

# 2022 Annual Report

## Dorrigo High School



8453

# Introduction

The Annual Report for 2022 is provided to the community of Dorriggo 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 Strategic Improvement 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.

## School contact details

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## School vision

Our school vision is to provide high quality, creative teaching and learning experiences that engage our students, meet their learning needs and foster a strong sense of belonging. We intend that all students should enjoy their learning, realise their potential and make a valuable contribution as citizens in the wider world.

## School context

Dorrigo High School is a Years 7-12 comprehensive school with an enrolment of 117 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 a mixed mode delivering both a compressed curriculum structure and traditional mode in Stage 6 enabling a small cohort of senior students to access a wide range of academic and vocational courses. The school continues to see improvement in HSC results. Teachers are committed to delivering best practice to students. As such the school uses Assessment for Learning strategies where the teachers are striving to improve every student's learning.

The school receives some additional funding based on its Family Occupation and Employment Index (FOEI) of 101 which places the school and its community very near to the state mean of 100. Additional funding is also provided on an index which classifies schools according to their location under the Rural and Remote strategy.

The demographics for the next few years indicate that enrolments in the Dorrigo area should stabilise at this point. The school has outstanding facilities including a trade training centre and an agricultural plot. The school currently has the capacity to deliver a number of Vocational Courses including construction, metals and engineering, hospitality and primary industries. A supportive business community provides work placement opportunities for vocational courses and work experience in Stage 5.

Over the coming four years we will be further developing a school culture where data is used to drive improvement; school assessment is used to monitor, plan and report on student learning; and self regulation is applied to learning, as based on our three strategic directions.

## Self-assessment and school achievement

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To use data effectively to drive improvement in student achievement, growth and performance in literacy, numeracy and wellbeing.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching 7-12
- Monitor and support student progress and achievement
- Monitor and Improve Attendance and Wellbeing

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$73,540.00

**Socio-economic background:** \$74,795.00

**Aboriginal background:** \$7,130.00

### Summary of progress

All staff engaged with literacy and numeracy professional learning in 2022 and used the triangulation of data to inform teaching and learning. All staff embedded fractions and proportional reasoning into their teaching and learning programs, and used literacy strategies such as 'talk aloud' to support student improvement. Discussions with staff took place at faculty and whole staff meetings about numeracy and literacy progressions. Work samples were collected and analysed as part of professional learning using NAPLAN data to demonstrate student progress and to inform teaching, learning and assessment. Tracking was limited to small teams and some key learning areas (KLAs) and therefore has not yet become school-wide practice.

All staff were trained in Trauma Informed Practice to better understand childhood trauma and its impacts on student learning and well-being to better meet students' needs and support them in reaching their full potential. Additional resourcing was provided to purchase resources that assist student engagement and focus in the classroom such as 'fidget' toys and mindfulness activity material.

A dedicated attendance team regularly analysed attendance data and used the 'Every Day Counts' resource to have informed conversations about evidence-based attendance practices in schools. Whole-school processes are now in place to communicate regularly with parents/carers about attendance and with all staff aware of school procedures to actively promote positive habits of attendance.

Lesson observation and feedback stalled after the first cycle due to COVID restrictions.

Next year in this initiative we will continue our commitment to high-impact literacy and numeracy professional learning and a cycle of collaborative lesson observations and feedback to further enhance teacher practice and improve student learning growth and achievement. We will continue to monitor student attendance and wellbeing using the successful systems developed this year and develop additional strategies to further improve student engagement and retention.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>System Negotiated Targets - NAPLAN</b>  <b>Top Two Bands Reading</b>  Improvement in the percentage of students achieving in the top two bands in <b>Year 9 reading</b> from the baseline by	Year 9 reading results indicate that the target of 24% of students achieving in the top two bands was not met; 9% of students achieved in the top 2 bands. However, the trajectory is positive with a 2% increase of students achieving the top 2 bands compared to 2021.

4.7%.	
<b>System Negotiated Targets - NAPLAN</b>  <b>Top Two Bands Numeracy</b>  Improvement in the percentage of students achieving in the top 2 bands in <b>Year 9 numeracy</b> from the baseline by 6.8%.	Year 9 numeracy results indicate that the target of 23.2% of students achieving in the top 2 bands was not met; 9% of students achieved in the top 2 bands. However, the trajectory is positive. Students have continued to move from the lower bands to the middle bands from 34% in 2018 to 58% in 2022.
<b>System Negotiated Targets - HSC Top Two Bands</b>  Improvement in percentage of HSC students in the top two bands from the baseline by 6%.	Year 12 HSC results indicate that the target percentage of students achieving in the top two bands was not met; 10% of students achieved in the top 2 bands. The trajectory is trending downwards with a reduction of 13% of students achieving the top 2 bands compared to 2021.
<b>System Negotiated Targets - HSC Top Three Bands</b>  Improvement in percentage of HSC students in the top three bands from the baseline by 5.3%.	Year 12 HSC results indicate that the percentage target of students achieving in the top three bands was not met. The trajectory is trending downwards with student achievement in the top three bands 12% below the baseline. This is a reduction of 8% from the previous year.
<b>System Negotiated Target- Attendance</b>  Increase the percentage of students attending at least 90% of the time from the baseline by at least 5.1%.	Attendance data in 2022 indicates that the target percentage for student attendance of at least 90% of the time was not met. The number of students attending greater than 90% of the time or more has decreased by 2% from the previous year to 36%. Overall attendance; however, was 85.3 %, which was 2% above state average and 7.5% above statistically similar schools. This demonstrates that Dorriggo High School is continuing to make progress towards the state target.
<b>System Negotiated Target - Student Wellbeing</b>  Tell Them From Me survey data shows the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be above the baseline by at least 5.4%	The percentage of students reporting positive wellbeing outcomes (Term 1 school snapshot) indicates that the 2022 target was not met. The percentage of students reporting positive wellbeing outcomes has decreased by 19% to be 8% below the baseline. Dorriggo High School remains committed to improving positive wellbeing measures.
<b>System Negotiated Targets- NAPLAN Student Growth</b>  Improvement in percentage of students achieving expected growth <b>in reading</b> from Year 7 to 9 to be at least 2.4% above the baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Year 9 Check in Assessment Data (Term 4) indicates that Year 9 students achieved results slightly below statistically similar schools in reading by 5%.
<b>System Negotiated Targets- NAPLAN Student Growth</b>  Improvement in percentage of students achieving expected growth <b>in numeracy</b> from Year 7 to 9 to be at least 6% above the baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Year 9 Check in Assessment Data (Term 4) indicates that Year 9 students achieved 1% above statistically similar schools in numeracy.
<b>System Negotiated Target - Aboriginal Student HSC Attainment</b>  At least 50% increase in the proportion of ATSI students attaining the HSC whilst maintaining cultural identity.	The school's contribution to this network target was below the required trajectory. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. The school's engagement in strategic support around Aboriginal HSC Achievement will be ongoing in 2023 with focus on consultation and collaboration with Aboriginal students and their families.
<b>School Based Target - Wellbeing</b>	In 2022, 90.1% of students checked in at least once using EI Pulse. There

<p>80% of students use EI Pulse regularly as a wellbeing check in.</p>	<p>was an average of 11.50 check-ins by engaged students during this period. Whilst there is a high percentage who have checked in at least once, this has not been a regular occurrence, and typically it is has only been a small group of students who have been checking in regularly. Incentives impacted positively on an increase in check-in regularity when used early in 2022 and will be explored for 2023, as will dedicated class time for students to check-in at the beginning and end of the week.</p>
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## Strategic Direction 2: Assessment Centred Classroom

### Purpose

Our purpose is to build a school culture where consistent school-practices for assessment are used to monitor, plan and report on student learning across the curriculum and formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Embed Quality Assessment Practices
- Embed Effective Feedback
- Building Teacher Capacity

### Resources allocated to this strategic direction

### Summary of progress

Building on the use of success criteria and learning intentions from last year, in 2022 staff engaged in professional learning to develop effective feedback strategies that aligned to syllabus outcomes and assessment rubrics for Stage 6. This was led by the Head Teacher English and Learning and Support Teacher and focused on using good questioning and knowledge-check routines. The professional learning modelled the application of strategies that supported a whole-school approach to assessment and feedback.

Next year in this initiative we will expand the model of implementation across Stages 5 and 6. This will provide students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus through evidence-based assessment for learning strategies across all KLAs. To further support student growth, we will conduct a refreshment of the feedback cycle and strategies by exploring and implementing Quality Teaching Rounds to build teacher capacity in explicit teaching and quality feedback. Feedback action surveys for students will be conducted to inform future planning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• All staff use assessment to provide learning opportunities</li><li>• All teaching and learning programs include learning intentions, success criteria and assessment for learning strategies.</li><li>• 100% of staff deliver high-quality formal assessment tasks that include rubrics.</li><li>• 100% of staff have engaged in professional learning in creating Stage 6 assessment tasks.</li></ul>	Learning intentions and success criteria were a feature of all classrooms in 2022. All assessment tasks are of high-quality and include rubrics; however, a universal scaffold was not used in 2022. Stage 6 assessment task professional learning was conducted in the English/HSIE faculty and will continue across all KLAs in 2023 for Stages 5 and 6, including a review of assessment for learning strategies and processes and a school-wide consistent system of developing assessment schedules.
<ul style="list-style-type: none"><li>• All staff use assessment to provide opportunities for students to receive feedback on their learning</li><li>• 100% of students understand how to improve from feedback they receive.</li><li>• All staff participate in structured lesson observations with peers and reflection at least once semester.</li></ul>	In 2022, there was an improvement in the quality of teacher feedback, although a universal system of peer observations was not implemented. Through the use of learning intentions and success criteria in every lesson, student assessment results and feedback examples for students, the trajectory of students using feedback for learning is positive; however, there was not sufficient evidence overall to demonstrate that all students understood how to improve from feedback received.



### Purpose

**Our purpose is to build a school culture that is strongly focused on applying self-regulation to learning, building educational aspiration and ongoing performance improvement throughout the school community.**

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Introduction to the fundamentals of the Learning Skills Curriculum

### Resources allocated to this strategic direction

### Summary of progress

In 2022, dedicated lessons on learning to learn for the Year 7 cohort formed part of Dorriggo High School's commitment to building a school culture that is strongly focused on applying self-regulation to learning, building educational aspiration and ongoing performance improvement throughout the school community. The learning to learn lessons built skills within our students to become successful learners, focusing on becoming:

- Resilient: being ready, willing and able to lock on to learning. Being able to stick with difficulty and cope with feelings such as fear and frustration.
- Resourceful: being ready, willing and able to learn in different ways. Having a variety of learning strategies and knowing when to use them.
- Reflective: being ready, willing and able to become more strategic about learning. Getting to know our own strengths and weaknesses.
- Relationship-focused: being ready, willing and able to learn alone and with others.

Students were guided through lessons to allow them to develop these skills. They learned to take turns, negotiate and reach a consensus, combine ideas to co-create effectively, problem-solve under pressure and understand the need for subordinate roles that benefited their allocated group.

Next year in this initiative we continue dedicated lessons in Year 7 and expand the program for Stage 4 to include learning skills language embedded in teaching and learning programs and assessment tasks across KLAs.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Improvement Measure - Learning Skills Curriculum</b> <ul style="list-style-type: none"><li>• Year 7 students engage in a learning skills curriculum that builds self regulation</li><li>• All students have a developing skill set in working effectively with anyone, in a group of any size and are able to repair damaged relationships and present a team project</li><li>• Students demonstrate a developing sense of what it means to be a self-regulated student as a result of engaging in a learning skills curriculum.</li></ul>	Timetabled learning skills lessons with all Year 7 has supported growth. Students are yet to apply the skills across their curriculum as data indicates that links are not yet being made and the learning skills are isolated to dedicated classes. However, within the dedicated classes students demonstrated positive engagement and progress with self-regulation, oracy skills and group work.
<b>Teaching Practice - Learning Skills Curriculum</b> All teachers have undertaken	Professional learning on the Learning Skills Curriculum was completed in Term 1, 2021. Staff were led through the learning modules drawn from the 'Fear is the Mind Killer' handbook that supported the learning-centred and growth mindset classroom. In 2022, additional professional learning

professional learning in learning-centred and growth mindset strategies.

activities focusing on oracy and group work were presented to teachers. There is yet to be school-wide links with the learning to learn skills and language in all KLAs. This will be a focus in 2023 and will form part of the rubrics in assessment tasks.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$18,074.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dorriggo High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the employment of Student Learning and Support Officers supported students in class and in literacy and numeracy remediation programs. Some students required support around behaviour and socio-emotional skills both in class and on the playground that assisted with more positive engagement in learning and relationship building.</p> <p><b>After evaluation, the next steps to support our students will be:</b> regular reviews of student IEPs, ongoing support to improve literacy and numeracy learning and to build study skills for students with additional needs. School staff will consult with Delivery Support Staff to plan for students who continue to have difficulty with self-regulation to a level to be able to engage more positively with their learning and in their interactions with others.</p>
<p>Socio-economic background</p> <p>\$74,795.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dorriggo High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching 7-12</li> <li>• Monitor and Improve Attendance and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement the Social and Emotional Wellbeing Program and the Head Teacher Wellbeing to support identified students with additional needs</li> <li>• employment of additional staff to support the implementation of learning and support targeted literacy and numeracy intervention programs.</li> <li>• professional development of staff through trauma informed practice to support student learning and wellbeing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> professional learning provided to staff enhanced the interpretation of NAPLAN data to inform teaching, learning and assessment. A more individualised approach to student wellbeing and revising and refining systems and processes supported student attendance. Professional learning provided to staff to become trauma aware informed and supported inclusive learning environments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to monitor, track and provide this mode of support to further enhance student learning outcomes, wellbeing and attendance.</p>
<p>Aboriginal background</p> <p>\$13,467.55</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dorriggo High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$13,467.55</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Monitor and Improve Attendance and Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support student wellbeing and attendance improvement</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student surveys and communication with parents/carers supported improved attendance and engagement in learning. NAIDOC Day activities developed a sense of belonging for Aboriginal students and engaged the whole-school community in increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. Facilitating Personalised Learning Pathways for Aboriginal students supported increasing Aboriginal student engagement, improved learning outcomes and educational aspirations at Dorrigo High School through developing genuine partnership with our Aboriginal students, their parents/carers and teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support participation and retention of all Aboriginal students at Dorrigo High School through data analysis, tracking, intervention, cultural programs and Personalised Learning Pathway conferences to engage them, improve their sense of belonging for successful participation in education and strengthen the school's partnerships with the Aboriginal community for the learning of all.</p>
<p>Low level adjustment for disability</p> <p>\$73,540.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Dorrigo High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching 7-12</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• Professional learning for staff to develop data literacy to inform teaching, learning and assessment for improved student outcome achievement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> targeted students identified through the Learning and Support team received intervention programs tailored to reading, writing and numeracy and additional support to ensure learning progress. Professional learning for staff improved literacy and numeracy explicit teaching and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue this model in 2023. Additional staff in the Learning and Support team enables stronger student success in learning growth and attainment. Improving explicit teaching and learning practices in literacy and numeracy informed by data improves student engagement and learning achievement.</p>
<p>Location</p>	<p>The location funding allocation is provided to Dorrigo High School to</p>

<p>\$26,724.46</p>	<p>address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Classroom teaching and learning supplies</li> <li>• Subsidise student uniform/ student assistance</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> equity for all students to feel well supported at Dorrig High School.</p> <p><b>After evaluation, the next steps to support our students will be:</b> a continuation of the use of school flexible funding to support every student at point of need and upon request.</p>
<p>Professional learning</p> <p>\$25,350.65</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Dorrig High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• collaboration for our staff with other Key Learning Areas within our regional Curriculum Leadership Network to support and provide effective teaching and learning and assessment for student learning success.</li> <li>• funds supported mandatory training requirements for staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> complemented other school-based funding to support staff to engage in high impact professional learning and mandatory training.</p> <p><b>After evaluation, the next steps to support our students will be:</b> professional learning funds continuing to support building staff capacity and meeting mandatory training requirements for student-centred teaching, learning and wellbeing through collaborative high-impact professional learning.</p>
<p>COVID ILSP</p> <p>\$77,093.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> early identification of students requiring additional support and small group intervention in reading and numeracy. Additional staff complemented the Learning and Support team to ensure all students' learning data was monitored, tracked and intervention personalised where needed.</p>

<p>COVID ILSP</p> <p>\$77,093.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> a continuation of the support provided by the Learning and Support Team, in conjunction with our COVID ILSP additional staff, for all students at risk of not achieving in reading and numeracy to ensure all students achieve at least minimum standards. Staff will be supported to improve explicit teaching and learning practices for literacy and numeracy through engaging in professional learning and accessing the Literacy and Numeracy Hub.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Dorriggo High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• student self-regulation, peer relationships and wellbeing support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> supporting the implementation of the Dorriggo High School's whole-of-school approach to wellbeing by helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.</p> <p><b>After evaluation, the next steps to support our students will be:</b> our Student Support Officer continuing to enhance the wellbeing and learning outcomes of students by working collaboratively with our school counsellor, wellbeing team and external and other government agencies to support students and their families.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	67	71	63	70
Girls	65	55	45	43

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.6	92.2	89.1	82.8
8	85.7	85.7	83.8	84.7
9	75.1	93.3	79.0	80.2
10	86.5	76.0	81.7	83.0
11	87.2	86.8	79.9	81.4
12	93.5	91.0	87.4	76.4
All Years	86.4	88.1	84.0	81.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	6	0
Employment	25	24	71
TAFE entry	0	0	14
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	14

## Year 12 students undertaking vocational or trade training

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33.33% of Year 12 students at Dorrigo High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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100% of all Year 12 students at Dorrigo High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	9.8
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.38
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	205,582
<b>Revenue</b>	3,546,379
Appropriation	3,502,019
Sale of Goods and Services	378
Grants and contributions	39,645
Investment income	2,754
Other revenue	1,583
<b>Expenses</b>	-3,332,651
Employee related	-2,921,828
Operating expenses	-410,823
<b>Surplus / deficit for the year</b>	213,728
<b>Closing Balance</b>	419,310

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.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	18,074
<b>Equity Total</b>	160,437
Equity - Aboriginal	13,468
Equity - Socio-economic	73,431
Equity - Language	0
Equity - Disability	73,539
<b>Base Total</b>	2,720,299
Base - Per Capita	27,239
Base - Location	26,724
Base - Other	2,666,335
<b>Other Total</b>	356,149
<b>Grand Total</b>	3,254,958

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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

## Parent/caregiver, student, teacher satisfaction

**Parent/Caregiver** In 2022, parents/carers did not participate in external surveys but the school sought parent/carer feedback in the implementation of normal school processes including fortnightly newsletter communications. Positive anecdotal feedback was also received regarding the appointment of new leadership at the end of 2022. Community feedback also suggested support for the direction Dorriggo High School is taking in meeting school values and expectations for high-quality education.

**Student** In 2022, 94 students completed the *Tell Them From Me* survey, which included measures of student expectations. Three school-level factors were consistently related to student expectations: sense of belonging, expectations for success and advocacy at school.

In the sense of belonging factor, our student rating was 47% positive compared with similar schools of 53%, in expectations for success, our student rating was 57% positive compared with similar schools of 72% and in advocacy at school, our student rating was 40% positive compared to 55% in the previous year.

**Teacher** In 2022, 59% of staff completed the *People Matter* employee survey, which measures how staff experience their workplace within a set of key topics/categories. In the following key topics/categories that relate directly to the Dorriggo High School workplace, results indicate that 65% of respondents believe their workgroup works collaboratively to achieve its goals, 82% of respondents believe that people in their workgroup treat each other with respect, 59% of respondents believe that in the last 12 months, they received feedback to help them improve their work and 56% of respondents believe that they receive recognition for the work they do.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.