2009 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 2009 is 697 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.

2009 / 2010 Presidents and Vice Presidents

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 Cheong Myong Middle School, South Korea
- Horsemanship
- Cattle judging
- Dungog Film Festival participation
- Major excursion program for years 7,9,11

Student achievement in 2009

In 2009 students from DHS sat for external tests in NAPLAN (National Assessment Program for Literacy and Numeracy) in Year 7 and 9, Year 10 School Certificate and Year 12 Higher School Certificate. Information available later in this report indicates the level of success in each of these external tests.

Analysis of these external examinations shows that a number of students tend to be below state average in areas of literacy and numeracy in year 7; year 9 comparisons show that there has been improvement in these areas against state average. Year 10 results are very positive. HSC results show that students’ results are comparable with the state and local school groups, some courses consistently achieving results that are better than state average.

DHS ESSA (Essential Science Skills Assessment) results are slightly below state means this year, although they are above means for the region. Again boys performed better than girls at this school and across the state. Analysis of the different areas assessed show that Dungog’s results are above the state mean for working scientifically, reflecting our emphasis on practical work, but below on extended response and communicating scientifically, indicating ongoing need to focus on literacy.

Messages

Principal's message

Dungog High School has a long and proud tradition of being the best of both worlds – a country school, embodying the values of its community, and a highly effective learning institution that develops young people for a fast-paced modern society. In many ways, 2009 was a year that reflected this contrast, as we continued our very successful academic, sporting and cultural programs while our facilities caught up with the real needs of our students.

2009 was the year that the majority of the major facilities program at the school was completed. This has been a significant achievement, particularly when students began using the new library and classrooms, and the Administration block became fully operational. This program will be completed early in 2010 and will make a major difference in the school’s ability to respond to the learning needs of students in the twenty-first century.
DHS was one of a consortium of local schools to successfully apply for a funding grant from the Commonwealth Government under the Trade Training Centre Program. This will lead to two trade appropriate additions to the school in 2010 – a commercial kitchen and a construction training area.

Under the Commonwealth Government’s Building the Economic Revolution (BER) Program, we have been able to significantly upgrade and put in a new watering system on Barnes Oval, upgrade toilets and replace stage curtains in the hall.

DHS’s ability to deliver programs using appropriate technology has accelerated over the year. We now have wireless connectivity throughout most of the school; this will completed early in 2010. The inclusion of a new computer room in our upgraded facilities and the rollout of laptops to year 9 have increased the availability of ICT (information and communication technology) to students significantly. The appointment of a Technical Support Officer, under the Commonwealth Government’s DER program, has also increased our ability to respond to the challenges of increased numbers of ICT devices in the school.

The reality of a very disturbed workplace has not overshadowed the learning of students. We have continued to achieve well in external tests – our highest ATAR from the 2009 HSC is one of the best ever achieved at this or any other school in the state. We use all external tests as guides to our planning – they show us where we are doing well and where we need to concentrate resources to improve performance.

Over many years, we have developed a successful balance of co-curricular programs and experiences for our students, giving them a taste of life beyond our local area and a chance to develop skills and personal qualities in a safe environment. Leadership, motivation, self reliance and personal development are encouraged through camps, local, interstate and international excursions and in-school programs.

I would like to thank the many people who make up the community if 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

P&C message

2009 was a challenging year for DHS and for the P&C.

Major construction works at the school promised to deliver vastly improved facilities for students and staff, but first the school community had to operate for twelve months in the middle of a construction site. It is thanks to the combined efforts of principal, staff, students and the construction team that this project proceeded mostly smoothly and at all times disruption to students’ education was kept to a minimum.

Having been involved with the P&C since 2002, and knowing that the need for improved school facilities was the top priority for all that time, it was personally satisfying to see the new buildings arise from the mud (of course, 2009 was also a very wet year). Holding the last P&C meeting of 2009 in the beautiful new school library, cooled by air-conditioning funded by the P&C, was a landmark moment for me.

I would like to acknowledge the support I have received from the P&C executive and 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.

2009 P & C Executive: Sandy Earle, Kate Murphy, Glen Harris, Mary-Anne Muddle and Margaret Flannery

I am retiring from the P&C this year as my youngest child has graduated, very successfully, from year 12. I wish the new executive well and am sure that DHS will continue to provide an exceptional education for its students for many years to come.

Kate Murphy

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.

2009 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 inaugural “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 promises to return even bigger in 2010.

Our charity fund raising events included Hunter Legacy, Impoverished Children in Africa and Canteen National Bandana Day for Cancer awareness. Many Students also participated in the World Vision 40 hour Famine.

The SRC organised 3 very successful school socials. The third social of the year had a changed format: a themed 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.

2009 Presidents: Joshua Waters and Jessica Easdown.

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

This enrolment profile reflects the population changes within our local community. There has been little change in the proportion of students from our local primary schools who enrol at DHS; the number of students at these schools is decreasing, as is the overall number of school-aged children in our local area.

Student attendance profile

The 2009 attendance pattern for DHS was affected by a small number of students whose attendance was poor over the whole year. There was also a significant effect in response to the swine flu epidemic. A small number of students contracted the disease and a large number of students failed to attend over long periods in response to this infection.

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

Student learns trade skills during work experience as an auto mechanic

Post-school destinations

59 of the 62 students who graduated in 2009 were contacted.

- 66% are undertaking tertiary education. The majority of these will attend a university; the remainder TAFE or a private provider.
- 19% are in full time employment – this includes 3 apprenticeships, 4 traineeships and 2 defence forces.
- The remaining group is either in part time employment, trialling for an apprenticeship or looking for full time employment.

Year 12 students undertaking vocational or trade training

Of the 62 students who were in year 12 in 2009, 40 included a VET course in their HSC study. This is 65% of the total group.

Year 12 students attaining HSC or equivalent vocational educational qualification

All students who completed year 12 obtained a HSC. Of these 62 students, 40 had one or more VET subjects as part of their HSC. These students achieved a VET qualification ranging from a Statement of Attainment to Certificate 11.

Courses studied at school were Business Services, Construction, Hospitality, Information Technology and Retail. At TAFE, students completed courses in Automotive (mechanical – heavy) and Metal and Engineering.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>35.2</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Severe Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>13.2</td>
</tr>
<tr>
<td>Technical Support Officer (TSO)</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>53.2</td>
</tr>
</tbody>
</table>

Currently there are no Indigenous members of staff.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>2%</td>
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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: 30/11/2009

Income

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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>326 394.82</td>
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<tr>
<td>School &amp; community sources</td>
<td>307 007.31</td>
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<tr>
<td>Interest</td>
<td>24 897.84</td>
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<tr>
<td>Trust receipts</td>
<td>19 927.02</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1 794 534.20</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>117 333.76</td>
</tr>
<tr>
<td>Excursions</td>
<td>167 010.43</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>112 517.01</td>
</tr>
<tr>
<td>Library</td>
<td>10 988.71</td>
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<tr>
<td>Training &amp; development</td>
<td>6 921.88</td>
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<tr>
<td>Tied funds</td>
<td>265 962.96</td>
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<tr>
<td>Casual relief teachers</td>
<td>139 964.96</td>
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<td>Administration &amp; office</td>
<td>159 541.88</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>115 826.80</td>
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<td>Maintenance</td>
<td>21 574.39</td>
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<td>Trust accounts</td>
<td>28 637.46</td>
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<tr>
<td>Capital programs</td>
<td>33 224.37</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1 179 504.61</td>
</tr>
</tbody>
</table>

Balance carried forward 615 029.59

The work of Drama students featured at Creative Arts Madd (Music, Art, Drama, Dance) Nights held at the school.

Yr 9 and 10 Drama students toured their Macbeth and “A Mid Summer Night’s Dream” scenes to Gresford Primary school where they enjoyed sharing 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 Theatre Sports games.

Year 10 and 11 Drama students attended the Annual Hunter Regional Drama Festival held in Newcastle.

HSC Showcase evening was held in the Presbyterian Church Hall. Year 12 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 film, as well as a number of workshops and viewing opportunities:

- The Writing Team worked with local screenwriter, John O’Brien who helped develop the script idea. Drama students worked to refine the script and work out a shooting script;
- The Production Team worked with Evan Butston, Melbourne based film maker and Adobe expert, who assisted with the filming on location in Dungog and at the school;
- Yr 8, 9, 10 and 11 Drama students acted in the movie;
- The Editing Team had a workshop with Evan Butston to digitalise and edit the movie and create special effects;

School performance 2009

Achievements

Arts

Drama

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

The Yr 11 Drama group performed well at the Hunter Mental Health Competition with their play “The Magical Mystery Tour”. They won the Grand Final Round.
The film, “Dead Dog Dreamin’”, was screened at the Final night of the film festival;

English and Drama students viewed a live script reading and the animated movie “Mary and Max”;

A number of DHS students were involved in volunteering for Film Festival activities including hospitality, office and theatre work.

Visual Art
The work of Visual Art and Visual Design students in 2009 has featured in MADD nights. Students have also been involved in Education Week activities and mentoring Clarence Town Primary School students. We have developed links with TAFE post-school pathways.

Students have participated in a range of excursions, including Art Express, the Archibald, Wynne and Sullman Prizes, recent artists’ work at the Museum of Contemporary Art and Newcastle Art Gallery. Senior students took part in life drawing classes in Newcastle.

Years 7 to 12 students competed successfully in the Dungog Show. Student work was also shown at the Dungog Youth Week Art Prize Exhibition.

Student designs featured in the ‘AGOG’ Film Festival.

Clarice Hurren’s HSC artwork was selected for inclusion in Art Express.

Music
Music students took part in many events both for the local community and in the greater Hunter area. They gained many performance skills and were lucky enough to be involved in a variety of workshops and concerts which showed the versatility and talents of DHS students.

Mark Bale was a featured backing vocalist in Starstruck 2009. Dennis Van Rooyen and Oliver Wheeler continued their participation in The Hunter and Central Coast Wind Ensemble which will be touring Japan in 2010. Dennis also was successful in his audition for the Hunter Music Festival annual concert which featured only the best of the Hunter area.

Once again students from DHS danced and sang their way through Starstruck 2009. This is an annual event and the students are dedicated and thrilled to audition and be accepted to perform each year.

Relay for Life is another highlight for our students, who perform throughout the afternoon and into the night at Bennet Park to aid fundraising for cancer research.

Tocal Field Days also offer students an opportunity to perform at a different venue; their repertoire is wide and varied and the audience expressed its appreciation of their talents.

As the Dungog Annual Film Festival gains momentum, we found new venues for performance. As well performing at the local railway station to greet many Sydney guests to our town, we were involved in the community street parade. This is a great opportunity for our students as the Film Festival audience includes many world class producers and directors as well as actors and their publicity entourage.

This year also we teamed up with the local youth worker and students took part in community music camps and drum workshops.

Students were also involved in many other school and community functions such as, MADD nights, Year Concerts and school informal and formal assemblies.

The girls’ cricket team

Sport
2009 was another good year for DHS on the sporting fields and in the swimming pool. Our relay swimmers again proved their prowess with both the girls and boys U14, 4 x 50m freestyle relay teams making it to the Combined High School (CHS) titles. Barnes House proved too strong on the day of the swimming carnival and Emily Muddle was crowned the outstanding swimmer of the year.

In cross country, Michelle Hartman and Joshua Waters again proved to be an unstoppable combination with Michelle going on to represent the Hunter Region at the CHS titles.

In athletics, DHS was very competitive, with the girls U15, 4 x 100m relay team going on to the CHS titles; team members were Joshua Horn (javelin), Christopher Lill (long jump), Ramsey Vane-Wood (100m, 200m) and Rigby Vane-Wood (discus). The boys all qualified for the national
titles and Ramsey was voted Apex Sportsperson of the Year. Gately House showed their style at the school carnival to win the day and also ended up winning the overall point score trophy.

Our cricket teams performed well with the De Courcy Shield team, going down to our nemesis Wingham in round 4, while the Baker Shield (U14) team went one step further and met Hunter Sports High in the regional final. Tom Irwin and Tom Rumbel toured with the Hunter Valley XI to England and were unlucky not to be called into the Ashes squad.

DHS football (soccer) teams all had good seasons with the Turner Cup (U15 boys) in particular making it to round 4 of their knockout competition.

Samantha Simmonds again represented Hunter Valley at the CHS softball titles.

School sport included a wide variety of options for students, from belly dancing to Rural Fire Cadets. No student at DHS can complain that they don’t have the opportunities to excel at sport, it’s what you do with those opportunities that 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 4 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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)

and/or

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

Numeracy – NAPLAN Year 7

Literacy – NAPLAN Year 9
Progress in numeracy
Results in numeracy show an increase in student achievement in the upper bands between years 7 and 9.

School Certificate

Numeracy – NAPLAN Year 9

Progress in literacy
Concentration on writing and reading between years 7 and 9 has led to significant improvement relative to state averages.
School Certificate relative performance comparison to Year 5 (value-adding)

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2009</th>
<th>School Average 2005-2009</th>
<th>LSG Average 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.7</td>
<td>1.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.1</td>
<td>0.9</td>
<td>-0.4</td>
</tr>
<tr>
<td>Science</td>
<td>2.2</td>
<td>2.2</td>
<td>0.2</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>-0.7</td>
<td>0.0</td>
<td>-0.1</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>-0.2</td>
<td>0.2</td>
<td>-0.1</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>2.5</td>
<td>1.8</td>
<td>-0.2</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero.

These results show that students have achieved well across all courses.

Higher School Certificate

Analysis of individual HSC courses shows that in 15 courses were above state average; 8 courses were below state average. We are planning to improve the overall results of middle and upper ability students. Over the past 5 years, value adding has been generally been at or above state performance.
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.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>92.0</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>90.6</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>91.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>85.8</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>90.2</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>91.0</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>88.6</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>87.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>87.8</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>92.6</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
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. The numbers of Aboriginal students in each of these groups is very small and makes a real comparison very difficult.

Throughout 2009, DHS continued to actively implement policies and structures to improve Aboriginal education such as:

- The Staff Development Day in term 3 was a combined Local Management Group (LMG: the high school and its primary partner schools) learning day, centred on Aboriginal culture, understanding and teaching / learning strategies;
- Aboriginal perspectives in all teaching and learning programs;
- 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.

Norta Norta Program
DHS was successful in gaining this program to assist Aboriginal students at our school. The aim of the program is to lift the achievement of Aboriginal students to the same level as that of non-Aboriginal students at this school and help them achieve overall success at school.

One Year 10 student and six Year 8 students were involved in the Norta Norta Program. In 2009 these students and their tutors worked on literacy, numeracy, cultural and leadership projects within the school and wider community.

A number of students worked with NAIDOC Australian Aboriginal Artist of the Year (2008), Les Elvin, to create a piece of art focusing on the School and Dungog.

Students also worked on spray painting techniques, visited Aboriginal art work in galleries in Maitland and Cessnock, and created their own works to share within the school community.

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 reinforced by the school’s Code of Conduct and are two of the value statements that will form the basis of the school’s Positive Behaviour for Learning (PBL) program, being introduced this year and 2010.

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.

Other programs

Reading Programs
Peer Tutor Program
In 2009, twenty senior students completed the TAFE qualification in Peer Tutoring as a collaborative project between Maitland TAFE and Dungog High School. This enabled over twenty hours of one to one tuition for over thirty Year 7 students. These students developed their literacy through a range of faculty subject areas using authentic classroom texts. Both the tutors and their students benefit from this program and literacy is improved for all those involved.

Reading and Study Groups
Small reading and study groups are established in each Year group to support literacy development where students are having difficulties. These groups meet weekly to focus on developing literacy strategies through reading, writing, and the completion of projects and assignments where help is needed.

Special Provisions
Students experiencing difficulties with reading, writing and completion of work within a limited time frame can apply for Special Provisions through the school, which are then applied for formally to the Board of Studies, in Years 10 and 12. These Special Provisions are then applied to all external examinations, and include such allowances as:

- A reader / writer in all examinations
- Additional time to complete an examination
- A separate, supervised area to do an examination
- Food and / or drink during an examination

In 2009, a total of 11 students were granted Special Provisions, which required over 40 students to be trained to assist these students as readers or writers. A total of over 80 Trial and Final School Certificate and Higher School Certificate examinations involved Special Provision students.

D.E.A.R
Sixteen minutes silent reading is provided for all students every morning. Students are grouped into roll classes and allowed time after roll marking to read their own choice of material.

Literacy and Numeracy Team
This team was established in 2009 to manage the improvement of these skills at Dungog High. It has focused primarily on junior years, producing resources and trialling strategies in one Year 7 class.

Positive Behaviour for Learning (PBL)
In Term 4, we commenced the Positive Behaviour for Learning program as an approach to behaviour management at our school. The commitment to integrating this program into our school culture is part of our 3 year School Management Plan. A team was trained in the theory and
implementation of the program. After significant discussion and consultation with staff, our new School Values were developed.

They are:
- Respect
- Responsibility
- Personal Best

The key features of the program are:
- A common purpose and approach to discipline
- A clear set of positive expectations and behaviours
- Procedures for teaching expected behaviour
- Continuum of procedures for encouraging expected behaviour
- Continuum of procedures for discouraging inappropriate behaviour
- Procedures for on-going monitoring and evaluation

Progress on 2009 targets

Target 1
Student Engagement and Retention

Our achievements include:
- PBL is being introduced to the school
- Use of data to note areas of strength and weakness in student learning is common practice
- Curriculum structures reflect student needs
- Student welfare and well being is structured as a whole school, targeted program and is inclusive of outside agencies

Target 2
Teacher Quality

Our achievements include:
- 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

Target 3
Connected learning

Our achievements include:
- The number of ICT devices in the school has increased;
- A technology acquisition strategy, linked to the school budget, has been developed;
- The Staff Development Day in term 2 was focussed on technology; all staff received general and specific PL in a range of ICT applications;
- 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;
- Staff have accessed PL on technology linked to the DER program. This has included strategies for using the capabilities of the laptops in the classroom.

Students receive their DER laptops

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 2009 our school carried out evaluations of Student Reporting and the Human Society in its environment (HSIE) teaching programs and practice.

Educational and management practice

Reporting

Background

Over the past three years, we have been trialling a new approach to reporting on student progress.
In 2007 and 2008, we used a reporting package developed by the DET; this was not found to be appropriate for our situation and did not offer the best solution to our needs.

In 2009, after discussion and consultation among staff, we determined that a new student reporting system would be introduced that had many of the features of the DET package but additional features that made it more flexible and appropriate for our use. The aim of this package was to provide a comprehensive report on student progress to both parents and prospective employers.

A team of teachers designed the content of the reports in line with Departmental guidelines and community expectations.

**Findings and conclusions**

This system was found to offer a more efficient system for the completion of student reports. Each teacher now has the ability to take electronic copies of reports home to work on. This allows teachers extra time to ensure they are able to complete a more detailed summary of a student’s progress relative to other students, accurate descriptions of skills that students have mastered and indications of where students can improve.

Each student report includes the following components:

- School Activities that the student has been involved in;
- Year Advisor’s Comment on overall achievement;
- Principal’s Comment on overall achievement;
- Record of Attendance;
- Areas of Learning or Units of Competency (VET courses);
- Achievement in each course studied;
- Grading of student’s Commitment to Learning;
- Grading of student’s Social Development;
- Employment Related Skills – the level of student achievement in a range of specific skills;
- Teacher’s Comment on what a student can do, areas where improvement is required and how the school can assist this improvement.

**Future directions**

This reporting system has now been in use for two reporting cycles. It will be evaluated during 2010 to note its continued appropriateness. Any modifications required will be made before the end of year reports are completed.

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**Curriculum**

**HSIE Program and Teaching Practice Evaluation**

**Background**

The HSIE faculty identified innovation in the use of interactive technologies for learning, teaching and teacher professional learning as priority areas in the Connected Learning area of the faculty’s 2009 Management Plan.

“Students are achieving at the higher level of the School Certificate bands” was identified as a target in the Priority Area of Teacher Quality.

These two areas of the faculty Management Plan were evaluated in 2009.

**Findings and conclusions**

Year 10 students were surveyed, using the questions:

- I value my education in History and Geography;
- The assessments in Geography and History are fair;
- The assessments in History and Geography allow me to tell the teacher what I have learnt.

Seventy two percent of students agreed with these statements. The majority of students are able to demonstrate what they have learnt. Difficulties with literacy prevent some students from demonstrating what they have learnt.

Analysis of the School Certificate results in Australian History, Geography, Civics and Citizenship show close to state average in the middle bands of achievement. There is variation from year to year in the high band of achievement.

All Year 10 students were surveyed with the question:

- The computer lessons in Geography and History are a valuable part of the course.

Eighty two percent of students agreed with the statement.

Year 10 students have been surveyed since 2007. The 2009 student response is consistent with results of past years. Students do value learning using computer technology.

**Future directions**

Teaching and learning using computer technology will continue to be a target of the HSIE faculty. HSIE staff have been issued with laptop computers under the Commonwealth Government’s Digital Education Revolution program. They are actively engaged in
professional learning to support students using computer technology in the classroom.

Increasing students’ literacy levels is a priority in 2010. This will allow all students to demonstrate what they have learnt in school-based assessments and consistently achieve higher bands in the School Certificate examination.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Parents, students and teachers were surveyed regarding their satisfaction with Dungog High 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, especially with issues concerning dealings with teachers.

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 2010 programmes.

Professional learning

In 2009 a tied grant of $36,890 supported the training and development of teaching staff at 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

These targets are based on the targets of the three year School Strategic Management Plan. They reflect aspects of the overall targets that are specific to this year.

Targets for 2010

Target 1

Student Engagement and Retention

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 training for staff is underway and the program is being implemented.
**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.

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.

**About this report**

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

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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: