

2010 Annual School Report Dungog High School

NSW Public Schools – Leading the way



Our school at a glance

Students

Dungog High School is a comprehensive, co-educational school that has an established reputation for academic, sporting and cultural achievement. Student enrolment in 2010 is 670 students. These students live in Dungog and surrounding areas, including the towns of Clarence Town, Vacy, Paterson, Gresford and Stroud. The proportion of boys to girls is approximately equal in all year groups.

Staff

Dungog High School has an experienced and highly competent staff that works to provide the best quality teaching and learning for all students. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

DHS offers students a curriculum that challenges and meets individual needs. Academic, cultural, sporting and vocational courses are offered through core and elective options. Careers classes and counselling are available. A school counsellor is available to students, staff and care givers.

This school is a significant contributor to its community; students have opportunities to take part in co-curricular programs that extend their social understanding and allow service to their local community. Examples of these programs are:

- Rural Fire Brigade Cadets
- Lara Aged Care home assistance
- Overseas exchange with a Middle School, in South Korea
- Cattle judging
- Dungog Film Festival participation
- Major excursion program for years 7,9,11

Messages

Principal's message

2010 has been a milestone year for Dungog High School. Our facilities' building and renovation program has been completed and officially opened and we can,

once again, operate in a "normal" school environment. There is one continuing building project which will be completed in early 2011 – the Trade Training centre – which will improve our facilities further by the addition of a commercial kitchen and a purpose-built area for students of Construction.



The official party at the opening of the new school facilities, 30th June 2010

Over the past five years, our enrolment numbers have been decreasing, a reflection of population patterns in our Shire. We seem to have settled at a number around 650. We continue to offer a wide range of courses in the junior and senior schools. Teachers and students have taken up opportunities in Vocational Education and Training (VET) and through Distance Education to ensure that students get the widest possible range of courses. We will continue to seek out the best educational range for our students, knowing that for our students and families, the ability to gain an excellent education at their local, rural – oriented high school is their highest priority.

The level of education that students gain through DHS is recognized every year with our achievements in external examinations and through students' ability to gain apprenticeships and employment. It was very pleasing to staff and the community to see the achievements of 2010 HSC students, particularly the number of first round university offers, and equally to note how many were already working in apprenticeships and traineeships.

Our links with our community remain strong; we reflect the community we live in and the wider community beyond, enabling our students to take their place where they choose their future to be. Our excursion program continues to take students to

interesting places – next year, we return to South Korea and the USA and, for the first time, senior Ancient History students will visit Rome and Pompeii. Within this community, students have been involved with the Relay for Life, Rural Fire Service, Lara Aged Care Home, Dungog Film Festival and many other local events.

One of our most successful days was our Open Day in June, when we opened the school and its new facilities to the community. This was a great opportunity to show what had been happening over the past two years – what all the noise and activity had achieved – and it was well supported by the many local people who attended.

I would like to thank the many people who make up the community of DHS and keep it moving forward for our students: our excellent staff, parents and volunteers, industry partners and members of our local community. Without you, the school is a lesser place.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Maureen Jarvis, Principal

P & C message

2010 was another challenging year for DHS and for the P&C.

Major construction works at the school have delivered vastly improved facilities for students and staff. It is thanks to the combined efforts of Principal, staff, students and the construction team that this project proceeded smoothly and at all times disruption to students' education was kept to a minimum.

The regular attendees at P&C meetings make significant decisions on behalf of all parents; their contribution to the school is highly valued by the Principal and staff. We have made many attempts to increase membership and a few new faces have come to meetings this year.

Our financial support for school programs has continued, using funds from the Canteen Subcommittee. This has allowed us to provide the school with major improvements such as air-conditioning and establishing the new year 7 playground area.

I would like to acknowledge the support we have received from those parents who have attended meetings over the years. I would particularly like to thank those P&C members and canteen volunteers who regularly come to meetings and canteen duty many years after their own children have graduated from the school.

Glen Harris, P&C President 2010

Student representative's message

The Dungog High School Student Representative Council (SRC) has continued to work toward encouraging the student body to take advantage of all the school has to offer. This includes encouraging students to take part in activities that will benefit not only the school but the wider community.

2010 was a successful year for the SRC, one where many activities were initiated and accomplished. This included the annual "Valentine's Day" activities: students were able to order roses, cards and singing telegrams to be delivered to their friends. This is a fun and positive day that rewards the laborious preparation efforts, such as de-thorning and wrapping the roses.

This year the SRC organised the "Dungog High Has Got Talent" competition. This event allowed students to select their year groups' most talented entertainers to perform for the whole school in assembly. The event was very popular and we hope will continue into the future.

Our charity fund raising events included Canteen National Bandana Day for Cancer awareness. Many Students also participated in the World Vision 40 hour Famine. We are also planning to be involved in the "GP Stakes" in 2011, raising money to increase the number of doctors in Dungog.

The SRC organised 3 very successful school socials; one of these was a trivia night. This evening was popular amongst students and staff.

Involvement in weekly assemblies and formal assemblies continued this year, organised by our Presidents and Vice Presidents.

The commitment and enthusiasm students show toward Dungog High School activities through their

SRC is commendable and we look forward to continued achievements throughout the coming years.

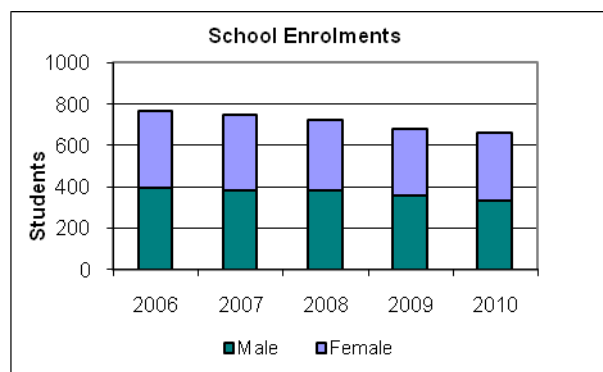
2010 Presidents: Alexie Newby and Thomas

School context

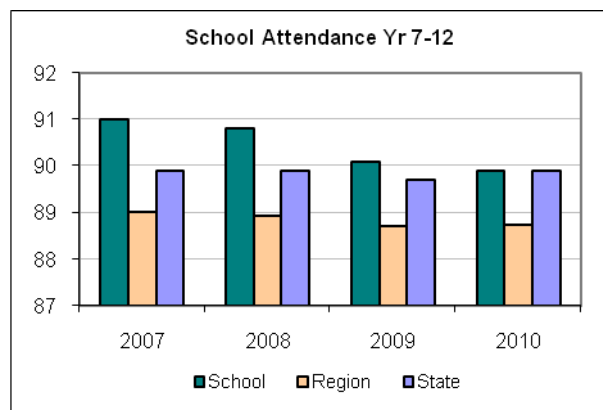
Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile



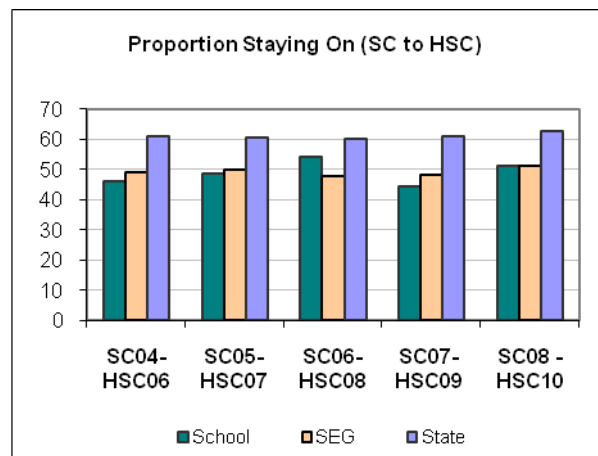
Student attendance profile



Management of non-attendance

Any student who fails to attend school is expected to provide a written explanation, signed by parent or guardian, within one day of the student's return to school. If there are any concerns about an absence, parents will be contacted directly by the school. Longer absences are referred to the DET Home School Liaison Officer (HSLO).

Retention to Year 12



Post-school destinations

72 of the 83 Year 12 students who left Dungog High School in 2010 have been contacted.

STUDY

- 66% are undertaking tertiary education. (63% in 2009)
- 40% were offered a place at a University (49% in 2008); 87% accepted an offer from Newcastle University (4 to Newstep)
- Other Universities - University of Canberra, Notre Dame University, University of Western Sydney and Charles Sturt University
- 4 students deferred their University offer.
- 25% are studying at TAFE or a private provider. (24% in 2009)

EMPLOYMENT

- 15% are in full-time employment; this includes 6 apprenticeships and 2 traineeships
- 39% have part-time work - mostly retail and hospitality; most are in full-time study as well
- 16% are still looking for full-time employment (includes those who currently have part-time work (8%))

SATISFACTION: Of the 47 students who responded to the following questions –

96.8% agreed their Educational experiences at Dungog High were Excellent (58.7%) or Satisfactory

95.3% agreed that their Social experiences at Dungog High were Excellent (77.8%) or Satisfactory

96.8% would recommend Dungog High to others.

VET

- 83% of TAFE students had studied a VET subject in 2010 (73% in 2009)
- 18% of University students had studied a VET subject in 2010 (23% in 2009)

Year 12 students undertaking vocational or trade training

- 73% of TAFE-bound students studied a VET subject in 2008 (73% in 2008)
- 23% of University-bound students had studied a VET subject in 2009 (24% in 2008)

Year 12 students undertaking vocational or trade training

- 73% of TAFE-bound students studied a VET subject in 2008 (73% in 2008)
- 23% of University-bound students had studied a VET subject in 2009 (24% in 2008)

Year 12 students attaining HSC or equivalent vocational educational qualification

All year 12 students achieved a HSC.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	8
Classroom Teachers	37.2
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	2
Support Teacher Learning Assistance	0.8
Teacher Librarian	1
Counsellor	0.6
School Administrative & Support Staff	11.9
Total	63.8

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

There are currently no Indigenous staff at this school.

Staff retention

Staff at DHS tends to be very stable. Retirements from the teaching service were Wendy Atkins, Cathy

Cheetham, Graeme Long, Alex Skladnev. Kerry Smith gained promotion to Head Teacher and Nicole Avard was transferred. Justine Schumack gained a permanent position in English.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	1

Financial summary

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

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	615 029.59
Global funds	548 753.19
Tied funds	212 703.48
School & community sources	383 981.87
Interest	21 637.86
Trust receipts	22 056.10
Canteen	0.00
Total income	1 804 162.09
Expenditure	
Teaching & learning	
Key learning areas	93 947.12
Excursions	157 064.36
Extracurricular dissections	103 802.23
Library	18 569.99
Training & development	33 399.52
Tied funds	376 230.72
Casual relief teachers	140 222.05
Administration & office	143 748.88
School-operated canteen	0.00
Utilities	130 931.41
Maintenance	63 979.24
Trust accounts	16 631.08
Capital programs	97 737.01
Total expenditure	1 376 263.61
Balance carried forward	427 898.48

The school gains most of its funding from the Global Allocation provided by the DET. This allocation specifies amounts for areas such as gas, electricity, rates and sewerage. It is based on the number of students enrolled at the school.

The school also receives funds for specific purposes – “tied grants”. These can only be used for the specific purpose named. For example staff professional learning funds are included in tied grants.

The balance includes funds being accrued for replacement of major items such as photocopiers. A sum is set aside from each year's budget for this purpose. A contingency fund for unforeseen emergencies is also included in the budget.

The school's budget is audited annually by the DET Audit Directorate.

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.



Rural Fire Brigade Cadets' Graduation

School performance 2010

Achievements

Arts

Visual Arts

Visual Arts students and Visual Design students have enjoyed the new and refurbished facilities including classrooms, kiln room, darkroom and technology annex.

Students exhibited work at a number of community events including:

- Dungog Youth Week Expo (which featured Visual Arts HSC Bodies of Work),
- Dungog Shire Youth Forum, Dungog Shire Council Chambers Display and Dungog Show;
- Year 8 Visual Design students created posters for Open Day.

- Year 9 Visual Design students designed and made giant checkers for Open Day and Year 6 Orientation Day.
- Year 10 Visual Design students designed post cards for use with the new 'Positive Behaviour for Learning' strategy.
- Students attended a number of excursions such as viewing Art Express Exhibition in Sydney which featured Dungog High School student Clarice Hurren's HSC Body of Work, Contemporary Art Exhibitions on themes of science and technology and environmental issues.
- Senior students participated in academic Life Drawing classes and viewed work at Maitland Regional Art Gallery.
- Visual Design students enjoyed "The 80's are back" exhibition at the Powerhouse Museum.
- Visual Arts students also successfully participated in the Dungog Art Society's Annual Art Exhibition, winning a number of prizes.

Music

- Music students went straight into STARSTRUCK mode with continuing auditions. This year saw Rachel Salmon go through the first round of auditions to be asked to attend the backing vocal workshop;
- Dennis Van Rooyen on trumpet and Oliver Wheeler on Tuba travelled to Japan as members of the Hunter and Central Coast Regional Wind Ensemble. They performed in Tokyo, Ube, Hiroshima and Osaka;
- At Tocal Field Days, Dungog High provided music for two hours this year. Our songs ranged from Folk to Country and Rock;
- After our gig at TOCAL this year which concluded at 3pm, we had to rush back into Dungog for the **RELAY for LIFE** event which this year took place at Dungog High School. With a lot of unpacking and setting up we performed our repertoire well into the night;
- We again performed at Dungog Film Festival. Our first commitment was to perform at the local Railway Station to welcome the celebrities and tourists who arrived on the XPT from Sydney. Some well known actors watched our performance... much to the delight of the students who recognised many of the actors;

- This year, not only did we entertain in the main street for the street parade, but also sang at the opening at the Dungog High School MPC;
- The Open Day was an exciting time for Dungog High as music areas have now expanded from one small classroom to two specialist rooms and two small rehearsal rooms. The outside rehearsal area is a great space where students can work individually or in groups on classroom workshop material. The area has been provided with electricity so can also be used these types of outdoor performances;
- DHS has been involved with Starstruck since it began in 1993 and there is never a doubt about students' enthusiasm and willingness to participate;
- This year, we were invited to perform at the Christ Church Cathedral in Newcastle for the Education Week Church Service. We also had the pleasure of performing 'I Still Call Australia Home' by Peter Allen with the Hunter Signing Choir;
- To help Music and Drama students finalise their preparations for the Higher School Certificate practical examinations which take place in September, we presented our annual Showcase where students performed for their parents, friends and the local community;
- The Hunter Music Festival took place in October this year and Rachel Salmon represented Dungog High School, performing and original song, "The Dream", which was very well received by the audience.



Music students perform at the Open Day

Drama

Students were involved in a number of performance opportunities and experiences throughout the year:

- The Yr 11 Drama group performed at the Hunter Mental Health Competition with their play about Mental Health First Aid;
- Yr 10 Drama students toured their play "The Rainbow Fish" to Dungog Primary school where they shared performances with the students;
- The Annual Dungog High Impro Challenge was held in the MPC with the both Junior and Senior teams competing in a number of Theatresports games;
- Year 10 and 11 Drama students attended the Annual Hunter Regional Drama Festival held in Newcastle;
- HSC Showcase evening was held in the MPC. Hospitality students provided the catering and Yr 12 Drama students performed for parents and friends;
- Year 11 and 12 students attended the Annual Drama Excursion to Sydney and took part in workshops and tours and viewed performances from the best of the HSC.

Dungog Film Festival Project

The Dungog Film Festival project this year involved Dungog High students in script writing, filming and editing a short advertisement aimed at promoting words through the "Jennifer's Words" project.

- The Writing Team worked with John O'Brien who came in on Thursday afternoons to help develop the script idea. Yr 10 Drama students worked with their teacher to refine the script and develop a shooting script;
- The Production Team worked with John O'Brien from Gresford who helped with the filming at the school
- Yr 10 and 11 Drama students acted in the advertisement;
- The Editing Team was headed by Cameron Skimmings and worked to digitise and edit the ad and create special effects;
- The ad "Teen Talk", was screened at the Final night of the film festival;

- English and Drama students took part in the Schools Day at the Dungog Film Festival, viewing a number of presentations and movies;
- A number of DHS students were involved in volunteering for Film Festival activities including hospitality, office and theatre work;
- DHS short film script was short-listed as finalist in the Oovie Film Competition as part of the Film Festival.

Sport

What a year it has been in sport! As our first year in the absence of Ms Smith it certainly was a steep learning curve for the new sports organiser.

The sports year started in February with our swimming carnival; eventually, after a long day in the pool, Fitzgerald house was runaway winner. Fitzgerald also went on to win the overall house points trophy. Meagan Price excelled in the water and broke 4 school records to be named Outstanding Swimmer of the Year.

At the CHS State titles our girls' Under 15 relay team (Ellen Maytom, Emily Muddle, Isabella McInnes and Rhianon Denniss) did their personal best and Bryce Lloyd excelled in the 50m freestyle.

At the DHS Cross Country carnival, a new course was run which Thomas Wells and Carmen Denniss mastered, crossing the line as the first girl and boy. Nicholson House was crowned as house champion in cross country.

The Port Stephens Zone cross country was also held on The Common for the first time this year and our school was proud to host the carnival. Carmen Denniss went on to the State titles in Sydney and was named Cross Country Runner of the Year.



In athletics, we were blessed with another beautiful day for the annual carnival and many fine performances were displayed. Robinson won the day and Rigby Vane-Wood and Samantha Swilks were crowned athletes of the year. Rigby went on to win two gold medals (discus, javelin) and a silver (shotput) whilst our girls 4 x 100m relay team (Morgan Single, Kaila Simms, Demi Greentree, Samantha Swilks) made the final, Ramsey Vane-Wood won silver in the 100m and Kelly Hodges jumped a PB in the high-jump.

Sportsman of the Year was not surprisingly Rigby Vane-Wood and Carmen Denniss also had an outstanding year and was named as Sportswoman of the Year.

Other fine performances throughout the year included:

- Samantha Simmonds (Hunter Blue for softball and toured the USA);
- Tom Irwin and Tom Rumbel (toured the UK with Hunter Cricket Academy);
- Stuart Thompson (toured China with North NSW Soccer);
- Melissa Nelson and Dylan Saunders (sailing);
- Andrew Deasey, Jarod Ford and Haydn Bojowski (lawn bowls);
- Nick Lean and Harrison Wells (Motor X);
- Brock Goodwin (shooting)

Dungog High School has many outstanding sportspeople but it is the sporting performances of all our students every Thursday afternoon that really counts.

Academic

In the National Assessment Program, the results across the Years 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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

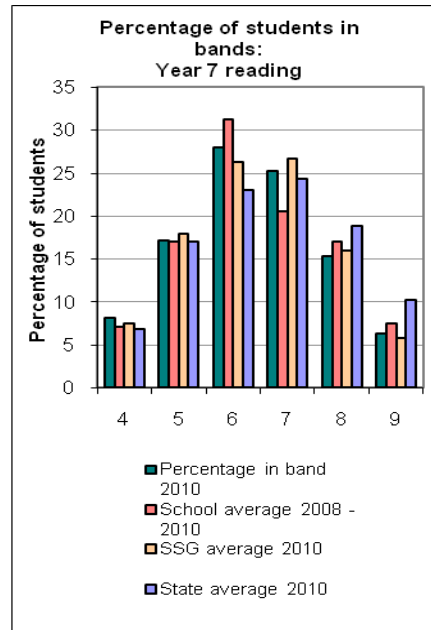
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

- Results show the average growth in reading for boys is significantly above state average.

Numeracy – NAPLAN Year 7

- Only 5% of students are below **NMS???**
- Boys have increased by 20 scale scores from 2009 data
- The percentage of students in the top band is down but we have moved our Band 4 and Band 5 into higher Bands
- Trend Data displays a positive improvement in our results
- Overall growth is down compared with previous year; however, the majority of the individual students showed significant growth compared the State.



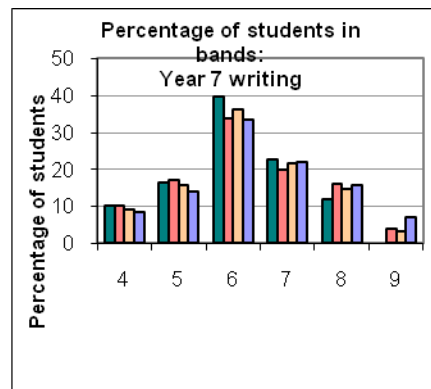
Note: the key in the above graph can be applied to following graphs

Literacy – NAPLAN Year 9

- NAPLAN Year 9 Results show the average growth in reading for all students is significantly above state average
- The average growth for girls is very significantly above state average

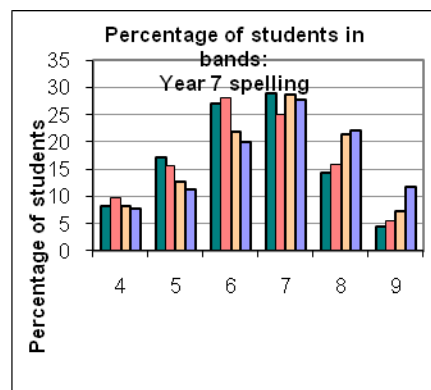
Numeracy – NAPLAN Year 9

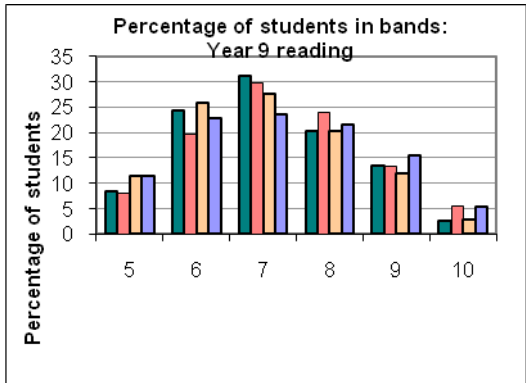
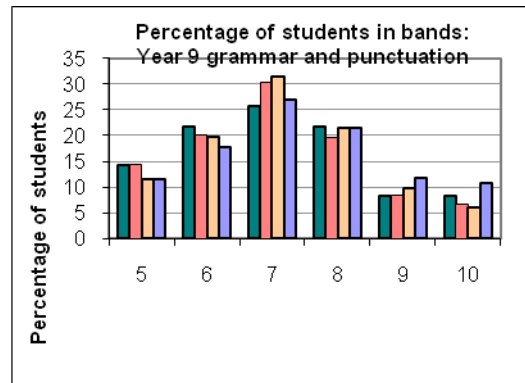
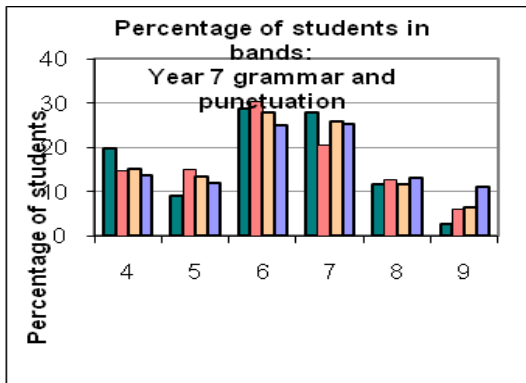
- Only 5% of students are below NMS
- The percentage of students in the top band is up and we have also moved our Band 5 into higher Bands
- Our growth is 4.1 above the state



Progress in literacy

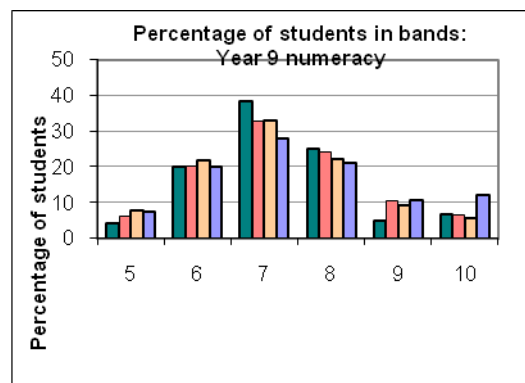
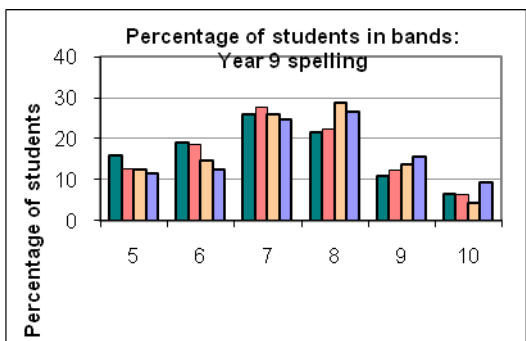
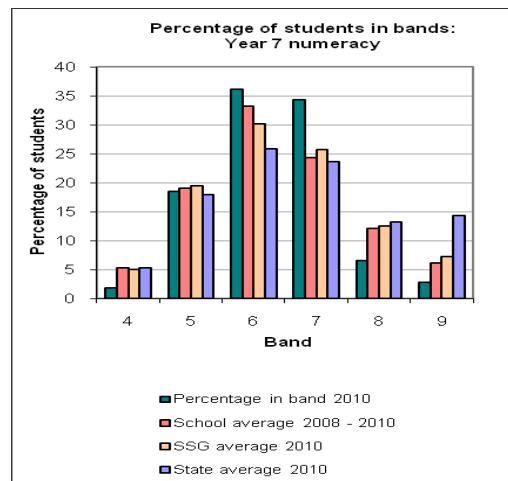
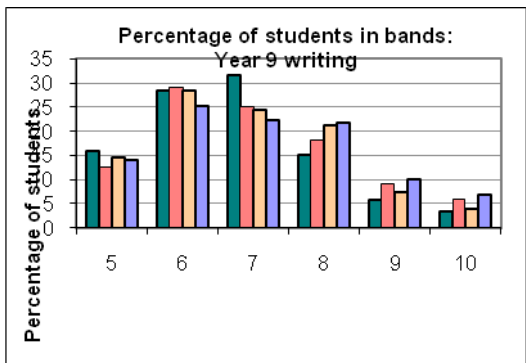
Results show a significant improvement in reading for boys between years 5 and 7, and for all students between years 7 and 9



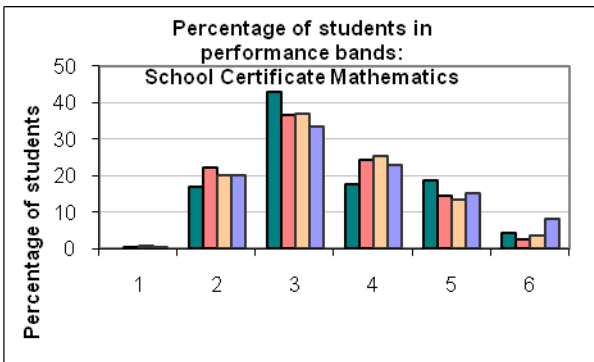
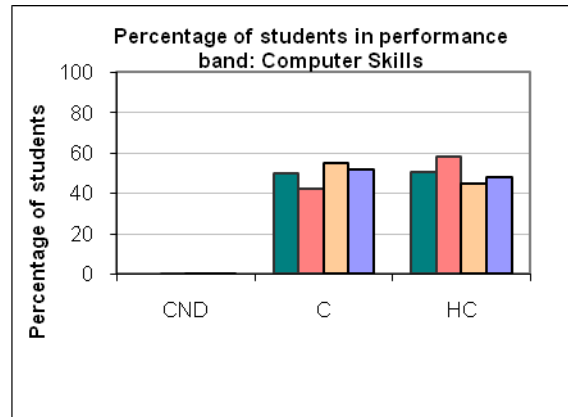
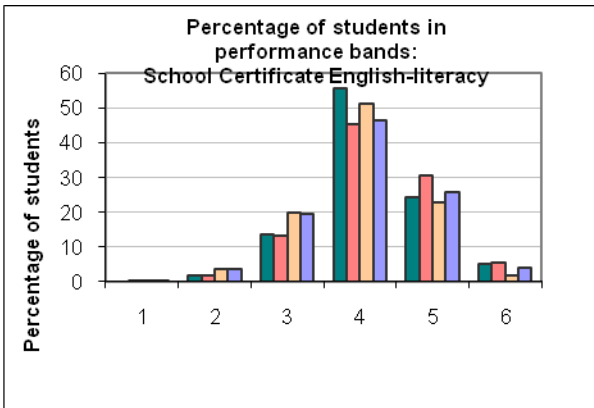
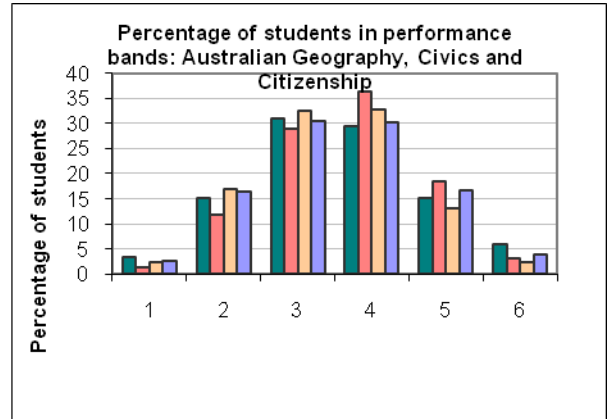
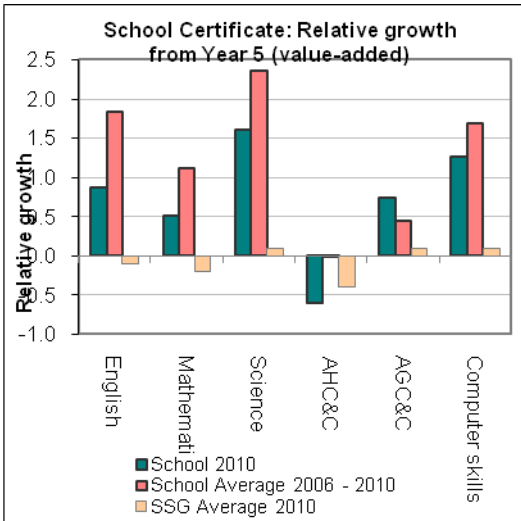


Progress in numeracy

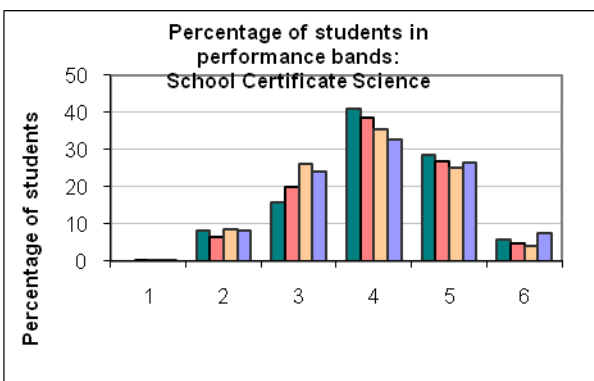
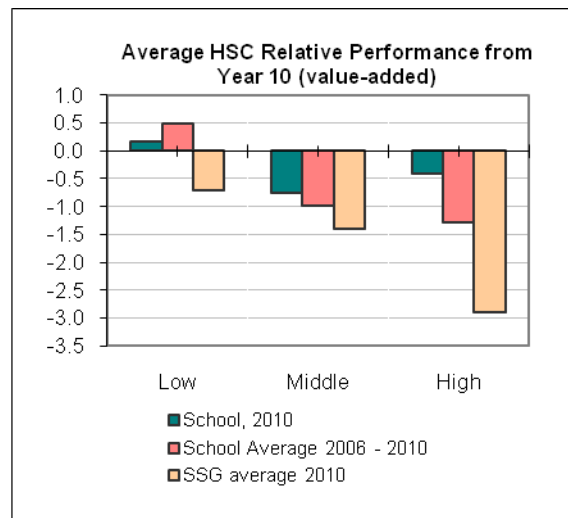
Numeracy from years 7 to year 9 shows positive growth at a rate that is higher than the state average. The Numeracy and Literacy team is working on strategies to further improve these results. These include such things as covering NAPLAN style question in their relevant topics and to also run different mathematics days with our primary partner school.

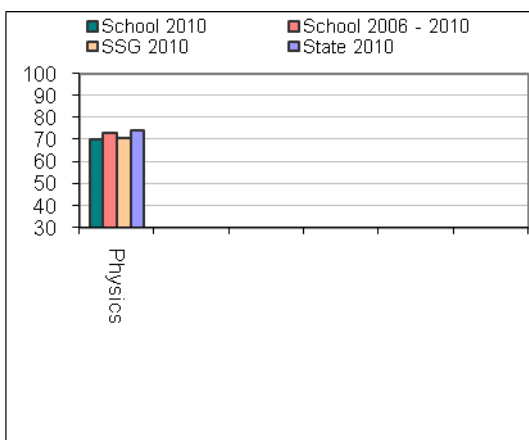
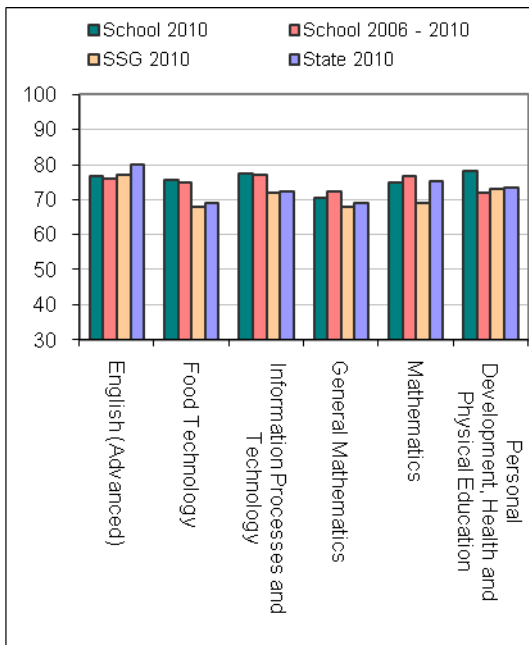
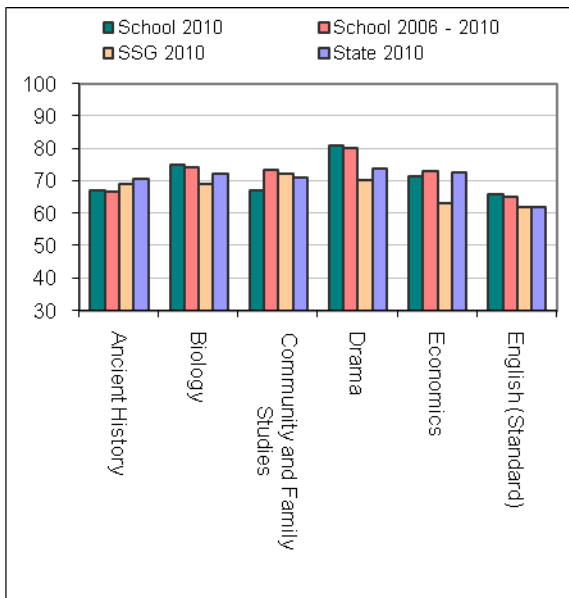


School Certificate relative performance comparison to Year 5 (value-adding)



Higher School Certificate relative performance comparison to School Certificate (value-adding)





Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standard Information

Percentage of Year 7 students achieving at or above minimum standard	
Reading	88.7
Writing	87.0
Spelling	88.7
Punctuation and grammar	77.4
Numeracy	94.6

Percentage of Year 9 students achieving at or above minimum standard	
Reading	90.8
Writing	83.5
Spelling	83.5
Punctuation and grammar	85.1
Numeracy	95.0

Significant programs and initiatives

Aboriginal education

Over 25 students identify as Aboriginal. These students have achieved results across a range of abilities. Results in the year 7 and 9 NAPLAN tests indicate that Aboriginal students are achieving at slightly below the same levels as non-Aboriginal students although some students are achieving above average results. The numbers of Aboriginal students in each of these groups is very small and makes a real comparison very difficult.

Throughout 2010, DHS continued to actively implement policies and structures to improve Aboriginal education such as:

- Regular excursions to our regional Port Stephens Youyoong Aboriginal Education Consultative Group (AECG) meetings for student leaders;

- The establishment of a Junior Aboriginal Education Consultative Group at the school and regular student meetings;
- The Junior AECG now has a student representative on the SRC;
- Aboriginal Students co-ordinated a wide range of cultural activities for NAIDOC week, they also held a successful fundraising day and organised a full day cultural workshop within the school, run by Worimi elders;
- The Norta Norta program supports students in years 8 and 10 with literacy and numeracy and a qualified teacher is available to support our senior students with their Preliminary and HSC courses;
- Aboriginal perspectives in all teaching and Personalised Learning Programs for all Aboriginal students;
- “Welcome to Country” is part of all formal assemblies;
- A staff member acts as liaison for all Aboriginal students.



Multicultural education

The school population includes a small proportion of students and staff who are from a background other than Anglo-Celtic, with no one dominant cultural or language group. We have continued to improve practices to ensure the school is an inclusive community which provides a supportive learning and working environment for all students and staff.

Teaching and learning programs aim to develop a greater understanding of cultural, linguistic and religious difference. Courses provide opportunities for the explicit teaching of issues related to racism and discrimination. Strategies to foster understanding and

tolerance are embedded in the school’s welfare and discipline policies and relevant areas of the curriculum.

Our association with Cheong Myong Middle School in South Korea and the G’Day USA program are part of our response to broadening the cultural experience of our students.

Respect and responsibility

The core values of respect and responsibility are taught in all classrooms through reflection, explicit teaching and discussion. They are two of the value statements that form the basis of the school’s Positive Behaviour for Learning (PBL) program, being introduced this year and 2011.

Examples of these values in practice are seen in our encouragement of students to take part in community service as part of the school’s culture. Students have assisted in Lara Aged Care Home, donated blood to the Red Cross, taken part in the Relay for Life appeal for victims of cancer. Our students are regular participants at Dungog and District ANZAC and Remembrance Day services. Students regularly assist with music and hospitality in a range of local events, giving their time and enthusiasm to help local causes.

School Counseling service

The school counseling service at Dungog High consists of one counselor, three days a week (Monday, Tuesday, Wednesday).

The service offers individual confidential counseling to students who refer themselves or are referred after discussions with teachers and /or Executive. As well as personal matters, the service provides intellectual, attainment and mental health assessment to assist students and staff with the best level of support the DET can offer. Alternatively the student may be referred to community agencies in Maitland, or agencies that visit Dungog on a regular basis.

As well as these services, the counselor is on the PBL committee. Although change often occurs slowly, the positive approach provided by PBL will have great benefits for students, staff and the whole school community; the counseling service will play an important role in supporting this approach.

The school counselor is also involved with the Welfare Team, which meets once a week, and the Learning Support Team, which deals with whole school issues and can also convene individual meetings for students with special needs.

In recent years the counselor has been involved in the Year 6/7 transition program 'Jumpstart', the Year 7 camp, the Year 12 Motivation Day and 'Mind Play' an annual Yr 11 Drama performance about a Mental Health issue. The counselor has also worked closely with the Support Unit, occasionally team teaching on social skills and maintaining positive relationships with the students and staff.

Community liaison is also an important part of the school counselor's role. This has involved Inter-Agency meetings, the Rural Anti Violence (RAV Net) meetings, and supporting Dungog's Youth & Family counselor and Youth Worker in their projects and individual students. This will be continued into the future.

The counselor is available to students and parents for information or advice on any of these areas.

Progress on 2010 targets

Target 1 Student engagement and retention strategies

Our achievements include:

- Curriculum is targeted towards offering the widest possible range of course options, including Distance Education and TAFE;
- A positive response to the increased leaving ages through curriculum and welfare/well-being programs;
- An improvement in student growth in year 7 and 9 NAPLAN literacy and numeracy testing;
- External examination achievement by Aboriginal students is at or above state average;
- Student data, gained as part of the process of introducing PBL, indicates improved social and emotional well being.

Target 2 Teacher Quality

- All teachers will be involved in Professional Learning linked to their subject area, student learning and implementation of ICT in the classroom;

- Every member of staff has been involved in Professional Learning this year
- All programs demonstrate links to the NSW Quality Teaching framework
- All faculties have implemented strategies to ensure consistency of teacher judgement through co-operative development of teaching programs and assessment practices
- Opportunities for leadership experience have occurred regularly and have been accepted by a range of staff members
- Teaching and Learning programs and practice are explicitly linked to the NSW DET Quality Teaching Framework and NSW Professional Teaching Standards;
- Teacher judgement of student achievement is consistent within and across learning areas;
- Enhanced school leadership capacity for school improvement.

Target 3 Connected Learning

Our achievements include:

- The number of ICT devices in the school has increased; a connected classroom and interactive whiteboards, data projectors and large screens have been installed in a number of classrooms;
- A technology acquisition strategy, linked to the school budget, is being implemented;
- Clickview is now a common facility available to students and teachers from desktop computers and DER laptops. It gives access to over 2000 video titles;
- Aspects of technology are evident in all teaching / learning programs;
- Wireless connectivity and the Digital Education Revolution program, funded by the Commonwealth Government, have greatly increased student and staff access to technology;
- Years 9 and 10 have laptops to be used in all classrooms and at home. Staff have continued to access PL on technology linked to the DER program. This has included strategies for using the capabilities of the laptops in the classroom. The use of Moodle (Learning management system) is increasing. Moodle enables students to access information and communicate with teachers at home or school;

- All Year 10 students completed the SC Computing Skills test online, using DER laptops or desktop computers.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out the following evaluations:

• Educational and management practice

Roles of executive staff

Background

A reduction in student enrolment has led to the loss of a Deputy Principal position. The critical enrolment number to maintain a second DP is 700; the second DP position was placed on review in 2009 and will be removed in 2011.

Our projected enrolment numbers, based on the current numbers in our primary partner schools, give a clear indication that our enrolment will remain around 660 for the foreseeable future.

Findings and conclusions

Demographic patterns in the Dungog Learning Community of Schools allow us to predict enrolment figures with reasonable accuracy. Planning for an executive structure with one DP position was essential and took place over a 6 month period.

All executive were part of this process. The role and responsibility of the DP were analysed; core areas were determined that would be retained in a single DP position. All other areas, currently divided between the two DPs, would be divided among the remaining executive.

Future directions

A full role statement for the DP will be developed for implementation in 2011, based on the decisions made after extensive analysis and discussion. This role statement will be reviewed late in 2011.

Because of the changes in areas of responsibility, role statements will also be developed for the Principal, Head Teachers Administration, Welfare and Faculty. These will be implemented and evaluated in 2011.

• Curriculum

Monitoring of HSC requirements

Background

A Regional initiative was undertaken in 2010 to determine the level of school compliance with HSC monitoring requirements. This initiative was based on work over the past three years to ensure that all Hunter / Central Coast schools had appropriate HSC monitoring processes in place.

Findings and conclusions

All high schools were surveyed on a series of questions centred on current practices used to ensure that HSC courses are taught correctly and all Board of Studies regulations adhered to.

This survey was completed by the executive of DHS. Regular monitoring of HSC courses and documentation is a standard practice at this school; all teaching/learning programs and HSC documentation are regularly checked by the Head Teachers, DP and Principal.

In responding to the survey, we noted that the majority of our procedures were at a high level. However, we agreed that a review of our current document was due to maintain consistency across all courses.

Future directions

The HSC Monitoring Policy and Procedures document will be rewritten for implementation in 2011.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

The majority of responses indicated that those surveyed mostly agreed or definitely agreed that students are treated fairly and feel valued at school. Likewise the majority of students and parents thought that students feel safe at school and are learning skills which will help them after school life.

Most students stated that they do not feel worried or upset at school. Although all Year groups stated satisfaction with school life, Year 8 reported greater levels of dissatisfaction.

Other items valued consistently were: a feeling of being important, learning how to

get along with other people and students accepting others as they are.

This information will be used by staff in planning for 2011 programs.

Professional learning

In 2010 a tied grant of \$33,399 supported the training and development of teaching staff a DHS. Training of the whole staff was delivered at School Development days in Terms 1,2,3 and 4 and at regular staff meetings. Weekly executive meetings were also used for the training of school executive. Individual Staff members and small groups from all faculties participated in 54 professional learning activities ranging from Advanced Timetabling to Senior First Aid. Many of these activities were held off site.

All professional learning is aligned to targets identified in the School Management Plan and DET priority areas including:

- Beginning teachers
- Use of ICT
- Quality teaching
- Literacy and numeracy
- Syllabus implementation
- Leadership development
- Welfare and equity

School development 2009 – 2011

The DHS Strategic Management Plan 2009 – 2011 was developed through analysis of available data and continuing consultation with all interest groups. It has been re-examined each year and updated with current information.

All targets are developed through close analysis of data from the previous year.

A copy of this plan is available through the school website www.dungog-h.schools.nsw.edu.au

Targets for 2011

Target 1

Student engagement and retention strategies

Strategies to achieve this target include:

- An improvement of 3% in student achievement in year 7 and 9 NAPLAN literacy and numeracy testing;
- External examination achievement by Aboriginal students is at or above state average;
- Student data, gained as part of the process of introducing PBL, indicates improved social and emotional well being.

Our success will be measured by:

- NAPLAN results demonstrate improvement;
- All teaching / learning programs and practice continue to emphasise and demonstrate explicit strategies directed toward improvement of student outcomes;
- NAPLAN, School Certificate and HSC results show that Aboriginal students are achieving at a level of personal improvement and at state average;
- PBL program is being implemented through further teacher training, specific class lessons, an integrated merit system and whole school consistent application of PBL principles.

Target 2

Teacher Quality

Strategies to achieve this target include:

- All teachers will be involved in Professional Learning linked to their subject area, student learning and implementation of ICT in the classroom;
- Teaching and Learning programs and practice are explicitly linked to the NSW DET Quality Teaching Framework and NSW Professional Teaching Standards;
- Teacher judgement of student achievement is consistent within and across learning areas;
- Enhanced school leadership capacity for school improvement.

Our success will be measured by:

- Professional learning opportunities provided for all staff; every staff member has engaged in professional learning during this year;
- All programs are analysed for their links to QT framework and NSW PTS; any deficiencies are corrected with assistance from the school's executive;
- PL on consistency of teacher judgement, particularly in comments and selection of

achievement bands on student reports, has occurred in faculties and through whole school learning;

- Opportunities for leadership learning and experience have been undertaken by staff.

Target 3 **Connected Learning**

Strategies to achieve this target include:

- Increased access to ICT by students and staff;
- Professional Learning by all staff in ICT for learning;
- All teaching programs have ICT embedded in practice;
- Increased use of ICT in administration and communication with the school and community.

Our success will be measured by:

- Increased numbers of ICT devices within the school, through the yearly roll-out, the DER program and targeted school budget allocation;
- Access to ICT organised in an equitable and manageable way;
- Staff Development Days allow specific learning on ICT implementation;
- Faculty teaching / learning program analysis demonstrates ICT is part of all programming;
- The majority of community access to school information is through electronic means;
- Further development of the school's Moodle to enhance information flow.



VET Work Placement

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Maureen Jarvis, Principal

Lesley Fisher, Deputy Principal

David Brown, Head Teacher Mathematics

Sherry Gordon, Head Teacher English

Davina Bowen, Head Teacher TAS

Fiona McLarty, STLA

Wendy McAlpine, School Counselor

Frank Fardell, Sports Organiser

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>