

# Dulwich High School of Visual Arts and Design

## Annual Report



2018



Dulwich High School  
of Visual Arts & Design

8833

## Introduction

The Annual Report for **2018** 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.

Connie Alves

Principal

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## School background

### School vision statement

Dulwich High School of Visual Arts and Design enables and empowers our students with the capabilities and confidence to design their futures, reach their potential and contribute to a global society.

### School context

Dulwich High School of Visual Arts and Design is an inclusive high school offering a broad curriculum with a specialisation in visual arts and design.

We are a community of engaged learners, focusing on high academic achievement, which enables students to become active and informed citizens.

Our school embeds creative and innovative approaches to teaching and learning and builds the collective capacity for life-long learning. This diverse educational setting fosters the wellbeing of all students to allow them to flourish.

Through the delivery of a rigorous academic, social, cultural and sporting curriculum the school provides opportunities for all students to achieve excellence.

We have a socially diverse, multicultural and geographically dispersed student population and supports students with additional learning needs.

## 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

Dulwich High School of Visual Arts and Design is strongly focused on learning. As a school, we are committed to the building of educational aspiration and ongoing performance improvement throughout our school community.

High expectations are communicated and 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 the identification and acknowledgment of learning progress and achievement. As a school community, student progress and achievement data is collected, analysed and interpreted to support the setting of clear improvement aims and to plan for effective learning. This takes place in various forms; such as through the Literacy and Numeracy Team's initiatives, Wellbeing initiatives such as Goal Setting Day and student and parent participation in review processes undertaken throughout the year.

Transitions and continuity of learning are ensured through strong collaborations between all stakeholders which support students through all points of transition– from Year 6 into Year 7, subject selection in Years 8 into 9 and 10 into 11, as well as through the Academic Care initiatives to ensure students successfully transition out of school to their preferred post-school destination.

Attendance data is regularly analysed and is used to inform planning through the successful implementation of a whole school attendance policy that sees the collaboration between teachers, stage co-ordinators, parents and the community. This consistent and systematic process has ensured that attendance rates at Dulwich High School of Visual Arts and Design are significantly better than the rest of the state across all year groups.

The wellbeing of all students at Dulwich High School of Visual Arts and Design is fundamental to the ethos of the school and at the very core of our business. Our school has taken a strategic approach to Wellbeing which has allowed for the development of processes that support the wellbeing of all students and allow them to Connect, Success, Thrive and Learn.

The wellbeing of students is explicitly supported by identified staff through our dedicated Welfare Team, strategic Wellbeing Team and two Head Teacher Teaching and Learning positions. The school's organisational structure allows for students to have regular opportunities for students to meet with an identified staff member who can provide advice, support and assistance for them to fulfil their potential. The opportunity to engage in this takes place during KEYS sessions as well as through the Mentoring Program in which all Stage 6 students engage. There are also opportunities for other students to engage in mentoring through Goal Setting Days and Personal Best Interviews. A range of personnel are also available to support students and their individual needs such as Year Advisers, Stage Co-ordinators, Careers Adviser, Supervisor of Female Students, Student Support Officer as well as the Learning and Support Team. Students have their individual learning needs catered for in the form of differentiated learning in classrooms, evident in the well-developed and evidence based approach to teaching and learning which are informed by individual student data.

Positive and respectful relationships are evident and widespread among students and staff; this forms the foundation for the expectations of behaviour at the school. The expectations for student behaviour are based in restorative practice and aim to best support learning, behaviour and engagement. 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 expectations for behaviour are explicitly, consistently and supportively applied across the school and have been designed to ensure effective conditions for learning.

Curriculum 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 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. For example: The New Educational Opportunities program develops the interests, gifts and talents of our diverse students in the Year 8 to 10 cohorts, drawing on the visual arts and design specialisation of the school. Similarly, Project Based Learning and Product Orientated Learning have been successfully implemented for a number of years and has successfully been developing the 21st century skills of students at Dulwich High School of Visual Arts and Design. Other whole school practices address student learning needs through individualised planning, processes and targeted interventions. The school regularly monitors and reviews its curriculum provision to ensure it is meeting the changing requirements of students– there are a number of opportunities provided to students to provide feedback on their learning through reviews and student focus groups. The school also engages in a rigorous compliance process to ensure it meets all regulatory requirements, including the review of teaching and learning programs to ensure that, as a minimum, they all describe what all students are expected to know, understand and can do.

Across Dulwich High School of Visual Arts and Design there are consistent school wide practices for planning, monitoring and reporting on student learning across the curriculum. Formative assessment has been increasingly integrated into teaching practice in classroom to confirm that students know what has been taught. 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. Summative assessment data is analysed along with other contextual information as a tool to inform teaching and to track and monitor information about student learning. 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 and meet the learning needs of students. Students at Dulwich High School of Visual Arts and Design know when and why assessment is undertaken and are provided with explicit information regarding the marking criteria for each task. Every assessment task provides opportunities for students to receive feedback on their learning; which they receive in a timely manner to maximise the positive impact.

Students at Dulwich High School of Visual Arts and Design receive clear, timely and accurate reports that provide information and support further progress and achievement across the curriculum. The school has explicit processes to collect, analyse and report specific internal and external student data on a regular basis, which occurs primarily through the use of Sentral as a database. Each student report contains personalised information about individual student learning progress and achievement and teachers provide insight into strategies for meeting future learning goals. To further support this, students are also provided with the opportunity to engage in meaningful reflection on their reports through the Personal Best and Goal Setting initiatives of the Literacy and Numeracy and Wellbeing Strategic Teams. The details of the learning progress of students are provided to parents in the form of school reports and numerous parent-teacher interviews.

Students at Dulwich High School of Visual Arts and Design regularly perform at high levels of external and internal school performance measures with positive progress being made to close equity gaps. The school's value added trend is positive and growth targets for students are identified for individual students in the domains of reading, writing and numeracy– students are supported in the progress towards their goals through the initiatives of the Literacy and Numeracy, Wellbeing and Teaching and Learning Teams. Internal and external assessments are used to assess student achievement against syllabus standards.

## Teaching

At Dulwich High School of Visual Arts and Design all teachers are committed to identifying, understanding and implementing effective teaching methods aligned with evidence based strategies. Teachers are actively engaged in reflective practices, are committed to the provision of quality teaching and regularly review lessons and teaching and learning programs to ensure they reflect the curriculum and best support student learning through the delivery of lessons utilising effective practices and supported by a strong evidence base. Curriculum compliance monitoring and internal reviews ensure that curriculum delivery is the core business of teachers and that practices across the school reflect the needs and maximise the learning opportunities of our students. These 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. A number of opportunities exist within the school's organisational structure– such as strategic teams– that allow teachers to collaborate across faculties and stages to share curriculum knowledge, data and feedback and to inform the development and ongoing improvement of evidence based programs that meet the needs of all students. Explicit teaching is used across the school to ensure the learning outcomes of students are maximised. Internal and external data is accessed and analysed to inform explicit teaching practices with relation to literacy, numeracy and subject specific skills.

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. 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 Key Learning Area.

Student assessment data is regularly used across the school to identify student achievements and progress in order to reflect on teaching practices and inform future directions. 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. A range of 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, which is presented to the school community across a range of forums.

Staff at Dulwich High School of Visual Arts and Design demonstrate a personal responsibility for maintaining and developing their professional standards, and the professional standards are used at a whole school level to reflect on and improve practice. As a part of the annual PDP process, all teachers use the professional standards to measure themselves, reflect on practice and plan for improvement; the progress towards attaining their professional goals is supported by their supervisor and the school's leadership team. Opportunities are given for teachers to engage with a range of professional learning opportunities to support their ongoing professional development in meaningful ways that support the strategic directions of the school and that target the maximising of learning outcomes for students. The Literacy and Numeracy team, as a part of their school-wide strategy, have facilitated professional learning that builds teachers' capacity to understand effective strategies in teaching literacy and numeracy– which is then embedded in teaching and learning programs across Key Learning Areas.

Dulwich High School of Visual Arts and Design school plan is an aspirational and dynamic document that provides a number of opportunities for all staff to engage in professional learning that is aligned to its strategic directions; the impact of which is evaluated in relation to quality teaching and student learning outcomes. A range of opportunities exists within the school's organisational structure that allows for teachers to collaborate and receive feedback on their practice to sustain quality teaching and professional growth. As part of the collaborative practice across the school the Performance and 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 Program and Strategic Teams, which allow teachers to work together in particular groups to improve their teaching and learning and build their leadership capacity respectively.

## **Leading**

Leadership is essential in delivering ongoing school improvement in our strategic directions at Dulwich High School of Visual Arts and Design. The building of high expectations is essential in demonstrating our school's capacity as a high performing visual arts and design school.

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. 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.

Distributed leadership practices through Strategic Team project management drive school improvement. School Planning, Implementation and Reporting at Dulwich High School of Visual Arts and Design is evidenced through processes school leaders, setting milestones, self-assessing and process evaluation.

The school plan was initiated in 2018 and was developed in consultation with the school community and designed, incorporating innovative thinking and evidence based strategies to ensure that it was an aspirational. This data informed and goal orientated, holistic and comprehensive plan was grounded in educational research and best practice. 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.

At Dulwich High School of Visual Arts and Design, there are management systems, structures and processes in place to facilitate organizational effectiveness. School leaders have clear and timely processes and procedures to monitor curriculum implementation and faculty responsibilities.

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 long 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

### Teaching and Learning

#### Purpose

To build the ongoing professional practice of teachers to deliver effective learning through the use of purposeful pedagogy to maximise student achievement.

#### Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

The Visible Learning strategic team have actively engaged in, evaluated, shared and discussed learning from targeted professional development, focusing on three high effect size teaching strategies (Learning Intentions, Success Criteria and Effective Feedback) collegially as a part of a community of practice striving towards improving whole school practice. These high effect size strategies were selected for investigation and implementation as a result of their being highly placed within Hattie's identified strategies, and also because they target the sentiments within the School Excellence Framework; particularly with regard to explicit teaching, reflecting the current evidence base and the provision of effective, explicit, specific and timely formative feedback related to defined success criteria that supports improved student learning. Strategic Team meetings have been used to review curriculum implementation and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress, achievement and with reference to the research findings of Hattie and his high effect size teaching strategies.

The implementation of Visible Learning at Dulwich High School of Visual Arts and Design will be further strengthened as it becomes an integral part of 2019's milestones with whole staff engagement with Visible Learning Professional Learning Team. This will allow the teaching staff at Dulwich High School of Visual Arts and Design to collectively have a common language and dialogue about teacher practice and all staff will be supported to evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. A whole school approach will encourage staff to adopt the most effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. Teachers will be supported to employ evidence-based effective teaching strategies which will be identified, promoted and modelled by the Visible Learning Team, which should see students' learning improvement being monitored, demonstrating an increased proportion of student's achieving more than expected growth across the areas of literacy, numeracy and attainment of Band 6 results in the HSC.

The 2018 Literacy and Numeracy strategic team successfully implemented a whole school plan to improve the literacy capacity of students at the school, particularly in Stage 4 and 5. The strategy focused on two key skills: writing and numeracy. To support the implementation of the strategy, a group of staff established 4 key teams.

The literacy development team focused on student writing tasks and the provision of constructive feedback whilst the numeracy team worked to build teacher capacity to incorporate specific numeracy activities across the curriculum. Additional staff were assigned to either evaluate and enhance the personal best interview process or assist in the organisation and collection of data and facilitate the communication of relevant information to teachers and students to support learning in the classroom. The Literacy and Numeracy Strategic Team meetings were held twice per team, with team members frequently meeting outside the scheduled times to keep abreast of the work plan.

Students in Years 7–10 completed up to two literacy and numeracy tasks throughout the year. Data was collated using the writing feedback sheets completed by teachers with information then disseminated to class teachers regarding the strengths and areas of improvement for students within their class. To support teachers improve their capacity to effectively incorporate literacy activities within their teaching, opportunities were provided for staff to complete professional learning through NESA endorsed NAPLAN marking simulation online workshop. This enabled staff to familiarise themselves with the components being assessed in the writing aspect of NESA in order to provide immediate feedback to students about their writing within lessons.

The 2018 NAPLAN data for Year 9 students reflected a continued upward growth in writing, despite significant declines for students in similar school groups and the state average. Since the implementation of the writing tasks in 2017, there has been a pleasing upward trend in overall student performance. Similarly, student achievement in the Year 9 NAPLAN numeracy test has followed a similar trajectory with the last 2 years increasing considerably. Furthermore, the average scaled growth and the expected growth for writing and numeracy was significantly above similar school groups and the state average. Such pleasing results indicate that the Literacy and Numeracy Strategy implemented at the school may be having a tangible impact on the development of writing and numeracy skills for students.

Feedback was also sought from students at the completion of the writing and numeracy tasks through a digital survey. Data obtained from the survey suggests that 60% students found that the writing tasks helped them prepare for NAPLAN whilst 89% reporting a perceived improvement in their writing skills. The vast majority of students reported that their teacher had directly supported them improve their writing skills, specifically in English, Visual Arts, HSIE, PDHPE, Science and Mathematics classrooms. The recent whole school focus on growth mindset is also reflective in student response with 64% of students indicating that they incorporate teacher feedback specifically focussing on their writing skills into future writing tasks.

The value of the numeracy tasks was also recognised by students with more than half the students reported that they would like to complete a numeracy task at least once per semester. Almost half the students indicated that they recognised the relationship between the numeracy tasks and class content, whilst the majority reported that they would prefer to complete a numeracy task at least once per semester.

The continued success of the Literacy and Numeracy Team will ensure that the embedded features within the strategy will be implemented in 2019. With the personal best interview process now incorporated into the goal setting platform within the school, the literacy and numeracy strategy will split into the two specific areas: literacy and numeracy. This will allow for a greater targeted approach to improve teaching resources and teacher capacity across the school to strategically target these focus areas in 2019.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving expected growth in literacy.	\$2500 to facilitate the Personal Best interviews.  \$5000 on Literacy Professional Learning for teachers.	Evaluation of 2017 Literacy and Numeracy Strategy to improve 2018–20 processes.  Diagnostic testing of Year 7 Literacy  Students complete persuasive writing tasks across KLAS (English, Science, HSIE, VA, TAS)  L&N team members trained in Personal Best Interviews.  All students in Year 9 engage in Personal Best Interviews regarding their progress in Literacy.  VL team members have engaged as a Community of Practice which has encouraged and strengthened currency of content knowledge and evidence based teaching practice, and the ability to engage in critical and analytical thinking about the impact of evidence based teacher practice.  High effect size strategies (Learning Intentions, Success Criteria, Effective Feedback) implemented across KLAS.
Increased proportion of students achieving expected growth in numeracy.	\$2500 to facilitate the Personal Best interviews.	Evaluation of 2017 Literacy and Numeracy Strategy to improve 2018–20 processes.
Increased proportion of students achieving band 6 in the HSC.	\$20000 for targeted professional learning on effective teaching strategies.	

## Next Steps

- Continue to embed targetted literacy strategies and build staff capacity for effective literacy learning in the classroom.
- Greater targetted professional learning on numeracy and develop consistent teacher numeracy instruction across the school.
- Whole school professional learning on Visible Learning strategies and obtaining baseline data on current student learning experiences.



## Strategic Direction 2

### Creativity and Innovation

#### Purpose

To continue to enhance the unique learning environment and culture that fosters innovation and the creative dispositions our students need to successfully navigate their world.

#### 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.

Dulwich High School of Visual Arts and Design has a strong creative-focused community; students, teachers and parents embrace a culture of thinking and responding that encourages creative pursuit and original solutions.

The focus for the Creativity team has been to identify the key dispositions of creativity in education and develop a program(s) whereby teachers and students can acquire a working knowledge of them and apply them in their teaching & learning experience. The quest is to increase student engagement and consolidate the application of life-long learning. Importantly, embracing the creativity dispositions into one's practice is not only about the academic engagement but provides skills to confidently traverse the demands of the 21st century.

The focus Innovative Curriculum strategic team is to continue to enhance the unique learning environment and culture that fosters innovation and the creative dispositions that students at Dulwich High School of Visual Arts and Design need to successfully navigate their world. The team has focused their work on embedding Inquiry Based Learning (IBL) and Product Oriented Learning (POL) into NEO / NE8 classes, further embed STEM and Project Based Learning (PBL) across targeted KLAS and the School Enrichment Class (SEC), developing entrepreneurial skills across the school by supporting students' creative dispositions, global competencies and generating a culture of creative and critical thinking and providing co-curricular opportunities for students through the WOO/C7 project.

The Visual Arts and Design Specialisation team has strived to promote and support the enrichment and extension of Dulwich High School of Visual Arts and Design's gifted and talented Visual Arts and Design. The aim is to strengthen student engagement and outcomes in Visual Arts and Design through targeted gifted and talented programs; by enhancing connections with affiliates; and through extending opportunities for Visual Arts and Design stream students to engage in real-world experiences, working alongside mentors and experts in the field.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of teachers using school wide platforms to foster creative dispositions in their teaching	\$5000 Team professional learning on creativity.	<p>Creativity Team investigated the role and value of implementing creativity into teaching practice across KLAS.</p> <p>Professional Learning focusing on the work of Professor Bill Lucas and Ellen Spencer.</p> <p>Creativity Team attended a PL workshop led by Professor Bill Lucas and an Open Day at Rooty Hill High School.</p> <p>Creativity Wheel adapted for DHSVAD context in the form of the Creativity Framework</p> <p>Creativity Team incorporated a creative disposition into Term 3 task.</p> <p>Innovative Curriculum Team engaged in bibliographical research to define common language for Entrepreneurial Education.</p>
Student growth in the acquisition	\$5000 casual relief to	Creativity Wheel adapted for DHSVAD context in

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and application of creative dispositions	facilitate program implementation.  \$5000 to facilitate team Project Based Learning training.	the form of the Creativity Framework to form the basis for students' acquisition and application of creative dispositions: Imagination, Collaboration, Persistence, Inquisitive and Disciplined.  Selected students engage with pre- and post- test surveys regarding Creative Dispositions.  Innovative Curriculum team facilitated the Schools of Future initiative during Education Week.
Increase in extra curriculum Visual Arts and Design enrichment programs	\$2000 to facilitate program implementation.	Innovative Curriculum team facilitated the Schools of Future initiative during Education Week.  Innovative Curriculum team support use of Virtual Reality kit across KLAs and as a part of the school's Live It Create It day.  VAD Specialisation team developed new VAD enrichment opportunities with local artists and designers, the Inner West Council and the GreenWay Team.  Development and implementation of the 'ARTALKS' in collaboration with the P&C.  Researched and developed a forma program of enrichment to be implemented from 2019.

## Next Steps

- Whole school professional learning on Creative dispositions with targeted resources for teachers to utilise in the classroom.
- Further exploration and delivery of innovative curriculum pedagogies with a greater connection between the school's entrepreneurial programs and external real-life opportunities.
- Pilot after school Visual Arts and Design: program implementation and evaluation:

## Strategic Direction 3

### Wellbeing and Engagement

#### Purpose

To empower students in their development as autonomous, resilient lifelong learners who have the essential skills to engage positively as socially confident citizens in today's world.

#### Overall summary of progress

The purpose statement of Strategic Direction 3 is to empower students in their development as autonomous resilient lifelong learners who have essential skills to engage positively as socially confident citizens in today's world.

To achieve this strategic direction, staff at Dulwich High School of Visual Arts and Design will be trained in the delivery of wellbeing platforms such as mentoring and academic care and the school will connect and engage the students with community partners to provide authentic learning experiences. The process will include utilising the DoE Wellbeing Framework and associated programs to assist in achieving the strategic direction. The implementation of wellbeing platforms and other programs across the school is key in working towards the following improvements: Enhanced student wellbeing and strengthening in engagement, and 25% growth in student participation in leadership and extracurricular opportunities as identified by student reports

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student feedback reflects positive impact of KEYS program on student wellbeing and engagement.	\$4000 Keys evaluation.  \$5000 program implementation.	KEYS program reviewed
Growth in student participation in leadership and extra-curricular opportunities.	\$5000 program implementation	Wellbeing team completed the Leadership and Extracurricular Opportunities survey  Wellbeing team completed the Wellbeing programs staff survey  Introduced 'O Week' and the Extracurricular Marketplace
Post school student destinations indicate the successful delivery of the school's academic care and transition programs.	\$8000 development on school platform to support student academic development and goal setting (Academic Care Hub).  \$5000 academic care program implementation	Students in Years 8, 10 and 11 participated in Goal Setting Days  Academic Care Hub is developed and utilised as an e-learning platform for Goal Setting Days

#### Next Steps

- Continue to refine and strengthen wellbeing and engagement programs so that every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- Continue to improve its data collection and analysis so that the school has evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Increasing the number of extracurricular offerings, such as the recycling initiative and student clubs and also the implementation of the KEYS review recommendations.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<p>\$253 626</p> <p>Includes funded positions:</p> <ul style="list-style-type: none"> <li>• ESL Teacher</li> </ul>	<p>English language proficiency support is an integrated mainstream class model with:</p> <ul style="list-style-type: none"> <li>• 1.8 FTE staff allocation to implement and facilitate program delivery</li> <li>• ongoing teacher professional learning to support the identification, delivery and monitoring of student learning needs</li> <li>• targeted delivery of learning support with the EALD progression tool</li> <li>• data informed decisions on student progress and learning needs to EALD pedagogy strategies in classroom practice</li> <li>• engagement with the school community to assist in meeting learning outcomes.</li> </ul> <p>The EALD program provided targeted support for refugees, international and Aboriginal students. It also strengthens 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.</p>
<b>Low level adjustment for disability</b>	<p>\$167 874</p> <p>Includes funded positions:</p> <ul style="list-style-type: none"> <li>• Learning and Support Teacher</li> </ul>	<p>Funds supplement Learning Support with 1.0 FTE. This provides ongoing support to assist identified students requiring low level adjustment for disability through the Learning and Support Team. This support assisted in:</p> <ul style="list-style-type: none"> <li>• implementation of Personalised Learning and Support Plans to support student engagement with the curriculum.</li> <li>• increased capacity of staff to make a range of differentiated adjustments to support students' engagement with their learning.</li> <li>• improved learning outcomes and access to the curriculum for students</li> <li>• employment of Teaching and Non-Teaching staff.</li> </ul>
<b>Socio-economic background</b>	<p>\$58 457</p> <p>Includes funded positions:</p> <ul style="list-style-type: none"> <li>• Student Learning Officer</li> <li>• Wellbeing teacher</li> </ul>	<p>Targeted learning and mentoring programs were implemented that enabled identified students to work with Student Learning and Support Officers (SLSO) and the Wellbeing Support with flexible funding 0.350 FTE supporting 1.0 FTE allocation. These programs resulted in:</p> <ul style="list-style-type: none"> <li>• sustained development of an inclusive school culture where students feel valued and connected within the school community</li> <li>• student Leadership opportunities implemented across the school community increasing the level of student participation and engagement across the school</li> <li>• differentiated teaching and learning programs implemented to support students with individual learning plans</li> <li>• weekly after school homework club and senior tutorials to support student learning</li> <li>• provision of specific technology (BYOD devices) to support engagement in class for all students</li> <li>• improved support to extra-curricular opportunities.</li> </ul>
<b>Support for beginning teachers</b>	<p>\$76 737</p>	<p>Targeted program and professional learning opportunities were devised to induct, support and build capacity of beginning teachers into</p>

<b>Support for beginning teachers</b>	<b>\$76 737</b>	<p>the profession at Dulwich High School of Visual Arts and Design. This support included:</p> <ul style="list-style-type: none"> <li>• access to a mentor head teacher</li> <li>• an induction program that introduced new staff to school processes and establishes a peer observation support to help facilitate reflective practices and ongoing improvement</li> <li>• access to a critical friend and Professional Learning coach to help identify and address areas for improvement.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	388	398	431	453
Girls	284	300	351	354

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	2015	2016	2017	2018
7	93.8	94.9	94.3	93.8
8	89.7	93.2	92.3	91.3
9	92.2	90.4	91.4	90.9
10	89.6	91	90.2	89.8
11	91.5	93.8	90.7	90.1
12	91.1	92.5	93.4	89.9
All Years	91.4	92.7	92.1	91.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### 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 work 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	3	5
Employment	1	5	10
TAFE entry	2	8	15
University Entry	0	0	60
Other	2	5	3
Unknown	0	2	4

Pursuing further education through university, TAFE or private colleges is the most popular pathway for students of this school post HSC. In 2018, 60% of fulltime mainstream students applied for degree or diploma level courses through UAC or to other providers. Offers were received by 96% of UAC candidates. Further students entered degree or diploma courses at either private colleges or TAFE. University offers were received by students to most universities in the Sydney metropolitan area including: University of Sydney, University of New South Wales, University of Technology, Macquarie University, Western Sydney University, Australian Catholic University, National Art School, with further offers to University of Wollongong, Australian National University and Torrens University in a wide range of disciplines including fine arts, design, business, engineering, science, psychology, arts, health sciences, policing, education, media, and communications. A further offer was gained by a student to the renowned Central St Martins University of Art London. The special focus of the school in visual arts and design saw 25 % applicants gaining entry to degree courses in visual arts and design related fields including fine arts, architecture and visual communication. NSW TAFE continues to be the main choice for further study outside university with 15% of HSC graduates studying various trade and service areas including hospitality, design, screen media, fashion design, construction and property services. Further students pursue degree or Diploma courses with private colleges 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 44% of Yr12 students in 2018 in a VET (Vocational Education and Training) course at the school, at TAFE (TVET) or through a private provider. Students undertook courses provided by the school in Hospitality and/or Retail Services. In addition students undertook vocational courses at TAFE or private in a



wide range of vocational areas including Design Fundamentals, Automotive, Business Services, Information and Digital Technology, Screen and media, Property Services, and Construction.

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

In 2018, 87% of students that commenced HSC studies attained HSC qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	2
School Administration and Support Staff	13.48
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 identified 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	16

### Professional learning and teacher accreditation

In 2018, all Pre 2004 Teachers were accredited at Proficient level and started their maintenance cycle.

Throughout the year all teachers were provided with professional development workshops, during Staff meetings and School Development Days, on the Australian Professional Standards for Teachers, the accreditation process and the requirements for the 5 years maintenance cycle.

During 2018, five teachers submitted to NESA 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. Four teachers completed their accreditation cycle submitting their maintenance reports to NESA.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,094,930
<b>Revenue</b>	10,367,453
Appropriation	9,318,479
Sale of Goods and Services	59,620
Grants and Contributions	967,766
Gain and Loss	0
Other Revenue	4,663
Investment Income	16,925
<b>Expenses</b>	-9,876,503
Recurrent Expenses	-9,876,503
Employee Related	-8,539,914
Operating Expenses	-1,336,589
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	490,950
<b>Balance Carried Forward</b>	1,585,880

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 2018 to 31 December 2018.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	<b>7,364,923</b>
Base Per Capita	155,538
Base Location	0
Other Base	7,209,384
<b>Equity Total</b>	<b>497,650</b>
Equity Aboriginal	17,694
Equity Socio economic	58,457
Equity Language	253,626
Equity Disability	167,874
<b>Targeted Total</b>	<b>816,142</b>
<b>Other Total</b>	<b>278,495</b>
<b>Grand Total</b>	<b>8,957,210</b>

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.

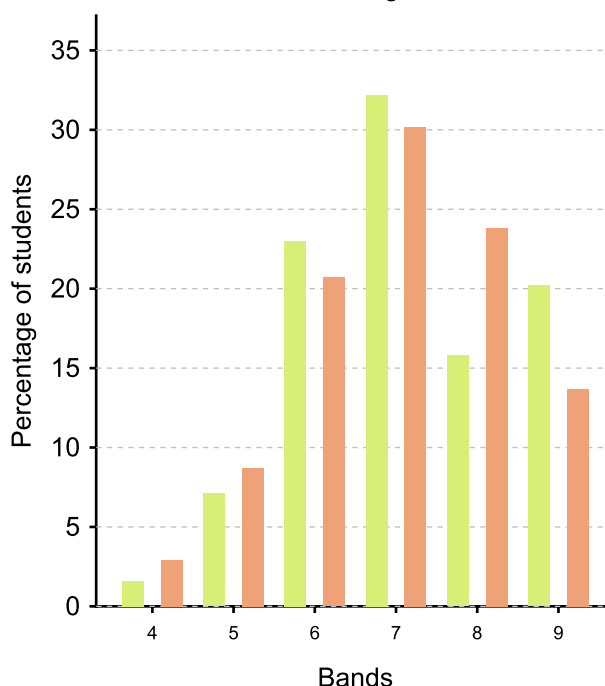
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In the 2018 reading section, 91.3% of Year 7 students performed above the minimum standard (above Band 5 level) whilst 68.2% of Year 7 students were placed in the top three bands. There was a significant increase in the number of students who achieved in the highest band for reading in comparison to previous years. In the writing component, 75.6% of Year 7 students were above the minimum standard and 43.4% of Year 7 students were placed in the top three bands.

Students in Year 9 also demonstrated significant achievement with 64.5% achieved in the highest 3 bands for reading and 74% of students making or exceeding the expected growth in reading. There was a considerable improvement in student achievement in writing for Year 9 with 63.4% of students making or exceeding the expected growth in writing and 47.9% of students achieving the top 3 bands in writing. Significantly, more students achieved in the top 3 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 66% achieving greater than the expected growth, whilst 31.4% of students achieved in the top 2 bands for grammar and punctuation.

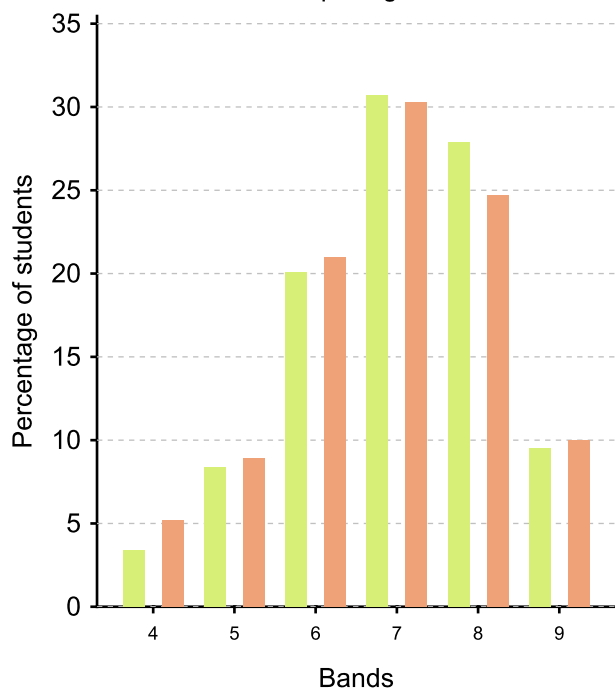
**Percentage in bands:**  
Year 7 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	1.6	7.1	23.0	32.2	15.8	20.2
School avg 2016-2018	2.9	8.7	20.7	30.2	23.8	13.7

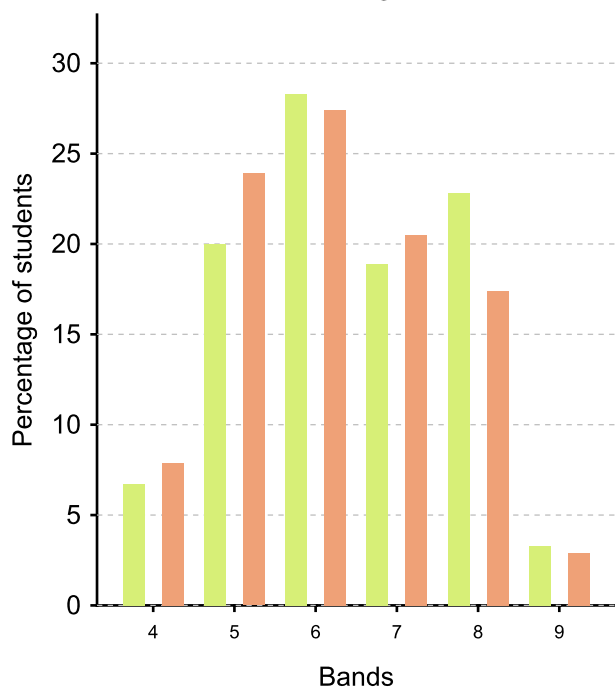
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	3.4	8.4	20.1	30.7	27.9	9.5
School avg 2016-2018	5.2	8.9	21	30.3	24.7	10

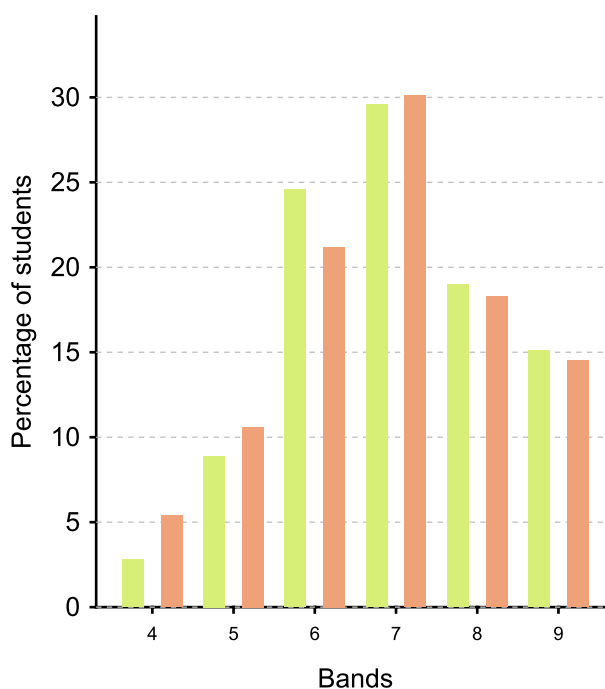
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	6.7	20.0	28.3	18.9	22.8	3.3
School avg 2016-2018	7.9	23.9	27.4	20.5	17.4	2.9

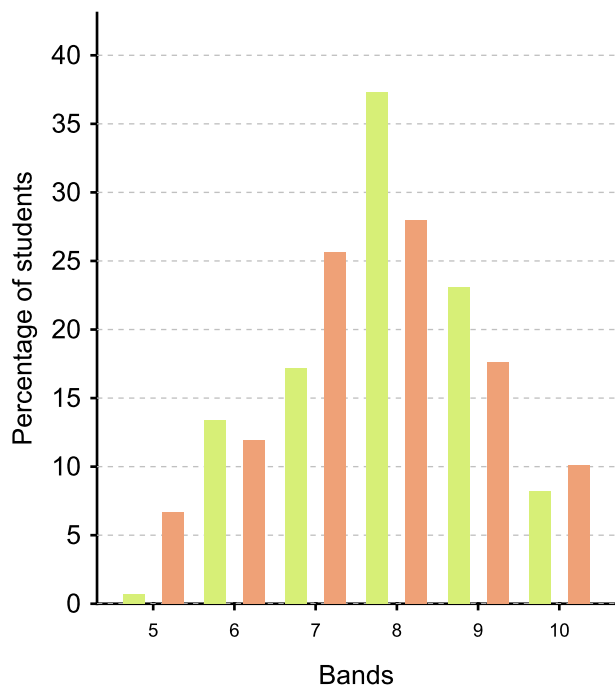
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	2.8	8.9	24.6	29.6	19.0	15.1
School avg 2016-2018	5.4	10.6	21.2	30.1	18.3	14.5

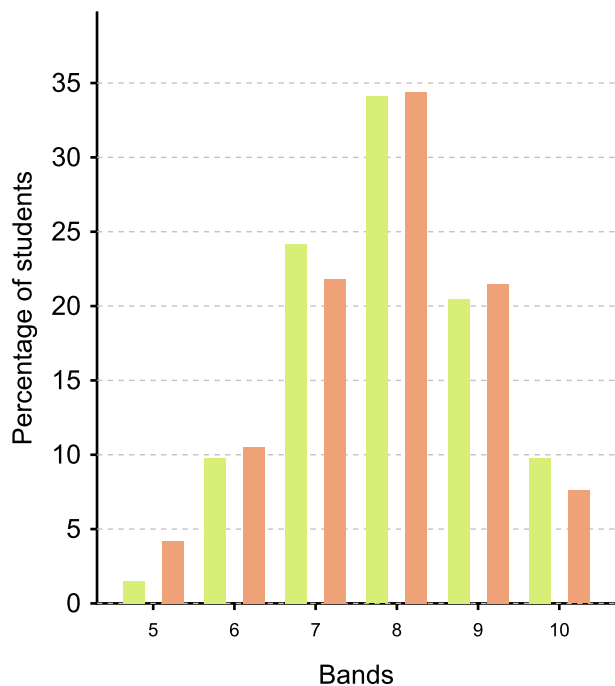
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.7	13.4	17.2	37.3	23.1	8.2
School avg 2016-2018	6.7	11.9	25.6	28	17.6	10.1

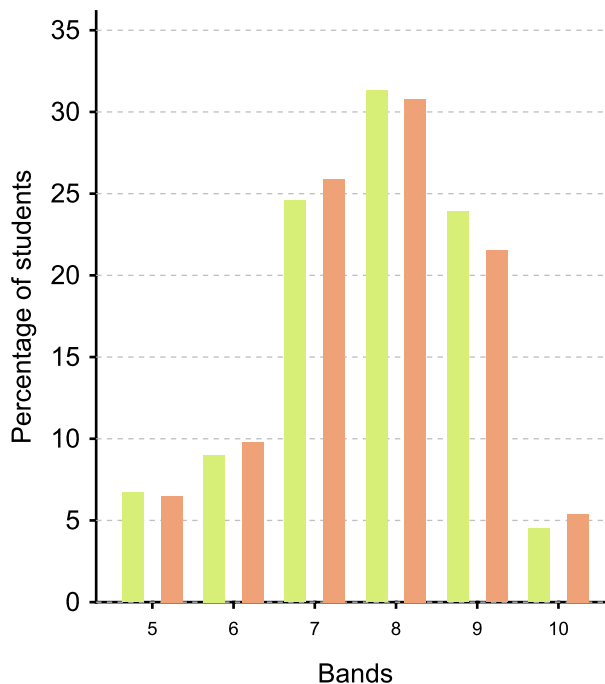
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	1.5	9.8	24.2	34.1	20.5	9.8
School avg 2016-2018	4.2	10.5	21.8	34.4	21.5	7.6

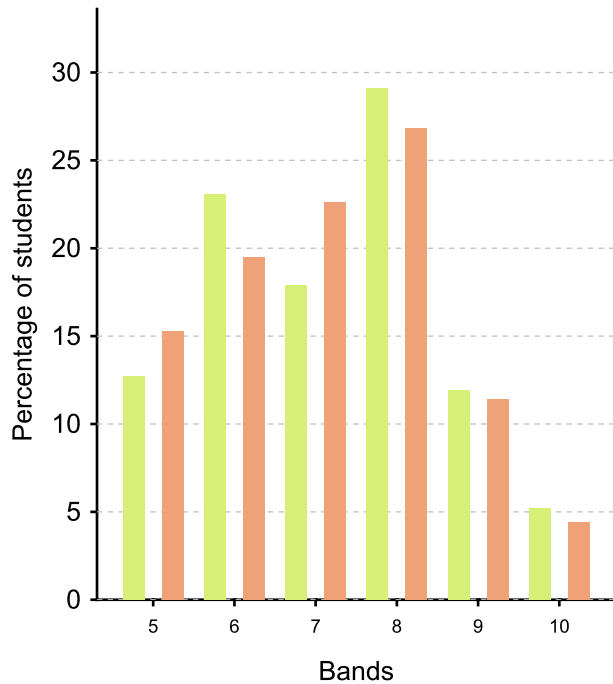
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	6.7	9.0	24.6	31.3	23.9	4.5
School avg 2016-2018	6.5	9.8	25.9	30.8	21.5	5.4

**Percentage in bands:**  
Year 9 Writing



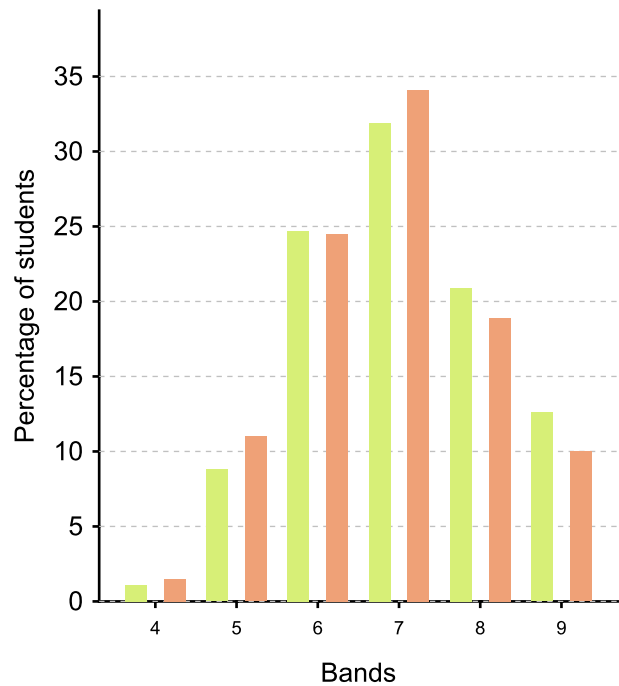
Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	12.7	23.1	17.9	29.1	11.9	5.2
School avg 2016-2018	15.3	19.5	22.6	26.8	11.4	4.4

In 2018, there were 192 students who completed the NAPLAN numeracy test with results indicating that 90.1% of students achieved above the National Minimum Standard. Significantly more students achieved in the top 2 bands for the numeracy component whilst there were considerably less students who achieved in the lowest 2 bands.

In regards to the Year 9 cohort, 57% of students achieved in the top 3 bands. The achievement is similar to the Year 7 cohort with more students achieving in the highest 2 bands in comparison to previous years. In addition, 66% of students made or exceeded expected growth which is higher in comparison to results from previous years.

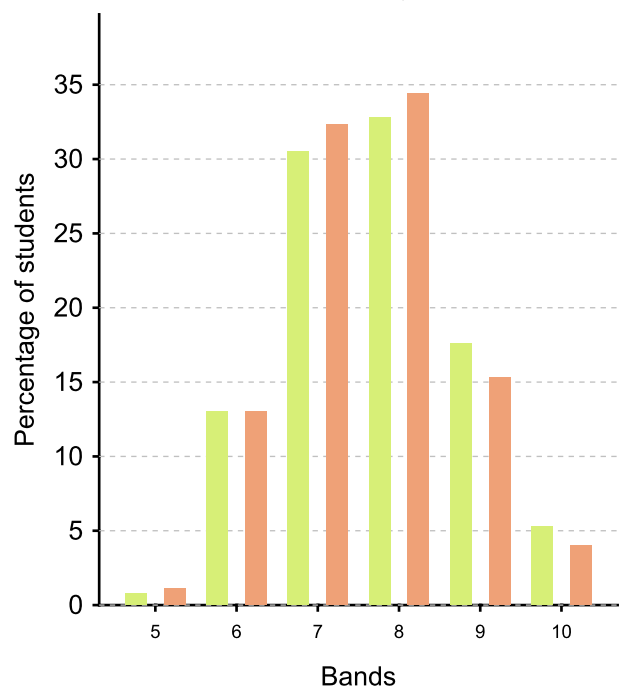
**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	1.1	8.8	24.7	31.9	20.9	12.6
School avg 2016-2018	1.5	11	24.5	34.1	18.9	10

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.8	13.0	30.5	32.8	17.6	5.3
School avg 2016-2018	1.1	13	32.3	34.4	15.3	4

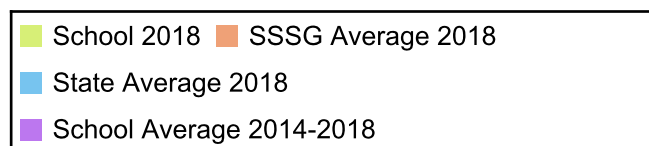
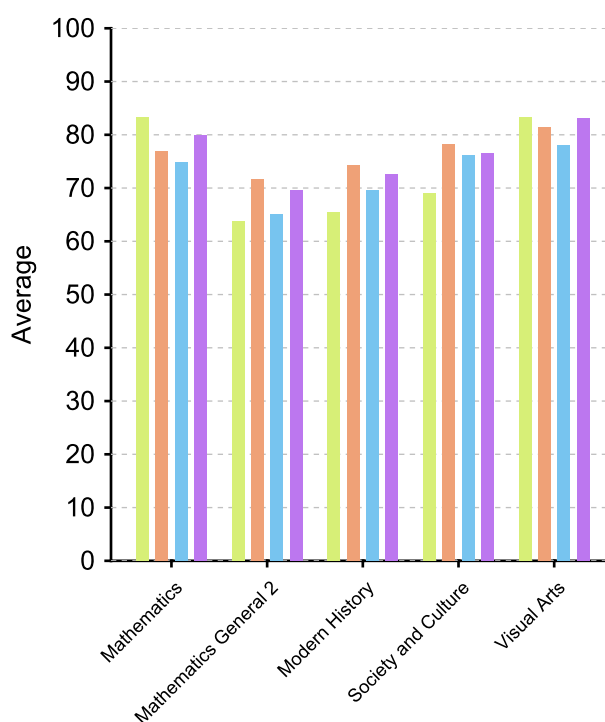
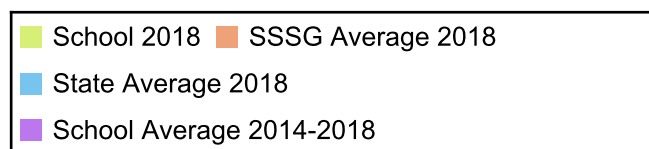
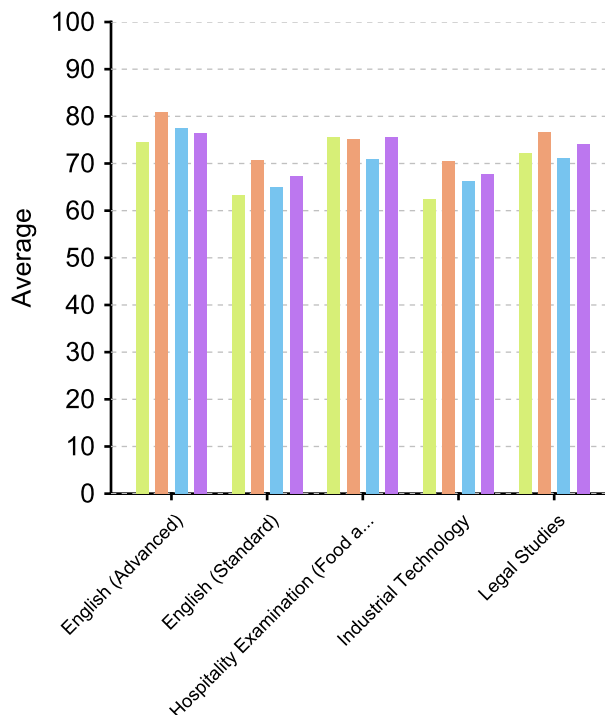
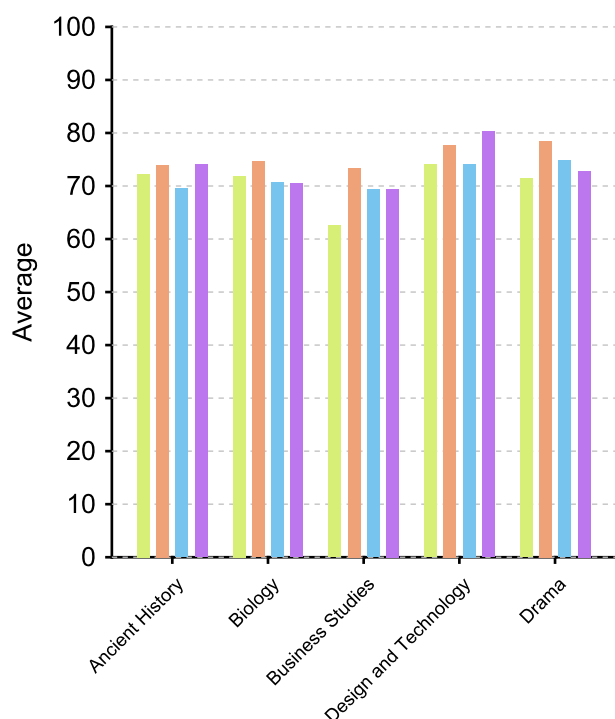
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

#### Premier's Priorities:

*Improving education results and State Priorities:* See above for NAPLAN analysis and performance.

### Higher School Certificate (HSC)

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



Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	72.3	73.9	69.5	74.1
Biology	71.9	74.6	70.7	70.4



Business Studies	62.6	73.4	69.3	69.4
Design and Technology	74.1	77.7	74.2	80.3
Drama	71.4	78.5	74.8	72.8
English (Advanced)	74.5	80.8	77.5	76.4
English (Standard)	63.2	70.8	65.0	67.3
Hospitality Examination (Food and Beverage)	75.6	75.2	71.0	75.6
Industrial Technology	62.4	70.5	66.2	67.7
Legal Studies	72.2	76.7	71.2	74.2
Mathematics	83.3	76.9	74.8	79.9
Mathematics General 2	63.8	71.6	65.1	69.5
Modern History	65.4	74.2	69.5	72.5
Society and Culture	69.1	78.2	76.1	76.6
Visual Arts	83.3	81.5	78.0	83.2

In 2018, 85 students at the school achieved the Higher School Certificate in 59 subjects. This included the Vocational Courses of Hospitality, Retail Services, and Entertainment. 96% of the students who applied were successful in gaining a university placement. The school's 2018 HSC results were most pleasing with significant results being achieved in bands 5 & 6 for the following courses: Ancient History, Biology, Design & Technology, Geography, Industrial Tech Timber, Legal Studies, Mathematics, Ext 1 Mathematics, Modern History, Music, Society and Culture, Japanese and Visual Arts. Students in these courses performed well above the state average.

These HSC results reflect noteworthy achievement, demonstrating constituent successful student performance over the past few years; the school will continue its commitment to further academic improvement as reflected in the new Strategic Management Plan 2018 – 2020.

*We congratulate our teachers, students, and families for these positive achievements, a reflection of student and staff commitment, quality pedagogy and community support in encouraging academic excellence.*

## Parent/caregiver, student, teacher satisfaction

The school receives objective feedback which is sought annually from students, parents and teachers within the

school community using the Tell Them From Me survey. Information from the survey and other data sources indicates the following:

- Students have positive relationships at school with friends who they can trust and who encourage them to make positive choices.
- Students understand there are clear rules and expectations for classroom behaviour and behave in a positive manner at school that promotes the learning environment for themselves and others.
- Students achieved higher grades in their most recent school report in comparison to the state average.
- Students across the school feel they have someone at school who provide encouragement and can be turned to for advice, are responsive to their needs and encourage independence.
- Aboriginal students who attend the school feel good about their culture and are proud of their school.
- Teachers value the learning culture at the school and use data to inform teaching practice
- Teachers use evidence based teaching strategies that reinforce learning outcomes for students
- Teachers provide more opportunities for students to interact with technology in a relevant and meaningful way during lessons
- Teachers recognise the importance of quality feedback and seek to provide written feedback that improves student performance and assists them in achieving their goals.
- 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 23 Aboriginal students enrolled in 2018, comprising approximately 2.5% of the school's enrolment. Aboriginal and Torres Strait Islander students at this school continue to make sound progress in academic and vocational achievement and continue to engage with learning and achieve at rates comparable with non-indigenous students. Students were supported at the school through the development of Personalised Learning Plans, individual mentoring and academic assistance. The school is an annual participant in the DoE Sydney Region Deadly Kids Awards which are a celebration of the achievements of Aboriginal students throughout the Sydney Region, in 2018 this school's nomination was for Year 11 student Sahara Cochrane.

Collaboration with community organisations is an important component of providing support for Aboriginal and Torres Strait Islander students and the school's partnership with AIME (Australian Indigenous Mentoring Experience) continued to be an important element of that support. Students in all years are provided with a program of mentoring held on a number of occasions throughout the year. In addition students are invited to receive individual academic tutoring by AIME mentors at this school's homework centre. The Gulawa design workshop program, held annually by the University of Technology for Aboriginal and Torres Strait students, continues to provide further opportunities for students to explore and develop their art and design skills.

### **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 and Live It Create It celebrations, 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 supports 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.