

Dulwich High School of Visual Arts and Design Annual Report



2016



Dulwich High School
of Visual Arts & Design

8833

Introduction

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

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

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School background

School vision statement

Dulwich High School of Visual Arts and Design is a creative community of learners focusing on high academic achievement, enabling students to become active and informed citizens. The school offers a specialist visual arts and design curriculum that embeds creative and innovative approaches to teaching and learning.

Our diverse educational community fosters the wellbeing of all students and builds their capacity for life-long learning. We pride ourselves on designing futures for our students.

School context

Dulwich High School of Visual Arts and Design is a comprehensive high school with a selective visual arts and design stream. Dulwich High School of Visual Arts and Design has a socially diverse, multicultural and geographically dispersed student population.

The school has a support unit. The school provides equal opportunity for all students to achieve excellence in academic, social, cultural and sporting curriculum. Leadership and social endeavours are provided in an inclusive environment to support learning and teaching and positive relationships.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

The learning culture at the school has focused on demonstrating positive, respectful relationships amongst students and staff to promote student wellbeing and ensuring good conditions for student learning.

The school has in place a comprehensive and explicit Student Welfare and Behaviour Management Policy which sets high expectations for all students and members of the school community. There is a demonstrated commitment to promote positive and respectful relationships in this policy. Relationships are further strengthened through mentoring programs.

The school has demonstrated its commitment within the school community to strengthening and delivering school learning priorities. The school has developed an academic toolkit disseminated by the Learning Support Team, which ensures that all students are supported based on their circumstance and needs.

At Dulwich High School of Visual Arts and Design there are a range of wellbeing programs to support the school's policy and behaviour code along with ensuring an inclusive and vibrant celebration of our school community through events such as Diversity Day and Wear it Purple Day. Students are well supported through mentoring and volunteering programs, such as AIME, RAISE and LEAPS. These programs are evidence of our comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of our students.

Curriculum and Learning at Dulwich High School of Visual Arts and Design has focused on an integrated approach to

quality teaching, curriculum planning and delivery as well as assessment practices that are responsive to student needs.

The New Educational Opportunities (NEO) program develops the interests, gifts and talents of our diverse students in the year 8 to 10 cohorts. Other whole school practices address student learning needs through individualised planning, processes and targeted interventions.

The school has engaged with educational research to embed evidence based teaching and assessment practices that are supported by extra-curricular learning opportunities. These are aligned with the school's vision, values and priorities which support student development and maximise learning outcomes.

Dulwich High School of Visual Arts and Design has consistent school wide practices for Assessment and Reporting to plan, monitor and report on student learning across the curriculum. This is used to inform planning and provides information about individual student achievement and areas for improvement.

Teachers use explicit processes to collect and analyse and then report on the student performance data. These processes are being translated into improving performance at the highest levels on internal and external Student Performance Measures. The data indicates that students are now showing expected or greater growth in these key measures.

Teaching

At Dulwich High School of Visual Arts and Design all teachers are committed to implementing effective teaching methods aligned with evidence based strategies.

In order to create effective classroom practice, teachers use student performance data from a variety of internal and external sources. These data sources are regularly accessed, analysed and acted upon by all staff members at Dulwich High School of Visual Arts and Design at a classroom, faculty and whole school level.

The school's analysis shows that the use of evidence based pedagogies are a regular feature of classroom practice and that decisions being made are based on both student data and feedback. Performance data is analysed along with other contextual information to inform teaching and to track and monitor school trends. Teaching and learning programs draw on data analysis to ensure that learning is differentiated for all students. In response to this, faculties have restructured teaching programs and assessment practices to strategically maximise learning outcomes.

Dulwich High School of Visual Arts and Design staff is committed to the provision of quality teaching and demonstrate this by embedding pedagogies and strategies which are supported by a strong evidence base and data within their practice.

Qualitative and quantitative data is extracted from internal and external sources and analysed effectively by the school leadership and faculty teams regularly and used to inform decision making. This has led to the implementation of Hattie's Feedback Model as consistent practice, based on evidence that our students need timely and constructive feedback about their work. Data skills and use has also led to the development of a common platform for the explicit delivery of literacy and other targeted engagement strategies. There is a strengthening utilisation of an Academic Toolkit across Key Learning Areas to create a consistent approach to professional practice and to improve student outcomes.

As part of the collaborative practice across the school the professional development process gives staff the opportunity to engage in professional dialogue and feedback sessions regarding their classroom practice and professional standards. At Dulwich High School of Visual Arts and Design we mentor and coach to improve teaching and leadership practice through such programs as the Beginning Teachers and Aspiring Leaders programs which allow teachers to work together in particular groups to improve their teaching and learning and build their leadership capacity respectively.

Regular Internal Reviews and Compliance Audits provide a structure for appraisal and evaluation of teaching practice, programming, performance measures/analysis, consistency of judgement and school learning priorities across faculties as well as within specialised programs.

Dulwich High School of Visual Arts and Design prides itself on exploring new ways for teachers to share their expertise with their colleagues and drive continuous improvement in learning and development. There is a clear intention to focus on teacher engagement in professional learning and teaching strategies.

The school has trialed different approaches to embedding evidence based strategies in teacher's professional learning for improving students' skills in literacy, numeracy and creative and critical thinking. Teachers use the SMART goal setting model and approaches to plan their own professional development that aligns with school priorities and their individual professional needs. The teaching staff at Dulwich High School of Visual Arts and Design engages with high levels of contemporary content knowledge and teaching practices. They are well supported to trial the approaches and adapt to suit the specific contextual demands that they operate within.

The internal review process conducted annually ensures that the Professional Standards are evident in all aspects of

teaching. Teaching and learning programs are reviewed to ensure they incorporate data analysis and targeted strategies to drive student improvement— particularly in relation to literacy and numeracy. The Internal Review Process supports and evaluates the implementation of all Strategic Directions of our School Plan, and provides thorough and comprehensive strategies for implementing further drivers for improvement in the domain of teaching.

Leading

Central to leadership at Dulwich High School of Visual Arts and Design is ensuring that high expectations are supported through strong engagement with our community that complement and strengthen us as a comprehensive high school with a visual arts and design specialisation resulting in whole school improvement.

The school has provided purposeful leadership roles utilising professional expertise to establish productive relationships with external agencies to support the unique curriculum at Dulwich High School of Visual Arts and Design.

Strong community connections are forged through events unique to the school such as Art Month and Design Week which utilise physical learning spaces flexibly and improve student learning aspirations across both the school and wider community. Affiliations with the National Arts School, Enmore TAFE, the Museum of Contemporary Art, University of Technology, iManifest, the Art Gallery of New South Wales as well as working closely with practitioners, provides students with additional avenues to engage in learning beyond the classroom. These affiliations improve the educational opportunities for students and provide them with a strong foundation to launch into their post school lives.

Leadership capacity development is a central focus of the school's operations. Based on the feedback from Internal Reviews, administrative practices providing explicit information were devised to promote ongoing improvement.

Distributed leadership practices were established throughout the school in the form of Strategic Teams. These teams have a two-fold purpose: ensuring major initiatives are planned and executed (such as the Events Team); and that there are annual teams aligned to the current phase of the school plan, such as the Curriculum Support Team. School Planning, Implementation and Reporting at Dulwich High School of Visual Arts and Design is evidenced through processes such as Internal Reviews, Strategic Teams, Faculty Management Plans, professional learning, Welfare meetings, School Development Days, policies and procedures and executive meetings that consistently monitor and evaluate practices leading to the planning and implementation of whole school systems that drive continuous improvement.

In consultation with the school community the School Plan was designed, incorporating innovative thinking and evidence based strategies to ensure that it was an aspirational, data informed and goal orientated, holistic and comprehensive plan grounded in educational research and best practice.

At Dulwich High School of Visual Arts and Design there are management systems, structures and processes in place that ensure ongoing school improvement. The streamlining of school community communication processes has been a strategic focus for the school by embracing new technologies to better communicate with students, parents and the wider community. These include the newsletter, Sentral, the school website, E-News, Facebook and other social media platforms. The school has a range of opportunities for students and parents to provide feedback to the school. School leaders have clear and timely process to develop and monitor responses to the feedback.

These embedded management practices and processes are clearly evident within the Internal Review Process where faculties and programs undergo a rigorous review process, creating a framework of accountability, a culture of high expectations and an environment that supports and promotes ongoing improvement. The School Plan outlines three strategic directions that encompass and target all areas of school excellence. It sets high expectations for the entire school community, has internal processes for review, collaborative feedback and evaluation promoting high levels of engagement from all stakeholders.

School Resources are utilised strategically to achieve improved student learning outcomes and are outlined explicitly within the School Plan and milestones across the three strategic directions. The Dulwich High School of Visual Arts and Design School Plan ensures that staff members have meaningful roles and leadership positions within all areas of the school, creating a positive school culture and a commitment to ensuring collective efficacy.

Through the use of longer term financial planning, innovative learning spaces are being designed and installed to maximize resources to best meet the needs of students, staff and community. There is a creative use of learning spaces to support innovative pedagogical practices such as project-based learning and to facilitate exhibitions with the local community.

Our self-assessment and the external validation 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

Creative Curriculum for Student Learning

Purpose

To deliver an innovative, creative, academic and social curriculum in a visual art and design setting that develops connected, active and informed citizens who are able to contribute to contemporary Australian society.

Overall summary of progress

The school wide collaborative focus on providing academic toolkits (through ALARM, innovative lesson design and academic writing) as well as a review of the creative curriculum electives (NEO) has ensured a consistent approach to teaching and learning across all faculties. Programs designed to engage all learners and support students with literacy and numeracy needs, (based on NAPLAN and internal data), have been implemented by the Learning Support team (such as Multi-lit, QuickSmart). The implementation of school wide innovative teaching and learning platforms such as Google classroom, has provided students with opportunities to expand and integrate their ICT skills. Additional creative electives offered in NEO, continues to cultivate the diverse interests and talents of students at Dulwich High School of Visual Arts and Design.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase NEO courses that have BOSTES endorsement from twentyfive per cent to fifty per cent	Internal Review of all NEO programs resulting in an alignment with the ethos of Inquiry Based Learning with entrepreneurial and product oriented focus. A more rigorous, consistent implementation of programming and assessing was undertaken by all NEO teachers. Three NEO courses selected for endorsement, resulting in 50% of NEO courses being BOSTES endorsed. Three new courses were selected for endorsement.	\$2000
Increase the proportion of students who achieve or exceed expected growth in writing sixty seven per cent and reading sixty eight per cent and numeracy fifty eight per cent as measured by Year 9 NAPLAN by ten per cent.	Professional learning for all staff on Consistent Teacher Judgement (CTJ), ALARM, feedback and SMART Data. Continued embedding of academic toolkit across all KLA's. Ongoing implementation of supportive programs such as CARS and STARS, Word Flyers, Multi-Lit and QuickSmart. Formation of the Literacy and Numeracy Team whose focus is on Premiers' Targets.	Acquisition of resources \$4000 Staff training \$2000
Increase number of students in visual arts and design courses from fifty percent to sixty five per cent on the total student population.	Internal interviews of current Dulwich High School of Visual Arts and Design students for enrollment in the VAD classes. Audit of Visual Arts and Design Stream students. Increase in Year 7 Visual Arts and Design enrolments from 2 to 3 classes.	Cover for staff involved interview process \$2000

Next Steps

- The formation of a Literacy and Numeracy Team to implement a response to HSC Stronger Standards. In line with this, all staff complete NESA Learning on NAPLAN Writing.
- NEO Review recommendations implemented with an IBL focus across all courses.
- Expanding the internal application process for VAD students.
- Expanding the participation in VAD activities.
- Exploring, trialing Bill Lucas' creativity wheel with a view to embed this into programs.
- Continue to facilitate endorsement of NEO courses through NESA.

Strategic Direction 2

Progressive Pedagogy and Assessment

Purpose

To build the ongoing professional practice of teachers resulting in improved student outcomes through the use of purposeful pedagogy and assessment.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 2 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements. The school wide implementation of cross-curricula Project-Based Learning (PBL) beginning with stage 4, was planned and developed for introduction in 2015 and continued into 2016. An evaluation of the use of a cross-curricula initiative has resulted in a revised framework to be implemented in 2016. PBL has enabled collaborative learning across Key Learning Areas (KLAs) including the assessment of learning outcomes through the design of innovative assessment tasks. 2016 saw the introduction of the concept of PBL into Year 9 through NEO courses. As a result of the 'Tell Them From Me' Student Survey, faculties have adopted successful evidence based practices to increase student engagement and successfully incorporate, through PBL, the use of ICT in programs. We are continuing to provide professional development opportunities through coaching, mentoring and accessing professional learning, to assist teachers achieve accreditation and make strategic use of partnerships and resources.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student engagement evidenced by using the Tell Them from Me survey with 2015 establishing the baseline	In response to data suggesting a decline in student engagement in stage 4 a PBL program was formed that began with school wide cross curricular tasks. This strategy was refined to become a more structured in its delivery as an embedded, timetabled and reported on program. All stage 4 students participated in PBL for 4 periods per cycle completing 2 major projects throughout the year. The school was selected to participate as a part of a broader network in the entrepreneurial World of Opportunities (WOO) with year 9 students. Internal Reviews and Check Ins regarding student participation and attendance. Collections of student work samples and responses to ALARM.	
An increased proportion of students with two or more band five/six results at HSC from fifty per cent to fifty five per cent	New data sets were incorporated– including half yearly assessment analysis. In response to this, mentoring session and goal setting were established with students. Backward mapping with past results indicated an increase number of Bands 5 and 6s achieved by students.	Resources \$1000
All faculties involved in the design, delivery and assessment of cross curriculum tasks from Stage 4 to Stage 5	New PBL structures devised that are delivered digitally and in a chronological, outcomes based sequence (including benchmarks and outcomes linked to specific subject areas). In relation to stage 5, the NEO structure was utilised to include more inquiry based learning with an entrepreneurial, product oriented focus. The WOO initiative created an opportunity for students to collaborate as part of a wider network to create an online product with a global audience. An evaluation of Secondary Opportunity Class (SOC) and how it can adopt a more STEM focus in stage 5 Science.	Professional Learning \$2000 Programming \$4000 Resources \$2000
Staff to improve rating on AITSL	All staff members have achieved relevant level of	Resources \$5000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
classroom continuum.	accreditation to date including maintenance. Software program BlueSky was trialed A number of staff participated in the HAT accreditation program with others schools in the network. All mandatory training updates completed.	

Next Steps

- Using the Tell Them From Me survey as a part of the school review process and to establish baseline data on student engagement in a range of activities.
- Tutorial, coaching and mentoring programs to be expanded as per the Welfare Review. Part of this process will include, students reflecting on their results and moving forward with a goal setting and personal best program.
- Year 7 PBL program embedding the concept of 'Play' and 'Creativity'. Year 8 program to work towards a transition stage into NEO/IBL courses.
- An expansion of the use of Digital Portfolios in PBL.
- Launch on online design market for WOO.
- WOO students to travel to Melbourne for a presentation.
- Recruiting next generation WOO students.
- Formation of a NEO course to facilitate the WOO online design market and social media platforms.
- Establishment of SOC strategic team and implementation of iSTEM Me units.
- Early Career Induction Program established.
- Continued preparation of accreditation documentation and reporting.



Strategic Direction 3

Enhanced Community Connectedness

Purpose

To extend community connections in and beyond the school to promote learning, wellbeing and educational opportunities for all students.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements. In response to this objective, the school has developed and implemented several initiatives, including student leadership programs. One of those being student-led exhibitions as a way of connecting and engaging with the wider community. This project created a space to support and encourage upcoming practicing young artists. It was first established as a self-directed project and now has been extended to include students in other years. This initiative has provided a platform for students to develop entrepreneurial skills, connect with the world beyond school and develop their portfolios in preparation for future employment and/or tertiary studies. The Student Leadership team explored student leadership as an important aspect of community connectedness. The team evaluated current practice, reviewed policy and are planning to increase student leadership via various programs such as SRC, mentoring, peer support and prefects. Data has also been collected as reported in the school reports under "Extra Curriculum". The implementation of digital portfolios was in response to data collected on the use of ICT across KLAS based on the ACARA capabilities. Through the use of electronic devices and learning platforms such as Google plus, staff and students investigated the use of ICT as a tool for students to record, collect and archive evidence of learning and achievement. These findings will be used to plan the implementation of digital portfolios.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students participating in extra curricular programs as evidenced in school reports from thirty three per cent to sixty six per cent.	Opportunities for student volunteering and mentoring increased. Student leadership positions expanded to include student ambassadors. Number of students who were eligible to participate in the Peer Support Program was increased through 'Buddies' for Year 8. Comprehensive Welfare Review undertaken where student voice indicated that more student leadership opportunities were required.	Review Process \$3000 Planning and programming \$2000
Digital portfolios will reflect students' participation in a range of programs.	All staff received training and professional learning in how to use the Google Suite. Explicit use of Digital Portfolios in PBL across the school.	Resources \$1000

Next Steps

- Creating a system to record and report on who is participating in extra and co-curricular programs and finalising categories. Collating data from semester one reports to identify trends.
- Inform staff for the process of logging data and implementation of protocols.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Maintain delivery of effective programs such as Multi-lit and the provision of individual assistance, mentoring and tutoring through the NORTA NORTA initiative. This resulted in:</p> <ul style="list-style-type: none"> • Improved the quality of teaching and learning for Aboriginal students. • Improving NAPLAN results in Stages 4 and 5. <p>Strengthened partnerships, communication and promoted genuine collaboration between school, Aboriginal families, students and Aboriginal community organisations via the school engagement teacher. The impact of this was:</p> <ul style="list-style-type: none"> • Improved the quality of leadership and workforce development for improved outcomes for Aboriginal families. • Increased Aboriginal students' attendance, participation and engagement in the senior school supported the success of post school opportunities. 	\$15878
English language proficiency	<p>Professional learning with a view to implementing the Department of Education EALD Evaluation Framework which aligns with School Excellence Framework through the use of data to inform planning, programming and differentiation. The impact of this was:</p> <ul style="list-style-type: none"> • teacher training in the identification, delivery and monitoring of student learning needs. • the development and design of programs with school mentor to support students in mainstream classes across all KLAs. • Building language proficiency and development across phases on the learning continuum based on EALD progression tool which identifies four phases of language development from beginning to emerging, development and consolidation. • Effective reporting of outcomes to parents. • Data used to inform planning, programming, differentiation and incorporated into EALD pedagogy and strategies in classroom practice. <p>Engagement with school community to assist in meeting outcomes in KLAs. EALD program:</p> <ul style="list-style-type: none"> • supports refugees, international and Aboriginal student programs. • strengthened key transition stages such as arrival in the country, arrival at school from IEC, transition from Years 6 to 7, home to school and to senior school. 	\$26158
Low level adjustment for disability	<p>The Learning and Support Team continued to support student learning and built the capacity of the Learning and Support Teacher (LaST). The impact of this was:</p> <ul style="list-style-type: none"> • The continual development, in consultation with students, staff, parents and agencies, of individual learning plans to support the delivery of learning across all KLAs. • Supporting improved learning outcomes and access to the curriculum through 	\$40199

Low level adjustment for disability	continued employment of staff, professional development and targeted programs. <ul style="list-style-type: none"> • Professional learning to address the diversity of learners including accommodations, adjustments and best practice to support student learning needs. 	\$40199
Socio-economic background	Working with Engagement Teacher (SLSO) and Student Support Officer through mentoring programs and wellbeing programs that resulted in: <ul style="list-style-type: none"> • Sustained development of an inclusive school culture where all students feel valued. • Student Leadership opportunities are provided across the school community increasing the level of student participation and engagement. • Teaching and Learning programs are provided to develop individual learning plans. • Weekly after school homework club and senior tutorials offered to support student learning. • Professional learning programs to support the diversity of learning needs across the school including the provision of support teachers. 	\$55472
Support for beginning teachers	The beginning teacher program has resulted in: <ul style="list-style-type: none"> • Build beginning teacher capacity as they transition into the profession. • Development of professional practice through programming and assessment. External Mentor assists with “Bootcamp” workshops, inductions and programming. In School Mentors assist with individual support and ongoing planning. <ul style="list-style-type: none"> • Professional Learning opportunities provided to support and sustain levels of accreditation. • Reduced teaching loads for development of skills, practice and programming. 	\$34200



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	348	360	390	399
Girls	261	274	285	301

Dulwich High School of Visual Arts and Design's enrolment continues to rise to accommodate our local community as well as welcoming larger numbers of students into our Visual Arts and Design stream through application prior to commencing Year 7.

Dulwich High School of Visual Arts and Design works in close collaboration with primary schools in our local area and region to facilitate a highly successful transition, orientation and extension program which has also impacted positively on our enrolment numbers.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.8	94	93.8	94.9
8	90.4	91.5	89.7	93.2
9	88.8	91.8	92.2	90.4
10	86.9	90.9	89.6	91
11	87	90.5	91.5	93.8
12	88.9	89.5	91.1	92.5
All Years	89.4	91.5	91.4	92.7
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

Student attendance is substantially above state average in all year groups. The welfare team at Dulwich High School of Visual Arts and Design works closely with students, parents and carers to support and act on concerns. The school has strict guidelines for student

attendance and for students who are applying for short or long periods of absence.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	4
Employment	1	4	10
TAFE entry	1	2	18
University Entry	0	0	58
Other	3	2	7
Unknown	0	0	3

Pursuing further education through university, TAFE or private colleges continues to be most popular pathway for students of this school post HSC.

In 2016, 98% of Year 12 students who applied for a university were offered a place. In addition a number of students successfully entered a private college diploma program or a TAFE course.

University offers were received by students to all universities in the Sydney metropolitan area this included:

- University of Sydney,
- University of New South Wales,
- University of Technology,
- Macquarie University,
- Western Sydney University,
- Australian Catholic University,
- University of Notre Dame,
- National Art School,
- University of Wollongong and
- University of Canberra.

Students were accepted into a wide range of tertiary disciplines including fine arts, interior architecture, business and commerce, engineering, graphic design, forensic science, psychology, arts, health sciences, nursing, education, media, communications and music studies.

Visual arts and design is a popular area of further education with a significant proportion of university applicants gaining entry to degree courses in visual arts and design fields including Bachelor Fine Arts at the National Art School along with various courses in creative arts, design and architecture at University of New South Wales, the University of Technology Sydney, the University of Canberra and the Royal Melbourne Institute of Technology.

NSW TAFE continues to be the most popular choice for further study outside university with 18% of HSC graduates studying various trade and service areas

including design, automotive studies, childcare, construction and real estate. Further students attend private tertiary education providers particularly in specialty areas such as the creative arts and hospitality

Year 12 students undertaking vocational or trade training

30% of Year 12 students undertaking a vocational or trade training Vocational in 2016. These students undertook this training at the school, at TAFE or through a private provider.

Students undertook courses provided by the school in Hospitality, Entertainment and Retail Services and courses provided by TAFE or private providers in a wide range of vocational areas including graphic and digital design, 3D animation, creative arts, fashion design, automotive services, property services, construction, sport and recreation and tourism.

Year 12 students attaining HSC or equivalent vocational education qualification

98 % attained HSC qualification in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	36.9
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	12.68
Other Positions	5.2

*Full Time Equivalent

Amendment: Dulwich High School of Visual Arts and Design has 1 FTE School Counsellor.

The Australian Education Regulation 2015 requires schools to report on the Aboriginal composition of their workforce. There is one member of staff with Aboriginal heritage at Dulwich High School of Visual Arts and Design.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

Professional learning and teacher accreditation

In keeping with the Department of Education commitment to support beginning teachers, the school updated its Induction Program, which is now implemented over seven terms.

The program offers new and beginning teachers a formal on-going series of workshops providing professional development on Quality Teaching, SMART data analysis, Literacy, Numeracy and Reporting to Parents. The program is delivered by the School Executive and external providers. In addition beginner teachers met with the accreditation supervisor to ensure they were meeting the requirements of the accreditation process and receive assistance to collate and annotate the evidence gathered through their practice.

Permanent beginning teachers attended relevant professional learning and were given an allocation to work with their mentors and supervisors in developing strategies for classroom management, programming and resources and worked on implementing them in their teaching and learning practices.

Staff members, accredited at Proficient Level, continued the process of Maintaining Teacher Accreditation by undertaking Professional Development to complete the required hours of training.

All teaching staff were actively engaged in Professional Learning throughout the year, with major focuses complimenting the strategic directions in the Dulwich High School of Visual Arts and Design School Plan.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to the end of the school financial year, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Please note that "Training and development" identified as zero expenditure in the following table; these funds have been accounted for in the "Tied funds" expenditure section of the of table.

Income	\$
Balance brought forward	753 469.49
Global funds	479 899.12
Tied funds	463 597.49
School & community sources	644 593.19
Interest	19 449.09
Trust receipts	176 502.35
Canteen	29 160.00
Total income	2 566 670.73
Expenditure	
Teaching & learning	
Key learning areas	192 015.32
Excursions	126 310.84
Extracurricular dissections	110 591.50
Library	6 878.47
Training & development	0.00
Tied funds	372 880.33
Short term relief	95 667.78
Administration & office	243 606.80
School-operated canteen	0.00
Utilities	124 701.71
Maintenance	66 568.12
Trust accounts	96 771.41
Capital programs	209 121.60
Total expenditure	1 645 113.88
Balance carried forward	921 556.85

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.

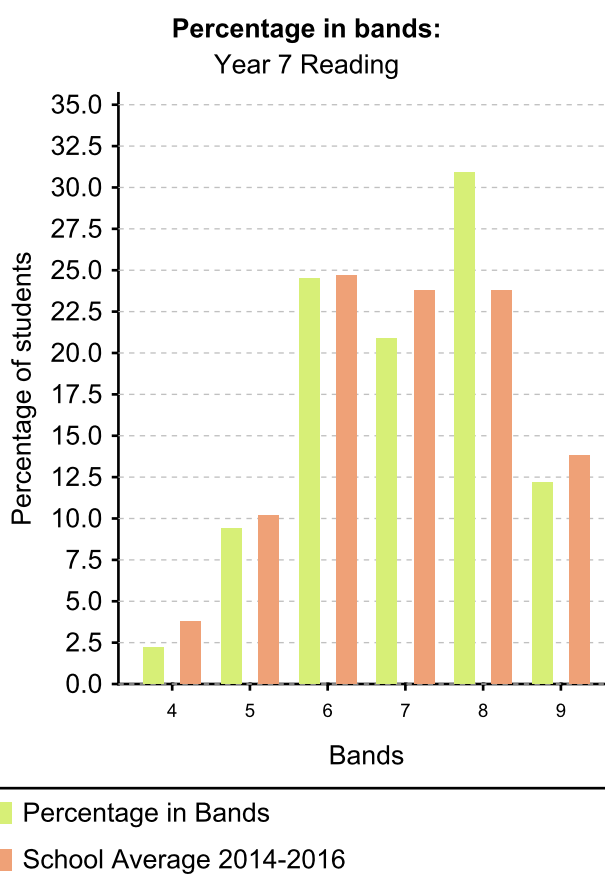
Literacy

In the 2016 reading section, 90.4% of Year 7 students performed above the minimum standard (above band 5 level) and 24.4% exceeded the required growth between years 5 and 7. 65.4% of year 7 students were placed in the top three bands. In writing, 73.4% of Year 7 students were above the minimum standard with 63.1% making or exceeding the expected growth in writing. This level of improvement maintains an upward trend over the past years.

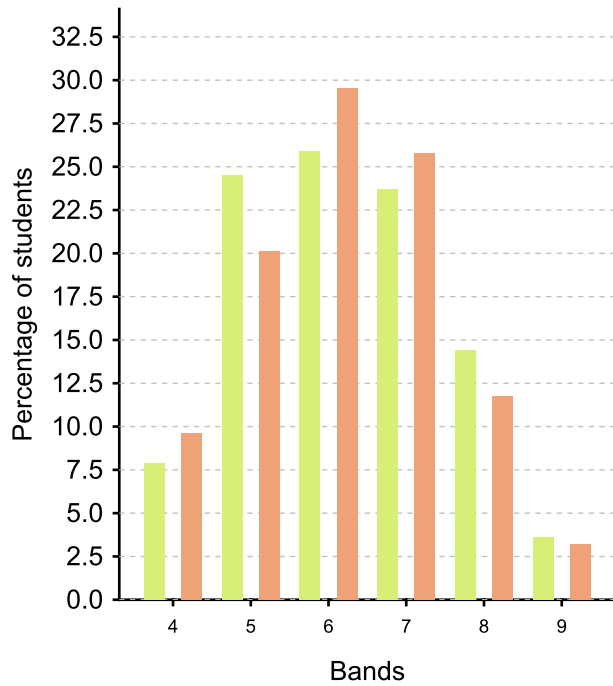
The Year 9 students also reflected this progression with 90.3% of the cohort making or exceeding the required growth in reading between Years 7 and 9. Almost one third of students were placed in the top two bands.

In the spelling component, 66.6% of students made or exceeded the expected growth expected for year 9.

One of the key highlights of the NAPLAN tests was the year 9 above average growth in reading and spelling. In reading, the average growth rate across the state was 33.2 points while Dulwich High School Visual Arts and Design was 38.4. In spelling, the students on average made a 44.5 gain compared to the state figure of 33.8.

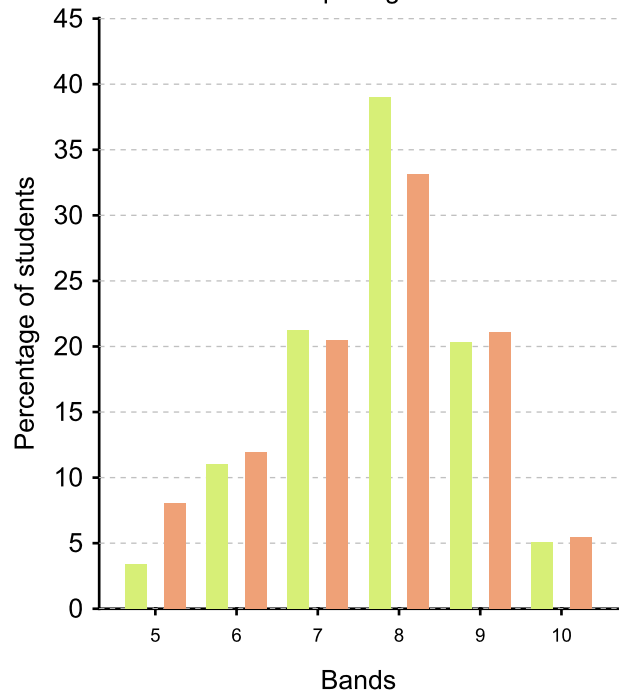


Percentage in bands:
Year 7 Writing



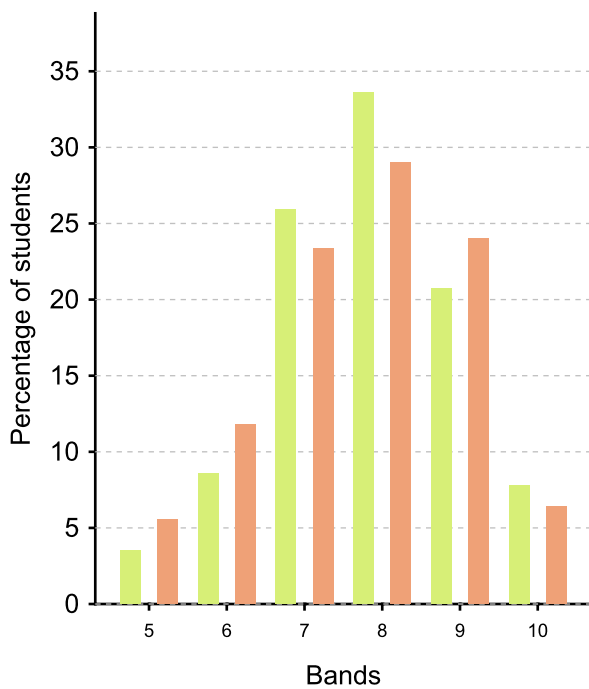
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

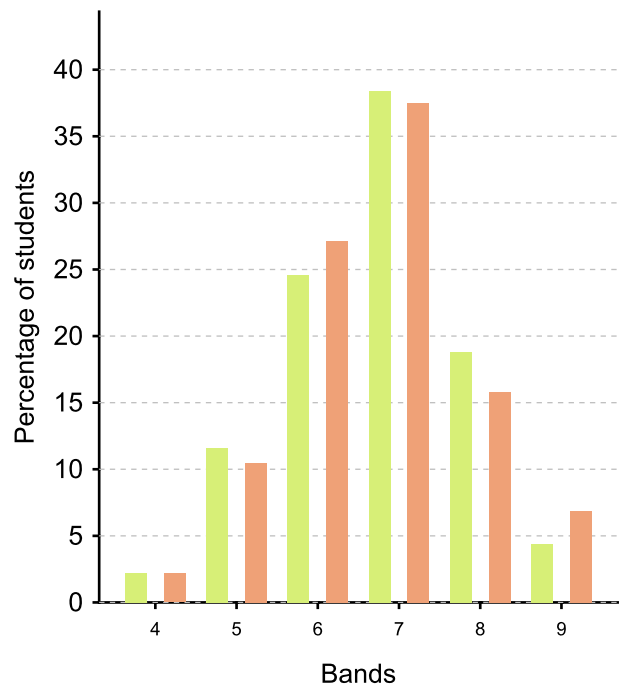
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2014-2016

In 2016, 116 Year 9 students sat the NAPLAN Numeracy test with results showing that 50.5% of students made or exceeded expected growth compared to their 2014 results. The Numeracy component of NAPLAN saw 1.7% of Year 9 students achieve a Band 10 result. 18% achieved a Band 9 result and 40% achieved a Band 8 result. The data shows a 38.4 point growth from Year 7 to Year 9.

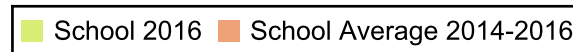
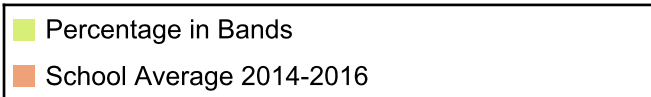
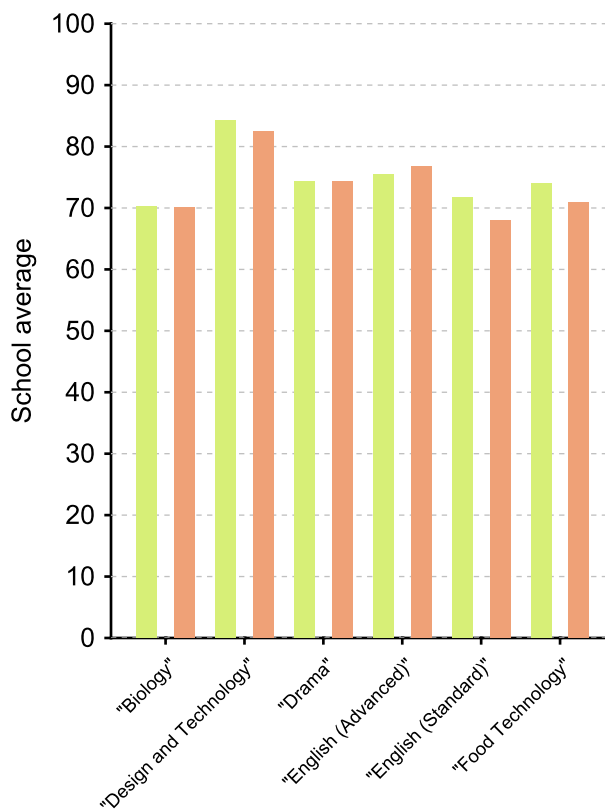
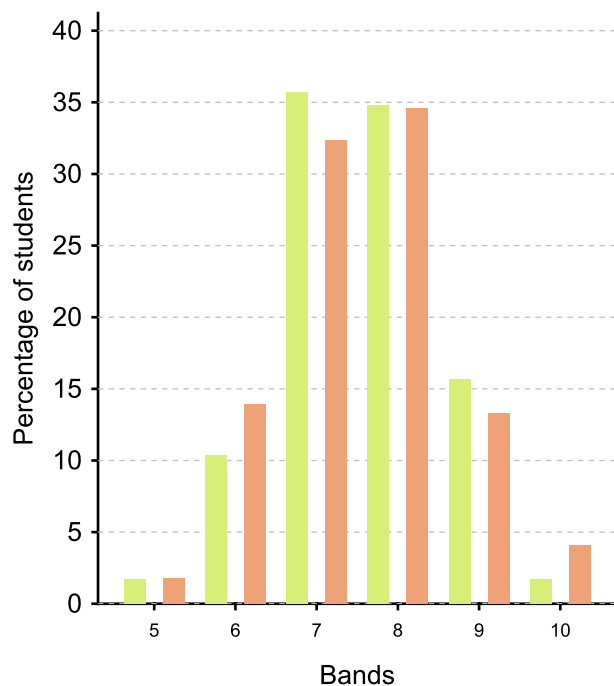
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:

Year 9 Numeracy



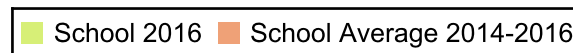
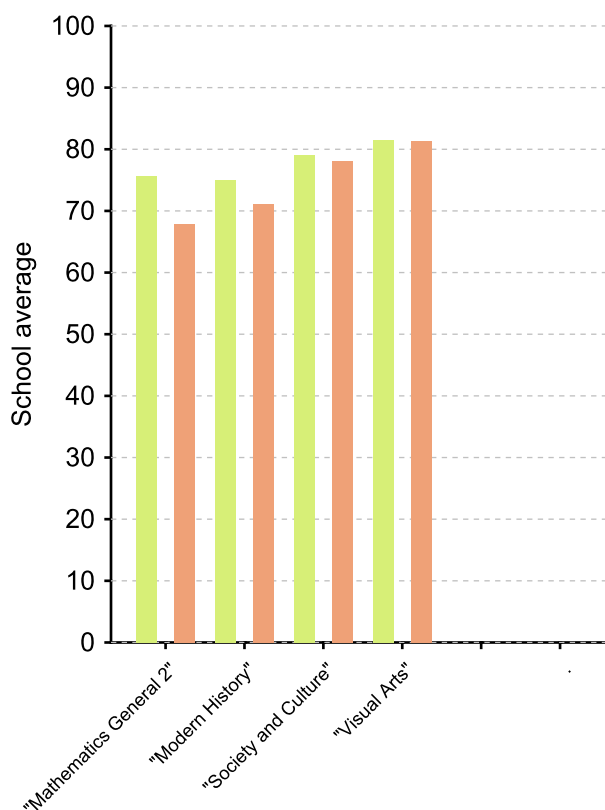
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

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

Statistically Similar Group (SSG) is the average of schools with similar student backgrounds to Dulwich High School of Visual Arts and Design. In 2016 83 students attempted the Higher School Certificate in 34 subjects. These courses showed overall improvement and students achieved above state average results achieved.

The following two graphs show the school's HSC average marks in each subject compared to the average marks for the last three years in those subjects.



The 2016 HSC results reflect the ongoing commitment of staff and a continuation of a trend of consistent improvement in HSC results at Dulwich High School of Visual Arts & Design.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school using the Tell Them From Me survey.

- The majority of parents would recommend Dulwich High School of Visual Arts and Design to parents of primary school parents and most parents believe that this school has a good reputation in the local community.
- The majority of staff feel that school leaders clearly communicate their strategic vision and values for our school with most staff believing that they are leading improvement and change.
- In this school, positive teacher–student relations were rated as higher than satisfactory: students feel teachers are responsive to their needs, and encourage independence with a democratic approach. Most students had positive relationships: students have friends at school they can trust and who encourage them to make positive choices.



Policy requirements

Aboriginal education

Dulwich High School of Visual Arts and Design had 23 Aboriginal students enrolled in 2016, comprising approximately 3% of the school's enrolment. Aboriginal and Torres Strait Islander students at this school continue to make excellent progress in academic and vocational achievement. Year 12 student Nicholas Carnsew built on the growing number of Aboriginal students attaining university entrance in recent years by receiving an offer to the University of Technology, Bachelor of Communications.

Engagement with learning as indicated by NAPLAN results, school attendance and retention show that Aboriginal students at this school continue to achieve at rates comparable with non-indigenous students.

Students were supported at the school through the development of Personalised Learning Plans and individual academic assistance by Learning Support Officers.

The school's long standing partnership with community

program Australian Indigenous Mentoring Experience (AIME) continued to provide an important support to our Aboriginal and Torres Strait Islander students through its mentoring program encouraging Aboriginal students to aspire towards completion of the HSC and continuing beyond it to further education and training.

Students also participated in programs to specifically promote tertiary awareness among Aboriginal students.



Multicultural and anti-racism education

Dulwich High School of Visual Arts and Design is made up of students from over 30 different cultural backgrounds making it a microcosm of the wider Australian community. Students are consistently reminded that they should judge their peers by their actions and not by their cultural origins.

The school remains free of racial intolerance and provides a happy and respectful learning environment. The school celebrates its students' diversity annually with Wear it Purple day, which incorporates cultural dress, food and entertainment.

Japanese language and culture is taught from Years 7 to 12 and the school hosts many visits by Japanese schools each year.

Nearly all school curriculum programs especially in English and Human Society and Its Environment (HSIE) have a significant multicultural focus.

The total number of Language Background Other Than English (LBOTE) students in 2016 again saw an increase to 344 as the school continues to grow (191 boys/153 girls). This figure is reflective of 48.1% of the total students at the school and is higher than the previous year (2015) where there were 326 students from language backgrounds other than English.

Of these 344 students, 109 required specialist English is an additional language or dialect (EALD) teacher support. The EALD allocation remained steady at 1.2 teachers (same in 2015). With this stable allocation 83 LBOTE students were incorporated into the EALD Program in 2016.

Specific emphasis continues to be placed in ensuring that all early stage learners identified from the EALD Learning Progression tool as 'beginning' or 'emerging', were supported first with specialist EALD instruction

ahead of any students presenting as 'developing' or 'consolidating'. Any LBOTE students who were not able to be included in the EALD Program, were predominantly in these latter two stages.

The EALD allocation is funded by the Commonwealth Government according to a formula based on the number of students requiring EALD support, with higher weightings given to early stage learners using the EALD Learning Progression tool.

The EALD Program also included 6 international students. The international student intake continued to place additional pressure on meeting the literacy demands of the students with limited EALD resources.

The EALD Program also included 3 refugee students. The school identified an increasing need for EALD support in the school, hence the reason why the EALD allocation remained steady at 1.2. (1.2 in 2015).

The new EALD Progression tool has proven to be a better and more accurate measure of English language proficiency and will continue to be used by teachers. There is clear evidence that student learning and language acquisition has moved along the continuum when compared with data from 2015.

The EALD Program continues to be organised under the new EALD Progression on a semester basis giving priority to early stage learners in the first instance as outlined above, and then latter stage learners are supported.

Parallel English classes operated in Year 7 and the EALD English Course was not taught in Years 11 and 12 EALD senior students were, however supported with team teaching instead. EALD team teaching is allocated across as many KLAs as possible. The EALD Program is mainly focused on collaborative team teaching in classes across the curriculum from Years 7–12 (Stages 4, 5 and 6).

The program operates flexibly per semester to enable support to be reallocated according to the need across the school— especially as students enrol from Intensive English Centres throughout the year.

Other school programs

Visual Arts and Design.

Visual Arts

Paramount in being a visual arts department in a specialist visual arts and design high school is the need for rich, dynamic and varied creative learning opportunities from academic programs and assessment tasks, to excursions, workshops, visiting artist forums, overseas trips and special art projects.

In 2016 we saw the addition of a fourth art stream class in Year 7, with indications that for the first time the art stream specialised stream will comprise more than 50% of the cohort.

Within a few weeks of the new school year we launched ARTMonth 2016, our major annual visual arts extension program. In 2016 we had eight visiting artists conduct workshops with all Artstream classes and in addition, workshops catering to eight primary schools culminating in the ARTMonth Exhibition. This year about 230 Artstream students from Years 7 to 11 participated in one-day artist workshops involving nine prominent artists as well as instructors from the National Art School.

Students engaged in creative forms such as:

- puppetry/animation with the artist, Jumaadi;
- solar-plate etching with Serafina Martin;
- zine production with Kim Askiew,
- large scale sculpture with Gary Deirmendjian;
- aerosol stencil art with the artist, Tiera Boo;
- assemblage/collage art with Archibald Prize finalist, James Powditch,
- life drawing with model with David Briggs, National Art School/ Julian Ashton instructor;
- painting with artist, Al Poulet.

The artist workshops were followed with the visual arts teachers conducting art workshops with year 4 and 5 students from eight local primary schools.

On the 11th of March we held our major art exhibition in The Seaview Gallery to display the culmination of the creative activity of hundreds of students.

Year 11 Visual Arts students attended a Cockatoo Island drawing and photography workshop focusing on the development of observational skills and extending approaches to drawing as part of their unit of work – "At First Site". A Year 12 Visual Arts student used their Year 11 Cockatoo Island drawing experience from 2015 as the basis to produce a highly successful series of drawings for their HSC Body of Work.

Students in New Educational Opportunities (NEO) Cartooning and Animation classes produced Zines (illustrated storybooks in a comic format) for the Museum of Contemporary Art Zine Fair. Our school, the only school to be offered a place at the Zine Fair, provided a rich assortment of zines for the public to see and buy, and drew strong interest from the general public.

NEO Visual Arts classes are popular and successful. They include:

- Neo Cartooning and Animation,
- NEO Ceramics,
- NEO Film Production,
- NEO Jewellery and
- NEO Wearable Art.

Four of these five courses have been Board Endorsed with the fifth the fifth to be endorsed in 2017. This provides our students with a third Elective subject for their ROSA and ensures all courses meet a strong educational standard.

The Visual Arts department has built up a strong network of affiliates: The National Art School, University of NSW/Art & Design, University of Sydney/Sydney

College of the Arts, Enmore Design Centre TAFE, University of NSW/Architecture, University of Technology Sydney/Architecture, i-Manifest/Vivid Sydney, Mercedes Benz Fashion Week, PTW architects /Arup Engineering, Animal Logic Animation studios, The Art Gallery of NSW, the Museum of Contemporary Art.

Student involvement in “real world “ engagement with these organisations supported by our visual arts education programs develop the skills, knowledge and confidence to meet the requirements of the global world of the 21st Century where creativity is linked with innovation, productivity and globalisation.

Our affiliation with the National Art School provides for 3 dedicated spaces for our students to participate in the Dobell Drawing School at the National Art School.

In 2016 we had three highly accomplished and dedicated art students participate in the four-day intensive program in Life Drawing and Experimental Drawing classes. The work they produced and the experience acquired provide for a strong foundation to their Bodies of Work.

i-Manifest is an organisation that links students with creative industries and in 2016 students participated in the Mercedes-Benz Fashion Week Awards, the Sydney Biennale and Vivid Sydney i-Manifest program.

Year 10 Visual Arts students embarked on a wonderful, creative learning opportunity through i-Manifest project with Andrew Pettifer (Arup Regional Director), Dario Spralija, Director PTW Architects, Troy Uleman, Director PTW Architects and Jane Ryan ABC Radio “By Design” program, on re-designing the wharves of Circular Quay. Two year 10 students followed up later in the year doing their work experience at PTW architects.

Year 11 and 12 Visual Arts students attended an incursion participating in the Sydney College of the Arts Forum. We were fortunate to have artists/SCA teachers’ Rysard Dabek and Rebecca Beardmore do presentations on their artist’s practice in an extremely engaging and informative session. Of particular interest to the students were the ways these artists used technology and everyday objects to reinterpret ways of experience.

All Year 7 students attended the Art Gallery of NSW to see the ‘Archibald, Wynne and Sulman Prizes’ 2016 exhibition. This excursion supports student work in our Dully Archies program that replicates the Archibald Prize. Adjoining the entrance to the Archibald Prize are the Junior Archibald Prize finalists. For the second year in a row our students were represented. Congratulations to Aliko Tsopanian.

Year 7 students also participated in an excursion to ‘Sculpture By The Sea’. The students saw a large range of sculptures in a scale they are not generally familiar with. A student commented, “ I enjoyed how the sculptures seemed simple yet when you looked at

them for a while they provided meaning and different ways of seeing”. The excursion provided foundation to their appreciation of sculpture in their term 4 unit of work.

In another exciting opportunity, our visual arts students were offered entry to participate in Sculpture By The Sea 2017. Students in Years 9 &10 applied to be a member of SBTS team to work with Gary Deirmendjian, whose works have been in previous Sculpture By The Sea exhibitions. We are the first school to be allowed entry to the competition.

Our junior students were invited to participate in the Yellow Bus community design competition for Marrickville Reverse Garbage. Our student’s designs were selected and used to decorate the Yellow Bus.

The Street Art Club worked on a project for the HSIE faculty producing a series of historical images used along the staircase/corridor area of the HSIE faculty.

Year 8 students attended a two-day trip to Canberra in November. The students have a busy schedule, attending workshops at the National Gallery of Australia and the National Portrait Gallery, a tour of Parliament House and talk on how Parliament works, Black Mountain tower, Questacon.

Term 4 is our mega-exhibition period with a Self-Directed Projects (SDP) exhibition in the Seaview gallery. This is a celebration of Artstream student creative achievement for Years 8, 9, and 10. Student’s explored some amazing concepts, investigated a range of topics and experimented with different art forms. The benefits of the SDP’s accrue in building creative and organisational strategies for students in the producing their HSC Body of Work.

During Term 4, Visual Arts teachers ran workshops for local primary schools in our High School experience program. Our quest is to provide an orientation experience to acquaint primary school students with the high school environment and to provide them with specialised art lessons from experienced practitioners in visual arts teaching.

The school’s external validation during 2016 involved the role that Visual Arts plays as a key focus of the school’s educational platform. The extensive opportunities provided to our students in visual arts and creative learning was acknowledged as part of the school’s validation.

The Visual Arts faculty organised with Visual Arts & Design Educators Association (VADEA) to hold a Student Inspire Forum for Year 11 students from across Sydney. Two contemporary Australian artists: Joan Ross and Daniel Boyds spoke of their artmaking practice and explored Eurocentric perspectives and the effects of colonisation on the national psyche.

Design and Technology

Design and Technology is an excellent enabler of teaching 21st century skills. By implementing a Project

Based Learning approach, the idea of "learning by doing", students are challenged to solve problems or do simulations that mimic real life situations. Students learn about the subject by working for an extended period of time investigating and responding to an identified need or opportunity, ergo a design problem. It is a style of active and inquiry-based learning, where unlike traditional, teacher-led classroom activities, students must organise their own work and manage their own time in a project-based task.

Project-based learning cites numerous benefits to its implementation in the Design and Technology classroom, including a greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership and entrepreneurial skills, increased creativity and improved writing skills. All these 21st Century skills are essential for students' success in today's and tomorrow's society.

In addition to the project based learning approach in Design and Technology students have been engaged in the following innovative activities during 2016:

Design Week

For the fourth year workshops by design professionals were offered to students from Years 7 to 11 targeting vocational opportunities available in the field of design, and applying new skills and creative thinking to their own design projects. These workshops included:

- IT skills
- felting
- wood Laminating
- cake decoration
- computer coding
- illustrator software
- photoshop software

Students produced outstanding pieces of work, which were exhibited on Design Night. It is important to highlight the calibre of the design professionals who were able to impart their knowledge, skills and passion for design to our students. More than 200 students participated of the workshops, producing work of a high quality.

Design exhibition

Our annual Design Exhibition held in August continued to showcase the projects of our students of all year groups. It was rewarding for students, parents and teachers to see the development of skill sets and creative thinking as students' progress through their Design and Technology subjects. A fashion parade was presented by Years 11 and 12 Textiles and Design students. The exhibition demonstrated the high level of creativity of students and the commitment of teachers in the teaching and learning of Design and Technology.

Year 7 – 2017 Welcome – Design Challenge

As part of Design Month, the faculty invited the Year 6 students who gained a place in the Visual Arts and

Design Stream for Year 7, 2017. The event took place in the form of a Design Challenge. Students, in groups of 4, completed different tasks, such as building the higher tower using spaghetti, or making a paper plane fly longer than 1 minute. Students had a lot of fun as well as learnt about design and got to know their future peers.

Design Market

At the beginning of term 4 the Design and Technology faculty held the Design Market. Students from Design and Technology, Industrial Technology, Food Technology and NEO courses designed and produced merchandising, which was sold at the Market. Students learned the whole cycle of a product development, from conception through to design, production, advertising and marketing. This activity allows students to develop skills, knowledge and experience in entrepreneurialism.

The Collective 7 Project

In collaboration between Design and Technology and the Visual Arts Faculties, a group of Stage 5 students participated in the World of Opportunities (WOO) project, led by Professor Yong Zhao and in conjunction with a number of NSW High Schools. The WOO project develops entrepreneurial skills in students through Product based learning. Dulwich High School of Visual Arts and Design students are developing an online design market where students will be able to, globally, buy and sell products designed by high school students.

High School experience

During Term 3 and 4, the Design and Technology faculty collaborated with the Visual Arts faculty in hosting primary students from local public schools for a high school experience. Many students attended the workshops where primary students were challenged to cook a recipe in a short period of time. Students have fun while learning about different food groups and healthy eating habits, and at the same time, have developed a taste for high school teaching and learning.

Digital Portfolios

As part of the School Plan, the Design and Technology faculty implemented Digital Portfolios for all Year 7 and 8 Students. Throughout the year students collected their best work produced at school from all subject areas and organised a portfolio in a form of a website.

NEO Courses (New Educational Opportunities)

The Design and Technology Faculty offers the following NEO courses: Textiles Design (TD), Food Design (FD), Video Game Design (VGD), Draw, Design and Make (DDM) and Graphic Design (GD). In 2016 VGD and GD courses gain NESA Accreditation as Board endorsed school developed courses.

Excursions

Students from all years attended a variety of excursions to enhance students' learning by providing opportunities for students to participate in curriculum related activities outside the normal school routine. School excursions were planned to maximise students' learning experiences.

Students attended:

- Powerhouse Museum to visit the Shape exhibition where the best 2014 HSC Design and Technology, Industrial Technology and Textiles and Design projects were exhibited. The visit gave Year 11 Design and Technology and Industrial Technology – Timber students an insight on what it is expected with their own Major Design projects.
- Industrial Technology – Timber students attended the Treecycle Exhibition at the Sydney Royal Botanical Gardens. In its 200 year anniversary, the Botanical Garden commissioned famous international and Australian woodworkers to build objects and furniture using timber collected from fallen trees during all these years.
- Year 12 Textiles and Design attended the Powerhouse Museum to visit the Annette Kellerman and Collette Dinnigan exhibition. They also visited an exhibition of the History of Swimming Costume at the Maritime Museum gaining an insight in the Australian Textiles Industry.
- Year 10 Food Technology and Year 12 Hospitality students visited the Sydney Tower Dining School. The visit encompassed an extensive education tour of the basement area of Sydney Tower where the main kitchens, stores and food delivery and storage areas are located. A complete overview of Sydney Tower dining was provided covering all aspects of kitchen operations including: safety, staff responsibilities, point of sale systems, ordering of stock, security, food preparation, styles of dining, target markets and promotional methods.
- Year 9 and 10 Food Technology students went on an excursion to the Sydney Botanical Garden visiting the native garden. During the walk of the gardens, students were given a perspective on living off the land, where they had the opportunity to identify a wide variety of local native plants, which were part of the diet of the Cadigal people, the original inhabitants of Sydney. After the tour, students attended the educational centre for a food demonstration and recipe adaptations to include native ingredients.
- Year 10 and year 11 Industrial Technology–Timber attended The Timber Show at Sydney Olympic Park. The show featured works of many local timber workshops and offered short workshops on timber technologies. Students also had the opportunity to see the best 2015 HSC projects.
- Years 9, 10 and 11 Design and Technology students attended a workshop offered by Lend Lease at their headquarters in Barrangaroo focusing on Designing Sydney's Future. The workshop provided students with knowledge foundation and practice essential in Architecture

and Town Planning.

- Year 8 Students visited the Sydney Opera House where a special day planned by the SOH Education department – Creative Learning catered for our design specialisation. Engineers and architects from the Concrete Conservation Department gave a presentation on the history of the design and construction process and the structural characteristics of its roof. Then students toured the building, from the theatres to the external galleries, they could appreciate the building peculiar design and structure with the explanation of specialist tour guides.

Design Results

Our HSC students continued to perform very well with exceptional results coming from Design and Technology and Food Technology, with a number of students achieving band 6. Congratulations to Hannah Blair, Miranda Losurdo, Ari Paraskakis and Gabriel Ralph for achieving Band 6 in Design and Technology. Congratulations to Hannah Blair for achieving Band 6 in Textiles and Design. A high number of students achieved Band 5 in Design and Technology, Textiles and Design and Food Technology.