and above Band 8) from 12.7% in 2010 to 25% in 2011, exceeding our target of 14.6%
- Increasing the percentage of Year 9 students at and above the minimum standard (at and above Band 6) from 85.7% in 2010 to 91.7% in 2011, exceeding our target of 89.3%.

In 2011 there was a decrease in the percentage of Year 9 students at and above proficiency standard (at and above Band 9) from 14.3% in 2010 to 12.5% in 2011. The target percentage was 22%.

**Target 1 – Numeracy**

Our achievements include:

- Increasing the percentage of Year 7 students at and above the minimum standard (at and above Band 5) in NAPLAN from 89.1% in 2010 to 95% in 2011, exceeding our target of 90.2%
- Increasing the percentage of Year 7 students at and above proficiency standard (at and above Band 8) from 12.7% in 2010 to 25% in 2011, exceeding our target of 14.6%
- Increasing the percentage of Year 9 students at and above the minimum standard (at and above Band 6) from 85.7% in 2010 to 91.7% in 2011, exceeding our target of 89.3%

In 2011 there was a decrease in the percentage of Year 9 students at and above proficiency standard (at and above Band 9) from 14.3% in 2010 to 12.5% in 2011. The target percentage was 22%.

**Target 2 – Literacy**

Our achievements include:

- Year 7 student achievement at and above the minimum standard (at and above Band 5) was 92.3% (writing) and 100% (reading) in NAPLAN 2011.
- Year 7 students achievement at and above the proficiency standard (at and above Band 8) was 28.2% (writing) and 33.4% (reading) in NAPLAN.
- Year 9 student achievement at and above the minimum standard (at and above Band 6) was 68% (writing) and 88% (reading) in NAPLAN 2011.
- Year 9 student achievement at and above the proficiency standard (at and above Band 9) was 8% (writing) and 20% (reading) in NAPLAN 2011.
Target 3 – Student Engagement and Retention
Our achievements include:

- Improvements in attendance were attained in Years 7 and 10 with an increase of 2%. Attendance targets were not met in other year groups where attendance patterns remained consistent.

- An increase in the number of students who reported through the Quality of School Life survey that they were challenged by their learning at school. There was an increase in positive responses from 84% to 88%

- A reduction in Register of Individual Student Contact (RISC) entries for discipline issues in the classroom and playground. The number of students placed on a red level decreased from 53 (2010) to 41 in 2011.

- All students successfully completing course requirements in Stage 6. In 2011 there were no “N” award determinations.

Target 4 – Student Welfare and Community Relationships
Our achievements include:

- A 3% increase in the number of students who reported in the Quality of School Life survey that were always proud to be a member of Dorrigo High School School.

- Active staff and community participation in a practical two day course in enhancing school communication. A school image review was conducted, the newsletter was evaluated and the school website was enhanced.

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 2011 our school carried out evaluations of the management of DER Laptop usage in learning, and the delivery of the Technology and Applied Studies Curriculum.

Educational and management practice - Use of DER Laptops in Learning

Background
Staff raised concerns about implementing technology into their teaching to support the use of DER Laptops. Prior to 2011 there was no data available to identify teachers’ professional learning needs in using an array of technologies to support teaching and learning. Teachers were surveyed to assess their level of expertise and needs.

Findings and conclusions
General trends in teachers’ responses to this survey included:

- 60% of teachers use an array of technologies in the classroom to address syllabus outcomes
- 70% of teachers expressed a desire for more opportunities to work collaboratively with colleagues to prepare quality lessons that incorporate ICT
- Less than 50% of teachers incorporate eAssessment into their teaching and learning programs
- 85% of teachers were able to able to identify specific areas for improvement relating to technology use
- 60% of teachers identified Professional Learning Plans as fundamental to identifying and targeting specific professional learning opportunities to enhance their ICT skills and incorporate ICT into teaching and learning
- 80% of teachers have accessed or are familiarising themselves with available online professional development tools.

Future directions
A Technology team has been established to strategically plan the delivery of professional learning to teachers. In addition, the Professional Learning Team will focus on providing support for
teachers to further develop their PLPs to incorporate the ICT targets identified in the survey.

**Curriculum**
In 2011 at Dorrigo High School our annual self-evaluation target area was Technology and Applied Studies (TAS).

**Background**
The TAS faculty encompasses a wide range of areas and skills. The subjects are predominantly practical and the faculty has suffered a decline in student elective numbers during recent times as enrolment numbers within the school have also declined. There have been significant changes in personnel during recent times and there is currently a mixture of new and experienced staff delivering courses. All staff are qualified in the courses that they deliver in Years 7-12 and the school has a tradition of offering an extensive range of VET courses.

The evaluation process involved a survey of students in Years 7-11 who participate in Mandatory Technology, Stage 5 elective courses such as Food Technology, Metals and Wood Technology, VET Manufacturing Pathways and Stage 6 VET courses. Students were asked to make conclusions about the learning environment, the resources and facilities and teacher expectations and communication.

**Findings and conclusions**
Senior students generally believed TAS was a productive learning area and staff participated well in their learning. Overall student responses were positive, however 45% of boys and 27% of girls considered that teachers and parents did not regularly interact or discuss teaching and learning issues enough. Students also considered that in most cases, equipment provided by the school was not adequate to meet their needs. This will be alleviated by the construction of a much improved workshop currently in progress.

The majority of students in Years 7, 8 and 9 indicated that they found their TAS classrooms interesting places to learn with boys finding the classroom more interesting than girls.

Junior students also believed that the TAS teaching staff had high expectations of the students and the students did their best and took pride in their completed work in TAS subjects.

The majority of students in Year 7 & 8 felt that it was mostly their teacher that helped them learn and that their teacher found new ways to help their learning. Positive responses declined in Year 9.

The majority of students indicated that they had opportunities to try and do things that are new and different, with girls feeling they have greater opportunity than boys. Students generally perceived that the school did not have satisfactory equipment to assist them with their learning in TAS.

In relation to communication between TAS teachers and parents, the majority of junior students also believed that staff members were not talking to their parents about their learning enough. They also believed that the TAS faculty was not communicating and sharing ideas with other teachers about teaching and learning.

**Future directions**
From these conclusions it is apparent that there is a need to;

- review and improve communication, in particular in relation to students learning and to try and implement a more cohesive approach to programming work across the variety of areas within the faculty.
- create more opportunities to liaise with parents and their students both within and outside the classroom. The TAS faculty has an initiative where parents are invited into the classroom in Year 7
Technology mandatory classes every year. This initiative could possibly be extended to other years in the school.

• The Trade Training Centre (TTC), when completed, will improve the quality of the TAS facilities. In comparison to many schools, DHS has a high standard of equipment and facilities and yet students do not perceive this to be the case. Opportunities could possibly be sought to observe and participate in activities in other schools. Programs like ‘Future Chef’ and ‘Worldskills’ programs in which we participated in previous years could be further extended to give students the opportunity to become involved in activities with students from other schools.

• The TTC will also improve the staffroom facilities and all TAS teachers will be able to be housed in the one facility. This will also improve staff cohesiveness, communication and morale.

• Continuity in staffing has had considerable impact on the delivery of many of our courses in 2011. The appointment of new Head Teacher Secondary Studies, who oversees the TAS faculty as part of his duties, and the permanent appointment of Mr Tim Davis to the staff will assist in the continuity of teaching and learning in the faculty.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of students about the school through the “Quality of School Life” survey.

General trends in the student responses were as follows:

As in 2010, students responded most positively in the ‘Sense of Achievement’ and ‘Adventure in Learning’ domains

- the percentage of students who always want to get good results at school increasing from 50% in 2010 to 58% in 2011.
- the number of students who indicated that they enjoy learning new things also increased from 89% in 2010 to 98% in 2011.
- the percentage of students who indicated that they always, mostly or sometimes get excited about their school work increased from 40% in 2010 to 50% in 2011.

Many students still responded less favourably in the ‘Teacher/Student Relationship’ domain.

- the percentage of students who perceive that their teachers always or mostly take a personal interest in their learning increased from 38% in 2010 to 40 to in 2012
- the percentage of students who always mostly, or sometimes feel that their teachers give them a chance to tell their side of the story remained at 65%
- the number of students who feel that their classmates show respect for each other decreased from 80% in 2010 to 75% in 2011

PBL has established core school values and these values are being taught and articulated to all students, teachers, parents and the broader community. School policies and procedures will be updated where necessary to reflect these core values.

Professional learning

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

Use of ICT for teaching and learning $ 3358
Quality Teaching $ 957
Literacy and Numeracy $ 951
Syllabus implementation $ 951
School priority 2

Outcome for 2012–2014

Devise a curriculum structure that offers students a relevant and diverse course choice

2012 Targets to achieve this outcome include:

- expand the number of course choices for Yr 11 2013 by 20%
- expand the range of Vocational Education Courses in Stage 6 and introduce VET courses into Stage 5

Strategies to achieve these targets include:

- investigate curriculum structure options including a compressed senior curriculum in Stage 6
- provide training opportunities for teachers to enhance VET teaching qualifications, particularly in Metals and Engineering.
- maximise the learning opportunities for students by utilising the new Trade Training Centre facility

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.

Mr Michael Bleakley – Relieving Principal
Ms Kim Marden – Deputy Principal
Mrs Carolyn Ryan – Support Teacher Learning
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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: