Messages

Principal’s message

Dorrigo High School is a small school with an enrolment that is likely to continue to decline in the next few years. Partner primary schools have reported declining enrolments and this will have a flow on to the high school. Innovative structures and a dedicated staff continue to provide a quality learning environment for the students. The school works very closely with the community and students benefit from their teachers knowing them well and understanding how to address their learning needs.

The first cohort of senior students completed HSC courses under the school’s 3+3 senior model. Under this model, students embark on a compressed pattern of study, completing three HSC courses in their first year of Stage 6. This involved an intensive course delivery with the Preliminary course and HSC course completed in one twelve month period. Late in 2013 the next cohort commenced their senior courses, combining with students who had just completed three HSC courses. The positive effects of the model became apparent. Students have a greater range of courses to select from allowing the school to offer academic pathways and pathways into the workforce.

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

The P&C is committed to building a partnership between parents and the school. We meet regularly to discuss future directions as well as provide financial support to the school and students.

The P&C’s main fundraising arm is the school canteen which is operated by volunteers. The Canteen Committee ensures the provision of nutritious and affordable food to encourage students to make healthy choices.

Another source of funds is our annual trivia night – Mountain Mind. This year we raised money to purchase a professional ‘condensing’ microphone to support live musical performances by our students.

The P&C is also active in supporting the 3+3 model for delivering HSC courses. We acknowledge the role of the Principal and school staff in the successful implementation of this model.

Over the year, the P&C has funded in excess of $15,000 in a range of areas including student travel, academic prizes, welfare resources, textbook and online teaching resources, sporting and agriculture equipment and general motivational funding and we hope to continue to do so in 2014.

The P&C is currently revising the school’s uniform policy with a view to implement changes in 2014.

It has been a pleasure and honour to be the P&C President. There are many examples that demonstrate why I send my children to this exceptional school. We are truly privileged to have access to Dorrigo High School as it offers an education that is world class, unique in size and passionate teaching staff and community.

Peter Lynch
P&C President
Student representative’s message
Dorrigo High School has an active Student Representative Council (SRC). During 2013 the SRC has endeavoured to make school life as fulfilling and rewarding as possible for all students at Dorrigo High School.

The SRC worked to improve its operation to maximise student involvement and enjoyment. The SRC Constitution was refined allowing for greater transparency of meetings with minutes published and shared across the school.

In addition to providing continued fundraising support for our traditional charities (Jeans for Genes Day and National Bandanna Day), the SRC also supported the National Blood Donation Appeal. We developed and delivered a presentation to year groups encouraging them to consider donating to help save the life of another Australian. This was well received. The SRC also played an important role in helping to publicise and promote the Indigenous Literacy Foundation Read-a-thon, an initiative that raised in excess of $1000 within the school for young Indigenous students across Australia.

We ran a number of Mufti Days, socials, BBQ’s and canteen sales to help raise money to support students in their sporting, academic and cultural endeavours. We provided a number of students with funds of up to $50 to the State Athletics Championships and the National Equestrian events. The SRC also provided over $300 funding to the School Spectacular excursion for travel and accommodation costs.

The SRC attended a Leadership Development Program at Cascade Environmental Education Centre. Students developed a deeper understanding of the intricacies of the SRC, what it takes to be a good leader and how to better promote the SRC. Students also attended the Grip Leadership conference in Coffs Harbour. The day provided our students with the opportunity to meet with student leaders from around the region and discuss various factors that influenced leadership.

Our school captains attended the Secondary Schools Leadership Program in Sydney at Government House where they learnt about the role of parliament and the Governor General.

In 2013, Gemma Liddell was selected to participate in the Principal for a Day program which provided her with significant insight into the qualities required to ‘lead’ a school.

An area of concern raised by the SRC was the need for a change in the school uniform. In consultation with the P&C, a uniform review is in process which includes SRC representatives.

Finally, an SRC Fun Day was held during Term 4. This provided a further opportunity to fundraise and will be run again because of the positive feedback from both students and staff.

The SRC remains committed to reviewing its operations to ensure that it continues to improve and better serve all students at Dorrigo High School in 2014 and beyond.

Student Representative Council
School context

Dorrigo High School is a Years 7-12 comprehensive school with an enrolment of 190 students. Located in the hinterland region of the Bellingen Shire, 70kms from Coffs Harbour, the school is supported by a diverse community, a proactive Parents and Citizens’ Association (P&C) and a close relationship with other schools on the Dorrigo Plateau. The school has an innovative, compressed curriculum structure in Stage 6 enabling a small cohort of senior students to access a wide range of academic and vocational courses.

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>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>107</td>
<td>120</td>
<td>103</td>
<td>91</td>
<td>94</td>
</tr>
<tr>
<td>Female</td>
<td>86</td>
<td>94</td>
<td>97</td>
<td>85</td>
<td>89</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 who have 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

21 students sat for the Higher School Certificate in 2013. The University Admission Centre reports that 16 university placement offers were made to nine students. Early entry and main round offers were from the University of New England, Wollongong, Newcastle, Charles Sturt and Western Sydney Universities.
Year 12 students undertaking Vocational or trade training

60% of Year 12 students undertook vocational or trade training in 2013.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of Year 12 students attained an HSC or equivalent vocational educational qualification 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>
</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 Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>26.8</td>
</tr>
</tbody>
</table>

Staff retention

In 2013, Mrs Kay Atkins continued in her relieving position in the district as Learning and Engagement Officer and Mrs Carol Ryan replaced her as Learning and Support Teacher. Dr Joanne Bellette took leave and was replaced by Mr Adam Preedy who was released from Oak Flats High School to relieve as Head Teacher English. Mr Charles Moss continued to work part time and 0.6 of his teaching load was taking by Mr Simon Donald.

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>
<tr>
<td>NSW Institute of Teachers</td>
<td>5</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>223,992</td>
</tr>
<tr>
<td>Global funds</td>
<td>218,388</td>
</tr>
<tr>
<td>Tied funds</td>
<td>141,093</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>74,373</td>
</tr>
<tr>
<td>Interest</td>
<td>7,111</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14,741</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>679,698</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**Achievements**

**Arts**
The musical activities experienced by our students during 2013 have been rich and varied.

Our school singing group successfully auditioned to be participants in the School Spectacular. Students performed beautifully as part of the Arena Choir. The educational experience gained by our students was very valuable and something they will remember as a highlight of their school career.

Our annual MADD night was staged again, with many class groups, talented individuals and ensembles performing a variety of popular contemporary pieces. Dance and music were the predominant genres included in the program, as well as an impressive display of student art works for audience members to enjoy. A number of ukuleles were a welcome addition to our musical instruments and Year 7 in particular delighted in performing their songs on these instruments.

Music and singing students were able to take advantage of the generosity of the Dorrigo Folk and Bluegrass Festival Committee this year with a workshop presented by well-known country songwriter Glenny Rae. Students learned some new bluegrass songs and performed at the Dorrigo Folk and Bluegrass Festival, accompanied by the Foghorn String Band who were touring from America.

**Sport**

Students from Dorrigo High school are given opportunities to participate in a wide range of sporting endeavours including Combined High School events, and state and national competitions.

**Walcha Exchange**

Walcha CS was the host school for the annual interschool exchange. Thank you to the staff, students and community members who assisted in making this event such a success. Walcha was the victorious school.

**Combined High School and other sporting competitions**

Many teams and individual students represented our school in Combined High School competitions.

**Soccer**
The Open Boys played well but were beaten by Coffs Harbour Senior College in the preliminary round. Junior boys and girls teams also participated in the Bill Turner Cup.

**Rugby**

Dorrigo High School senior and junior boys participated in Rugby Sevens Competition with both teams participating in the semi-finals. Tommy Gilbert qualified and played in the Junior Gold program, North Coast and NSW Country School’s Rugby teams.

**Rugby League**

In 2013, we fielded 2 strong teams in the University and Buckley Shields. Our University Shield team made it through to the fourth round before being knocked out by Kempsey High School. Our University Shield team was led by the outstanding trio of Dylan Edwards, Jake Mears and Tommy Gilbert. Dylan was successful in the North Coast team selection trials.
**Touch Football**

Open Boys made it through to the third round of competition. Dylan Edwards and Tommy Gilbert and Jake Mears were selected for the North Coast Zone touch team.

**Cricket**

Open Boys Cricket team was defeated by Toormina High School in the first round. Dylan Edwards performed as an excellent captain and role model to junior players. Under 14 Boys Cricket defeated Toormina in the first round. Bellingen High School defeated Dorrigo High School in the second round.

**Equestrian Events**

Bliss Paton and Cara Shirley attended the State Equestrian Championships. Both girls qualified and attended the National Championships in Perth.

**Swimming**

Student attendance and participation rate was high and the winning house was Page.

Junior girls’ champion – Alexandra Cranston
Junior boys’ champion – Ben Louis
Intermediate girls’ champion – Olivia Atkins
Intermediate boys’ champion – Harrison Darley
Senior girls’ champion – Catherine Burley
Senior boys’ champion – Amos Colburn

Harrison Darley broke five records and Amos Colburn broke three records and was invited to participate in the State Swimming Championships.

**Athletics**

The winning house for the athletics carnival was Laws.

Junior girls’ champion – Mattiah Beelitz
Junior boys’ champion – Fergus McQueen
Intermediate girls’ champion – Taylah Watt
Intermediate boys’ champion – Zac Oxland
Senior girls’ champion – Catherine Burley
Senior boys’ champion – Dylan Edwards

28 students participated in the Mid North Coast Zone Athletics with eight students qualifying for North Coast Athletics including:

Cody Beaumont – 2nd Javelin, 3rd Triple Jump
Tommy Gilbert – 2nd 100m, 2nd 200m
Xena Hodgson – 2nd Discus, 3rd 800
Zac Oxland – 3rd Discus, 3rd 400m
Jack Watt – 1st Long Jump, 2nd 100m, 2nd 200m
Fergus McQueen – 1st Shot Put, 1st 100m, 1st 800m, 2nd 400m, 1st 200m, 1st Discus.

Tommy Gilbert and Fergus McQueen were also invited to participate in the State Athletics Carnival.

**Cross Country**

12 Years girls’ champion – Holly Newsome
12 Years boys’ champion – Fergus McQueen
13 Years girls’ champion – Alice Capps
13 Years boys’ champion – Jack Watt
13 Years AWD girls’ champion – Nikita Griffiths
14 Years girls’ champion – Tara Beaumont
14 Years boys’ champion – Zac Oxland
15 Years girls’ champion – Taylah Watt
15 Years boys’ champion – Ned Oxland
16 Years girls’ champion – Catherine Burley
16 Years boys’ champion – Amos Colburn
17 Years girls’ champion – Julia Elks
17 Years boys’ champion – Harry Vandyke
18 Years girls’ champion – Sonya Ellem
18 Years boys’ champion – Garth Burley

Twelve students attended Mid North Coast Zone Cross Country, with a number of successful students including Xena Hodgson, Savannah Harris, Fergus McQueen and Catherine Burley.

**The House Cup**

The overall winning house in Athletics was Laws.
The winning house in swimming was Page.
The Cross Country trophy was won by Laws.
The House Cup was won by Laws.
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 to access the school data.

NAPLAN
Higher School Certificate (HSC)

Due to the small Dorrigo High School cohort in most courses, only data for English (Standard), mathematics (general), personal development, health and physical education (PDHPE) and hospitality are valid.

Aboriginal education

Dorrigo High School has adopted a whole school approach to addressing the needs of Indigenous students. This has been developed to facilitate the implementation of the Aboriginal Education and Training Policy and the Aboriginal and Torres Strait Islander Action Plan 2010-2014 (ATSIEAP). Dorrigo High School remains focused on accelerating improvements in the educational outcomes of Aboriginal students. The school is very proud of the achievements realised in Aboriginal education during 2013 including Norta Norta tuition, personalised learning plans, careers advice and NAIDOC Day.

Norta Norta funding 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.

All Indigenous students and their parents engaged with school staff in developing personalised learning plans. These plans were communicated to all relevant staff members allowing teachers of Indigenous students to
implement strategies identified as beneficial to students.

Head Teachers were consulted to ensure that Aboriginal perspectives continued to be included in teaching programs. Ongoing support in delivering these perspectives and advice on best practice was also provided to staff. This ensured that Aboriginal students were engaged teaching and learning.

A major event on the Aboriginal education calendar in 2013 was the NAIDOC activities day. This event was designed to highlight positive aspects of Indigenous culture and allow further development of cultural knowledge, understanding and awareness throughout the school community. The event involved students from the high school and all partner primary schools participating in workshops designed and facilitated by members of the local and broader Indigenous community. 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.

Attendance rates of Indigenous students were carefully monitored throughout the year. During 2013 the average attendance rate for Indigenous students was above 80% with the rate for some of these students exceeding 90%. Strategies have been developed in consultation with parents to further improve attendance rates.

NAPLAN results of Indigenous students have been analysed to assist in measuring the success of implemented programs and to inform decision making with regard to future programs, including targeting funding toward individual student needs. The table below summarises the achievements of Indigenous students at Dorrigo High School in the 2013 NAPLAN Test.

<table>
<thead>
<tr>
<th>Test aspect</th>
<th>Year group</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above minimum standard</td>
<td>Year 7</td>
<td>67</td>
<td>100</td>
<td>100</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td>100</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Above minimum standard</td>
<td>Year 7</td>
<td>33</td>
<td>100</td>
<td>67</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Dorrigo High School prides itself on the targeted delivery of information for post school options for Indigenous students. Opportunities including university programs, scholarships and apprenticeships are identified and brought to the attention of Indigenous students and their families and carers.

High rates of Indigenous student involvement in student leadership roles have also been a long standing feature of Dorrigo High School.

**Multicultural education**

Dorrigo High School implements a number of programs that continue to raise student awareness of multicultural issues. Strategies have been designed to educate all students about the diversity of cultures that make up Australian society. Teaching programs and lessons are designed to be educationally stimulating and culturally sensitive.

The school has a staff member appointed to the role of Anti-Racism Contact Officer (ARCO). Staff has worked to ensure that the school community is aware of the role of the ARCO and how the ARCO can be accessed. Procedures have been maintained and refined to ensure that all staff are aware of and adhere to the Anti-Racism Policy, the Cultural Diversity and Community Relations
Policy, the Multicultural Education in Schools Policy and the Complaints Handling Policy. This proactive approach to multicultural issues has brought about a culture of harmony and respect throughout the school community.

National partnerships and significant Commonwealth initiatives

The objective of the Improving Literacy and Numeracy National Partnership is to improve the performance of students who are falling behind in numeracy. The ILNNP is underpinned by a whole school approach to improve student outcomes in numeracy at Dorrigo High School. In 2013, teachers analysed current NAPLAN data and, coupled with historical data, were able to identify areas of underperformance in Stage Four students. We focused on two areas of the numeracy continuum:

- Counting on as a problem solving approach.
- Place value.

Strategies employed to improve in these two areas using the ILNNP funds included:

- Employing a numeracy leader 0.2 to work intensively with students in Stage Four who have been identified as needing assistance in the above two areas of the numeracy continuum.
- Provide TPL for teachers in NAPLAN analysis for inclusion in their future programming.
- Increase participation of students in online Mathletics.
- Provide TPL for all staff to work with a numeracy teacher to further embed numeracy aspects within their programs.
- Availability of additional TPL funds for executive to access courses in professional leadership and leading curriculum change.

These strategies have been developed to improve future teaching and learning practices.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- External testing such as NAPLAN.
- Surveys.

Progress on 2013 targets

Target 1

To improve student outcomes in literacy specific targets were established:

- 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.

Our achievements include:

- Year 9 girls performed 22 scale scores above the state average growth in Grammar and Punctuation.
- Establishing a cross KLA Literacy and Numeracy Team with representatives from each faculty. The team changed focus to spelling and this supported the improvement in students in Year 9 performing at or above proficiency from 16% in 2011 and 10% in 2012 to 32% in 2013.
Target 2
To improve student outcomes in numeracy specific targets were established:

- Increase the percentage of 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 of students achieving a 'proficient' NAPLAN result from 21.2% in Year 7 2012 to 25% Year 9 2013.

Our achievements include:
- Increasing the percentage of students in Year 9 performing at or above proficiency from 6% in 2012 to 23% in 2013.

Target 3
To redistribute roles and responsibilities to promote and support innovative approaches to management, a specific target was established:

- Increase the number of staff from 50% to 70% accepting leadership roles and responsibilities through innovative approaches to management.

Our achievements include:
- The development of a Management Structures Guide to ensure the equitable distribution of leadership roles.
- 70% of staff accepted a leadership role or area of responsibility.

Professional Learning
The DEC allocated $14,910 to teacher professional learning in 2013. DEC funds were committed in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher</td>
<td>$308</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>$2515</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$1309</td>
</tr>
<tr>
<td>Leadership and Career</td>
<td>$6022</td>
</tr>
<tr>
<td>Welfare and Equity</td>
<td>$1579</td>
</tr>
<tr>
<td>Other School Priorities</td>
<td>$3177</td>
</tr>
</tbody>
</table>

Teacher professional learning expenditure, sourced from both DEC and school funds, was $22,632.

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

80% of staff accessed professional learning funds to undertake courses requiring a course fee and/or relief from school. The courses were mainly targeted at leadership and mentoring and the implementation of the National Curriculum.

The agenda for school development days included workshops on navigating the new National Curriculum, the review of our Welfare and Discipline Policy, Code of Conduct, anaphylaxis and CPR training, literacy and numeracy, Positive Behaviour for Learning, Child Protection, Every Student Every School, utilising technology in classrooms, Emergency Care and Complaints Handling Procedures.

The Term 3 development day was conducted by the North Coast Central Leadership Networks and was a valuable opportunity for teachers to network with other quality professionals in their learning areas.

All staff teaching the National Curriculum in 2014 also completed Module 2 (Teaching for the new curriculum) and Module 3 (Your school and the K-10 syllabus) in preparation for its implementation.

Five 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
2014 targets to achieve this outcome include:

- Decrease the number of students performing below the national minimum standard in Writing from 26% (Year 7 2012) and 6% (Year 9 2014).
- Increase the number of students performing at proficiency standards in Writing from 3% (Year 7 2012) to 35% (Year 9 2014).
- Decrease the number of students performing at or below national minimum standard in Writing in Year 9 from 64% in 2012 to 48% in 2013 to 35% in 2014.

Strategies to achieve these targets include:

- Targeting aligned teacher professional learning courses for persuasive writing.
- Accessing Literacy consultancy support from English collegial networks and associations.
- Utilising time (within school organisation) for showcasing best practice and training.
- Cross KLA literacy writing tasks.
- Analysing NAPLAN literacy data to inform teaching and learning programs.
- Entering students in persuasive writing competitions (e.g What Matters? Competition).

School priority 2
Outcome for 2012-2014

Improved student performance in numeracy

2014 targets to achieve this outcome include:

- Increase the percentage of Year 9 students performing at or above the national minimum standard in Numeracy to 95% in 2014.
- Increase the percentage of Year 9 students performing at proficiency level to 16% in 2014.

Strategies to achieve these targets include:

- Accessing numeracy consultant support to develop teaching and learning programs and resources which engage students based on real world mathematics.
- Utilising time (within school organisation) for showcasing best practice and training.
- Analysing NAPLAN numeracy data to inform quality teaching and learning programs in all faculties.

Student and teacher satisfaction

In 2013, the school sought the opinions of students and teachers to assess and evaluate the critical features of the school wide behaviour support systems used at Dorrigo High School. General trends are as follows:

- 90% of students and teachers indicated behavioural expectations are taught at the school.
- 100% of students and teachers indicated they were satisfied with the ongoing reward system for rewarding behavioural expectations.
- 75% of those surveyed were satisfied with the process of discipline referrals, the collection and summarizing of behavioural data and efforts to make decisions based on consultation with staff, students and the broader community.

Senior students who were engaged in the 3+3 senior model of curriculum delivery were surveyed to provide feedback on the model. Students were asked to rate their level of agreement with a range of statements.

The survey results indicated that:

- The rationale for implementing the model was communicated well to students.
• Students understood how the model worked and how it would impact on their HSC.

• Students felt supported by their teachers and some felt overwhelmed by the workload and the expectations of the model.

• Some students requested more information about assessment procedures and schedules.

• Some students were ‘undecided’ if the model would support them in achieving their HSC goals.

• Some students were able to identify specific advice for introducing the model to the next cohort of students. This included conducting study days, avoiding English and mathematics classes in the same year, and offering ‘trial’ lessons in some courses prior to committing.

• Most students found the period length to be challenging, and suggested that teachers further investigate the way lessons are structured.

• Catching up work missed after an absence was difficult.

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 Principal
Ms Kim Marden Deputy Principal
Miss Laura Ryan Acting Head Teacher
Mr Peter Lynch President P&C
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