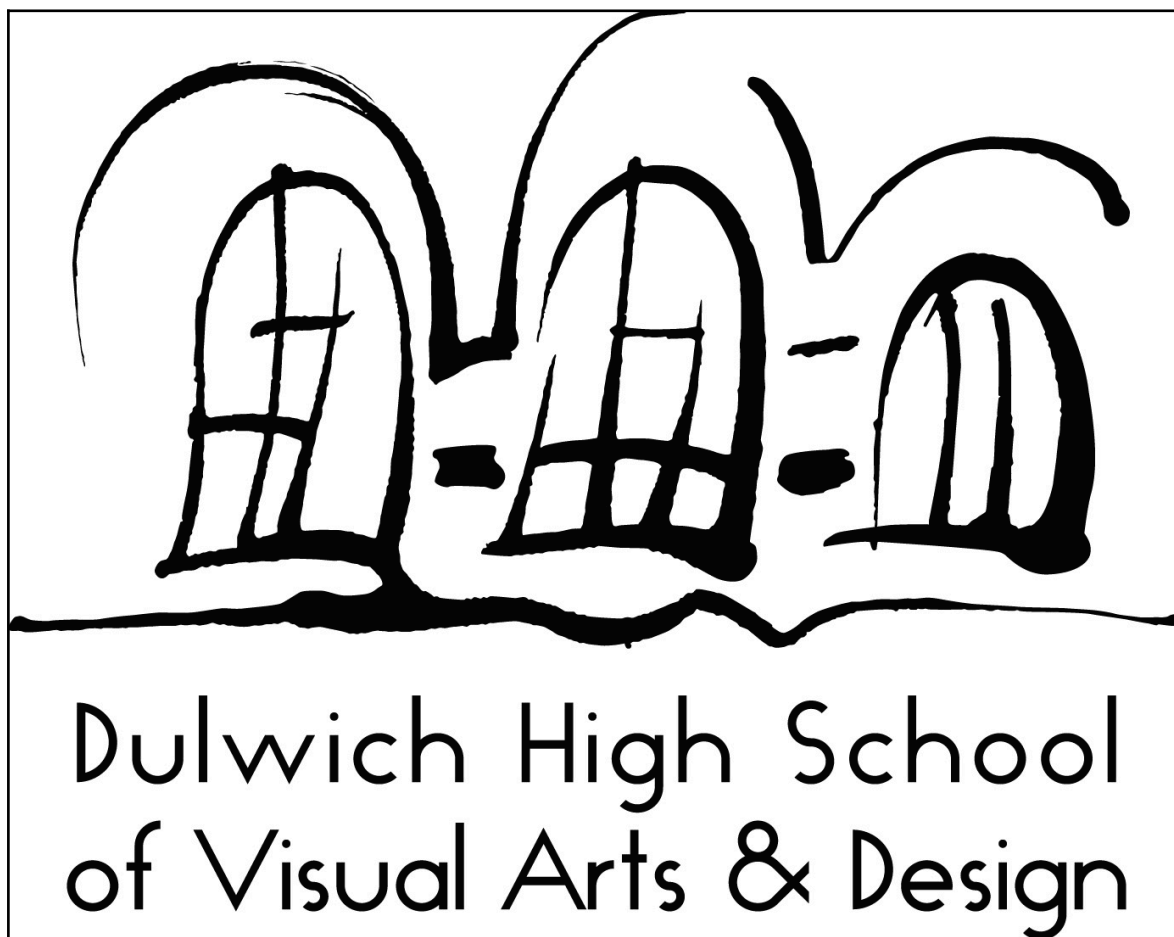# Dulwich High School of Visual Arts and Design

2019 Annual Report

8833

Introduction

The Annual Report for 2019 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.

School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increased proportion of students achieving expected growth in literacy.
Increased proportion of students achieving expected growth in numeracy.
Increased proportion of students achieving band 6 in the HSC.

Progress towards achieving improvement measures

Process 1: Progressive Pedagogy strategy: Ongoing improvement of teacher practice through adopting and adapting the following frameworks:
• Visible Learning
• Reflective Practice supported with coaching and mentoring.

Evaluation	Funds Expended (Resources)
Data and evidence gathered continues to demonstrate the increase in engagement with Learning Intentions and Success Criteria across KLAs. Learning Intentions and Success Criteria are being used in <95% of classrooms, predominately using Google Classroom and learning materials. Professional Learning plan has been developed for 2020 with Corwin (SOLO Taxonomy and Feedback) for all staff and Evidence into Action with Visible Learning Leadership Team The development of whole–school shared language of learning: Learning Intentions and Success Criteria continues with resources produced and ready to roll out for the first day of the academic year 2020.	$46 500

Process 2: Literacy Strategy: Literacy team supports whole school teaching of literacy.

Evaluation	Funds Expended (Resources)
The Literacy Strategic team continued to implement the literacy strategy to improve the writing skills of students in Stage 4 and 5. The team focused on improving writing skills through the completion of specific writing tasks and the provision of detailed feedback regarding individual student achievement. Data was collated using the writing feedback to inform teaching. Resources were developed containing teaching and learning strategies for teachers to use with their classes across the school. External data sources (NAPLAN) indicates that the literacy strategy implemented in 2019 continues to improve literacy with an average scaled growth of 38.0 for Year 9 in NAPLAN.	$4 700

Process 3: Numeracy Strategy: Numeracy team supports whole school teaching of numeracy.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
The Numeracy strategy continued to develop teaching and learning resources and activities for targeted classes. The evaluation indicated a positive impact on students' numeracy understanding with an average growth of 5% across Years 7 to 10 in the targeted numeracy skills. The data also reflected an average value–added growth of 13% across these year groups. Two focus year groups where most resources were expended achieved the highest results: Year 8 (22% growth) and Year 9 (16% growth).	$6 000

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.

Improvement Measures

Increased number of teachers using school wide platforms to foster creative dispositions in their teaching

Student growth in the acquisition and application of creative dispositions

Increase in extra curriculum Visual Arts and Design enrichment programs

Progress towards achieving improvement measures

Process 1:   Creative Dispositions project:
   • Creativity Wheel to be used to guide teacher practice, teaching programs, and student assessment.
   • Develop resources to raise the profile of the Creativity Wheel across the school.

Evaluation	Funds Expended (Resources)
The Creativity Team developed resources to cultivate a common language building on the creative dispositions. To support Project Based Learning a student information pamphlet was produced introducing Creativity in Education in Year 7.	$6 000

Process 2:   Innovative Curriculum Delivery Models:
   • Embed IBL/POL into NEO/NE8.
   • Further embed STEM and PBL across targeted KLAs and School Enrichment Class (SEC).
   • Develop entrepreneurial skills across the school by supporting students' creative dispositions, global competencies and generating a culture of creative and critical thinking.
   • Provide co–curricular opportunities for students through the WOO/C7 project.

Evaluation	Funds Expended (Resources)
The entrepreneurial workshops were successfully delivered resulting in Year 9 and 10 student selling and exhibiting their work in the Dulwich Hill Village Fair. These activities strengthened the specialisation of the school and enhanced entrepreneurial intent of the NEO elective program providing students with a theoretical foundation and real–world experiences. Strengthening the affiliation with UTS Entrepreneurial and Innovation faculty will enhance student opportunities to embed Entrepreneurial real–world opportunities into the Curriculum for 2020.	$5 000

Process 3:   Strengthening of the VAD Specialisation:
   • The school extends extra–curricular programs to enhance creativity opportunities for high potential students.
   • Affiliates: community links

Evaluation	Funds Expended (Resources)
The Visual Arts and Design Enrichment Team continued to implement whole–school programs to enhance creativity opportunities for students and build community links as a school at the center of a wider creative community.	$16 000

Progress towards achieving improvement measures	
Six after school extra–curricular courses were offered with all courses filled within a week. These courses provided tuition in disciplines such as jewelry making, carpentry, photography, oil painting, and wearable art and the work produced was showcased to the community in the Seaview gallery. Engaging with the community was strengthened with the Art Talks program organised with the P&C. This initiative provided access to contemporary, practising Australian artists and designers such as Abdul Abdullah and Matt Estela. The success of the Art Talks is seen in the attendance figures with over 120 members of the community and more than 80 students attending these events adding to their learning with a visual arts and design curriculum.	

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.

Improvement Measures

Student feedback reflects positive impact of KEYS program on student wellbeing and engagement.

Growth in student participation in leadership and extra–curricular opportunities.

Post school student destinations indicate the successful delivery of the school's academic care and transition programs.

Progress towards achieving improvement measures

Process 1: Community of engaged citizens are empowered through:
  • Transition programs
  • Academic Care
  • Leadership and extra–curricular opportunities.

Evaluation	Funds Expended (Resources)
The Homeroom–wellbeing structure was developed and implemented. The team developed learning resources to accompany the new structure building the school's current wellbeing curriculum (KEYS) to enhance pastoral care in response to NSW Department of Education goal: Every Child is known, valued, and cared for. In 2020 the evaluation of wellbeing programs will include how well the wellbeing strategy strengthens the NSW Department of Education goal: Every Child is known, valued, and cared for.	$5 000

Process 2: Wellbeing team leads whole school platforms incorporating the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
Student voice and inclusivity are strengths as indicated by the data. Student focus groups provided insights into engagement with their learning, the value of student voice and the importance of restorative conversations. Refinement of the Student Management Behaviour Policy to embed restorative practices and enhance explicit restorative language is a 2020 priority.	$10 000

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	$243 525	The EaLD Evaluation Framework supports the School Excellence Framework. English language proficiency support is implemented at DHSVAD through: • Employment of EaLD teachers to support learning across KLAs • Ongoing professional teacher training which assists in the identification, delivery and monitoring of student learning needs. • Assesses students upon arrival at the school and throughout, using the EaLD learning progressions, to best target their support needs. • Mainstream in class support with trained EaLD teachers across all KLAs. • Language proficiency and development continues across all phases on the learning continuum based on the EaLD progression tool which identifies the four phases of language development from beginning to emerging, development and consolidation. • Effective reporting of outcomes to parents. • Data is used to inform planning, programming, differentiation and incorporated into EaLD pedagogy and strategies in classroom practice. • Engagement with the school community to assist in meeting outcomes in KLAs. The EaLD program: • Supports refugees, international and Aboriginal student programs. • 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. • Classes have been structured to maximise EaLD resources in English.
Low level adjustment for disability	$169 761	Funds supplement Learning Support with 1.0. This provides ongoing support to assist identified students requiring low level adjustment for disability through the Learning and Support Team. This support assisted in: • implementation of Personalised Learning and Support Plans to support student engagement with the curriculum. • increased capacity of staff to make ta range of differentiated adjustments to support students' engagement with their learning. • improved learning outcomes and access to the curriculum for students • employment of Teaching and Non–Teaching staff and higher duties.
Socio–economic background	$58 410	Targeted learning and mentoring programs were implemented that enabled identified students to work with Student Learning and Support Officers (SLSO) and the Wellbeing Support. These programs resulted in: • sustained development of an inclusive school culture where students feel valued and connected within the school community • student Leadership opportunities implemented across the school community increasing the level of student participation

Socio–economic background	$58 410	and engagement across the school • 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 • provision of specific technology (BYOD devices) to support engagement in class for all students * improved support to extra–curricular opportunities
Support for beginning teachers	$97 000	Targeted program and professional learning opportunities were implemented to induct, support and build the capacity of beginning teachers into the profession at Dulwich High School of Visual Arts and Design. This support included: • access to a mentor Head Teacher and Beginning Teacher Leaders • reduction of face–to–face teaching • an induction program that introduced new staff to school processes and establishes a peer observation support to help facilitate reflective practices and ongoing improvement • access to a critical friend and Professional Learning coach to help identify and address areas for improvement.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	398	431	453	472
Girls	300	351	354	378

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	94.9	94.3	93.8	93.5
8	93.2	92.3	91.3	90.5
9	90.4	91.4	90.9	90
10	91	90.2	89.8	89.2
11	93.8	90.7	90.1	90.1
12	92.5	93.4	89.9	91.9
All Years	92.7	92.1	91.3	90.9
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	23	11	6
Employment	15	34	14
TAFE entry	8	4	21
University Entry	0	0	48
Other	3	2	4
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

36.54% of Year 12 students at Dulwich High School of Visual Arts and Design undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.8% of all Year 12 students at Dulwich High School of Visual Arts and Design expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.3
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1
School Counsellor	2
School Administration and Support Staff	13.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	1,585,880
Revenue	11,091,660
Appropriation	9,941,413
Sale of Goods and Services	49,722
Grants and contributions	1,063,293
Investment income	19,608
Other revenue	17,625
Expenses	-10,318,630
Employee related	-8,894,708
Operating expenses	-1,423,922
Surplus / deficit for the year	773,030

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	836,028
Equity Total	391,296
Equity - Aboriginal	16,381
Equity - Socio-economic	58,410
Equity - Language	136,809
Equity - Disability	179,696
Base Total	7,865,807
Base - Per Capita	193,839
Base - Location	0
Base - Other	7,671,967
Other Total	560,280
Grand Total	9,653,411

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
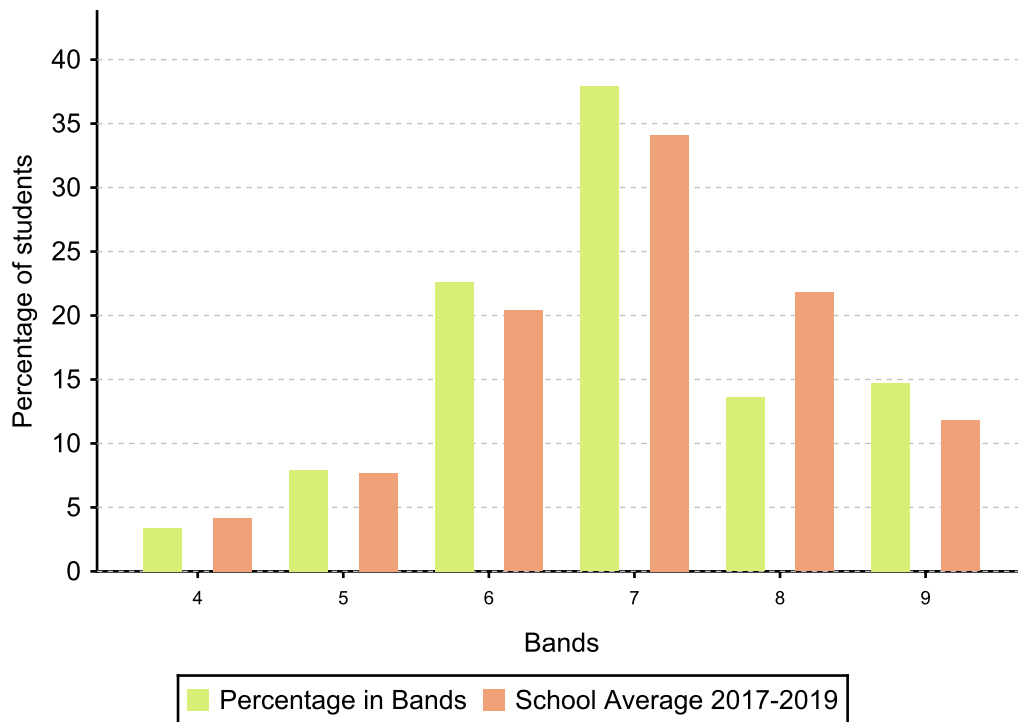
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
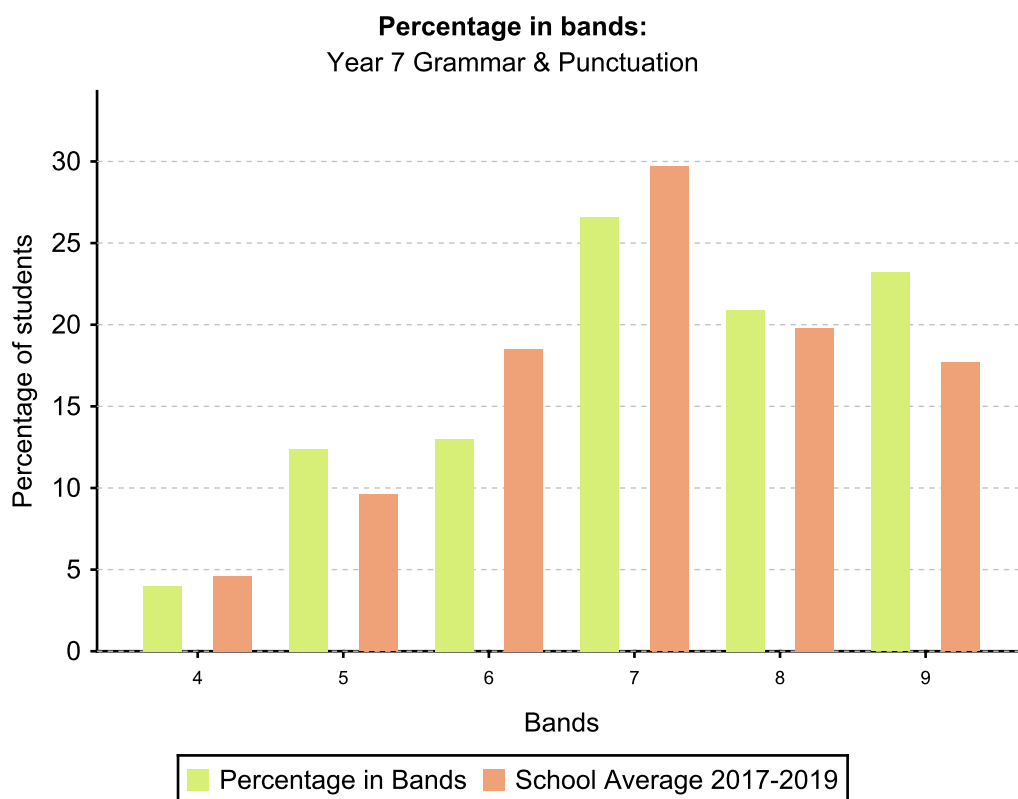
Band	4	5	6	7	8	9
Percentage of students	4.0	12.4	13.0	26.6	20.9	23.2
School avg 2017-2019	4.6	9.6	18.5	29.7	19.8	17.7

Percentage in bands:
Year 7 Reading
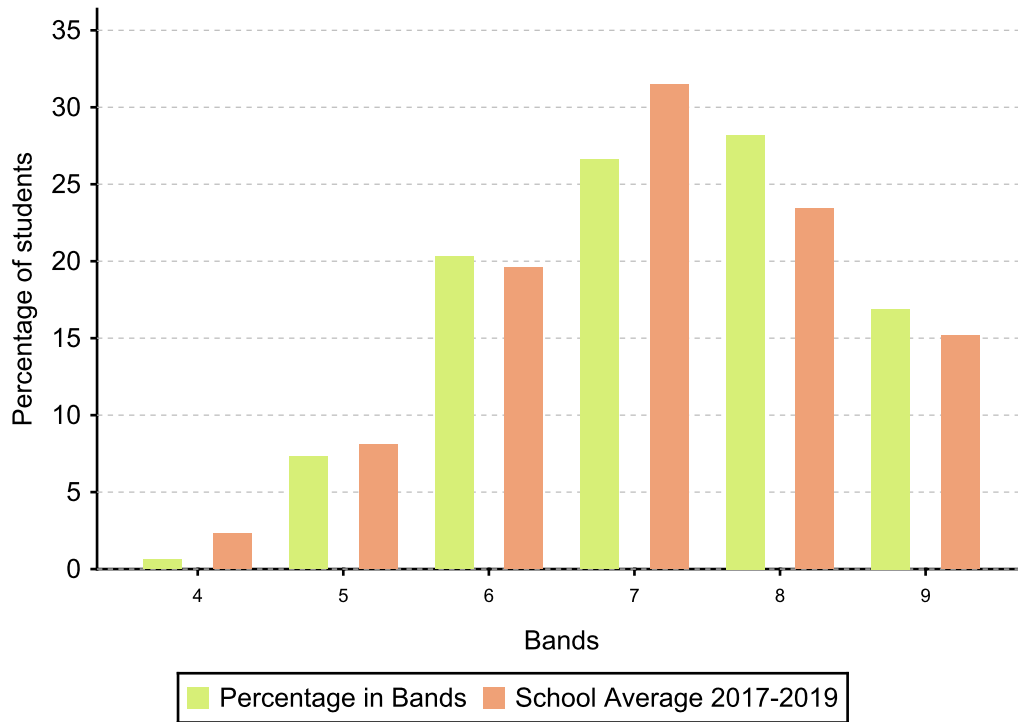
Band	4	5	6	7	8	9
Percentage of students	0.6	7.3	20.3	26.6	28.2	16.9
School avg 2017-2019	2.3	8.1	19.6	31.5	23.4	15.2

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	3.4	7.9	22.6	37.9	13.6	14.7
School avg 2017-2019	4.2	7.7	20.4	34.1	21.8	11.8

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Percentage in bands:
Year 7 Writing
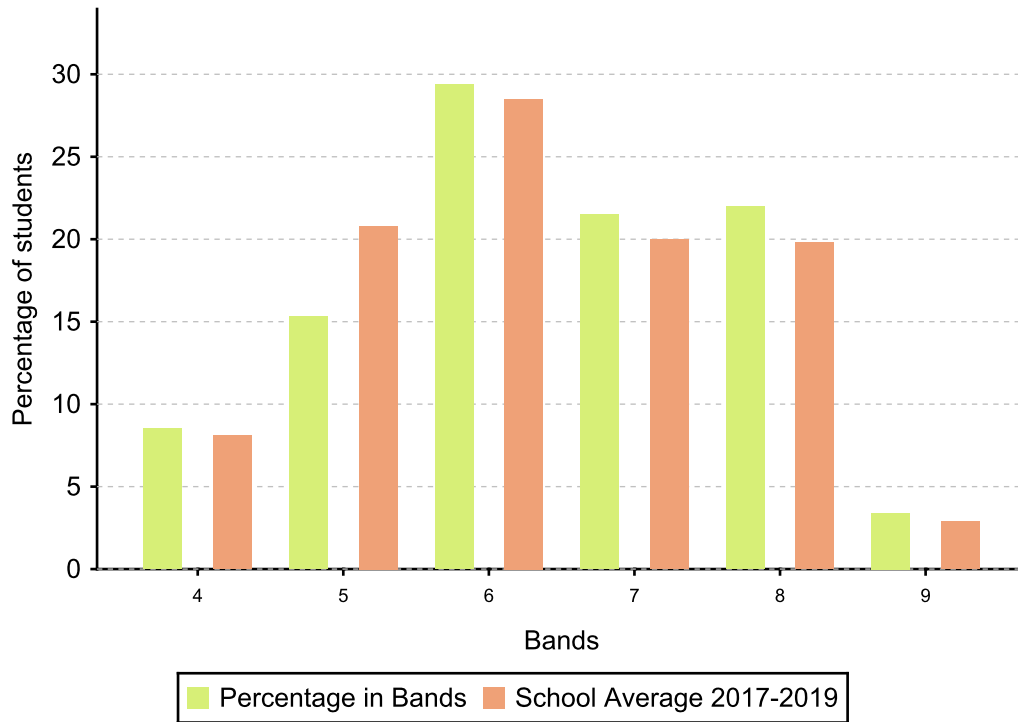
Band	4	5	6	7	8	9
Percentage of students	8.5	15.3	29.4	21.5	22.0	3.4
School avg 2017-2019	8.1	20.8	28.5	20	19.8	2.9

Percentage in bands:
Year 9 Grammar & Punctuation
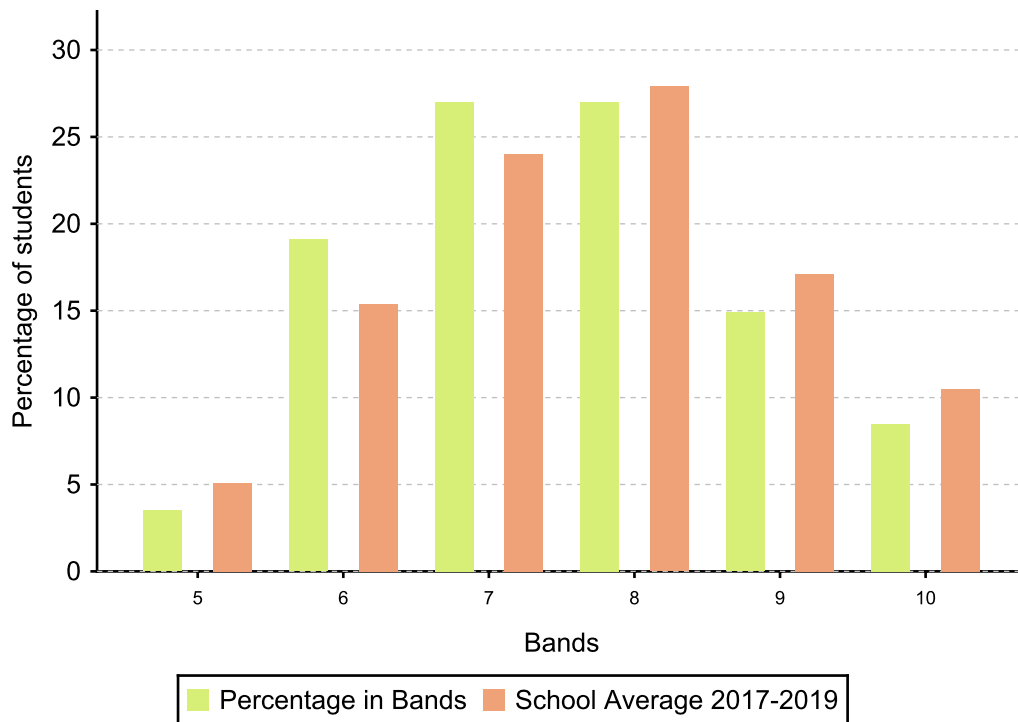
Band	5	6	7	8	9	10
Percentage of students	3.5	19.1	27.0	27.0	14.9	8.5
School avg 2017-2019	5.1	15.4	24	27.9	17.1	10.5

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Percentage in bands:
Year 9 Reading
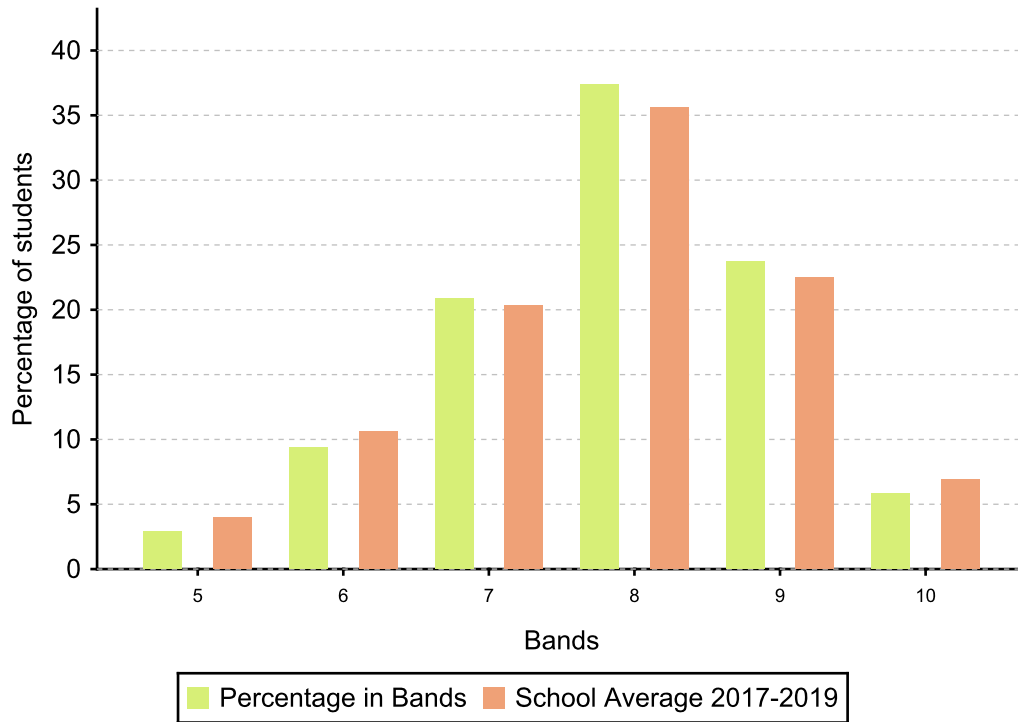
Band	5	6	7	8	9	10
Percentage of students	2.9	9.4	20.9	37.4	23.7	5.8
School avg 2017-2019	4	10.6	20.3	35.6	22.5	6.9

Percentage in bands:
Year 9 Spelling
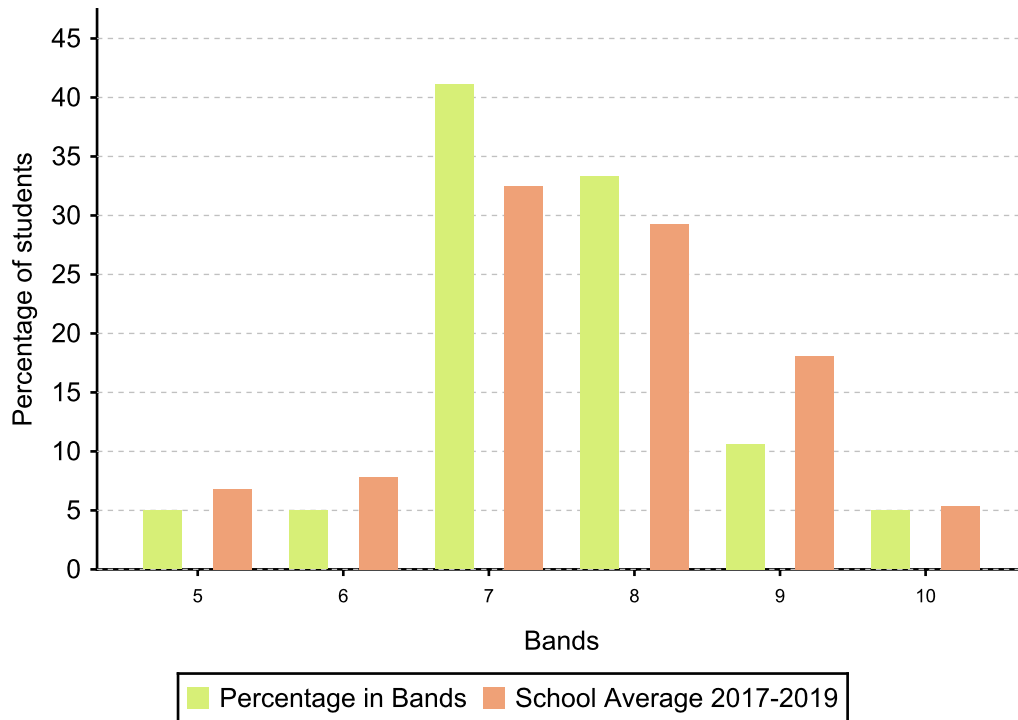
Band	5	6	7	8	9	10
Percentage of students	5.0	5.0	41.1	33.3	10.6	5.0
School avg 2017-2019	6.8	7.8	32.5	29.3	18.1	5.4

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Percentage in bands:
Year 9 Writing
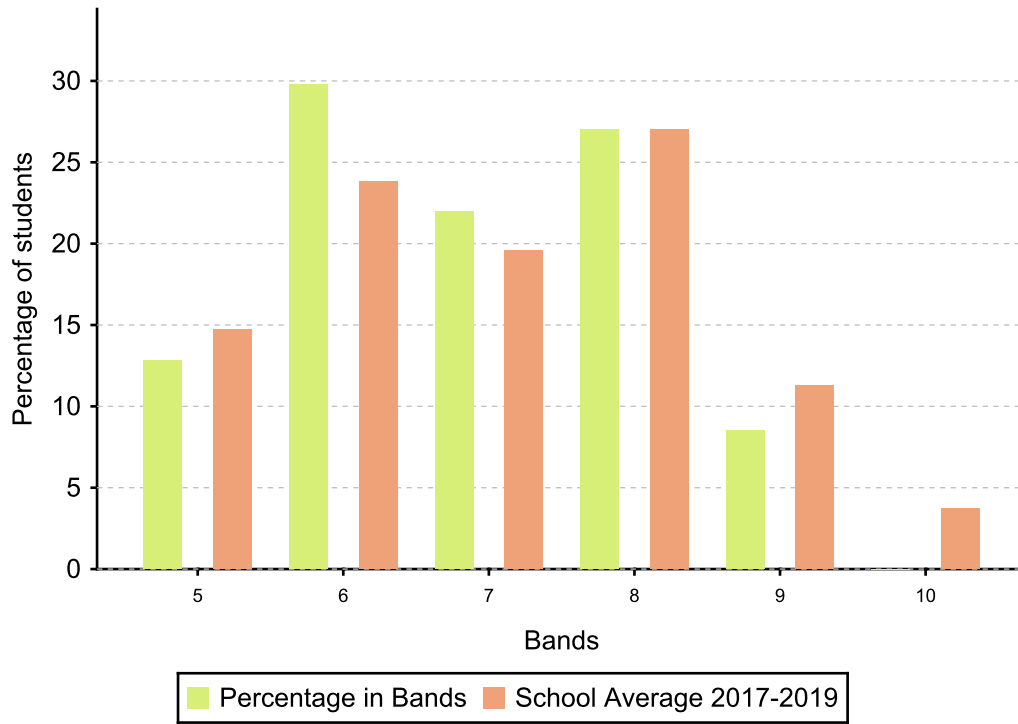
Band	5	6	7	8	9	10
Percentage of students	12.8	29.8	22.0	27.0	8.5	0.0
School avg 2017-2019	14.7	23.8	19.6	27	11.3	3.7

Percentage in bands:
Year 7 Numeracy
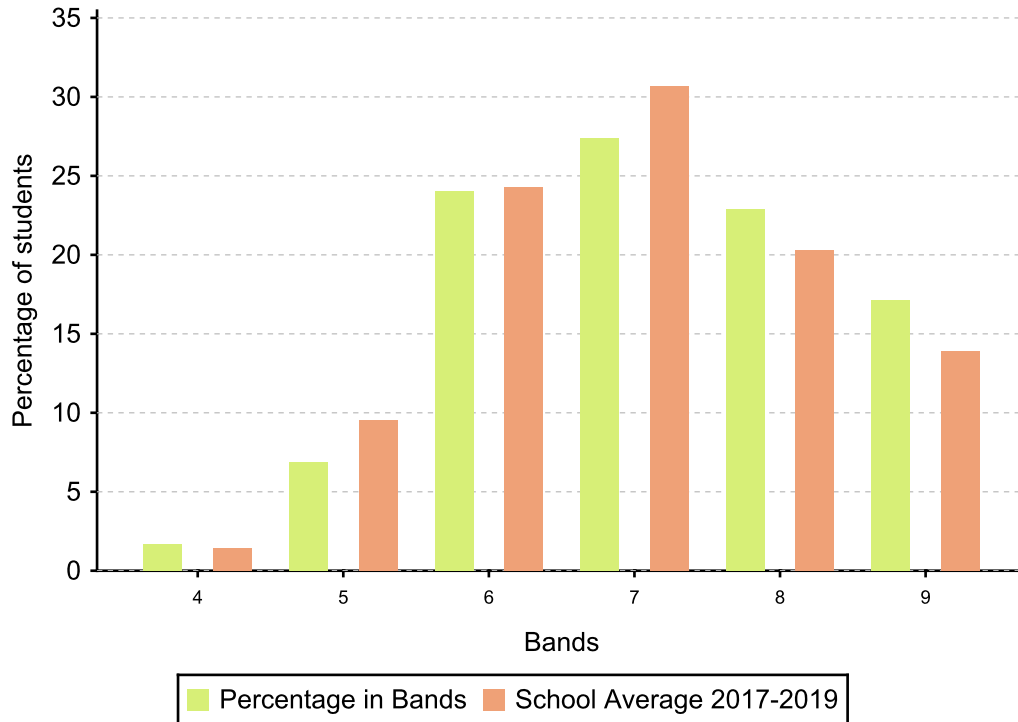
Band	4	5	6	7	8	9
Percentage of students	1.7	6.9	24.0	27.4	22.9	17.1
School avg 2017-2019	1.4	9.5	24.3	30.7	20.3	13.9

Percentage in bands:

Year 9 Numeracy
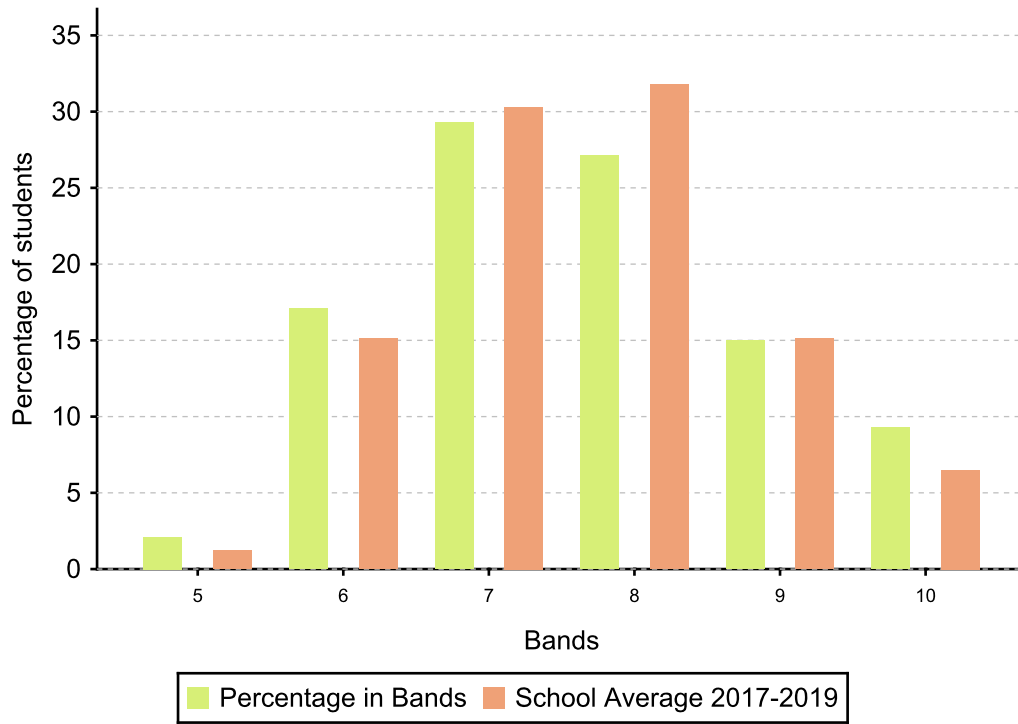
Band	5	6	7	8	9	10
Percentage of students	2.1	17.1	29.3	27.1	15.0	9.3
School avg 2017-2019	1.2	15.1	30.3	31.8	15.1	6.5

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School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
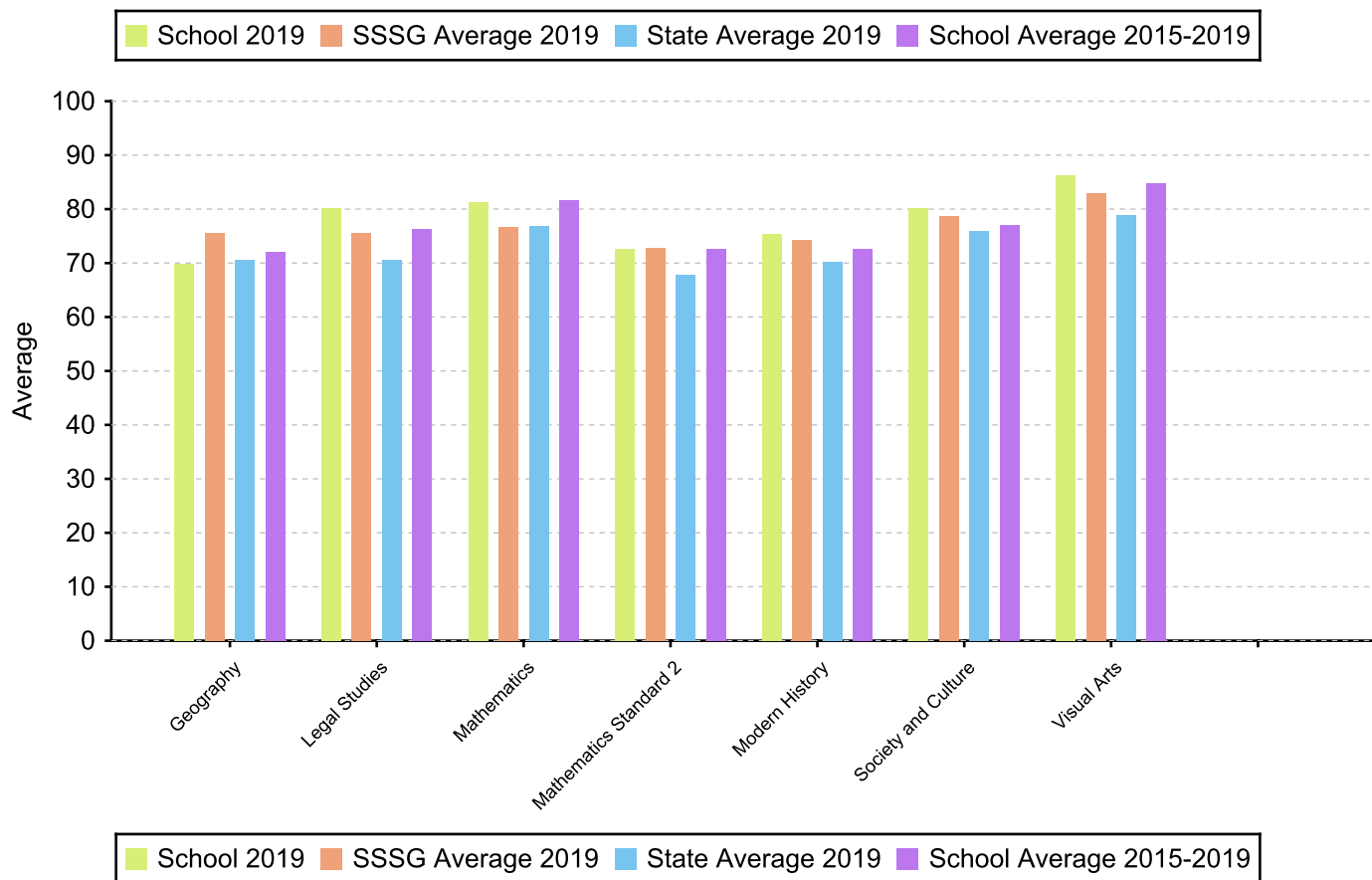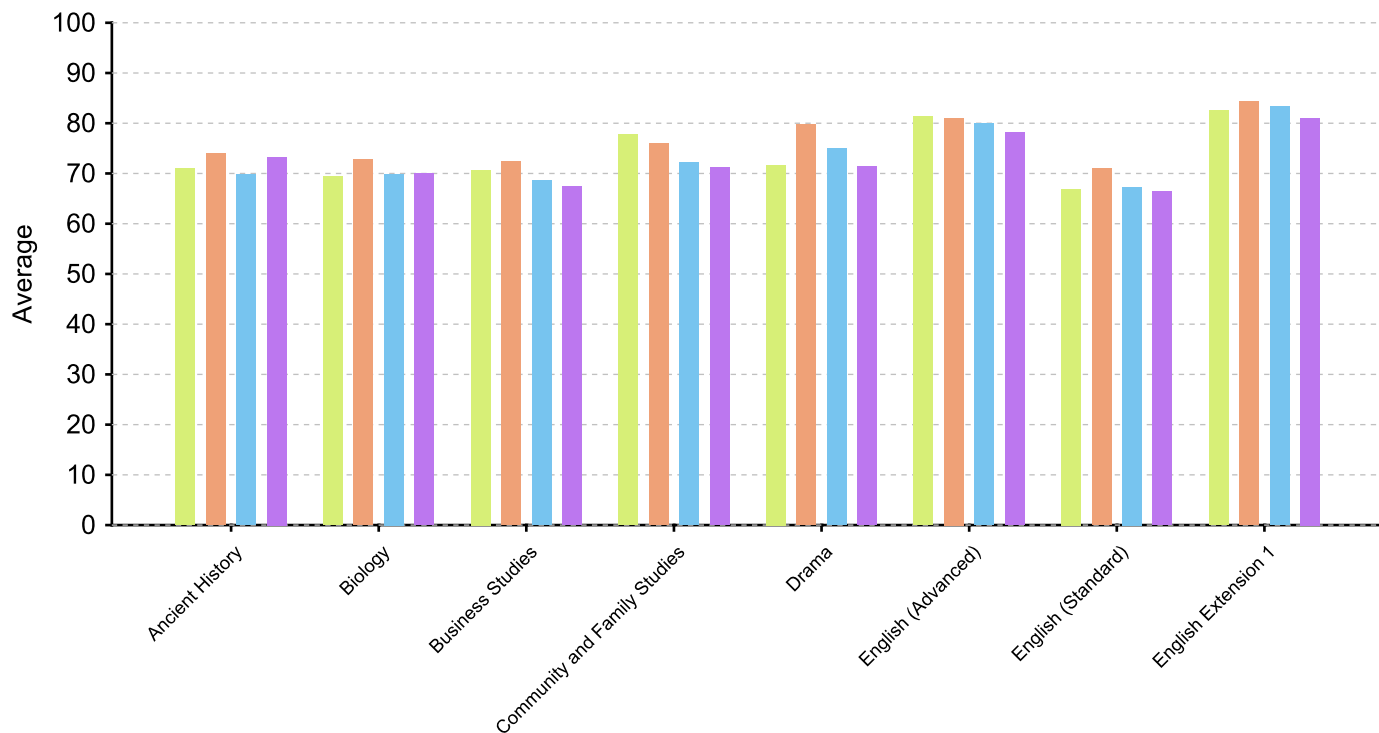
Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	71.0	73.9	69.9	73.3
Biology	69.4	72.9	69.9	69.9
Business Studies	70.7	72.4	68.6	67.4
Community and Family Studies	77.8	76.0	72.2	71.3
Drama	71.7	79.7	75.0	71.4
English (Advanced)	81.3	81.0	80.0	78.1
English (Standard)	66.9	71.0	67.3	66.4
English Extension 1	82.6	84.4	83.4	81.1
Geography	69.8	75.6	70.6	72.0
Legal Studies	80.1	75.6	70.6	76.2
Mathematics	81.3	76.7	76.9	81.7
Mathematics Standard 2	72.6	72.9	67.7	72.6
Modern History	75.4	74.2	70.2	72.6
Society and Culture	80.1	78.7	75.9	77.0
Visual Arts	86.2	83.0	78.8	84.9

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Parent/caregiver, student, teacher satisfaction

Annually feedback from students, parents and teachers is sought using the Tell Them From Me survey (TTFM). Information from the survey and other data sources indicates the following:

An increase in parental feedback in completed in the TTFM survey reported that they feel welcome when they visit the school and that the school's administrative staff are helpful when answering questions or finding a solution to a problem. They indicate that teachers listen to concerns of parents/carers and they are better informed about their child's behaviour at school, whether positive or negative. Similarly, more parents/carers report that they are well informed about their child's progress in school subjects and are aware of opportunities concerning their child's future. Parent/carer responses also indicated that teachers have high expectations for my child to succeed and show an interest in my child's learning. Considerably more parents reported in 2019 than previous years that teachers help students who need extra support and that their child is encouraged to do his or her best work. Furthermore, school staff take an active role in making sure all students are included in school activities.

Other key points from the 2019 Parent Tell Them From Me Survey include:

- 72% of parents reported that they talked with a teacher about their child's learning or behaviour at least two times throughout the year compared to 48% the previous year.
- 75% of parents reported that the high school has a good reputation in the local community, compared with 70% the previous year.
- 74% I am satisfied with the general communication from the high school compared with 69% the previous year
- 73% My child believes the school is a safe learning environment where they feel comfortable, supported and valued within the school community compared with 67% the previous year.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.