

# Dapto High School

## Annual Report



2016



8204

## Introduction

The Annual Report for **2016** is provided to the community of **Dapto High School** as an account of the school's operations and achievements throughout the year.

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

Andrew FitzSimons

Principal

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4261 1416

## School background

### School vision statement

To feed curiosity and success by creating a culture of lifelong learning, all the while recognising the diverse needs of all learners.

### School context

Dapto High School is proudly comprehensive, occupying a magnificent site bounded by the picturesque Mullet Creek and the main south coast rail line. Much of the 15 hectares is taken up by our extensive farm and playing fields. The school is committed to modelling a responsible approach to issues of sustainability and climate change. Staff, students and parents are collaborating to improve learning outcomes; a focus on digital learning is central to this endeavour, particularly reflected in Teacher Professional Learning programs. Our school offers a strong student wellbeing program aimed at supporting students to develop their potential as learners and as citizens. Active links to community based agencies are fundamental to our approach. A broad curriculum is offered, including an excellent suite of vocational courses. Sporting opportunities are a strong tradition and cultural activities highly valued. Parent and community participation is treasured. The school is an active participant in the Dapto Learning Community, comprised of a TAFE College, two high schools and five partner primary schools. 'Engaging with Asia' is a whole of school curriculum focus, as is Autism

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

As a collaborative process, the School Excellence Framework has proven to be an effective tool for staff to reflect, celebrate and refine targets. Whilst a clear strength lies in the school's ability to understand and respond to student Wellbeing needs, the framework highlights that we are committed to providing and enhancing good learning outcomes for students.

A significant strength of Dapto High School continues to be the school's approach to professional learning and importantly the implementation and use of the Professional Development Framework. The regular delivery of quality, school based professional learning has been pivotal in the development and delivery for meeting milestones at DHS

The Framework has highlighted how the collection of data has begun to be used to as an effective way to inform best practice in classrooms. Equally, areas that require us to continue working hard are formidable, but achievable. The healthy culture that has been generated as a result of collaborative reflection as part of the Framework is contributing to DHS looking positively at the tasks ahead.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Learn

#### Purpose

To provide opportunities for students and staff to be inspired, engaged and connected to learning. To create a climate of educational and personal exploration across the community, where everyone is a learner.

#### Overall summary of progress

The commencement of the Performance and Development Plans (PDPs) set up a good platform for staff to continue to set the tone of where to direct their learning. Just importantly, the PDPs assisted in the reflection and development of quality learning for students. A significant feature has been the continued development of quality teaching and learning for students with a significant investment in programs for Stage 4 classes.

The How2Learn program from 2015 was used to further develop learning and really extend the progress of quality assessments. These assessments setting the tone for good teaching. Equally, writing was identified as an area for further attention and this a key focus for the year in conjunction with other components of literacy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff and students actively seeking to enhance their opportunities for success through learning	Staff continue to experience a range of meaningful and appropriate learning opportunities. Significant investment was made to focus on the learning opportunities in Stage 4 with the writing focus being embedded into the MAC program.	\$115,000
All staff and students are engaged in regular reflection and feedback in the creation of Student Learning Plans (SLPs).	Student reflection is an area where greater focus will be required. The adoption of 3rd Party software for the commencement of 2017 is aimed to assist in this process.	\$38,000

#### Next Steps

Literacy, and specifically writing, remains an area that DHS will continue to have as an area for further development. The gains that have been made throughout 2016 need to be consolidated and then extended across all stages. Importantly, the focus on writing has also been picked up among our 'partner' primary schools. This is due in part to the Premier's Priorities, but also as a result of a functional Dapto Learning Community (DLC). The transition to Year 7 program has been expanded to allow, not so much for increased data, but increased small data. This data has led to the development of a shared writing plan for 2017 and hopefully beyond. The sharing of data will expand the analysis and communication of integral learning data to be able to better create teaching and learning in DHS and the DLC.

The Quality Teaching Framework is a significant tool for creating quality teaching and learning for students and an area that Dapto High School is looking to further embed. Heading into 2017, we are planning to create opportunities for faculties to collaborate on creating quality teaching and learning programs, supported by appropriate and challenging assessment practices.

PDPs will continue to be used to drive Teacher Professional Learning (TPL) opportunities and importantly to expand the professional dialogue among colleagues. We are aiming to achieve greater cross KLA observations and feedback to create a greater awareness of as well as sharing of teaching and learning strategies.

## Strategic Direction 2

Lead

### Purpose

To create a safe and respectful learning environment where students and staff are encouraged to be creative, innovative and resourceful. To develop well-rounded individuals who actively lead and manage their learning.

### Overall summary of progress

Strategic Direction 2 is starting to demonstrate some of the desired outcomes as DHS heads towards 2017 and a new planning cycle. The already strong TPL program that exists at DHS has been further bolstered with the inclusion of a greater number of staff contributing towards TPL.

This has also meant that staff are using the School Plan as a reflective document as well as a planning document.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff engaged in the creation and planning of PDPs	PDPs and their implementation has been a powerful tool for driving real change in what teachers are doing in classrooms. Engagement in the PDP process has also flowed into a greater engagement in the School Plan.	\$65,000
All staff engage in staff meetings and TPL opportunities from DHS, DLC and CNI	Whilst TPL sessions are not unique to DHS, the process of collaborating and presenting is done in an effective and timely manner. The regular and quality structure of the TPL means that a greater amount of staff are able to be catered for across the school. This has also expanded into the DLC and CNI Staff Development Days.	\$35,000

### Next Steps

The nature of creating and maintaining quality, effective and relevant TPL is a challenge that has come about because of the standard of the opportunities provided. The TPL sessions and workshop focuses have been many and varied, often meaning that staff presenting missed an opportunity to participate in quality professional development. The feedback from 2016 TPL sessions has been that more sessions and workshops need to be repeated and organised to allow for greater numbers of staff to participate at various times. The planning for the development of TPL program for 2017 has also involved greater collaboration from staff.

As a result of the increased quality of sessions, there has been greater opportunities for collaboration and informal mentoring as staff focus on an area for development for a prolonged period of time. Two outcomes are; the regular scheduling of focus groups like the Literacy committee and the VET committee to continue to work, and secondly, the development of the mentoring relationship. The mentoring relationship is connecting nicely with Strategic Direction 1 and creating quality teaching and learning programs.

Student IEPs are steadily improving. With our success of digitising and effectively communicating these plans with parents and staff, the platform is built to scale this towards greater reflection for all students. The revised milestones are a steady projection for DHS. This will commence with with greater emphasis on student reflection and effective use of school reports.

### Strategic Direction 3

#### Collaborate

#### Purpose

To nurture a school and local community that fosters high expectations in student and staff engagement and wellbeing. To develop successful, connected global citizens in a coordinated and considerate manner. To ensure that our shared vision of safety respect and learning contributes to the growth of the Dapto community.

#### Overall summary of progress

Increasing engagement with the community is an area where too much is never enough. With the steady improvement comes the need to continue to meet the demand. The school has refined some of its communication methods to incorporate digital media at the same time as being out in the community showcasing the best of what Dapto High School has to offer.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All members of the DHS community engaging in information delivery and consumption	The schools social media profile continues to improve with significant data indicating the increased consumption and participation in the school's social media platform.	\$15,000
50% increase in attendance of staff, students and parents to attend learning, wellbeing and achievement events.	Staff participation has shown a steady increase in 2016 with staff in attendance at events in greater numbers than in the past. Disappointingly, the community participation wasn't always consistent despite increased numbers of the P&C membership. Significantly, a greater number of staff have been recognised at school, network and regional level for their contribution and excellence towards education.	\$75,000

#### Next Steps

Further refinements and adjustments will be required to best meet the needs of students, staff and the greater community. The use of the range of platforms remains essential as well as the implementation of additional supports, with the key focus to have greater amounts of information available to students, parents and the community in a timely manner. This will require increased professional learning for staff as well as for students. The increased need to have a steady flow of relevant and appropriate information will link with Strategic Direction 2 – Lead. A greater number of staff will be trained and provide opportunities to use platforms to enhance our digital profile. The challenge for 2017 remains the consistent approach to dissemination of key messages and information that informs parents, students and staff about DHS.

DHS is keen to enjoy the pleasing increase in parent interest in core events like Parent–Teacher consultations and has planned to use digital means to enhance there effectiveness. The core business of teaching and learning as well as student responsibility for learning will be improved with the significant investment in 3rd party software.

The success of the L@SSO on whole school attendance has identified the need to increase focus on partial truancy as well as the truancy in specific year groups (mainly years 11 an 12)



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>The implementation of a new Indigenous student mentor and administration portfolio has resulted in DHS students having a significantly enhanced exposure to support and cultural activities. Specifically, AIME has played a large part of the increased engagement for students.</p> <p>Equally, greater collaboration between school and regional staff resulted in a much greater understanding of how to best promote and support Indigenous students</p>	\$49,000
<b>English language proficiency</b>	<p>In 2016 Dapto High School supported students through intensive withdrawal support or in class group support. A greater collaboration between learning support and the EAL/D teacher to enhance the support of student was identified and this was an area of considerable growth. Equally, as a result of an evaluation of Wellbeing and Learning Support better communication of student needs and strategies to support them has been identified as an area for improvement 2017.</p>	\$25,100
<b>Socio-economic background</b>	<p>DHS decided as part of the school plan to continue with the 'Flexible Learning Centre', the 'L@SSO' [Learning at School Support Officer] and the Senior Student Mentor as priorities to enhance engagement in learning at or transition into work or learning beyond school.</p> <p>DHS also sought to minimise the disruptions of transition by investing in maintaining a large number of year 7 classes throughout the year rather than dismantling classes and the timetable.</p>	\$202,300
<b>Support for beginning teachers</b>	<p>Continued staff renewal has led to a review of the delivery method for inducting beginning and new staff in the school. This has led to a more focused and targeted induction program implemented by a range of staff within the school.</p> <p>With the increasing number of teachers that are benefiting from this support, we are excited to see the flow on effect with mentors and then into classrooms. We continue to use the PDP process as a way to shape the needs and supports for beginning teachers.</p> <p>The process of achieving and maintaining accreditation is supported in line with the GTIL requirements. The appropriate training and processes needed to support beginning teachers is still an area that DHS strives to improve.</p>	\$38,000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	501	496	504	474
Girls	459	468	459	439

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	93	93.8	95.2	92.9
8	91.3	90.7	92.2	92.8
9	90.5	90.8	91.7	90.7
10	89.2	88.8	89	90.1
11	89.8	89.6	88.3	88.4
12	88.2	87	88.1	89.4
All Years	90.5	90.2	90.8	90.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

As part of the Dapto High School's 2015–17 School Plan attendance was identified as an area that required targeted and strategic intervention. The school created a Learning at School Support Officer (L@SSO) to focus on improving student attendance, with the end result to be more time in class equalling greater opportunity to engage in quality learning opportunities. It is a remarkable achievement that for the last four years DHS students has been above the state average in attendance. The L@SSO counsels and supports students with attendance concerns by having meaningful and timely meetings with parents and students. We were able to celebrate a significant feat in 2015 as best ever, however we can now see an embedding of the attitudes towards attendance at DHS. The cultural change at the school is due in part to the work of the L@SSO and also to having tighter processes and procedures around roll marking and the

use of electronic systems to ensure accurate record keeping. These electronic systems are creating greater accountability for students and staff and significantly influencing attitudes towards attendance.

The change in attitude has also resulted in greater expectations from staff and parents about attendance in all classes. The efficiency and professional approach from the L@SSO has led to the identification of partial truancy concerns across the school. This identified evidence is now setting the direction for 2017 for reducing partial truancy and again providing greater opportunity for student learning.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			10
Employment	90	85	26
TAFE entry		10	7
University Entry			31
Other	10		9
Unknown		5	17

At Dapto High School there is a strong culture of not leaving school until there is a clear pathway onto a positive future towards education and/or employment. This has come about through the strategic use of equity funding to employ a Senior Student Mentor and the invaluable support the School Careers Advisor.

### Year 12 students undertaking vocational or trade training

Both TVET and SVET are strongly supported at Dapto High School. Just over 60% of Stage 6 students undertake at least one VET course. With five school based VET courses being studied at HSC level in 2016, students were positively engaged in their learning. Impressively, those students who choose to sit the associated Higher School Certificate examination in conjunction with their course performed at very high level. In fact, four of the five TVET courses studied in 2016 had above state average in TVET courses.

SBATs and traineeships also promoted and recipients supported. Further efforts will be made in 2017 to encouraged an increased percentage of students to consider inclusion of one VET subject in their curriculum.

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



96% of the Dapto High School HSC cohort achieved a HSC or VET equivalent

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	48.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	16.37
Other Positions	3.6

\*Full Time Equivalent

Dapto High School is a healthy mix of early career teachers and those that are more experienced. The school continues to enjoy a renewal of new staff to the school as staff move on to other schools or new phases of their lives. We enjoy being able to celebrate the contribution that these staff have made towards Public Education. The school has been lucky enough to enjoy reasonably stable student numbers and as a result consistent staff, including the important roles played by regular temporary and casual staff. The steady composition of staff demonstrates staff willingness to be part of Dapto High School. Despite the inherent complexity of schools, the open nature of Dapto High School also means that we house the Home School Liaison and the newly formed role of the Senior Psychologist Education (SPE) for the local area. Our collaboration with the Smith Family means that we have hosted the organisation onsite at DHS, adding to the richness and expertise that is available.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One Administrative Officer and two academic staff identified as Indigenous at the commencement of 2016; their work is highly valued. One of teaching staff finished his career in teaching during the year and we thank him for his contribution towards Public Education.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

Teacher Professional Learning (TPL) continues to grow at Dapto High School with a delicate and strategic balance of external courses and conferences to learning within the school. The TPL Tuesday model continues to show the need for specific needs based learning for all staff. 2016 saw DHS building on the success post the introduction of the 'Performance and Development Plan' protocol. Staff are becoming increasingly more aware of their need to buy in to the direction for DHS. Staff carefully negotiated and planned their goals and this in turn set the agenda for staff professional development opportunities to participate and excitingly, lead.

TPL Tuesday created time and space for staff to collaborate, reflect and plan for quality teaching and learning. A significant investment of time was devoted to the need to enhance student writing. This led to the development of multiple workshops and opportunities to work cross faculty on programs. Importantly, it also required that staff were able to produce quality pieces of writing and importantly, thorough and meaningful feedback. TPL Tuesday is also used as an opportunity within the school to ensure that VET competencies are maintained.

The constant challenge of currency of accreditation for many staff has required that Dapto High School seek out and deliver opportunities for staff to be able to complete courses within the school that meet BOSTES (now NESAS) requirements for proficiency. TPL Tuesday has developed into an avenue where staff can be assisted with maintaining their accreditation.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	241 173.37
<b>Revenue</b>	10 684 262.01
(2a) Appropriation	10 042 341.29
(2b) Sale of Goods and Services	293 828.62
(2c) Grants and Contributions	346 506.34
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 585.76
<b>Expenses</b>	-10 692 523.98
Recurrent Expenses	-10 691 323.98
(3a) Employee Related	-9 672 482.14
(3b) Operating Expenses	-1 018 841.84
Capital Expenses	-1 200.00
(3c) Employee Related	0.00
(3d) Operating Expenses	-1 200.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-8 261.97
<b>Balance Carried Forward</b>	232 911.40

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	7 933 247.87
Base Per Capita	66 323.80
Base Location	0.00
Other Base	7 866 924.07
<b>Equity Total</b>	540 447.47
Equity Aboriginal	49 069.81
Equity Socio economic	202 323.93
Equity Language	25 145.74
Equity Disability	263 908.00
<b>Targeted Total</b>	876 187.06
<b>Other Total</b>	354 784.27
<b>Grand Total</b>	9 704 666.67

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

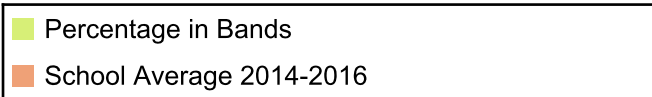
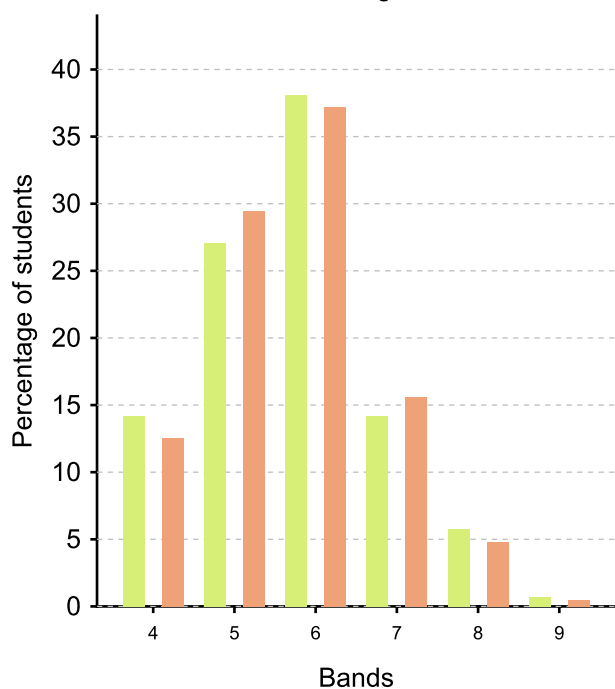
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

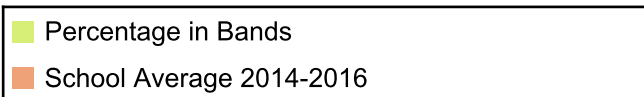
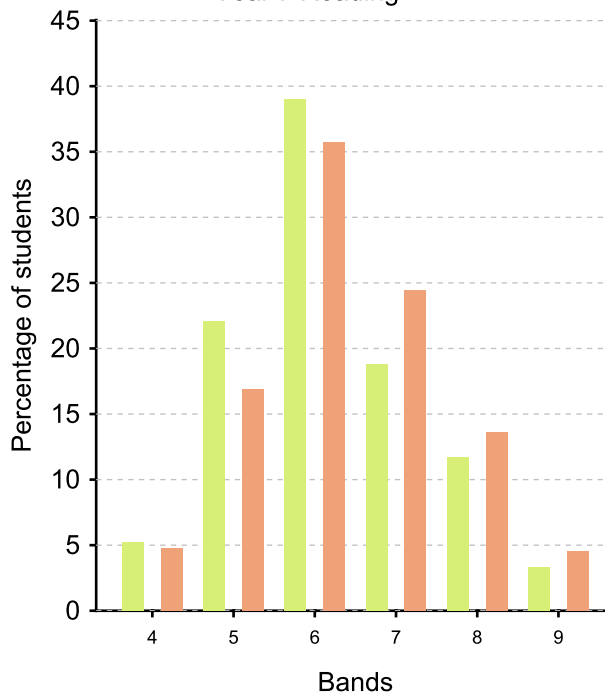
The following graphs for literacy represent some mixed results; with some areas for celebration and identified areas for renewed energy. Pleasingly, the concerted effort at a structured long term response to literacy is starting to show some signs of improvement in the bottom bands of achievement in Year 9 students. Dapto High School has endeavoured to insert regular and meaningful literacy activities into all KLAs, most specifically in Writing. This concerted effort has been coupled with greater attention to analysing and disseminating information about student learning. The Learning Support team review highlighted the need to better share information about student needs and strategies to best support students who are underachieving. Whilst the number of students achieving in the top three bands isn't improving at a steady rate, it is pleasing to see the number of students who have improved in the bottom two bands. This movement is a positive sign and sets out the path for continued improvement across all bands.

The Dapto Learning Community (DLC) consisting of DHS and our partner primary schools had mixed feelings about the results for Year 7 as some students achieved well above their predicted value added score and some below. The new data sets that are made available for schools now leads to better analysis of actual performance. Specifically, the evidence sheets for writing has meant that Learning Support teachers are able to debrief with students to gain insight into performance for NAPLAN.

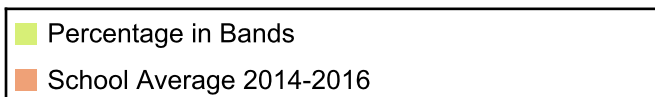
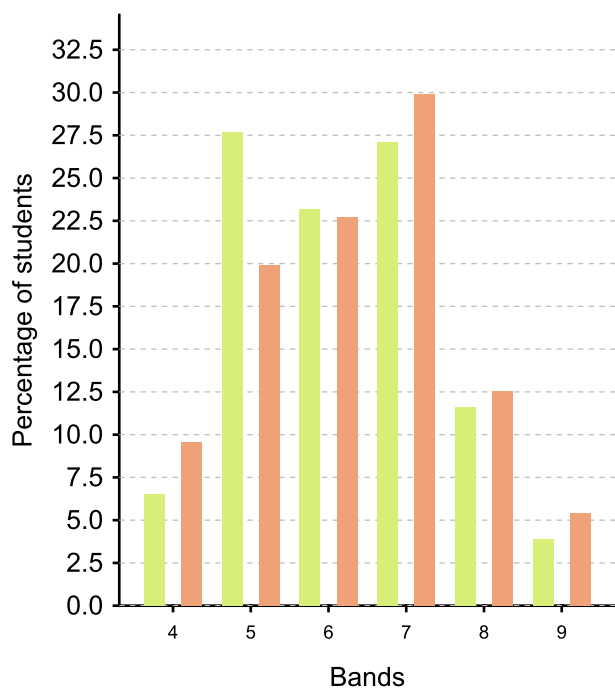
**Percentage in bands:**  
Year 7 Writing



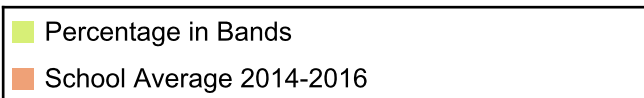
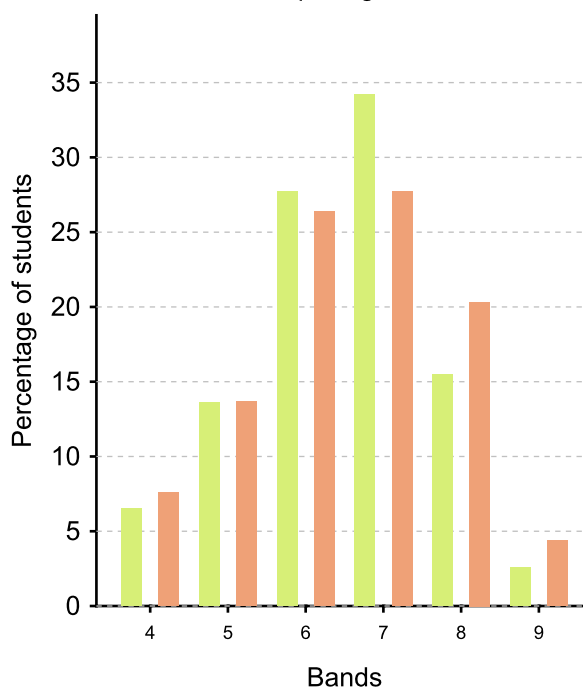
**Percentage in bands:**  
Year 7 Reading



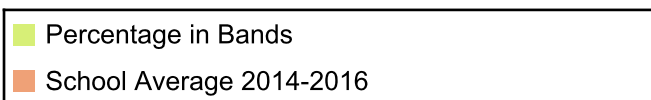
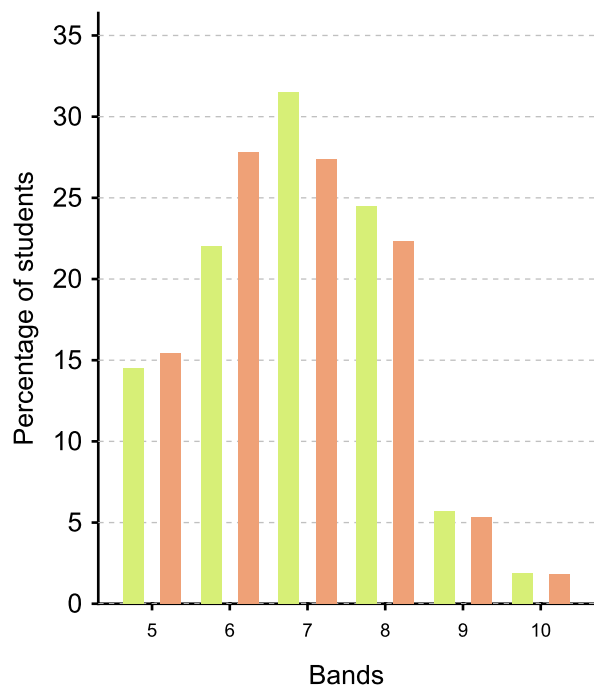
**Percentage in bands:**  
Year 7 Grammar & Punctuation



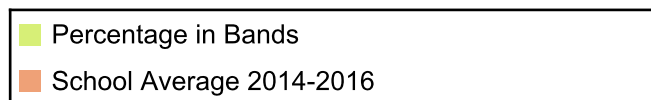
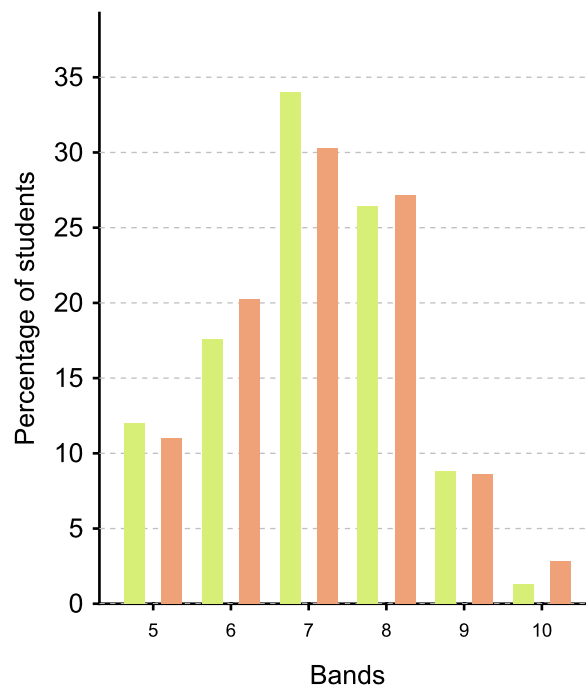
**Percentage in bands:**  
Year 7 Spelling



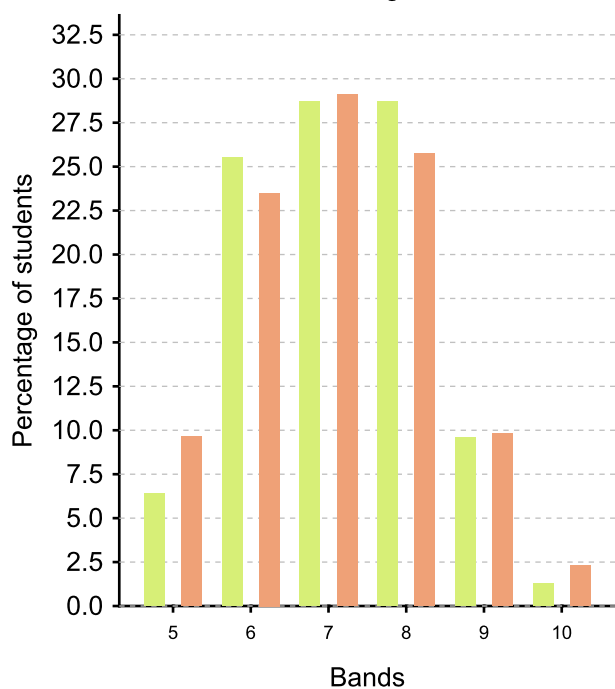
**Percentage in bands:**  
Year 9 Grammar & Punctuation



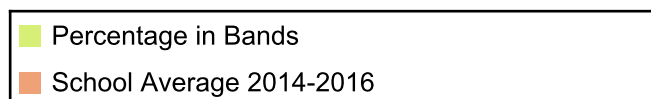
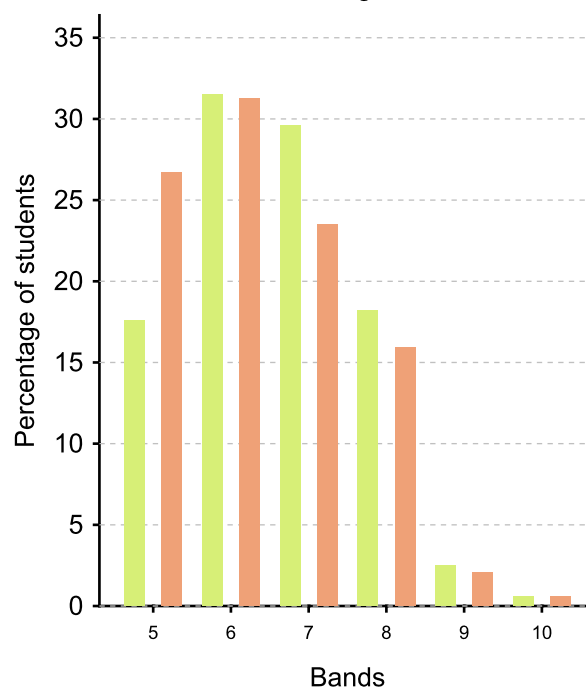
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



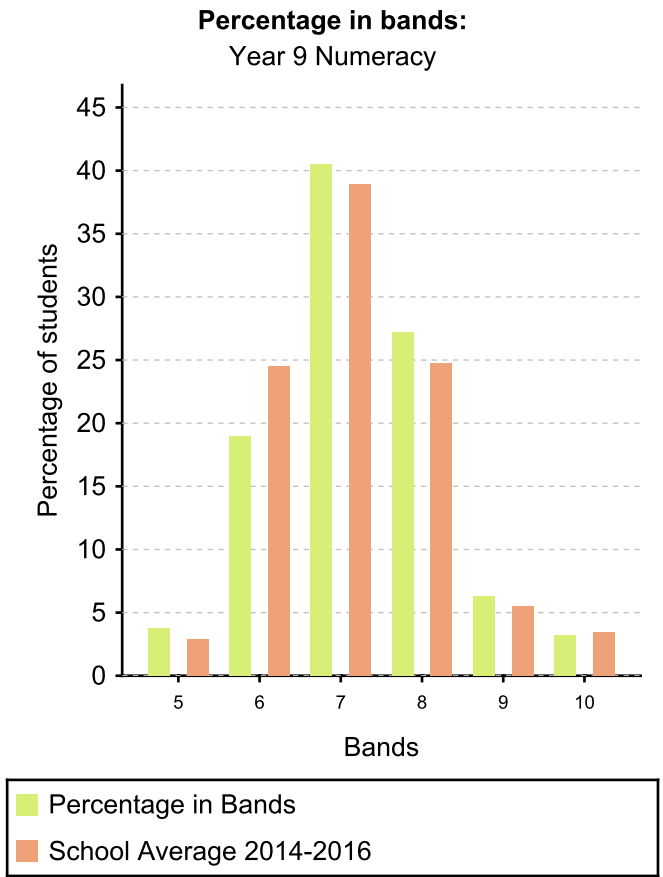
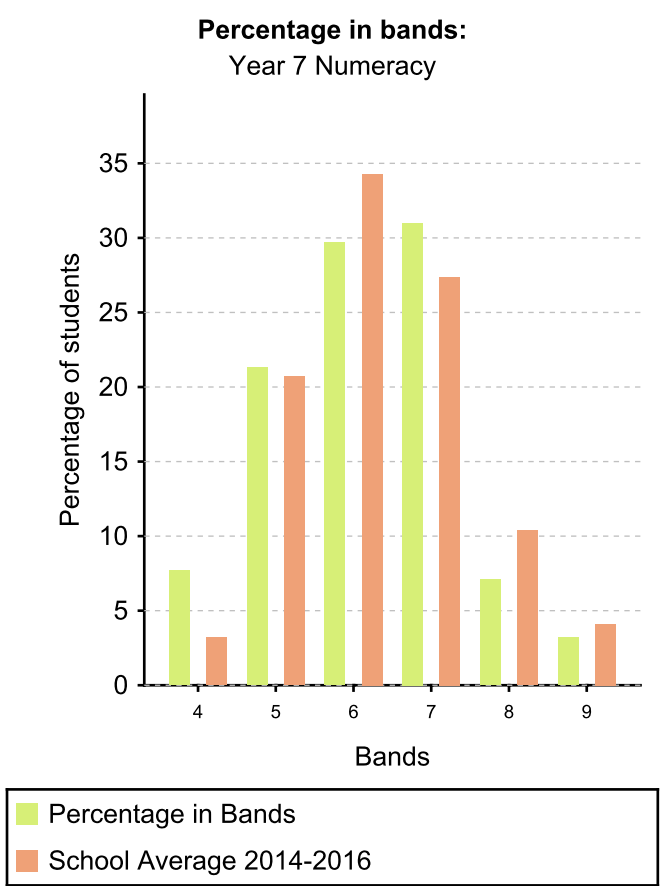
**Percentage in bands:**  
Year 9 Writing



The 2016 Numeracy data for Dapto High School is again a mixture of celebration and areas that require concerted effort. Interestingly that combination of all components of numeracy limits the ability to view achievements and progress that has been made.

Year 9 Data, Measurement, Space and Geometry data importantly is showing a positive trend with a steady

decline in the number of students achieving results in bands 5 and 6. A similar, if not as consistent, trend is developing in the area of Numbers, Patterns and Algebra. These two developing trends are representative of the significant work that is happening at DHS. Greater collaboration across KLAS and reprogramming of outcomes to fit needs of students is the first part of the bigger picture in seeing improved numeracy performance for DHS students. The ability to use Year 7 to identify strength and weaknesses for students has also led to greater feedback for students. The available Year 5 SMART data and sharing with our 'partner primary schools' will lead to greater opportunities that for students to experience consistent achievement into the future.



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Through the rigorous analysis of school (student) performance data prior the release of the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Dapto High School identified writing as an area that students continues to need intensive support and improvement.

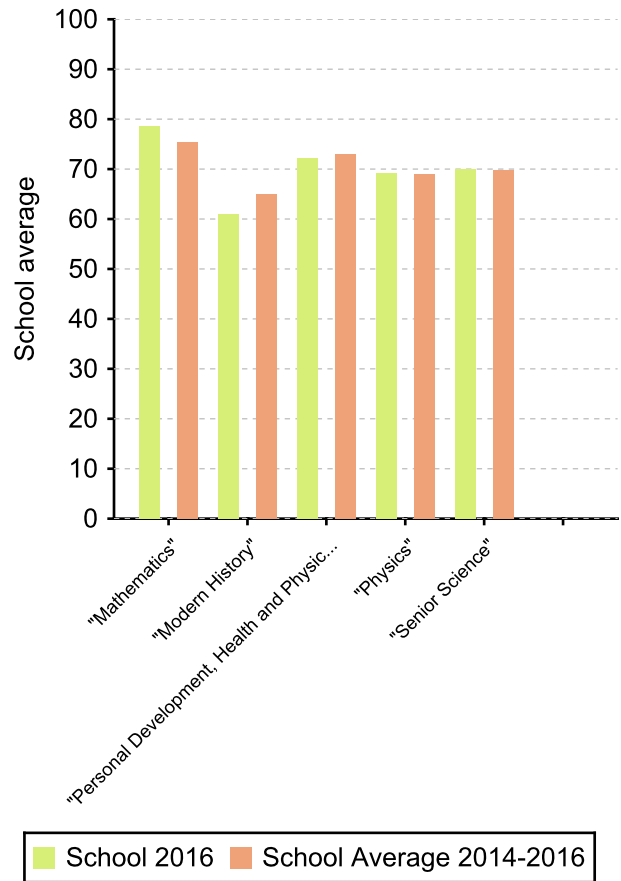
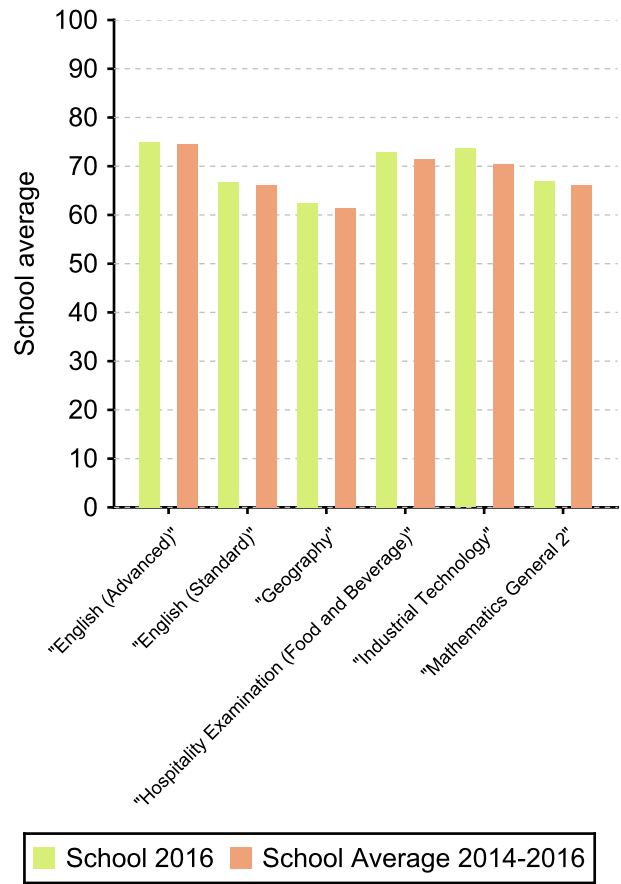
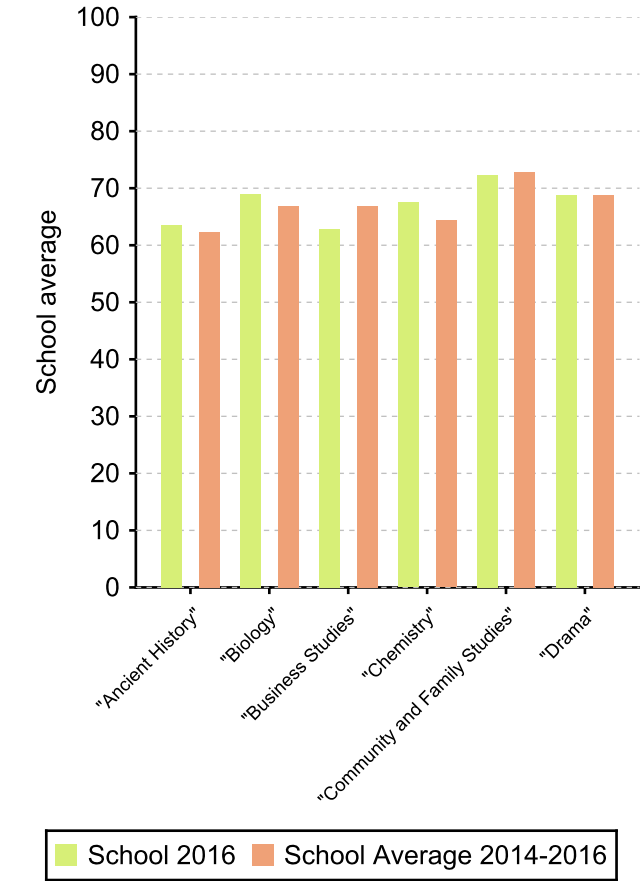
These results reveal some modest improvements and numerous areas for increased effort. Collaboration with our 'partner primary schools' is seen as a key response. This shared understanding has resulted in a common target of improving students ability to be able to write – and not just for a test. In 2016 all partner primary schools were identified as 'Bump it Up' schools demonstrating strong potential in the abilities of students within the Dapto community. This focus required better sharing of evidence between DHS and our partner primary schools. The flow on effect has been that greater access to work samples and small data to assist students on their learning journey.

All faculties acknowledge their responsibilities to contribute to improvements in numeracy and literacy; observations enshrined in the PDP protocol are broadening this approach. In 2017 our SENTRAL software will enable teachers to have instantaneous access to individual NAPLAN data; professional development will be offered to take advantage. As a

requirement to enhance literacy and numeracy targets, consultation was required to adapt the school plan.

Higher School Certificate (HSC)

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



Results in 2016 were encouraging, seeing modest improvements for the third year in a row. An increase in students achieving a Band 6 enabled staff and students to celebrate the efficacy of collaborative effort. A focus on improving assessment design, an improvement in attendance rates, the impact of our BYOD protocol, our involvement with the University of Wollongong's In2Uni program and the introduction of



the Performance Development Plan protocol are all identified as contributors to this trend. VET results were particularly pleasing.

## Parent/caregiver, student, teacher satisfaction

Parent and community engagement continued to improve throughout 2016 and importantly a greater quantity of feedback was received with an 80% improvement in Tell Them From Me (TTFM) engagement from 2015. The TTFM survey is a tool we have employed over the last couple of years to gather important information from our parents, students and staff. This data is always encouraged and analysed to highlight areas of success and areas for concerted effort.

Of the parents/caregivers that completed the survey nearly 85% of parents/caregivers either agree or strongly agree that they would recommend the school to primary school students which is a resounding endorsement as a proud comprehensive, community based school. This is then reinforced by the 86% of parents/caregivers report that the school has a good reputation in the community.

Despite these positive indications we are aware that parent engagement with student learning and communication continue to be area requiring attention. The TTFM clearly highlights the importance of why this is included significantly in Strategic Direction 3 of the School Plan.

## Policy requirements

### Aboriginal education

Since 2015 DHS has worked hard to renew it's approach to how we work with our Indigenous students and community. We continue to make progress with our students but more significantly 2016 saw us create greater community awareness through greater collaboration including with regional support staff, community members and an ever increasing relationship with AIME. The key markers for 2016 were all of our ATSI students have mentor, with each mentor having time to meet with parents and students in the consultation of PLPs. These mentors were also supported in relationship with AIME and our presentation of the hoods to students and mentors being a proud moment for all.

Some of the highlights for 2016 were;

- 'Sista Speak', continuing into 2017 with support from the girls supervisor to provide opportunities for students to connect with each other.
- All year 9 and 10 students attended AIME study days as well as the traditional senior days.
- Djinggi program continues to be supported with one student finishing the program in 2017.

– Year 7 and 8 ATSI students combined with Woglemi on a bush tucker excursion and this culminated in the creation of the DHS native garden.

– Year 10 ATSI students attended the Wicked Careers Expo.

– And importantly, the creation of the 'Communication noticeboard' and ATSI 'Google Classroom' – developed to assist in sharing PLP's and enhancing communication.

Dapto High is proud of the work done by staff in recognising our ATSI students, but are also extremely pleased with the level of engagement we get from our ATSI students and community members.

### Multicultural and anti-racism education

The continual renewal of staff at Dapto High School means that we are always being exposed to new ideas and ways of doing things. New staff to the school bring with them a host of experiences that lead to us reviewing the way things have been done in the past.

Our Anti-Racism Contact Officer (ARCO) has been trained in the procedures to handle complaints of a racist nature. The ARCO follows the DoE Anti-Racism Policy which involves mediation, resolution, education and the monitoring of situations, post intervention. The ARCO works both formally and informally with students and educates the school community through Year assemblies and newsletter articles. As a result of changes to staffing we had to ensure we had a number of staff trained to ensure that on any given day we had a trained ARCO present at school. The need to have someone available has led to the ability to be able deal with any referrals in an expedient manner. The ability to quickly manage issues as they arise has raised the expectation of students and staff to what is acceptable behaviour not only in the classroom or with staff, but also in the playground and community with other students.

Harmony Day, celebrated in March draws together many threads of our operation; inclusivity and tolerance is modeled and encouraged with real energy and joy. The fine work of our Chaplain facilitates this celebration of diversity.