

Dulwich High School of Visual Arts and Design

Annual Report



2017



Dulwich High School
of Visual Arts & Design

8833

Introduction

The Annual Report for **2017** 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. 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.

Learning

The learning culture at the school has focused on demonstrating positive, respectful relationships among students and staff to promote student wellbeing and ensuring good conditions for student learning. The school wide use of the academic toolkit (including the consistent use of ALARM and TEEL) has continued to strengthen while also supporting the implementation of the school's literacy and numeracy strategy with the aim of building ongoing improvement across all KLAS.

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 a range of mentoring programs which focus on wellbeing and academic care.

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, this has been further enhanced through the inclusion of Personal Best interviews as an integral component of the literacy and numeracy strategy.

At Dulwich High School of Visual Arts and Design there are a range of wellbeing programs to support the school's Welfare and Behaviour Policy 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, LEAPS, KEYS and Personal Best interviews. These programs are evidence of our comprehensive and inclusive framework to support the cognitive, emotional, social and physical 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. Students transitions are supported through the KEYS initiative which allows students to engage with staff regarding issues relevant to their year group and stage; such as transitioning beyond school, study skills, bullying and time

management.

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 literacy and numeracy strategy implemented to support students specific literacy and numeracy needs included the thorough analysis of both internal and external data which highlighted key focus areas which teachers could target explicitly in the context of their specific KLA.

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.

The teachers of Dulwich High School of Visual Arts and Design are 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, 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.

The school has trialled 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 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 Month 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 processes and procedures to develop and monitor responses to the feedback, which are embedded and are clearly evident within the Internal Review Process. That is 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 process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 the school wide literacy and numeracy strategy has allowed all students to receive targeted feedback and support in maximising their achievement in the areas of reading, writing and numeracy as assessed via NAPLAN and an array of internal data. The implementation of school wide innovative teaching and learning platforms such as Google Classroom have continued to provide students with opportunities to expand and integrate their ICT skills. Additional creative electives offered in NEO, continue 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)	Funds Expended (Resources)	Progress achieved this year
Increase NEO courses that have NESA endorsement from twenty five percent to fifty percent.	Professional learning: \$5000 WOO program implementation: \$5000 PBL/IBL program implementation: \$11000	Internal Review of all NEO programs resulted in an alignment with the ethos of Inquiry Based Learning with an entrepreneurial and product oriented focus. A more rigorous, consistent implementation of programming and assessing was undertaken by all NEO teachers which has led to the creation of new and innovative teaching and learning programs and assessment items. Students have engaged with a number of real world situations in which they have been able to apply their learning. This has included the Design Market and the World of Opportunities Initiative. Further strengthening of the NEO curriculum has also occurred through Dulwich High School of Visual Arts and Design engaging with an academic partner in the field of entrepreneurial education and the creation of a NEO elective with a WOO focus. Throughout the course of the School Plan 2015–2017, seven NEO courses have received NESA endorsement, which has seen the improvement measure met and surpassed.
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: \$6000	All staff participated in NAPLAN marking professional learning to support the school wide Literacy and Numeracy strategy. This resulted in students receiving personalised literacy and numeracy feedback, and target teaching and learning opportunities, which has supported improved student performance in NAPLAN writing.
Increase number of students in	Program implementation	Throughout the duration of the Dulwich High School

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
visual arts and design courses from fifty percent to sixty five per cent on the total student population.	\$5000	of Visual Arts and Design School Plan 2015–2017, enrolment of students within the VAD stream or in specialist VAD courses has increased from 46% to 64%. This has been achieved via internal interviews of current Dulwich High School of Visual Arts and Design students for enrolment in the VAD classes across Years 7–10, external applications for enrolment within the VAD stream and students within the mainstream electing to study courses offered through the Visual Arts and TAS faculties including NEO courses.

Next Steps

- NEO courses have continued to strengthen in rigour with new options being added to engage students interested in the wider creative and performing arts.
- NE8 will be implemented from 2018 providing students with additional choices.
- The literacy and numeracy strategy, following evaluation, has been carried over into the 2018–20 School Plan and will be supported by the adoption of Visible Learning across the school.

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

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 2017. An evaluation of the use of a cross-curricula initiative has resulted in a revised framework to be implemented in 2017. PBL has enabled collaborative learning across Key Learning Areas (KLAs) including the assessment of learning outcomes through the design of innovative assessment tasks. 2017 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)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement as evidenced by using the Tell Them From Me survey with 2015 establishing the baseline.	Program development: \$2000 School based reviews and program support: \$14000	All Stage 4 students participated in PBL for 4 periods per cycle completing 2 major projects throughout the year. Student engagement in NEO has increased through the streamlining of curriculum documents based on internal reviews which saw all courses adopt an entrepreneurial, product orientated focus. The school was selected to participate as a part of a broader network in the entrepreneurial World of Opportunities Initiative (WOO) with Year 9 and 10 students. This has been extended throughout 2017 and has seen students participate in an interstate conference and has culminated with the creation of their own online business under the name of Collective Seven. Internal reviews and check-ins regarding student participation in school based enrichment and extra-curricular activities has shown positive increments throughout the duration of the School Plan. Student attendance data is also indicative of increased student engagement. Student attendance continues to improve and is significantly higher than state average. Internal reviews of PDHPE and Sport were conducted to inform future directions to support student engagement in sport and other
An increased proportion of students with two or more band five/six results at HSC from fifty per cent to fifty five percent.	Program implementation and student support opportunities: \$9000	Staff access various data- including half yearly assessment analysis- to strategically plan to support Stage 6 students. Mentoring and coaching sessions in addition to goal

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students with two or more band five/six results at HSC from fifty per cent to fifty five percent.		setting workshops were established with students and held periodically throughout the year– this has allowed students to be mentored and coached by members of the school executive and welfare team. Stage 6 students have also participated in KEYS workshops to support their academic progress.
All faculties involved in the design,delivery and assessment of cross curriculum tasks from Stage 4 to Stage 5.	PBL program delivery: \$4650	<p>New PBL structures devised that are delivered digitally and in a chronological, outcomes based sequence (including benchmarks and outcomes linked to specific subject areas).</p> <p>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.</p> <p>Digital Portfolios have been utilised in PBL to support the development of students' ICT skills and the cross curricular priorities targeted through Project Based Learning.</p>
Staff to improve rating on AITSL classroom continuum.	Support for beginner teachers has been used to support this improvement measure.	All staff members have achieved relevant level of accreditation including maintenance. Executive staff engaged with Community of Schools Professional Learning program.All mandatory training updates completed (including anaphylaxis, Child Protection, NCCD, Emergency Care, Corruption Prevention Training) All staff participated in NAPLAN marking professional learning to support the school wide Literacy and Numeracy Strategy.All staff have received their WWCC.

Next Steps

- PBL, WOO and entrepreneurial education generally to continue to strengthen and evolve as a part of the 2018–20 School Plan which will see DHSVAD engage with academics and PL on how to best support student's development of the critical skills involved in future focused learning.
- Whole staff PL on specific areas pertinent to the 2018–20 School Plan, for instance Visible Learning and Creativity, will take place throughout the next school planning cycle which will support teacher accreditation requirements and drive ongoing professional development.

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

The school has developed and implemented several initiatives to enhance community connectedness. This has included student leadership and enrichment programs. Student-led exhibitions have been further supported and fostered as a way of connecting and engaging with the wider community in an authentic way that both complement the visual art and design specialisation of the school while also empowering students to showcase their work.

This project created a space to support and encourage upcoming practising young artists. It was first established as a self-directed project and now has been extended to include students in other year groups. 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. The Student Leadership team has raised the status and profile of students' who fill leadership positions and ensured that they have been adequately trained, mentored and supported to fulfill their leadership positions. This includes the annual Leadership Conference and Prefect Investiture Evening as well as regular meetings and training sessions.

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. Students in Years 7 and 8 have created digital portfolio's which reflect their engagement in all KLAs and is linked to the ACARA capabilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students participating in extra curricular programs as evidenced in school reports from thirty three percent to sixty six percent.	Program implementation: \$7000	<p>Student participation in extra- curricular activities has been linked to the biannual reporting process to allow them to have a record of their engagement with extra-curricular and enrichment activities.</p> <p>Student participation in a range of extra-curricular activities has increased substantially over the course of the school plan including those with strong community links such as the Volunteering Program, Peer Support and the Faculty Ambassador initiative, which has led to proactive groups such as the Green Team.</p>
Digital portfolios will reflect students' participation in a range of programs.	Professional learning: \$4000	<p>All teaching staff have participated in professional learning regarding the Google suite as well as web building tools such as Weebly.</p> <p>Digital Portfolios used extensively in PBL to support learning across KLAs.</p> <p>KLAs shared responsibility to support students develop and curate their digital portfolios.</p>

Next Steps

- A wider range of extra-curricular activities will be offered from 2018 to reflect student and community interest. This will be launched during O- Week to Year 7 students and to the rest of the school through an extra-curricular marketplace.
- Digital Portfolios to evolve and incorporate wellbeing, goal setting and personal bests as an integral part of Academic Care in the 2018–20 School Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15879	Aboriginal and Torres Strait Islander students made strong progress in academic and vocational achievement. Engagement with learning as indicated by NAPLAN results, school attendance and retention show that Aboriginal students 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.
English language proficiency	\$23882.15	<p>The EALD Evaluation Framework has been established which aligns with the School Excellence Framework. English language proficiency support is implemented at DHSVAD through:</p> <ul style="list-style-type: none"> • professional teacher training assisted in the identification, delivery and monitoring of student learning needs. • students were better supported in mainstream classes across all KLAs. • language proficiency and development occurred 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 continued. • data was used to inform planning, programming, differentiation and incorporated into EALD pedagogy and strategies in classroom practice. • engagement with school community to assist in meeting outcomes in KLAs. The EALD program: • supported 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.
Low level adjustment for disability	<p>\$43963.02</p> <p>Includes employment of staff and teacher professional development</p>	<p>The Learning and Support Team provided ongoing learning support to assist identified students in the development of key capabilities, including literacy and numeracy skills. Such initiatives were supported by the Learning and Support Teacher (LaST) who assisted teaching staff to support students with a learning disability and access disability provisions to maximise their achievement. The impact of this was:</p> <ul style="list-style-type: none"> • The continual development and review of Personalised Learning and Support Plans, in consultation with students, staff, parents and agencies, to support the delivery of learning across all KLAs. • Improved learning outcomes and access to the curriculum through continued employment of staff, professional development and targeted programs. • Professional learning to address the diversity of learners including

Low level adjustment for disability	\$43963.02 Includes employment of staff and teacher professional development	accommodations, adjustments and best practice to support student learning needs.
Socio-economic background	\$51974.20	<p>Targeted learning programs were implemented that enabled identified students to work with Student Learning and Support Officers (SLSO) and the Student Support Officer (SSO) through mentoring and wellbeing programs that resulted in:</p> <ul style="list-style-type: none"> • Sustained development of an inclusive school culture where all students felt valued. • Student Leadership opportunities implemented across the school community increasing the level of student participation and engagement. • Differentiated teaching and learning programs implemented to support students with individual learning plans. • Weekly after school homework club and senior tutorials to support student learning. • Professional learning programs to support the diversity of learning needs across the school including the provision of support teachers. • Provision of specific technology (BYOD devices) to support engagement in class for all students.
Support for beginning teachers	\$33765	<p>In 2017, the school continued to implement its Beginning Teachers Induction Program. The program offered 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 was delivered by the School Executive and external consultants. In addition beginning teachers met on an individual basis with the accreditation supervisor to ensure they met the requirements of the accreditation process and received assistance to collate and annotate the evidence gathered through their practice.</p> <p>Permanent Beginning Teachers were given a reduced load 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. They also utilised the relief time to collect evidence for their accreditation as Proficient teachers. Temporary Beginning Teachers were also offered relief to attend professional learning workshops and work on their accreditation.</p> <p>During 2017, five teachers submitted to BOSTES an annotated body of evidence and successfully achieved Proficient Accreditation against the Australian Professional Standards for Teachers.</p> <p>Staff members, accredited at Proficient Level, continued the process of Maintaining Teacher Accreditation by undertaking Professional</p>

Support for beginning teachers	\$33765	Development to complete the required hours of training. Three teachers completed their accreditation cycle submitting their maintenance reports to NESA.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	359	388	398	431
Girls	271	284	300	351

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	2014	2015	2016	2017
7	94	93.8	94.9	94.3
8	91.5	89.7	93.2	92.3
9	91.8	92.2	90.4	91.4
10	90.9	89.6	91	90.2
11	90.5	91.5	93.8	90.7
12	89.5	91.1	92.5	93.4
All Years	91.5	91.4	92.7	92.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

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	1	5
Employment	1	3	7
TAFE entry	1	3	12
University Entry	0	0	65
Other	3	5	6
Unknown	0	0	0

Pursuing further education through university, TAFE or private colleges is the most popular pathway for students of this school post HSC. In 2017, 75% of fulltime mainstream students applied for degree or diploma level courses through UAC or to other providers. Offers were received by 92% UAC candidates. Further students entered degree or diploma courses at either private colleges or TAFE. University offers were received by students to all universities in the Sydney metropolitan area, for example: 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 Newcastle in a wide range of disciplines including fine arts, design, business and commerce, engineering, science, psychology, arts, health sciences, nursing, education, media, and communications.

The visual arts and design are popular choices for further education with 25 % of university applicants gaining entry to degree courses in visual arts and design related fields including National Art School, Sydney College of the Arts (University of Sydney, University of Technology, Western Sydney University, University of Newcastle and Torrens University.

NSW TAFE continues to be a popular choice for further study outside university with 12% of HSC graduates studying various trade and service areas including hospitality, design, automotive studies, childcare, construction and property services. Further students pursue courses with private tertiary education providers in various disciplines including design and hospitality.

Year 12 students undertaking vocational or trade training

Vocational or trade training in one or more courses was undertaken by 46% of Yr12 students in 2017 in a VET (Vocational Education and Training) course at the

school or at TAFE (TVET) or through a private provider. Students undertook courses provided by the school in Hospitality, Entertainment and/or Retail Services. Students undertaking vocational courses at TAFE or private providers were enrolled in a wide range of vocational areas including human services (nursing), hospitality, early childhood education, visual arts, hairdressing, design, screen and media, property services, construction.

Year 12 students attaining HSC or equivalent vocational education qualification

98 % attained HSC qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	41.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	2
School Administration & Support Staff	13.08
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation 2015 requires schools to report on the Aboriginal composition of their workforce. There are no members 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	15

Professional learning and teacher accreditation

During 2017, five teachers submitted to BOSTES an annotated body of evidence and successfully achieved Proficient Accreditation against the Australian Professional Standards for Teachers.

Staff members, accredited at Proficient Level, continued the process of Maintaining Teacher Accreditation by undertaking Professional Development to complete the required hours of training. Three teachers completed their accreditation cycle submitting their maintenance reports to NESA.

Throughout the year all teachers were provided with information, during staff meetings, on the accreditation process for Pre 2004 Teachers in preparation of their accreditation in 2018.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	921,557
Global funds	362,377
Tied funds	291,717
School & community sources	519,169
Interest	19,686
Trust receipts	30,480
Canteen	18,540
Total Receipts	1,241,969
Payments	
Teaching & learning	
Key Learning Areas	120,780
Excursions	123,445
Extracurricular dissections	76,240
Library	5,053
Training & Development	0
Tied Funds Payments	289,535
Short Term Relief	58,175
Administration & Office	157,897
Canteen Payments	0
Utilities	72,402
Maintenance	89,358
Trust Payments	109,556
Capital Programs	62,257
Total Payments	1,164,700
Balance carried forward	998,825

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,834,160
Appropriation	1,509,580
Sale of Goods and Services	19,176
Grants and Contributions	303,050
Gain and Loss	0
Other Revenue	0
Investment Income	2,354
Expenses	-739,230
Recurrent Expenses	-739,230
Employee Related	-243,122
Operating Expenses	-496,108
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,094,930
Balance Carried Forward	1,094,930

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary tables include staffing costs within equity funding actuals.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,865,951
Base Per Capita	110,212
Base Location	0
Other Base	6,755,739
Equity Total	290,071
Equity Aboriginal	15,879
Equity Socio economic	55,473
Equity Language	87,103
Equity Disability	131,616
Targeted Total	710,563
Other Total	271,538
Grand Total	8,138,123

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

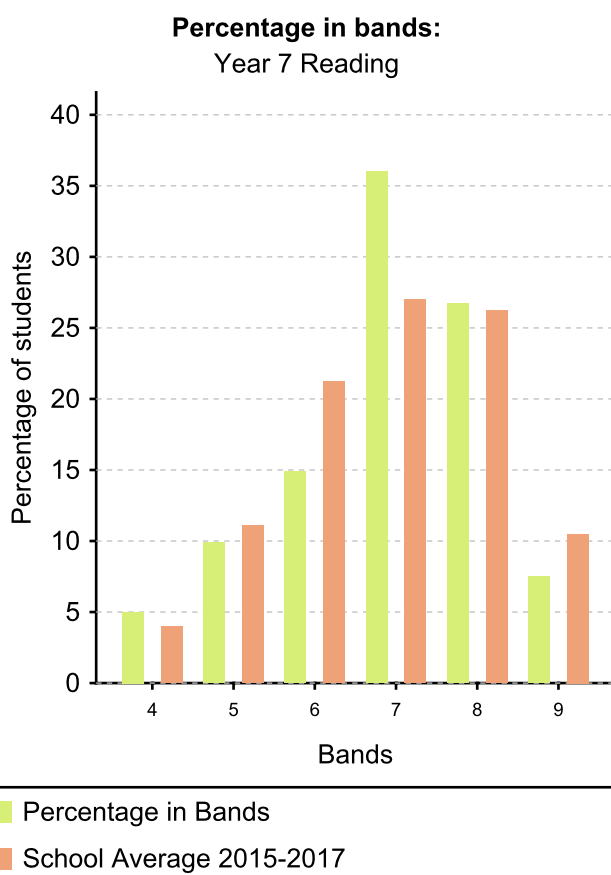
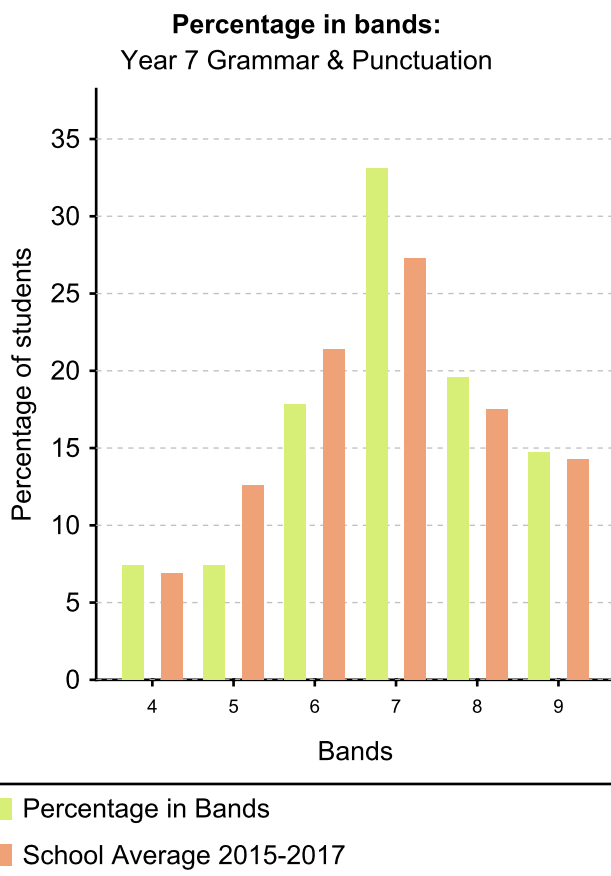
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In the 2017 reading section, 85% of Year 7 students performed above the minimum standard (above Band 5 level) with 70% of Year 7 students placed in the top three bands. In writing, 63% of Year 7 students were above the minimum standard with 51% making or exceeding the expected growth in writing.

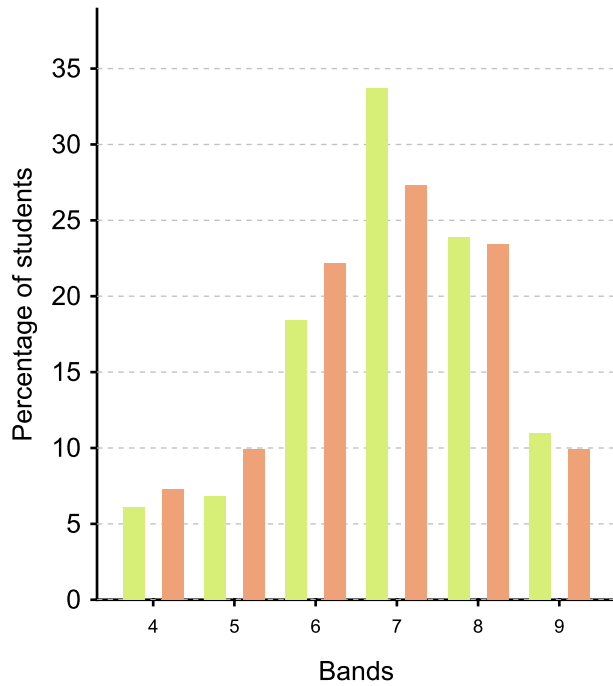
Students in Year 9 also demonstrated significant achievement with 63% achieving in the highest 3 bands for reading and 73% of students making or exceeding the expected growth in reading. There was a considerable improvement in student achievement in writing for Year 9 with 62% of students making or exceeding the expected growth in writing and 44% of students achieving the top 3 bands in writing. Significantly, more students achieved in the top 2 bands for writing than in previous years. Such data indicates that initiatives implemented at a school level were beneficial in developing specific writing skills for students across the cohort.

A similar trend was also recognised for students in

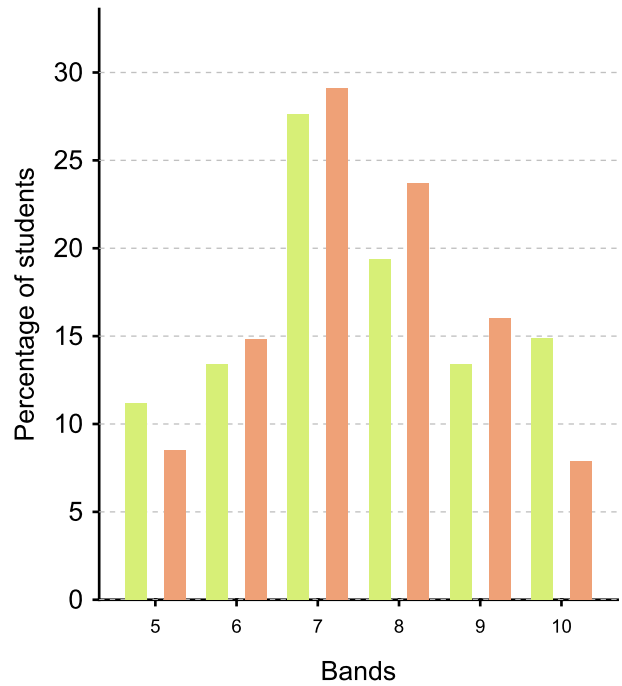
spelling with 64% achieving greater than the expected growth, whilst 28.4% of students achieved in the top 2 bands for grammar and punctuation. Significantly, the number of students who achieved Band 10 for grammar and punctuation was double in comparison to the previous year.



Percentage in bands:
Year 7 Spelling



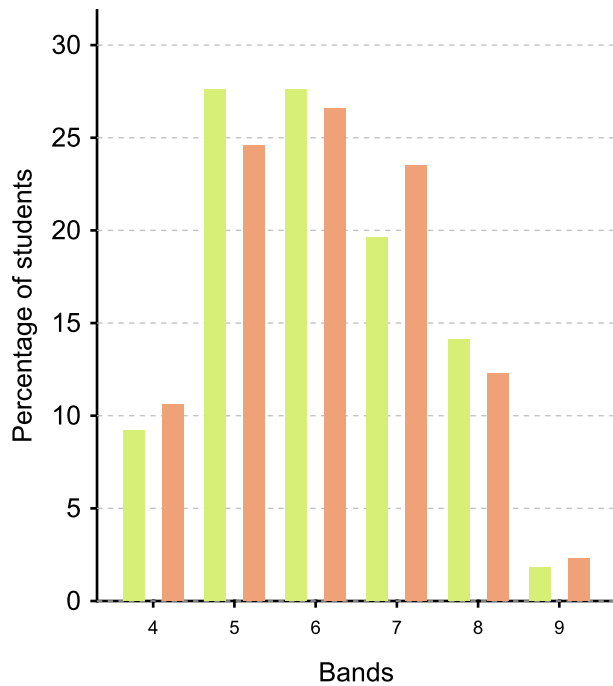
Percentage in bands:
Year 9 Grammar & Punctuation



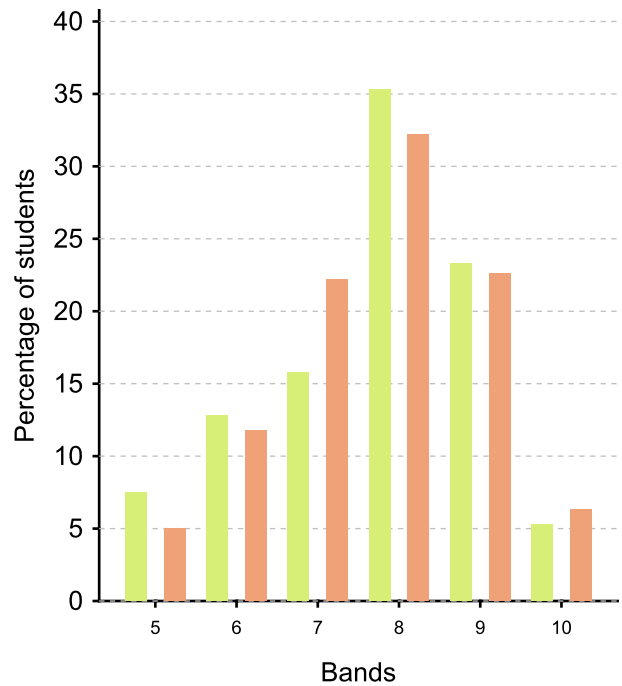
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



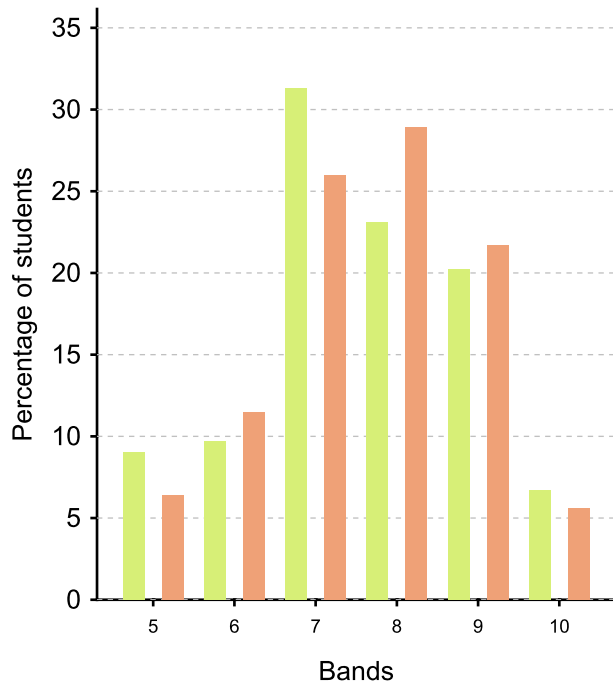
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

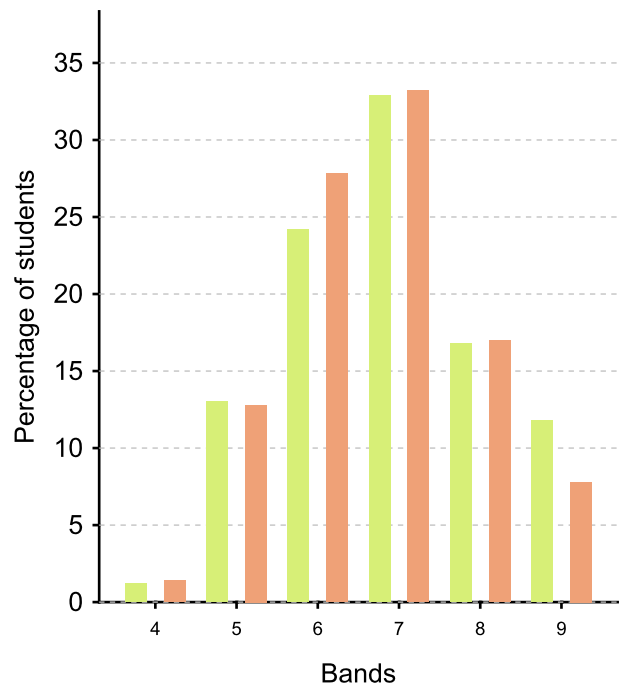
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

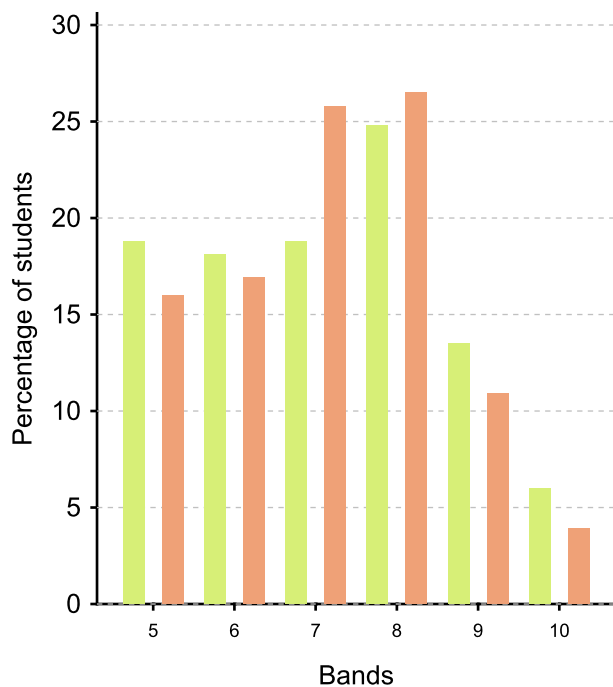
component of the paper was the highest in comparison to previous years.

Percentage in bands:
Year 7 Numeracy



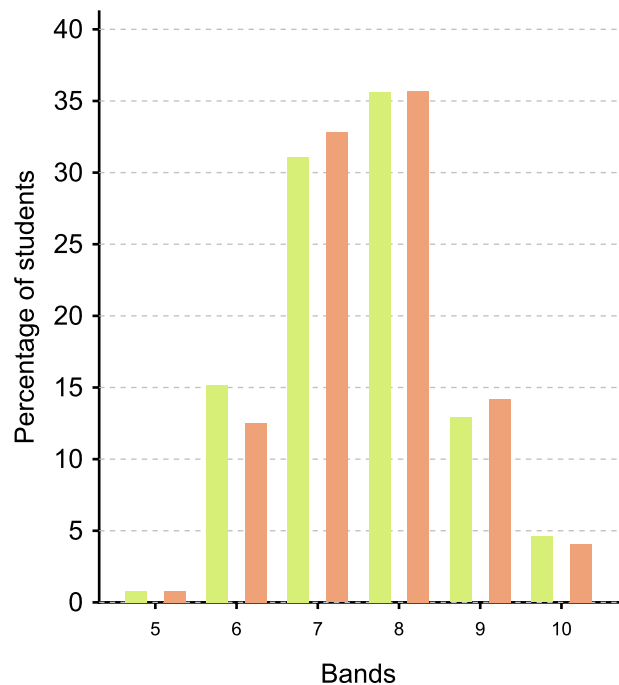
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

In 2017, 132 Year 9 students completed the NAPLAN numeracy test with results indicating that 76.2% of students made or exceeded expected growth which is significantly higher in comparison to the 2016 results. Over half the cohort achieved in the top 3 bands for the numeracy paper which was an increase from the previous year. Student achievement in the highest band in the data, measurement, space and geometry

Higher School Certificate (HSC)

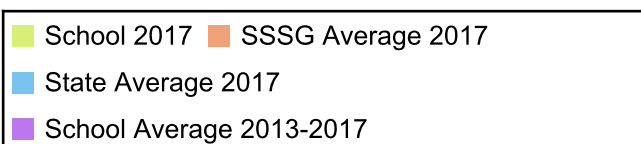
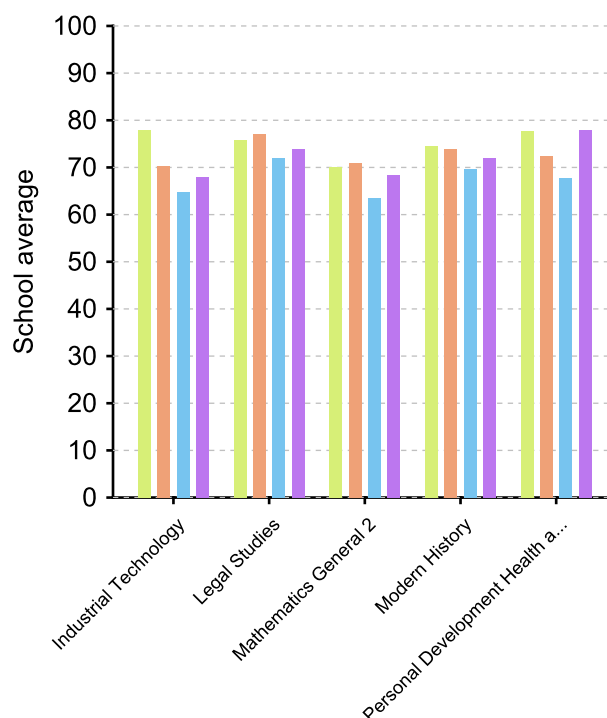
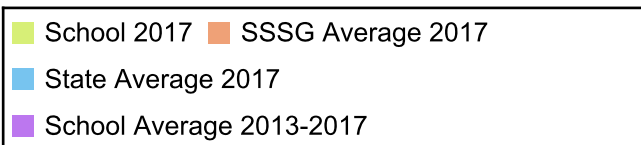
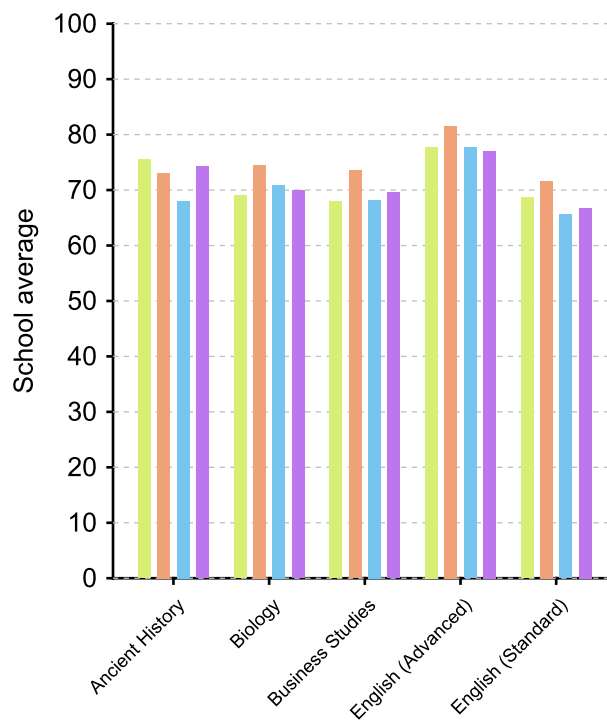
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

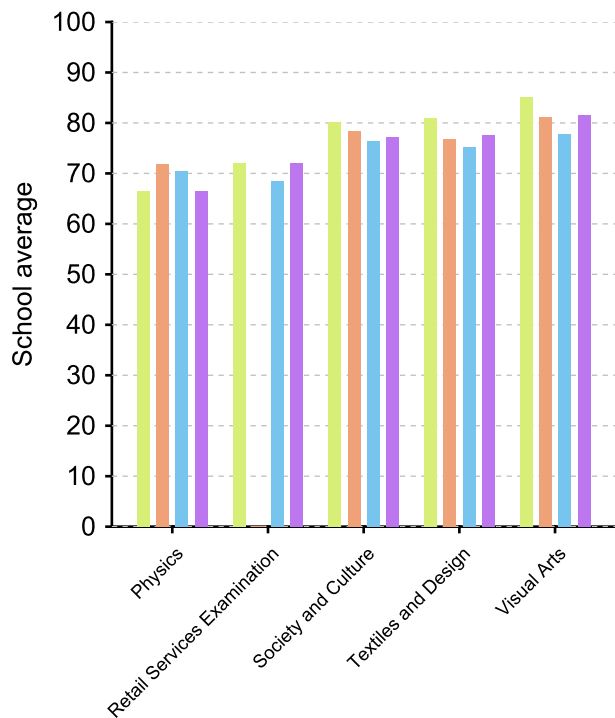
In 2017, 99 students at the school achieved the Higher School Certificate in 32 subject areas. 76.5% of students achieved in the top 3 bands for each subject.

Once again, student achievement displayed considerable improvement across all HSC subjects. Industrial Technology, PDHPE, Visual Arts, Society and Culture, Entertainment, Textiles and Design, Ancient History, History Extension, Music 1, Mathematics, Design & Technology, and Modern History all achieved above the state average.

A highlight of the 2017 HSC results was that 27% of students who studied Visual Arts achieved a Band 6 with all students in the class achieving in the top 3 bands. Similarly, 20% of students who completed the Industrial Technology course achieved a Band 6. Such results reinforce the schools ability to meet student and community expectation in regards to visual arts and design specialisation.

The school has continued to see a significant shift in student achievement in the HSC. A key focus has been to continue the trend of shifting student achievement into the top 3 bands for each subject. Students who completed Music, PDHPE, and Society and Culture all achieved in the top 3 bands which is indicative of continued growth for those subject areas. Other subjects that received a significant portion of students who achieved in the top 3 bands include: English Advanced (91.1%), Design and Technology (88.9%), Legal Studies (87.5%), Modern History (75%), and Ancient History (69.9%). In reference to students who completed VET subjects, all students achieved in the top 3 bands for Hospitality whilst Entertainment Industry (87.5%) and Retail Services (81.8%) also had the vast majority of their students experience similar success. The 2017 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 and Design.





Textiles and Design	80.9	76.7	75.2	77.6
Visual Arts	85.2	81.2	77.7	81.6

Parent/caregiver, student, teacher satisfaction

Feedback is sought annually from students, parents and teachers in the school community using the Tell Them From Me survey. Data from the survey as well as interval data indicates the following:

- Students feel proud of their school and recognise the importance of positive behaviour
- Teachers use data to inform practice and utilise technology to provide students with feedback
- The majority of staff feel that school leaders clearly communicate their strategic vision for the school with most staff believing that school leaders are leading improvement and change.
- 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 parents are satisfied with the general communication from the high school, including the use of digital media to distribute information.
- Parents acknowledge the school has sought input into their opinions regarding the school plan, school policies and teaching practices.

Policy requirements

Aboriginal education

Dulwich HSVAD had 22 Aboriginal students enrolled in 2017, comprising approximately 3% of the school's enrolment.

Aboriginal and Torres Strait Islander students at this school continue to make strong progress in academic and vocational achievement. 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.

The Deadly Kids Awards are a celebration of the achievements of Aboriginal students throughout the Sydney Region and in 2017 this school's nomination was for Year 9 student Zane Charters. Zane was selected for excellent application and progress in his studies and received his award at the Deadly Kids Awards held at the University of Technology.

This schools Aboriginal and Torres Strait Islander students benefit further from a range of activities and programs with education and community organisations. The school's long standing partnership with community

■ School 2017	■ SSSG Average 2017
■ State Average 2017	■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	75.5	73.1	68.1	74.3
Biology	69.0	74.6	70.9	69.9
Business Studies	67.9	73.5	68.2	69.6
English (Advanced)	77.8	81.6	77.6	77.0
English (Standard)	68.7	71.6	65.6	66.8
Industrial Technology	78.0	70.3	64.8	68.0
Legal Studies	75.9	77.0	72.1	73.9
Mathematics General 2	70.0	70.9	63.6	68.4
Modern History	74.5	74.0	69.6	71.9
Personal Development Health and Physical Education	77.8	72.3	67.7	77.8
Physics	66.4	71.8	70.4	66.4
Retail Services Examination	72.0	0.0	68.4	72.0
Society and Culture	80.1	78.3	76.4	77.2

program AIME (Australian Indigenous Mentoring Experience) continued to provide important support to our Aboriginal and Torres Strait Islander students through it's highly successful mentoring program. Students in all years attend a program of mentoring held at The University of Sydney. Students in Year 10 were also invited to participate in the University of Technology's Gulawa design workshop program, an annual 5 day program of design related workshops held by UTS for Aboriginal and Torres Strait students. Year 10 student Michael Mondo successfully completed the five day program.

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, safe and respectful learning environment. The school celebrates its students' diversity annually with Diversity/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. The majority of curriculum programs have a significant multicultural focus which support intercultural understanding as a general capability and the cross curriculum priorities of Australia's engagement with Asia and Aboriginal and Torres Strait Islander histories and cultures.

Dulwich High School of Visual Arts and Design has three certified Anti-Racism Officers on staff who support the cohesive and accepting values of the school community.

Other school programs

2017 HSC Visual Arts results saw the subject continue on its upward trajectory in terms of trend data, this year making strong growth in school performance in comparison to state averages. Significantly, two students were selected and a further two students had artwork short-listed to for Art Express Exhibition.

i-Manifest

Students from years 9–11 participated in a range of activities with the creative business community to acquire real world experience. These included:

- Canon/Cocochine– Photography, graphic design
- School of Design Mini Cooper & Habitus Living
- Mercedes –Benz Fashion Week– Photography
- GQ Fashion magazine– building a brand
- School of Sustainable Beauty– Kiehls & Hom Yoga
- School of Design– semi permanent design–

streetwear, photography

Exhibitions

The school art gallery–Seaview Gallery, has been used extensively throughout 2017. School exhibitions included:

- The 2018 ARTMonth exhibition, exhibiting the work of all of our art stream students from Years 7 to 11, produced in artist workshops.
- Open Night Exhibition
- The HSC Body of Work exhibition
- The Design Week Exhibition
- Student initiated exhibition
- The Year 7 Dully Archies exhibition
- Self-Directed Exhibitions for year 8, 9, 10

Community exhibitions:

- P&C Parent's Exhibition– “Not Far From the Tree”
- GreenWay Art Exhibition – Inner West Council
- Local Women's Group– “Shiraz Days”
- Artexpress Teacher workshop days

Excursions

Students participated in a wide range of excursions throughout 2017. The school values the enhanced educational opportunities that excursions provide in allowing students to engage directly with art works and the art world.

- Year 12 visited the AGNSW for the Art Express exhibition to reinforce concepts and techniques in extending the quality of their Body of Work.
- Year 11 Visual Arts students participated in a one day drawing and photography workshop on Cockatoo Island, that became the basis of their artmaking task for Term 1.
- They also attended the National Art School for the 2017 Graduate Show and orientation workshop for developing their HSC Body of Works.
- Year 7 students attended the Archibald Prize exhibition at the AGNSW to support their artmaking for the Dully Archies Portrait painting task and exhibition, as well as learn about the history of the Archibald Prize.
- A year 11 student was also a finalist in the AGNSW Junior Archies Awards
- Year 8 Artstream students visited Canberra on an overnight trip, where they engaged in workshops at The National Art Gallery and the National Portrait Gallery.
- All Year 8 Visual Arts classes–Artstream and Mainstream attended Sculpture By The Sea.
- Year 9 Artstream students undertook drawing and painting workshops at the Botanic Gardens, working with Kaldor Art Projects.
- Year 10 students were heavily engaged in i-Manifest workshops through-out the year

Students in Year 11 undertook workshops at the National Art School –Summer School, the Dobell Drawing School NAS and the National Art School HSC Body of Work Extension program, where they achieved exemplary results.

Year 10 Photography and Digital Media students were involved in an art exhibition at UTS Gallery where worked with refugee artists in producing promotional films for UTS to be screened across their campus and on their website.

Years 10 and 11 students have worked on a major sculpture for entry into Sculpture By The Sea. Titled 'Monolith', the sculpture is a huge bread clip made up of thousands of tiny bread clips.

NEO Cartooning and Animation Classes produced Zines (illustrated cartoon books) for the Museum of Contemporary Art (MCA) Zine fair. Dulwich High School of Visual Arts and Design are the only school to be offered space at the MCA Zine Fair, which is a huge annual event at the museum.