Dorrigo High School
Annual School Report
Messages

Principal’s message

Mr Michael Bleakley resumed the role of Relieving Principal for the beginning of 2012. During the year, Mrs Anne Smith’s retirement became effective and Mr Bleakley was appointed as Principal after a merit selection process.

2012 saw great progress. 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 and is a credit to the staff and community who ensure that students are provided support in experiencing academic, sporting, social and community opportunities.

In 2012 Dorrigo High School implemented an innovative senior curriculum structure to ensure that students have the best opportunity to pursue their chosen courses. Under this model, known in the school as the 3+3 senior model, students embark on a compressed pattern of study, completing three HSC courses in their first year of Stage 6 and three more the next year. This involves a more intensive course delivery with the Preliminary course and HSC course completed in one twelve month period. The changed structure effectively doubles the range of subjects available to students and enables Dorrigo High School to offer traditional academic pathways as well as pathways into the workforce.

The learning environment at Dorrigo High School has been considerably enhanced in 2012 with the completion of the Trade Training Centre. This provides state of the art facilities for students to pursue both Board of Studies courses and Vocational Education courses in metals and engineering and construction.

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 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.

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

P & C message

Dorrigo High continues to have a supportive and active parent and community body.

Focus for the P&C this year has culminated with the appointment of a permanent principal for our school. We welcome Mr Bleakley and look forward to his leadership.

P&C continues to support physically, emotionally and financially, students in their personal growth and academic and sporting pursuits.

Being a small, relatively isolated school we try to give our pupils a large range of opportunities and experiences and supply extra funding when necessary.

Our P&C based canteen continues to be our major fundraiser and is run entirely by volunteers. Thank you to all our tireless workers who continue to supply our students and staff with healthy, nutritious and affordable meals.

The annual Mastermind evening brings together our local and school community. This battle of the minds enables all community members to enjoy a fun filled night, focusing on team work and bridging the generation gap.

Buying, raising and selling 10 head of cattle for profit, Dorrigo High P&C raises funds for our motivational fund. This specific income is allocated to programs which uplift, motivate and encourage our children. Thanks to our local businesses and the agisting farmers for their ongoing support.

The P&C would like to congratulate all our students on their academic, sporting and cultural achievements during 2012.

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 financial situation.

The SRC also funded a lunch for all Year 6 students as a part of the transition to Dorrigo High School program as they enter the school in 2012.

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.

The SRC publicised *Jeans for Genes* day and raised funds for the charity. The amount raised was $224.25.

During the Walcha interschool visit the SRC students funded and cooked the welcoming BBQ for all students and teachers from Walcha, as well as the students who were taking a billet.

SRC representatives also attended the regional SRC meetings in our zone to share valuable experiences and to develop leadership skills. SRC representatives were also funded to attend the inter-district SRC Camp for 2012. This was an amazing experience for all students involved and fostered new enthusiasm within the members who attended.

Dorrigo SRC also ran the canteen at the Music and Dance (MADD) night to assist with raising funds for the music and drama departments. 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.

_School 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>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>114</td>
<td>107</td>
<td>120</td>
<td>103</td>
<td>91</td>
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<tr>
<td>Female</td>
<td>91</td>
<td>86</td>
<td>94</td>
<td>97</td>
<td>85</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.

**Post-school destinations**

16 students sat for the Higher School Certificate in 2012. The University Admission Centre reports that 13 university placement offers were made to seven students. Offers were made from University of New England, Armidale, Newcastle University, Charles Sturt University, Bathurst, and Macquarie University, Sydney.

We are particularly proud that all six UNE Early Entry applications were successful as were all three Southern Cross STAR early entries.

**Student attendance profile**

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>93.2</td>
<td>90.0</td>
<td>89.7</td>
<td>88.9</td>
<td>88.1</td>
</tr>
<tr>
<td>Region</td>
<td>88.0</td>
<td>87.4</td>
<td>87.6</td>
<td>86.3</td>
<td>85.9</td>
</tr>
<tr>
<td>State</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
</tr>
</tbody>
</table>

**Year 12 students undertaking vocational or trade training**

75% percent of Year 12 students undertook vocational or trade training in 2012.
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 2012. One HSC ‘Pathways’ student will complete her final subject in 2013.

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>
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</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>13</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</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</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26.8</strong></td>
</tr>
</tbody>
</table>

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

There are no members of the school workforce who identify as indigenous

Staff retention

In 2012, Mrs Penny Cooper was successful in the merit selection process and has been appointed to Evans River Community School as head teacher science. Mr Charles Moss took the opportunity to work part-time for the year and 0.6 of his teaching load was taken by Mr Simon Donald who was employed on temporary contract. Ms Beth Richards and Ms Sigrid Van Dam were also engaged on temporary contracts to teach music and Languages Other Than English (LOTE) respectively. Mrs Kay Atkins was appointed as the Learning and Support Teacher but has been required to relieve in other student welfare positions in the district. She was replaced by Mrs Carol Ryan who was employed on temporary contract. Mr Matthew Heaney, Head Teacher Mathematics, was on leave for 2012 and Ms Mel Hogan replaced him as head teacher. Dr Joanne Bellette was seconded into the Leadership Centre for a short period and was replaced in the classroom by Mr Jeremy Nash. Mr Larry Hancock was released from Woolgoolga High School to relieve Dr Bellette as head teacher English. Mrs Karly Perry returned from leave in Term 4.

Teacher qualifications

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

Dorrigo High School has one New Scheme Teacher employed on a temporary contract.

<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

Date of financial summary: 30/11/2012

Income:
- Balance brought forward: $21,493
- Global funds: $215,866
- Tied funds: $275,595
- School & community sources: $70,306
- Interest: $11,446
- Trust receipts: $18,006
- Canteen: $0.00

Total income: $806,154.00

Expenditure:
- Teaching & learning:
  - Key learning areas: $83,479
  - Excursions: $33,810
  - Extracurricular dissections: $13,962
- Library: $5,657
- Training & development: $17,300
- Tied funds: $223,464
- Casual relief teachers: $54,474
- Administration & office: $51,857
- School-operated canteen: $0.00
- Utilities: $58,153
- Maintenance: $19,742
- Trust accounts: $20,264
- Capital programs: $0.00

Total expenditure: $582,162.00

Balance carried forward: $223,992.00

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 2012 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

2012 was significant for music as it was delivered as a subject to each Stage group, including both Preliminary and Higher School Certificate years. Consequently, a larger percentage of students were involved in musical activities, both in the classroom and as extra-curricular projects, than in previous years.

The year commenced with some healthy artistic competition with Dorrigo High School’s singing group competing in the secondary schools choral section at the Coffs Harbour Eisteddfod. The experience of performing in front of a larger audience was invaluable for our students and they earned a ‘Highly Commended’ from the adjudicator for their efforts. Dorrigo High School’s singing group also registered and performed for the national ‘Music for Life’ project.

Each year, Dorrigo High School engages in an interschool challenge with Walcha Central School. This year saw the introduction of the ‘Battle of the Bands’ competition between the two schools. Dorrigo High School were awarded the winners of the challenge at this inaugural staging.

MADD night was presented again this year. The main aim of the event is to better prepare our students for their Higher School Certificate performance exams. The evening is always popular and provides a showcase for our emerging musical, dance and dramatic talent, as well as providing an opportunity for the community to appreciate our emerging local
talent. The value of staging this event was evident in the high level results achieved by our Higher School Certificate music candidates.

The Dorrigo Folk and Bluegrass Festival Committee are always very supportive of the high school music program. This year they provided funding for fifteen students to be involved in the comprehensive “We Are” Project. Over the period of five days, the students experienced a number of different song writing processes and composed five contrasting songs which they then performed at the Dorrigo Folk and Bluegrass Festival.

Sport
Dorrigo High School students participated in a range of sports in a number of competitions.

Swimming
Attendance at the school carnival was consistent with previous years, and a high rate of participation was achieved. Special mention must be made to thank the number of parents who attended and assisted with the running of the carnival. Excellent results were achieved by a large number of students. Junior girls’ champion was Olivia Atkins. Junior boys’ champion was Duncan Cranston. Intermediate girls’ champion was Catherine Burley. Intermediate boys’ champion was Amos Colburn. Senior girls’ champion was Carly Harris. Senior boys’ champion was James Darley. 25 students were eligible to attend Mid North Coast Zone for swimming, with 10 attending. This continues the upward trend of attendance at Mid North Coast Zone representative fixtures. Harrison Darley reached NSW State swimming for breaststroke and backstroke.

Athletics
The athletics carnival was a successful day, thanks to the cooperation and participation of our staff, community members and students.

Junior girls’ champion was Katelyn Beaumont. Junior boys’ champion was Zac Oxland. Intermediate girls’ champion was Xena Hodgson. Intermediate boys’ champion was Adam Garson. Senior girl’s champion was Sonya Ellem. Senior boys’ champion was Dylan Edwards.

Winning house for the athletics carnival was Drummond.

56 students qualified for Mid North Coast Zone Athletics, but only 18 attended. Eight students qualified for North Coast Athletics, with six attending.

Cross Country
A large number of students competed at the school cross country carnival. The first person to complete the 4km course was Darcy Not, and the first girl was Taylah Watt. Individual age champions were:

12 Years Girls – Jorden Cochran
12 Years Boys – Ethan Labza
13 Years Girls – Nadia Holden
13 Years Boys – Daniel Johnson
14 Years Boys – Darcy Not
15 Years Girls – Catherine Burley
15 Years Boys – Eric Moore
16 Years Girls – Julia Elks
16 Years Boys – Dylan Edwards
17 Years Girls – Sonya Ellem
17 Years Boys – Michael Martin
18 Years Girls – Ashleigh Perkins
18 Years Boys – Zac Cotter

18 students attended Mid North Coast Zone Cross Country, with a number of successful students progressing further including Nikita Griffiths and Catherine Burley.

**The House Cup**
The overall winning house in athletics was Drummond.
The winning house in swimming was Page.
The cross country trophy was won by Laws.
Overall, the House Cup was a three way tie.

**Walcha exchange**
Dorrigo High School hosted Walcha Central School for the annual exchange. The weather was atrocious. Special thanks goes to the staff, students and community members who assisted in making this event such a success. In a close fought tussle Dorrigo High was the victorious school by the barest of margins.

**Combined High School and other Sporting Competitions**
To expand upon the diverse range of sports offered on a weekly basis at Dorrigo High School many teams and individuals represented their school in Combined High School competitions and other competitions. These included:

**Soccer**
The Open Boys’ played well but were beaten by Bellingen High.
In the Open Girls’ soccer the girls participated in a gala day. Ellie Buchanan, Sarah Beaumont and Julia Elks were unlucky not to be selected for the zone soccer team.

**Rugby**
Rugby Sevens: Dorrigo High School boys participated in Rugby Sevens. They won two of their games and had one loss. They just missed the cut-off to enter the finals round.

**Rugby League**
Dorrigo High School continues to produce excellent players and teams, thanks to strong community support. Dorrigo High School defeated Bellingen High in the first round and had a bye in the second round. Again they hosted Grafton High in a repeat of last year’s match. In a very spirited match, Grafton High proved victorious.

**Basketball**
Dorrigo High School boys’ team participated in a basketball gala day, but did not progress further.

**Touch Football**
Open Boys’ played exceptionally well and were commended for their improvement and sportsmanship. This well trained group made it to the zone finals, but were defeated by Toormina High School. Dylan Edwards and Tommy Gilbert were selected for the Mid North Coast Zone Touch team.

Dorrigo High fielded both 9/10 Boys’ and Girls’ Touch teams at the zone gala days, but did not progress. Many thanks to Ms Dawson for training the teams.

**Cricket**
Open Boys’ Cricket were defeated in the first round despite excellent bowling by Eric Moore and Amos Colburn. Dylan Edwards performed an excellent role as team captain and was an admirable role model to junior players.
Academic

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Higher School Certificate

Due to the small Dorrigo High School cohort in most courses, only data for English (standard) and mathematics (general) is valid.

ESSA

In 2012, 31 Year 8 students sat the ESSA test (Essential Secondary Science Assessment). 90% of students achieved in Bands 3, 4 and 5 with 3 students achieving Band 6 in overall science. These results are an improvement from 2011. Highlights from the test report include: Year 8 boys have improved by 6 scale scores from the 2011 data in the aspect of Knowing & Understanding and girls are 6 scale scores above the state average in the test aspect of Working Scientifically.

Significant programs and initiatives

Aboriginal education

Dorrigo High School is very proud of the effort and achievements realised in Aboriginal education during 2012. These achievements are the result of a whole school approach to addressing the needs of Indigenous students. Norta Norta tuition, personalised learning plans, NAIDOC Day and Deadly Days have been major contributors to this success.

Norta Norta funding in 2012 allowed senior students to access individual tutoring from qualified professionals. Most senior students took advantage of this program after school hours with tutoring occurring in subjects from all course areas. Tutoring was also provided for junior students in a small group setting.

During 2012 all Indigenous students and their parents engaged with school staff in developing personalised learning plans. These plans were completed and implemented during Term 1 and were adhered to throughout the year. A number of students and their parents commented positively on the benefits gained from this process.

Dorrigo High School conducted consultation with all head teachers to ensure that Aboriginal perspectives continued to be included in teaching programs. Continued support in delivering these perspectives and advice on best practice was also provided to staff.

As part of the school’s NAIDOC activities Dorrigo High School played a major role in the organisation of NAIDOC on the Plateau. This event was designed to build on the cultural knowledge, understanding and awareness developed during the 2011 activities and involved students from the high school and all partner primary schools participating in workshops that highlighted the positive aspects of Indigenous culture. The day was organised in collaboration with the local Aboriginal Land Council and the Indigenous community. Indigenous students from Dorrigo High School played a major role in planning, organising and facilitating the day’s activities.

Indigenous students benefited from their experiences at this year’s Deadly Day activities. 24 students travelled to Wauchope and took part in a variety of activities aimed at building career aspirations and self-confidence.
One indicator of the success of Aboriginal education at Dorrigo High School is the achievements of Indigenous HSC students who aspired to tertiary education. Two of the 2012 HSC candidates were accepted into the university courses of their choice. Another indicator is the school’s 2012 NAPLAN results which show that all Indigenous students at Dorrigo High School are achieving at or above national benchmarks.

**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 about tolerance and the history and cultures of other people.

**The 2012 Walcha interschool visit**

This year it was Dorrigo High School’s turn to host Walcha Central School 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.

After weeks of training the students were ready, however the weather was not. Torrential rain before the visit caused us to be creative in our sports selections. Indoor soccer, indoor hockey and table tennis were some of our new sports. Students from both schools adapted well to the changes and played each game with enthusiasm.

The trip concluded with the much anticipated open boys’ rugby league challenge. This game was moved up to the school oval and was played in very wet conditions. The game was played in great spirit and was enjoyed by all who braved the rain to cheer on both sides.

Our students were able to form new friendships and renew old ones with students from Walcha. Our families were able to offer 90 places to students in their homes which add to the experience. Throughout the three days the students reminded staff of what great representatives of the community they are.

Dorrigo was able to win the visit by a mere two points.

The P&C provided canteen facilities down at the recreational ground which were utilised by many students.

**Progress on 2012 targets**

**Target 1**

To improve student outcomes in literacy and numeracy specific targets were established:

- to increase the number of students performing at or above minimum standard in literacy (writing) to 69% in Year 9 2012, and
- to increase growth in Year 9 Numeracy at a rate equal to or greater than state and SEG growth.

**Our achievements include:**

- 52% of students in Year 9 performed at or above minimum standard in writing. This was below our target figure and writing will remain a focus in 2013.
- A feature of the 2012 results was the performance of girls in Year 9 in reading. They have improved by 18 scale scores in reading from the 2011 data and are 16 scale scores above the state average.
- Year 9 growth in Numeracy was significantly greater than the state and SEG growth. School growth was 47 points compared to state (41.6) and SEG (38.8).

**Target 2**

To devise a curriculum structure that offers students a relevant and diverse course choice. Specifically, our target was to:

- increase the course choice for Stage 6 students by 20%, and to increase the number of VET courses available to students leaving Stage 5.

**Our achievements include:**

- the establishment of an innovative curriculum structure that has increased students choice by 20% in 2013 and will increase choice by 50% in 2014
• offering four VET courses to stage 6 students in 2013 in Primary Industries, Hospitality, Construction and Metals & Engineering. The latter two of these VET courses utilise the newly renovated Trade Training facility.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of the school’s Welfare and Discipline Policy, and the senior curriculum structure.

Student welfare and discipline policy

Background

Staff, students and members of the community raised concerns about the implementation and effectiveness of the School’s Welfare and Discipline policy. Prior to 2012 there was no data available to identify the school community’s concerns. Teachers, parents and students were surveyed to assess their level of understanding of the policy and its implementation and to determine areas for improvement.

Findings and conclusions

General trends in the responses included:

• a need for greater consistency in implementation of consequences for student misbehaviour
• the current level system is not effective in modifying student behaviour
• a need for a more structured program for students returning from suspension
• a need for greater emphasis on rewarding positive behaviour as many well behaved students are missing out on positive feedback.

Future directions

A welfare review team comprising teachers, students and parents has been established.

The team meets fortnightly to plan and develop a new welfare and discipline policy for implementation in 2013. The welfare review team has provided feedback and professional learning to staff around policy changes.

Underpinning the new welfare policy will be the Positive Behaviour for Learning Program (PBL) and the school’s core values of Respect, Be Safe and Personal Best.

Senior curriculum structure

Background

The New School Leaving Age (NSLA) has determined that students must remain at school until aged 17 unless engaged in full time work, TAFE or a combination of both. Dorrigo High School aims to provide a curriculum that caters for students aspiring to tertiary education and to students looking for pathways into the workforce.

The Year 11 2012 cohort was small in number (21 students) and indicated a need for a variety of academic and vocational courses. A traditional curriculum structure was not going to support the range of courses required.

There was also a major refurbishment of the Trade Training Centre which provided students with an on-site, industry standard facility to engage in VET courses.

Staff, students and the community were consulted to determine an appropriate curriculum model to maximise student subject choices.

Findings and conclusions:

• Future enrolment patterns and projections revealed that decreasing enrolments would continue in the short term as a result of demographic change in the Dorrigo area.
• Anticipated curriculum choices based on a student survey and anticipated timetable showed very few students’ needs would be met under the existing curriculum structure.
• The timetable team researched different curriculum models, visited other schools and gathered various options to present to staff.
• Consultation took place with parents, staff and students to determine which model best fits the needs of students at DHS.
The school community determined the compressed curriculum model or “3+3” was best fit for DHS.

3+3 curriculum implementation team was established and a timeline for implementation developed.

The school was successful in applying for NSLA funding to assist with the implementation of 3+3.

Future directions
A curriculum team has been established. The team’s role will be to develop evaluation tools to determine the success of the 3+3 model in 2012. This feedback will enable the team to revise the 3+3 structure and develop a 2013/2014 model catering for two cohorts. A consequence of this will be a significantly expanded course choice.

2013 will also see a strong focus on developing resources to build student readiness for early commencement of HSC courses and optimising staffing to match student subject choice.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of students about the school through the “Quality of School Life” survey. General trends (students responding ‘always’ or ‘mostly’) were as follows:

- The percentage of students who indicated that they get involved in their school work was 75%.
- The percentage of students who perceive that their teachers take a personal interest in their learning increased from 40% in 2011 to 67% in 2012.
- The percentage of students who feel that their teachers listened to what they say was 71%.
- The number of students who feel that their classmates show respect for each other increased from 75% in 2011 to 83% in 2012.

Teachers were surveyed about student behaviour and the effectiveness of the school’s behaviour management policy and procedures.

General trends in the responses were as follows:

- Strengths were identified around collegial support, particularly from Head Teacher and Principal, and the use RISC as a tool for monitoring student welfare.

The data indicated that a review of the policy should focus on:

- consistency in the application of classroom behaviour management procedures.

Professional learning
Funding to support teacher professional learning is sourced from DEC tied global funding and is supplemented with other tied funding such as Digital Education Revolution (DER) funds, Beginning Teacher funds and Drug Education funds. Dorrigo High School committed an additional sum of $9370 to school based professional learning initiatives, targeting ICT and curriculum initiatives.

The DEC allocated $15140 to teacher professional learning in 2012 and there was $3000 unspent from 2011. DEC funds were committed in the following areas:

Use of ICT for teaching and learning $272
Quality Teaching $1953
Literacy and Numeracy $1487
Syllabus implementation $3045
Leadership and Career Development $9827
Welfare and Equity $338
Other School Priorities $1977

Teacher professional learning expenditure, sourced from both DEC and school funds, was $28269. This is an average of $1284 for each classroom teacher and executive teacher.

School professional learning funds were used to address state, regional and school priorities.

85% of staff accessed professional learning funds to undertake courses requiring a course fee and/or relief from school. The courses were mainly targeted at ICT development, leadership and mentoring.

The agenda for school development days included workshops on gifted and talented student programs, managing difficult student behaviour, developing leadership and learning plans, school planning, code of conduct, anaphylaxis training, CPR training, child
protection, chemical safety in schools, guidelines for conducting excursions and sporting activity, the national curriculum, complaints management, work health & safety and the promotion of cultural awareness. The first school development day of the year was not conducted due to flooding rain. Agenda items from this day were transferred to staff meetings. The Term 3 development day was conducted by the combined North Coast Central Leadership Networks and was a valuable opportunity for teachers to network in their learning areas and engage with quality presenters.

A team of Dorrigo High School teachers participated in the North Coast Quality Teaching Conference and, on returning to school, presented professional learning sessions to teachers on key ideas and resources.

2012 also saw an emerging focus on professional learning around the Every Student, Every School initiative. Further professional learning supporting this initiative will occur in 2013.

Professional learning funds were also directed at supporting teacher learning in ICT. The regional consultant was engaged for two days at school and all teachers and support staff were able to access a variety of courses on the latest technologies and their application in the classroom.

2012 saw a focus on building the leadership capacity of staff. Priority was given to staff attending courses through the North Coast Leadership Centre, and Dorrigo High School established an aspiring leader’s network which met after school to address leadership issues.

Dorrigo High School is a strong supporter of the Collegial Leadership Networks and uses professional learning funds to support teacher attendance at the meetings each term.

The latter part of 2012 saw a focus develop on preparing for the national curriculum changes. This will be a major priority in 2013.

Three teachers were engaged in HSC marking which is acknowledged as excellent professional learning.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012—2014**

Improved student performance in literacy

**2013 Targets to achieve this outcome include:**

- decrease the number of students performing below the national minimum standard in Grammar and Punctuation from 5% (Year 7) in 2011 to 2% (Year 9) in 2013
- increase the number of students performing at proficiency standard in Grammar and Punctuation from 31% (Year 7) in 2011 to 35% (Year 9) in 2013
- decrease the percentage of students performing at or below the national minimum standard in Grammar and Punctuation Year 9 from 48% in 2012 to 40% in 2013 and 35% in 2014.

**Strategies to achieve these targets include:**

- target aligned teacher professional learning courses e.g. Persuasive Writing
- accessing Literacy consultancy support from English collegial networks and professional associations
- utilising time (within school organisation) for ‘showcasing’ best practice and training including staff meetings and faculty time
- teachers working together on writing programs, with a focus on grammar, punctuation and embedding QT framework
- analysing NAPLAN literacy data to inform teaching and learning programs.

**School priority 2**

**Outcome for 2012—2014**

Improved student performance in numeracy

**2013 Targets to achieve this outcome include:**
• increase the percentage of Year 9 students performing at or above the National Minimum Standard in NAPLAN from 95% in Year 7 2011 to 97% in Year 9 in 2013
• increase the percentage Year 9 students performing at or above the National Minimum Standard in NAPLAN from 85% in Year 7 2012 to 91% in 2013
• increase the percentage students achieving a 'proficient' NAPLAN result from 21.2% in Year 7 2012 to 25% Year 9 2014.

Strategies to achieve these targets include:
• accessing Numeracy consultancy support to develop programs and lessons that engage students based on real world mathematics
• utilising time (within school organisation) for ‘showcasing’ best practice and training including staff meetings and faculty time
• teachers working together on writing programs and embedding QT framework
• analysing NAPLAN numeracy data to inform quality teaching and learning programs in all faculties at Dorrigo High School.

School priority 3

Outcome for 2012–2014

Redistributed roles and responsibilities to promote and support innovative approaches to management.

2013 Target to achieve this outcome:
• increase the number of staff from 50% to 70% accepting leadership roles and responsibilities through innovative approaches to management.

Strategies to achieve this target include:
• identifying staff seeking promotion and/or staff willing to accept alternative/additional roles and responsibilities
• refining Dorrigo High School Management Structures document to accurately reflect role and responsibility statements
• maintaining and strengthening the aspiring leaders’ network.

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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