

Dungog High School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Dungog High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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Message from the Principal

2018 has been a significant year for the school in terms of our achievements, meeting all of the milestones within our first year of the School Plan 2018–2020 across our three strategic directions. Our school is strongly committed to our collaboratively developed school vision; creating a positive, innovative and connected learning community which caters for our student's diverse needs, where growth, engagement and collaboration continuously improves the quality of learning, teaching and leading, as we strive for success and excellence.

Our major focus areas within our school plans and actions have been;

1. Strengthening Higher School Certificate (HSC) practices and results;
2. Technology and Innovation;
3. High Performance and Development;
4. Positive Wellbeing;
5. Literacy and Numeracy;
6. Collaborative and Shared Leadership; and
7. Partnerships and Community Engagement.

At an educational systems level, Dungog High School was selected to participate in the External Validation process to support our on-going cycles of self-evaluation and improvement. Objectivity, transparency and consistency are important elements for ensuring a system-wide approach across the Department of Education NSW that supports schools in their ongoing improvement and we actively participated in this invaluable process in 2018. While our school improvement efforts are designed, driven and assessed on an ongoing basis by Dungog High School, this external process is important for providing an assurance to the school and the system that the progress and impact being made aligns with the expectations articulated in the School Excellence Framework. Through this process, Dungog High School was validated as *Sustaining and Growing* across the domains of learning, teaching and leading against the School Excellence Framework, with the collaboration and evaluation of the school through this process being very re-affirming of our plans for future improvements.

In 2018, our rigorous focus on HSC results continued, analysing and implementing improvements in assessment, programming, teaching and feedback to support strategic improvements in the HSC. Teachers engaged in professional learning on backward mapping, assessment compliance, data analysis and quality monitoring systems, with our 2018 HSC results showing significant improvements and growth, as reported in detail later herein. The Secondary Studies programs of 2018 have been designed to achieve individualised support, the effective use of study periods, improved organisational abilities and technical learning skills, focused engagement in learning, high expectations and a greater understanding of the HSC.

As a school in 2018, we continued to focus on pedagogy and classroom practice, implementing the *Quality Teaching*

Rounds, with all teachers across every faculty being involved, not just a selected group as we have done in the past. Teachers were grouped in fours across key learning areas and they worked together to reflect upon their programs, assessment and teaching practice against the Quality Teaching Framework. It is planned that over the coming 3 years, 100% of our teachers will have engaged in this intensive program every year.

Innovation Projects were introduced in 2018 to provide teachers with the opportunity to design creative, unique and collaborative projects that add further depth and quality to the education offered to our students. Two Innovations Projects have been initiated and one was delivered in 2018 entitled, "VR for Immersion in the CAPA Curriculum" focusing on the use of highly immersive Virtual Reality technologies as applied to Arts education, extending STEM (Science/Technology/Engineering/Mathematics) into STEAM through the addition of "Arts".

Technology infrastructure and professional learning has been a major focus of our school in 2018, with the Library being transformed from a "traditional" space into a future-focused learning hub of the school. The improvements in the Library came as a result of rigorous consultation, collaboration and an action research process in 2018 to determine if our Library was meeting the learning needs of all students and faculties of our school and the P&C contributed \$50,000 to this project. Many other innovations are occurring across the school in the application and use of technology, including STEM projects in partnership with Sydney University, intensive professional learning led by our eLearning Coordinator and Head Teacher of Teaching, Learning and Leading and curriculum based improvements in the use of technology as a tool for enhancing engagement and learning.

A review of the Wellbeing and Discipline processes and practices of the school commenced in 2018, including our approaches to Anti-bullying, the management of wrong-doing and conflict resolution. Staff and community have engaged in a wide variety of consultative and collaborative processes to support the assessment of our approach and facilitate making plans in 2019 to implement improvements and a Restorative culture of the school and wellbeing.

And finally, we continued as a whole school to consistently focus on explicit Literacy and Numeracy strategies, addressing improvements in writing using the TEEC paragraph structure and ALARM Matrix across the whole school and specialised programs implemented by the Learning and Support team to target remedial intervention, including the *Behavioural Reading Program*. NAPLAN was administered online for our school for the first time in 2018, as part of the pilot school's program, and we have found this challenging to manage with regard to the inability to compare our 2018 data with previous years now that this test has taken a different format. Work with our partner primary schools in the Middle Years Maths project continues, supporting a K-12 approach to literacy and numeracy development.

In conclusion, Dungog High School provides our school community with a highly innovative, enthusiastic and collegial staff that aims to inspire our students to become lifelong learners. Our school is a positive and productive learning environment with shared and distributed leadership focused on achieving exceptional student outcomes. Effective and efficient systems across our school ensures the school is operating at a high level to achieve student, staff and parent aspirations, as we strive towards excellence.

School background

School vision statement

Dungog High School aspires to create a positive, innovative and connected learning community which caters for our diverse student needs, where growth, engagement and collaboration continuously improves the quality of learning, teaching and leading, as we strive for success and excellence.

We will achieve this by:

- Focusing on respect, responsibility and personal best;
- Creating a learning, teaching and leading focused school culture;
- Encouraging initiative, innovation and leadership;
- Valuing individual differences;
- Responding to our local, national and international contexts and student needs;
- Providing a range of experiences that challenge individuals to explore and interact with the ever-changing world;
- Embedding technology into the teaching and learning programs; and
- Providing a broad, responsive curriculum, focused on excellence, giving students opportunities to succeed in their chosen pathway.

School context

Dungog High School is situated in a small regional township north of Newcastle NSW. Students who attend the school come from local towns and small communities within the Dungog Shire. Enrolment numbers in 2018 were 635 including 74 Aboriginal and Torres Strait Islander students (12%) and two Special Education classes.

The school is aligned with our primary partner schools to form genuine partnerships in education known as the Dungog District Community of Schools (DDCoS). The school also has very strong links to The University of Newcastle.

Dungog High School offers a curriculum that challenges and meets individual needs, with a strong focus on quality relationships, in a supportive learning culture that inspires learning. Academic, cultural, sporting and vocational courses are offered through core and elective options.

Dungog High School is developing a number of significant projects that will give greater depth to the learning context of the school, focusing on improving STEAM (Science, Technology, Engineering, Arts & Mathematics) learning and student's literacy and numeracy outcomes. These programs will be focused on Senior Studies, Technology and developing Innovative Pedagogy for engagement.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning, Dungog High School is *Sustaining and Growing*.

The school's on balance judgement for the elements are detailed below:

- Learning culture – *Sustaining and Growing*
- Wellbeing – *Sustaining and Growing*
- Curriculum – *Delivering*

- Assessment – *Delivering*
- Reporting – *Sustaining and Growing*
- Student performance measures – *Delivering*

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching, Dungog High School is *Sustaining and Growing*.

The school's on balance judgement for the elements are detailed below:

- Effective classroom practice – *Sustaining and Growing*
- Data skills and use – *Sustaining and Growing*
- Professional standards – *Sustaining and Growing*
- Learning and development – *Sustaining and Growing*

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading, Dungog High School is *Sustaining and Growing*.

The school's on balance judgement for the elements are detailed below:

- Educational leadership – *Sustaining and Growing*
- School planning, implementation and reporting – *Sustaining and Growing*
- School resources – *Sustaining and Growing*
- Management practices and processes – *Sustaining and Growing*

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Successful and Inspired Learners

Purpose

To promote a culture of inspired learning that sets high expectations and adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with the skills required for critical thinking and innovation beyond the 21st century.

Students will be nurtured to become resourceful, creative, empathetic and resilient lifelong learners. To develop in students the use of critical thinking to contextualise learning beyond the classroom and to have the ability to work independently and as part of a team to make sense of their world.

Overall summary of progress

In 2018, the school was part of the trial group of schools completing NAPLAN Online, thereby it must be clearly stated that the results of 2018 are a base year and therefore difficult to compare and unreliable. The percentage of students in the top two bands decreased from 18.11% in 2017 to 15.32% which was not expected and not consistent to school based expectations. Our improvement measure was to have at least 90% of students achieve at or above national minimum standard and this was exceeded, with 92.46% of all students at or above national minimum standard for literacy and numeracy. The school is delivering across the student performance measure of value-added Years 7–9 and Years 9–12, with our strength being the growth in individual student performance from Year 7 to their exit outcome in Year 12 at the Higher School Certificate.

Our Higher School Certificate (HSC) results improved considerably in 2018, with the percentage of students in the top two performance bands increasing from 43.08% in 2017 to 50.0% in 2018. This is considerably higher than similar school groups and an overall performance that indicates we are moving towards excelling at the HSC, building on the strategic plans we are implementing across the school to achieve this improvement. The total number of students sitting the HSC is small in our school, with 34 students in Year 12 completing the HSC in 2018.

Our annual review of a curriculum focused on the courses delivered in the Technology and Applied Studies (TAS) faculty. Through this rigorous process and by using triangulation of a substantial body of evidence, a set of clear directions and findings for improvements in this area has been made. Reviewing our curriculum and assessment has resulted in the school self-assessing as delivering against the School Excellence Framework, therefore we have collaboratively developed an evaluative process for 2019 to deeply review and collaborate around the Year 7–10 curriculum of the school and assist in the school moving towards excelling in this area.

Technology has grown in the school exponentially in 2018, with the total number of devices going from 140 in 2017 to 342 in 2018. The upgrade of the Library to a future focused learning space has resulted in this area being equipped with 120 laptops, 30 desktops in a Laboratory, as well as collaborative, project-based learning spaces with interactive screens, presentation technology and STEAM (Science, Technology, Engineering, Arts, Mathematics) based infrastructure including robotics, maker-space, 3D printing, laser cutting, coding equipment and virtual reality technologies. In addition, all staff have been issued with a laptop and 30 older laptops are being trialled in a mobile station in the English block. Existing laboratories have been serviced with newer desktops and Administration staff have dual screens and current hardware provisions. Bring Your Own Device (BYOD) is being promoted, with limited up-take in the junior years. Technology professional learning has been embedded and delivered widely through the school, with our eLearning Coordinator and Librarian working with KLA specific PL, as well as the Head Teacher Technology supporting hardware and software delivery and leadership of a team-based approach to improving technology as a tool for learning and engagement. The wi-fi system of the school was upgraded in 2018 and CCTV cameras installed in key areas to monitor and protect our asset investment.

The attendance rate has been declining since 2015, now below the target of 90%, which is a Statewide trend. In 2015, our attendance was 90.6% and in 2018 it reached 88.6%. We have noted an increased pattern of students experiencing anxiety related issues in attending school, as well as high welfare and support needs in the community. Attendance improvement is a major target for 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Positive trends in value-added data	<ul style="list-style-type: none">PL – Curriculum \$30511PL – New HSC \$1430	<ul style="list-style-type: none">Value Added results, as represented in the average difference from State for Year 12 across all

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy • Increase the proportion of students in the top two NAPLAN bands • Increased use of Technology in the school • Average attendance rate above 90% 	<ul style="list-style-type: none"> • PL – Learning Sprints \$3000 • PL – Numeracy \$1088 • PL – Literacy \$5924 • Innovations Project (CAPA) \$5100 • Technology \$28326 • Library upgrade \$151175 • eLearning Coordinator \$83967 	<p>courses shows DHS are significantly above the average expected growth.</p> <ul style="list-style-type: none"> • NAPLAN DATA NOT AVAILABLE • The Library has been totally refurbished into a technology learning hub within the school • Attendance in 2018 was slightly down by 2%, with an average of 88.6%

Next Steps

In 2019 the focus will be on:

- Embedding the practices, programs and professional learning that is targeting the strengthening and growth in our HSC results. This includes an on-going focus on assessment, feedback and programming to ensure our senior school has a learning focused, supportive, high performance culture.
- Improvements in our Literacy and Numeracy programs to increase the percentage of students in the top two bands of NAPLAN, including expanding our Gifted and Talented programs, increase of targeted Learning and Support Team remedial work, embedding TEEEC writing processes across the school and LMG, develop a variety of improvement strategies for writing across the school through text type focuses and strategically addressing the minimum standards requirements.
- Continue our cycle of curriculum review with the implementation of the Curriculum Rounds process in 2019, looking at Stage 4 and 5 curriculum in teams, using the collaboratively developed review process. Our annual review will be of the PDHPE curriculum in 2019.
- Attendance monitoring and improvement through an evaluation of our whole school interventions for poor attendance, including programs of support with our Home School Liaison Officer, truancy follow up procedures and attendance improvement strategies.
- Continue to implement technology infrastructure improvements and develop future-focused pedagogy and professional learning around the 5C's. LMG, school-based and wider educational networks are to be developed to ensure our teaching, learning and leading creates innovative, engaging and connected learning experiences for all.

Strategic Direction 2

Collaborative and Shared Leadership

Purpose

To provide the school community with a highly innovative, enthusiastic and collegial staff that aims to inspire our students to become life long learners. This will create a positive and productive learning environment with shared and distributed leadership.

To provide staff with relevant, current and high quality professional learning opportunities that will lead to the design and implementation of innovative practices that allow every student opportunities to learn and achieve their personal best.

Overall summary of progress

Our school-based High Performance and Development (HPD) procedures continue to be held up as an exemplar, being widely referenced outside the school for best practice in developing and supporting teacher quality. The HPD procedures form the basis for our school developing a high performing culture of excellence across all the domains of the School Excellence Framework, giving clear directions and expectations about performance and development. Induction, Orientation, Accreditation and Maintenance are all supportively and strategically managed through the HPD and these processes and systems are being regularly adjusted to meet the changing NESA guidelines and the school actively supports staff in these areas.

In 2018, all staff were actively involved in professional learning (PL) to meet their goals in their Performance and Development Plans (PDPs), with these being linked to the Australian Professional Teaching Standards (APTS) and then mapped at the whole school level in a matrix to identify trends and themes in PL, Standards and goals being addressed. This strategic evaluation then informed the school-based PL designed and delivered in the areas of HSC assessment, backward mapping, curriculum, programming and feedback, as well as technology, Aboriginal Education, discipline and wellbeing. This mapping matrix also informed staff attending externally provided PL and networking.

The three school funded additional leadership positions in the areas of Technology, Secondary Studies and Teaching, Learning and Leading have supported our strategic directions in these areas and enhanced the collaborative leadership culture of the school. Instructional and distributed leadership was further enhanced through the additional Deputy Principal being school funded to ensure all Head Teachers have senior executive line management support and strong and visible leadership to support their development of the programs and curriculum areas they lead.

Management and administrative systems evolved and changed throughout 2018 in response to the LMBR reforms of the Department of Education. New SAP finance, payroll and HR systems have continued to result in school based changes to the way we operate across most areas of the school's operations. Principal workload support has been applied to the Administrative Office staffing and school based systems have been implemented to manage workflows, purchasing approvals, budgeting and financial management to ensure responsible, whole school fiscal management is understood. The school Administrative Office has been an area of the school in a constant state of new learning for approximately 2 years with these reforms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All staff actively involved in professional learning to meet goals in their PDPsHigh quality Professional Learning created and delivered at the school to meet PL needs of staff linked to the APTS and SMPIncrease in instructional and distributed leadership within the school, for staff and studentsManagement and administrative systems are effective and responsive	<ul style="list-style-type: none">Professional Learning budget expenditure \$9642RAM funded second Deputy Principal \$22858Additional Head Teacher positions \$129204	<ul style="list-style-type: none">Staff Development Workshops held throughout the four terms with Semester 1 taking a whole school focus on Assessment, Programming and Feedback. Semester 2 focused on Faculty specific HSC Curriculum Planning and Development.Staff also attended numerous professional learning activities as identified through their Professional Development Plans, linked to the Australian Professional Teaching Standards and the School's Strategic Directions.Opportunities to upskill were provided to all staff throughout 2018 for positions including Deputy Principal, relieving Head Teacher and team leadership. Supporting staff with promotion aspirations, including position applications and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All staff actively involved in professional learning to meet goals in their PDPs• High quality Professional Learning created and delivered at the school to meet PL needs of staff linked to the APTS and SMP• Increase in instructional and distributed leadership within the school, for staff and students• Management and administrative systems are effective and responsive		mock interviews. The school also continued to fund three additional Head Teacher positions in 2018. <ul style="list-style-type: none">• School–bas management and administrative systems are responding to the systemic changes effectively with the permanent appointment of our new SAM being successful to provide stability and expectations.

Next Steps

In 2019 the focus will be on:

- Continuing to improve and embed the procedures within the HPD and map PDP's to inform whole school PL decision making and planning. This focus will continue to support the development of a high performance and highly supportive culture.
- Address underperformance through improvement processes and ensure all those at risk are supported through mentoring, coaching and explicit PDP driven supports.
- Maintain two additional school funded leadership positions in Secondary Studies and Teaching, Learning and Leading and the Deputy Principal to support instructional and distributed leadership across the school.
- Consolidate and continue to professionally develop Executive staff in the new financial and administrative systems and processes of the school, in the areas of budgeting aligned to planning, purchasing linked to educational delivery and reporting linked to expenditure.
- Further develop and embed student leadership structures to ensure the school listens to student voice as a pivotal part of our planning, development, implementation and evaluation of all aspects of the school.

Strategic Direction 3

High Performance & Excellence in Teaching

Purpose

To be a high performing school that is an integral part of local, national and international communities.

By providing a strong performance focus on our teaching, learning and leading culture, all school members will be encouraged to strive towards excellence.

Effective and efficient systems will ensure the school is operating at a high level to achieve student, staff and parent aspirations.

Overall summary of progress

To deliver high performance and excellence in teaching, Key Learning Areas were funded through substantial educational delivery money to support every faculty achieve their targets linked to the School Plan. Head Teachers undertook considerable school based learning in 2018 in financial management and budgeting linked to planning and evaluative thinking. As an outcome, all KLAs are strategically mapping their budgets to plans and evaluation tools to ensure what is being implemented is having an impact, is measureable and focused on growth targets.

The Quality Teaching Rounds (QTR) were implemented across all teaching staff in 2018 for the first time. The goal was to have all teachers engage in a QTR in cross-curriculum groups of four by the beginning of 2019. Casual cover for this to occur consistently was a challenge for the successful implementation of the QTR's for all staff in this timeframe. Staff have evaluated the QTR program as extremely valuable and useful for their professional development in classroom practice, curriculum, pedagogy and overall learning and development.

The School Improvement Team (SiT) team met throughout 2018 to support evaluation of the school milestones and to transform the School Plan and vision into a visual representative that reflects our goals, aspirations and school culture. The goal of this visual representative was to ensure all elements of our School Plan were known and valued by all staff, with a clear and explicit link in their daily planning to meet our goals in the areas of teaching, learning and leading improvements. This Dungog High School visual representative of a tree incorporates the whole staff development we engaged in through 2017 on school culture and what we actively and collectively want our school to feel like. As a SiT Team creation, we then had a graphic designer develop this image to be a professional logo we now incorporate into our branding.

The Communication Team worked collaboratively in 2018 to improve the school website, moving this onto the new Department platform, as well as improve our school Newsletter onto the digital Sway platform and enhance school based communications and promotions within and among the community.

In our Local Management Group (LMG) known as the Dungog District Community of Schools (DDCoS), we commenced the implementation of the first year of our three year strategic plan, with targets in the areas of:

- Aboriginal Education;
- Technology;
- Literacy & Numeracy and
- Transition.

The strategic directions and targets of our practices and processes together as an LMG for 2018 are reported herein, with an update on progress:

Aboriginal Education Across DDCoS:

- Improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.
- Providing Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business.

Aboriginal Education Progress in 2018:

- Combined DDCoS Staff Development Day (SDD), Term 3 2018 held at Murrook Cultural Centre organised by

Dungog High School

- Dungog High School coordinated and led a variety of staff development activities in the lead up to Term 3, to prepare staff involving community in the Term 3 SDD.
- JAECG attendance at Dungog High School was made accessible and promoted by Primary Schools, with meetings held in the afternoon to promote attendance
- NAIDOC combined participation across all schools occurred, with NAIDOC being highly successful in connecting to community. This was held at Dungog High School in Term 2, Week 10.

Technology Across the DDCoS:

- To develop a high level of digital literacy in order for students to thrive and work in the world.
- Seamless and purposeful integration of technology into future-focused learning and teaching to provide opportunities for students to think independently and develop skills that will enable them to flourish in a world driven by technology.
- Effective integration of information and communication technologies (ICT) across the curriculum, so students learn to collaborate, globally connect, construct, apply knowledge and reflect on learning.

Technology Progress in 2018:

- Dungog HS has employed **Gillian Manning** as a project manager and leader of Technology and Innovations. She is based at Dungog High School and has developed in 2018 a Technology Strategic Plan that involves working closely with the DDCoS, in the following ways:
- Developing a Needs Analysis of Professional Learning linked to the implementation of our plans;
- Forming an LMG Team, conducting a skills and equipment audits to plan implementation of programs;
- Involving the LMG primary schools in PL and activities at the High School;
- Mentoring and Coaching through a series of technology networks linked to programs;
- Evaluating, improving and developing the Virtual Enrichment Program in conjunction with the Virtual Enrichment Focus Group.

Literacy and Numeracy Across DDCoS:

- To address the Premier's targets as an LMG: to increase the proportion of NSW students in the top two NAPLAN bands for reading and numeracy by 8 per cent by 2019.
- Provide support, guidance and professional learning in explicit teaching, assessment and points of intervention.
- Clearer, more regular and immediate information about student's literacy and numeracy progress to support transition planning.
- Develop leadership capacity of all staff.

Literacy and Numeracy Progress in 2018:

The LaST Network across the LMG has continued, hosted at Dungog HS, with the goals of:

- Strategic planning to address the literacy and numeracy needs of the students of the DDCoS;
- Ensuring a unified approach to remedial intervention for literacy and numeracy support in the DDCoS, whereby the HS is not using the same programs and interventions as any of the PS;
- Communicating and planning the LaST interventions across the LMG, including shared approaches to PL;
- Mentoring and supporting the LaSTs of the LMG;
- Supporting transition planning;
- Writing Improvements – Dungog HS has started to develop the leadership required for the implementation of a consistent model for paragraph writing across the LMG, TEEEC;
- Middle Years Maths Project – A strategic plan has been developed to implement LMG mathematics and numeracy programs. The plan includes professional learning, sharing pedagogy, collegial lesson observations and is support by high school Maths teachers & Stage 3 Primary teachers.

Transition Across the DDCoS:

- Student centred planning for Transition Year 6–7, personalised to student's needs.
- Support for improved collaboration and information sharing between students, parents and carers, schools and government and community agencies and services.

Transition Progress in 2018:

- On-going evaluation, improvement and implementation of the DHS Transition to School Procedures has occurred collaboratively, which is kept updated and communicated to all schools.
- Communication regarding all Transition is between the Principal of each Primary School and the high school HT of Welfare.
- Primary Principals shared NAPLAN with the high school to inform planning and getting to know the students

Technology and Applied Sciences (TAS) Curriculum Review – December 2018

Each year the school undertakes a review of a curriculum area that may be reported on in the Annual School Report. This self-evaluation is a planned process of gaining feedback and engages the wider school community in reflecting upon what the school is doing to improve student learning outcomes. The school self-evaluation process is a structured way of reflecting on school targets, school planning and strategies.

TERMS OF REFERENCE

To review, report on and make recommendations about:

1. Quality systems in the TAS faculty
2. Quality teaching and learning processes and practices including:
 - Programs
 - Assessment
 - HSC monitoring

METHODOLOGY

Information for analysis by the review team was collected through the following processes:

- Interviews were conducted with members of the school community, including:
 - Eight members of the TAS staff;
 - Nine parents; and
 - Forty one students in ten focus groups (Years 7 to 12);
- Analysis of teaching programs, assessment tasks, HSC monitoring folders and other documents seen by the school as informing the review;
- Analysis of SCOUT and RAP data;
- Six TAS lessons were observed;
- Student workbooks, Google Classroom files and work samples reviewed;
- The team met regularly to debrief throughout the review; and
- The TAS staff were invited to review the findings as they developed and attended a review debriefing on 5 December 2018.

This review resulted in the identification of strengths in the faculty and areas for improvement. The following recommendations were made:

Recommendation 1 – Evaluation of faculty programs, assessment and feedback

Strategies:

Ensure explicit and consistent registration and evidence of:

- NESA compliant programs and assessment across 7–12;
- Program differentiation and targeted teaching and learning strategies;
- Registration of extension and remediation strategies and approaches;
- Implementation of explicit literacy and numeracy strategies in all classes;
- Aboriginal perspectives in all programs;
- Procedures for increasing the supervision of junior assessment schedules and tasks to monitor quality, notifications, data entry to *Senral* and completion requirements; and
- A consistent approach to written feedback.

Recommendation 2 – The faculty to develop effective and efficient systems and process to improving teaching, learning and assessment compliance and administrative systems that support teachers

Strategies:

The development, implementation, monitoring and evaluation of:

- Processes for keeping accurate faculty records including minutes, professional learning, student assessment performance and data analysis; and
- Professional learning that is linked to the Australian Professional Teacher Standards and specifically targeted to the improve teaching, learning, assessment and feedback in TAS.

Recommendation 3 – All teachers use data to inform practice

Strategies:

- Teachers undertake professional development in the use of performance data to support their work and student learning;
- Professional development on the use of the NESA Results Analysis Package (RAP);
- Access Scout and RAP HSC item analysis data to:
- inform curriculum differentiation;
- identify teaching strategies; and
- personalise learning for students
- Use Results Analysis Package to identify gaps, positives and negatives, and focus areas for future programming; and
- Identification of gaps, emerging themes and future directions.

Recommendation 4 – The faculty to develop a strategic approach to increase the use of technology as a tool for teaching, learning and engagement

Strategies:

The development, implementation, monitoring and evaluation of:

- A strategic technology plan for the faculty; and
- Teachers professional learning in technology to increase its use for student learning and engagement.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Strong collaboration to deliver programs between the school and the LMG Group, the Dungog District Community of Schools (DDCoS).• School staff improve in professional and collaborative practices.• Increased positive feedback from the community about communication and school performance	<ul style="list-style-type: none">• Faculty budgets \$103682• Quality Teaching Rounds \$33985	<ul style="list-style-type: none">• QTR improved cross-curricula collaboration• QTR – leadership at State level• Surveys – TTFM parent, uniform both increased participation in survey• LMG initiatives – Middle Schools maths, transition

Next Steps

In 2019 the focus will be on:

- The continual review and development of the HPD procedures to ensure the systems, programs and supports are in place for all staff to excel, in a culture of high performance and development across the school that is focused on student outcomes.
- The additional school funded Head Teacher positions in 2019 will be reduced from three to two, consolidating the roles of the Technology coordinator and their leadership within the role description of the Head Teacher Teaching, Learning and Leading. The additional school funded Deputy Principal and eLearning coordinator are planned to be maintained for the full three year plan 2018–2020 to ensure instructional, shared and distributed leadership is embedded across the school through strong line management and a focus on supporting good practice, systems and processes.
- Wellbeing and Discipline will be further evaluated in 2019 and modifications to our policies and procedures made, to address the findings of the review in 2018–19. The school will engage in PL in Restorative Practices, Choice Theory, Reality Therapy and discipline to improve our restorative approach to wrong doing and build the relationships that foster a strong school culture where the disruption of misbehaviour is minimised and closely managed and supported by all levels of the school system.
- The QTR's will be a major PL focus across all teaching staff, with the cross curriculum groups of four continuing as our school model for the implementation of these rounds in 2019. School based PL will be delivered in Semester 1 to prepare for these rounds in Semester 2.
- The LMG processes and practices will be further developed across the DDCoS, with the whole LMG SDD focus in Term 3 being Technology and hosted again at the high school. Our collaborative work across technology, Aboriginal Education, literacy, numeracy and transition will continue to be strongly led in 2019.

- The curriculum will continue to be annually reviewed in detail, with PDHPE being our 2019 focus area. The Year 7–10 curriculum will be reviewed using the collaboratively developed school process of Curriculum Rounds, as modelled from the QTR concept and using the existing internal review processes of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$67250	<ul style="list-style-type: none"> • Personalised Learning Plans were prepared for each of the Aboriginal students • Aboriginal Support Officers were employed to support all Aboriginal students students in a variety of subjects and widen our cultural understanding within the school. • Junior Aboriginal Education Consultative Group (JAECG) meetings at school. and through Port Stephens Youyoong AECG • Planning and designing of the Cultural Room that will be officially opened in early 2019. • NAIDOC celebrations • Country & Culture program conducted by Youth Express. • Cultural activities for our feeder primary schools during NAIDOC Week. • The Aboriginal Education team continued to meet fortnightly throughout 2018 and focused on continued support and mentoring for our Aboriginal students. • Staff Development Day, Term 3 held for all staff to participate in Aboriginal Cultural Awareness training on country at Murrook Cultural Centre
English language proficiency	\$400	Additional Learning and Support assistance, testing and reporting.
Low level adjustment for disability	\$313679	<p>Increased support for all identified students resulting in improved learning outcomes. These supports included:</p> <ul style="list-style-type: none"> • Implementation of electronic Personalised Learning Plans that identified students' areas of strengths and improvement and necessary adjustments; • Increased School Learning Support Officer support in classrooms; • Creation of specialised classes to target identified learning needs of students; • Special provision support for any identified students; • Individualised YARC testing for students with learning difficulties; • Delivery of Literacy and Numeracy programs to support students with learning difficulties in all years; • Professional development for staff on learning difficulties, Disability Standards and adjustments; • Increased staff reporting on students' needs and adjustments; and • Additional individual support for students by the Head Teachers (Teaching, Learning, Leading and Secondary Studies)
Socio-economic background	\$343908	<p>Effective support for all students resulting in improved attendance and achievement. Support included:</p> <ul style="list-style-type: none"> • Chaplain support for students requiring specialised programs; • Supply of essential school items for families experiencing difficulty; • Additional School Learning Support Officer assistance in identified areas of need;

Socio-economic background	\$343908	<ul style="list-style-type: none"> • Provision of breakfast and art club; and • Additional individual support for students by the Head Teachers (Teaching, Learning, Leading and Secondary Studies)
Support for beginning teachers	\$17950	Successful mentoring for beginning teachers. Period allowances for additional support. Target professional development to meet Teaching Standards.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	316	332	317	301
Girls	361	346	340	321

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.3	92.3	91.7	90.3
8	92.1	89.6	91.6	87.6
9	89.5	91.9	90.2	89.2
10	91	89.2	90.6	86.6
11	86.7	90.9	87.6	88.7
12	90.3	89.3	93.1	90.9
All Years	90.6	90.6	90.8	88.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Attendance rates have traditionally been over 90% which is above the state average. Although attendance in 2018 was 88.68%, this was still above State average. Attendance fluctuated depending on each year group each term. Improved communication measures, including SMS and letters of concern, were continued in 2018.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	9.52	15.49	10
TAFE entry	4.76	2.82	4
University Entry	0	0	47
Other	17.86	5.64	0
Unknown	1.19	16.9	6

Year 12 students undertaking vocational or trade training

In 2018 Dungog High School offered the following subjects in Vocational Education:

- Business Services
- Construction
- Hospitality
- Metals and Engineering
- Primary Industries
- Retail Services
- Skills for Work and Vocational Pathways

In Year 12 students also elected to undertake Vocational Education and Training courses through Hunter TAFE and OTEN in the areas of:

- Aeroskills
- Animal Services
- Beauty Services
- Human Services
- Electrotechnology

23% of our Year 12 students have continued with TAFE study in their area of interest after completion of their Higher School Certificate.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 Dungog High School had 50 Year 12 students enrolled for Higher School Certificate subjects. This comprised of

- 34 successfully attaining their Higher School Certificate, with:
- Seven (7) Band 6 results in PDHPE, Biology, Business Studies, Industrial Technology Timber and Hospitality
- Two (2) Nominal Band 6 results achieved in Mathematics Extension
- Seventh in the State for Hospitality
- Fifty-three (53) Band 5 results
- 16 students attaining their Record of Student Achievement (RoSA)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	36.6
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.48
Other Positions	1

*Full Time Equivalent

In 2018 Dungog High School had three identified Aboriginal teachers on staff and two Aboriginal School Learning Support Officers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	6

Professional learning and teacher accreditation

Professional Learning in 2018 consisted of the following:

- Staff Development Days – held the first day of Term 1, 2 and 3 with a focus on mandatory training, Quality Teaching, Learning and Student Engagement and Aboriginal Cultural Awareness training
- Staff Development Workshops held throughout the four terms with Semester 1 taking a whole school focus on Assessment, Programming and Feedback. Semester 2 focused on Faculty specific HSC Curriculum Planning and Development.
- Targeted professional learning by staff revolved around the following themes – Aboriginal

Education, Assessment, Beginning Teaching, Collaboration, Community Engagement, Curriculum, Data Analysis, Differentiation, new HSC syllabus, ICT, Innovation, Leadership, Literacy & Numeracy, Networking, STEM, Technology, Wellbeing and Quality Teaching.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	616,887
Revenue	8,554,442
Appropriation	8,154,842
Sale of Goods and Services	24,753
Grants and Contributions	370,989
Gain and Loss	0
Other Revenue	940
Investment Income	2,917
Expenses	-8,281,557
Recurrent Expenses	-8,281,557
Employee Related	-7,240,024
Operating Expenses	-1,041,533
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	272,885
Balance Carried Forward	889,772

In 2018, the school implemented the Department of Education's Learning, Management and Business Reform (LMBR) package. As a result of the new financial systems and financial processes, the school has developed and established new governance structures to ensure accountability and monitoring. This has had implications for all levels of financial transactions across the school.

After consultation with the school and the community, the school is saving for capital works projects, technology and improvements to the teaching and learning environments within the 2018–2020 school plan.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	6,413,571
Base Per Capita	128,618
Base Location	41,588
Other Base	6,243,365
Equity Total	725,237
Equity Aboriginal	67,250
Equity Socio economic	343,908
Equity Language	400
Equity Disability	313,679
Targeted Total	555,183
Other Total	147,925
Grand Total	7,841,917

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN – Literacy 2018

Dungog High School Year 7 and 9 students completed NAPLAN Online for the first time in 2018, making

comparisons to previous years and results invalid. Average scaled growth is determined to be a sound measure of making statements about NAPLAN performance for our school this year.

Year 7 Literacy

Average scaled growth literacy scores for Dungog High School are above State for all domains, except for Writing. As a school and learning community, we continue to acknowledge writing as an area for strategic improvement.

Year 9 Literacy

Average scaled growth literacy scores for Dungog High School are above State for the domain of Grammar & Punctuation; however, all other domains of literacy are slightly below State.

Year 7 Numeracy

Average scaled growth for Year 7 in the domain of Numeracy is 68.0, with the State being 54.20, resulting in Dungog High School being 13.8 points above State.

Year 9 Numeracy

Average scaled growth for Year 9 in the domain of Numeracy is 48.93, with the State being 47.0, resulting in Dungog High School being 1.93 points above State.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

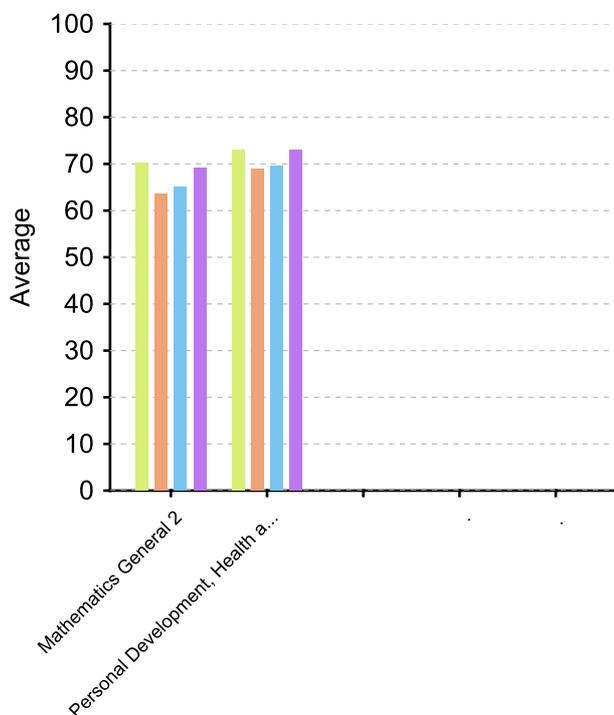
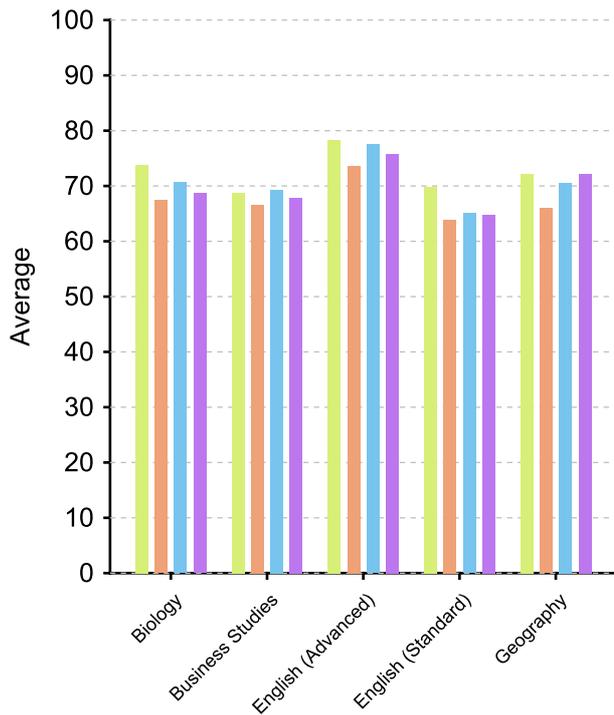
The Premier's Priority is to have an increase in students in the top two performance bands of NAPLAN for Reading and Numeracy. Dungog High School had 15.32% of students in the top two bands.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Dungog High School's HSC results demonstrate excellence, with 50.0% of our results in the top two performance bands, compared to 29.59% for Similar School Groups. With small cohort sizes at our school, many results by course are difficult to make

comparisons over time, however the positive trend in z-scores and above State and similar school group results across most courses shows upward trends across all HSC areas.



Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	73.8	67.4	70.7	68.7
Business Studies	68.8	66.6	69.3	67.8
English (Advanced)	78.3	73.7	77.5	75.7
English (Standard)	69.8	63.9	65.0	64.8
Geography	72.2	66.0	70.6	72.2
Mathematics General 2	70.1	63.6	65.1	69.1
Personal Development, Health and Physical Education	73.0	69.0	69.5	73.0

When comparing students' growth between Year 9 to 12 in 2018, we have a maximum value added score of 28.03, which is well above when compared across other schools.

HSC excellence continues to be a strategic priority of the school.

Parent/caregiver, student, teacher satisfaction

Dungog High School has a long history of positive communication between parents, students and staff. We implement several different feedback surveys throughout the year, including:

- Year 10 Subject Selection Process – student and parent feedback indicates that 100% students and parents found the full process very beneficial and provided the students (and their parents) with very valuable information and feedback in regards to selection of Stage 6 subjects.
- Focus on Learning Teacher survey – This survey focuses on classroom and school effectiveness in relation to student outcomes. Our staff results show that Dungog High School is a strong leader in the areas of collaboration, learning culture, the use of data to inform practice, use of various teaching strategies and that the school is very inclusive.
- Partners in Learning Parent Survey – This is a comprehensive survey for parents that focus on their child's experiences at home and school. The parents who undertook the survey indicated that they felt that they were welcome in the school, were informed in a timely fashion and that their child was in a safe learning environment.
- Tell Them From Me Survey – This is a comprehensive student focused survey that is

administered to all students in Term 1 and Term 3 each year and is centered around three main areas: social–emotional outcomes (social engagement, institutional engagement, intellectual engagement, emotional health) and drivers of student outcomes (quality instruction, school context, classroom context and future aspirations). Over the four years that we have been involved in this survey we have always had 95%+ of students complete the survey. Results have consistently shown that our students feel as if they belong in our community (they place huge importance on the relationships they have with both peers and teachers), and that they demonstrate positive behaviour at school. Students also indicated that there are high expectations set for them and that we have a positive learning climate within the school.

All of these results are analysed by the School Improvement Team and the Executive to inform future focus areas within the school.

Policy requirements

Aboriginal education

In 2018 our Aboriginal students totalled 12% of the student population. Personalised Learning Plans were prepared for each of the Aboriginal students with the help of Mrs Susan Judd (Head Teacher HSIE, Aboriginal Coordinator) along Mrs Kara Clements and Mr Sam Russell (Aboriginal Support Officer). Mrs Clements and Mr Russell were employed to give additional support to students in a variety of subjects and widen our cultural understanding within the school.

Students were involved in regular Junior Aboriginal Education Consultative Group (JAECG) meetings at school. They also took part in meeting with the Port Stephens Youyoong AECG throughout the year; discussions held covered issues the students were facing at school and activities they wanted to be involved with, both in and out of school hours. Students were also central in the planning and designing of the Cultural Room that will be officially opened in early 2019.

Students had opportunities to be involved in a number of different activities throughout the year including NAIDOC celebrations and a Country & Culture program conducted by Youth Express. Our students were also very pleased to organise activities for our feeder primary schools during NAIDOC Week.

The Aboriginal Education team continued to meet fortnightly throughout 2018 and focused on continued support and mentoring for our Aboriginal students. The whole staff had the opportunity to participate in Aboriginal Cultural Awareness training on country at Murrook Cultural Centre in Term 3.

Multicultural and anti-racism education

Dungog High School prides itself on being a fully

inclusive high school that actively participates in, and celebrates, the many different cultures within our school community. Our student and staff base comprise of ethnic backgrounds such as Australian, Aboriginal, Afrikaans, French, German, Maltese, Norwegian, Swedish and Talalog (Phillippine Islands). We encourage and promote exchange students to attend Dungog High School and have hosted several students over the years from France, Portugal and New Zealand. We also annually host exchange students from schools in Hong Kong.

We have five staff members trained as Anti–Racism Contact Officers (ARCOs) and these staff members continually work to ensure that Dungog High School remains a safe and supportive environment for all.