2020 Annual Report

Dapto High School

8204

Introduction

The Annual Report for 2020 is provided to the community of Dapto High School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

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

Self-assessment and school achievement

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

Learn

Purpose

To provide opportunities for students and staff to be inspired, engaged and connected in learning.

To facilitate an environment where teachers use and share information and expertise to create meaningful learning experiences in partnership with students.

Improvement Measures

Updated school policies which reflect the NESA and DoE requirements for programming and assessment
An annual audit of teaching and learning programs reveals an ongoing improvement in quality and consistency of programming across the school that meets NESA and DoE requirements
TTFM data shows increased engagement in the elements of 'intellectual engagement'. 'student interest' and 'engagement and expectations for success'.

Progress towards achieving improvement measures

Process 1: Building capacity of all members of all staff to produce quality teaching and learning programs through systematic professional learning.

Evaluation	Funds Expended (Resources)
Some progress has been made towards the reading targets as outlined at the end of 2019. We have been successful in fostering good collaborative relationships with Dapto Public School This has involved staff engaging in Stage 3 observations of 'SuperSix' strategies in action. Those staff have presented within the English faculty and shared within the English/HSIE collaboration. The staff survey completed at the end of 2020 elicited honest and reflective responses from all faculties demonstrating a lack of confidence to be able to adequately support reading specific learning within their KLA. This is setting a profile for the delivery of 2021 professional development opportunities and further partnerships. The student focus groups have successfully assisted with identifying areas for further development. Establishing a baseline of student understanding is critical in implementing next steps into 2021 and beyond.	**Funding Sources:** • Literacy and numeracy ($4000.00)

Process 2: Building capacity of all members of the community to understand and implement learning progressions to track individual student literacy and numeracy outcomes.

Evaluation	Funds Expended (Resources)
Training and use of NAPLAN and Best Start data was was redeveloped to encompass and survive te challenges of meeting through technological means. The pivoting of teaching at lockdown time meant that a greater focus was given to understanding student needs. This lead to the development of staff knowing their students and how they learn.. The data source then became the internal data that school produces everyday. It also became apparent that greater use of Formative assessment is required.	

Process 3: Foster a positive environment where all staff and students take ownership of their own learning and have an understanding of their next steps and improvement measures.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
A comprehensive plan was created at the end of 2019 to deliver quality TPL throughout 2020. The areas of Formative Assessment, Gifted Education, School-wide Wellbeing initiatives and Problem-Based Learning was set up to deliver opportunities for cross KLA collaboration as well meeting requirements for PDPs. Staff were able to nominate and tailor meet their faculty and personal PDP goals. Delivery of only two sessions of eight in the year meant that plans have been put on hold as we replanned for the creation of the new SIP. The Situational Analysis assisted us in identifying that providing more time within school for staff to collaborate beyond their faculty's is imperative. This is will be a feature of the new 2021-24 SIP	

Strategic Direction 2

Teach

Purpose

To create a safe and respectful learning environment where student learning is at the centre of quality teaching.

To facilitate an environment where staff are encouraged to individually and collaboratively plan for the ongoing learning of students.

Improvement Measures

Increase in the opportunities of staff to reflect and share impact within the classroom

Using 2017 baseline data, increased analysis of data by all staff to drive teaching and learning

Progress towards achieving improvement measures

Process 1: Build the capacity of staff to use a wide range of data to inform their understanding of student needs and the implementation of relevant teaching and learning opportunities.

Evaluation	Funds Expended (Resources)
Use of the CESE 'What works best' tools have been integral in the development of the new SIP. It was hoped that staff will have greater understanding of internal and external data and this is evident through the staff survey data where 85% agree/strongly agree. It has raised an interesting observation that whilst data is now being identified, evidencing impact remains to be an area of development. This will now need to be a significant area of development	Time during staff and TPL meeting times.

Process 2: Support teachers in gathering and analysing achievement and assessment data and then reflecting on teaching effectiveness to inform further learning (A4L, AasL, AofL)

Evaluation	Funds Expended (Resources)
The focus on Assessment as Learning/ of Learning / for Learning had a an initial start in 2020. There was some ad-hoc development of staff learning as the challenges of Lockdown commenced. The Lockdown identified that reviewing student work only through submission of activities (eg. essay, presentation) was limiting. Staff acknowledged that "reading the room" for awareness of learning was a tool that they relied upon and were unable to take advantage of. The return to school and the creation of time for student to be creating units of work for the 'new normal' meant that scheduled opportunity for Professional Development in AasL, AofL, A4L were put aside in the meantime.	

Process 3: Enhance and refine explicit systems to report on and share progress towards goals through collection of quality valid and reliable data

Evaluation	Funds Expended (Resources)
Use of the CESE 'What works best' in the second half of 2020 assisted staff in realising the vast amount of data that exists. The guidelines for using technological means to meet and share information has led to the increased demand and use of ways to explicitly share information about student learning. It has also strengthened the work of the Learning Support Team in supporting staff with assisting students with specific learning needs.	

Progress towards achieving improvement measures	
2020 highlighted the need to better centralise the information we have about students learning. It has also emphasised the need to increase the support for staff in catering for diverse student needs. An outcome from this is the separation of Learning Support and Wellbeing into two seperate supervision areas/faculties.	

Strategic Direction 3

Lead

Purpose

To strive for a school that can sustain a culture of high expectations and a shared responsibility for student learning.

To develop well-rounded students and staff who actively lead and manage their learning.

Improvement Measures

All staff members PDPs show authentic evidence that they have engaged in and led their own professional learning.

The Feedback 'toolkit' shows a steady improvement in student engagement and leadership in learning across the school.

Consistent application of updated school policies and procedures that support quality teaching and learning.

Progress towards achieving improvement measures

Process 1: Creating sustainable systems and processes that support staff in meeting NESA and DoE compliance requirements.

Evaluation	Funds Expended (Resources)
Conclusions at the end of 2019 showed that staff knew that the School Plan existed but do not necessarily see it's connection to what the school does day to day. The executive team evaluation also highlighted this disconnect. COVID-19 measures including less face-to-face opportunities has highlighted that many of the processes, especially around meeting relies on verbal communication. A Strategic Direction for the SIP 2021-24 is now 'Systems and Processes' as a direct result of these observations.	

Process 2: To use staff PL to ensure effective, distributed instructional leadership across all faculties.

Evaluation	Funds Expended (Resources)
The creation of the 2020 Teacher Professional Learning schedule was designed to provide opportunities for staff to engage in a range of opportunities. Importantly, it was an opportunity to celebrate the expertise that existed across the school. All faculties were represented in all teams and and all faculties were responsible for the delivery of professional development. Despite limitations in some of the opportunities due to restrictions, collaboration and instructional leadership was able to be maintained. Significantly, the wealth of staff that were available for instructional leadership has led to the development of a team to investigate and engage in working towards higher accreditation, as well as the formation and use of a second in charge program that supports professional learning and faculty leadership.	

Process 3: To embed a culture where everyone leads their own learning, through using PDPs, accreditation compliance, as well as quality feedback and reporting for students. This will culminate in the development of a Feedback 'toolkit' readily used by teachers, students and the community.

Evaluation	Funds Expended (Resources)
Disappointingly, the Feedback 'Toolkit' has not been achieved for the end of the 2018-20 school plan. Despite the ongoing professional learning in	

Progress towards achieving improvement measures	
feedback and assessment a recognised school 'kit' did not eventuate. Staff survey details demonstrate that there is significant increase in confidence at using feedback, most the of assessment being utilised is still formal and summative in nature. Continued targeted professional development will be included in the new 2021-24 SIP	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Research and analysis of the GoalHUB has led to DHS moving back to using the SENTRAL platform for the collection and storage of PLPs. The majority of student have up to date PLPs that are monitored and supported by mentors. The new Karrara Hub has been a tremendous investment that allows for students to have a positive and comfortable space to work with their mentors and each other.
English language proficiency		Since 2019 Dapto High School has welcomed an increasing number of newly arrived EAL/D students. These students have been supported through the appointment of an EAL/D teacher with a .1 load. As a result of the support provided our EAL/D students with the highest language needs have not only completed the HSC, but gained entrance into the STEP program at the University of Wollongong. In addition to this success, students in junior school have made a successful transition into Dapto High School and are thriving in all of their academic subjects and extracurricular interests. The EAL/D teacher provides support for all EAL/D students with identified learning and language needs and collects data used to inform the EAL/D annual survey.
Socio-economic background		The school funded Deputy Principal and HT Teaching & Learning roles continue to be a focus for supporting quality learning at Dapto HS. This is supported by the continued role of the Senior Student Mentor. These roles allow the executive team to dedicate more time to targeted Professional Learning and staff/student development instead being so heavily focused on the administration and management of students and behaviour. This supporting the drive to have quality programming and assessment at Dapto HS. A significant investment in the learning environment for 2020 was undertaken. This was primarily around taking Years 8 and 9 from six very full classes to seven comprehensive classes. The outcome has been that we have seen a decline in the amount of 'low level' behavioural concerns in classes and therefore greater space is created for quality learning to occur.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	471	475	460	489
Girls	433	440	451	472

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.2	93.5	91.1	93.9
8	90	91.1	88.3	91.4
9	90.6	89.6	88.3	88.8
10	90.1	89.4	87.4	92.5
11	89.5	85.9	87.1	92
12	87	88.6	83	90.3
All Years	90.5	89.8	87.8	91.5
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	0	10
Employment	90	85	20
TAFE entry	10	10	15
University Entry	0	0	45
Other	0	0	5
Unknown	0	5	5

Year 12 students undertaking vocational or trade training

44.68% of Year 12 students at Dapto High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

84.9% of all Year 12 students at Dapto High School expected to complete Year 12 in 2020 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)	11
Classroom Teacher(s)	51.8
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	17.37
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	656,662
Revenue	12,636,799
Appropriation	12,130,288
Sale of Goods and Services	205,912
Grants and contributions	277,721
Investment income	1,494
Other revenue	21,383
Expenses	-13,214,820
Employee related	-11,702,209
Operating expenses	-1,512,611
Surplus / deficit for the year	-578,022
Closing Balance	78,641

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.

	2020 **Approved SBA** ($)
Targeted Total	98,776
Equity Total	837,756
Equity - Aboriginal	60,309
Equity - Socio-economic	445,735
Equity - Language	13,836
Equity - Disability	317,876
Base Total	9,924,861
Base - Per Capita	226,156
Base - Location	0
Base - Other	9,698,705
Other Total	711,208
Grand Total	11,572,601

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.
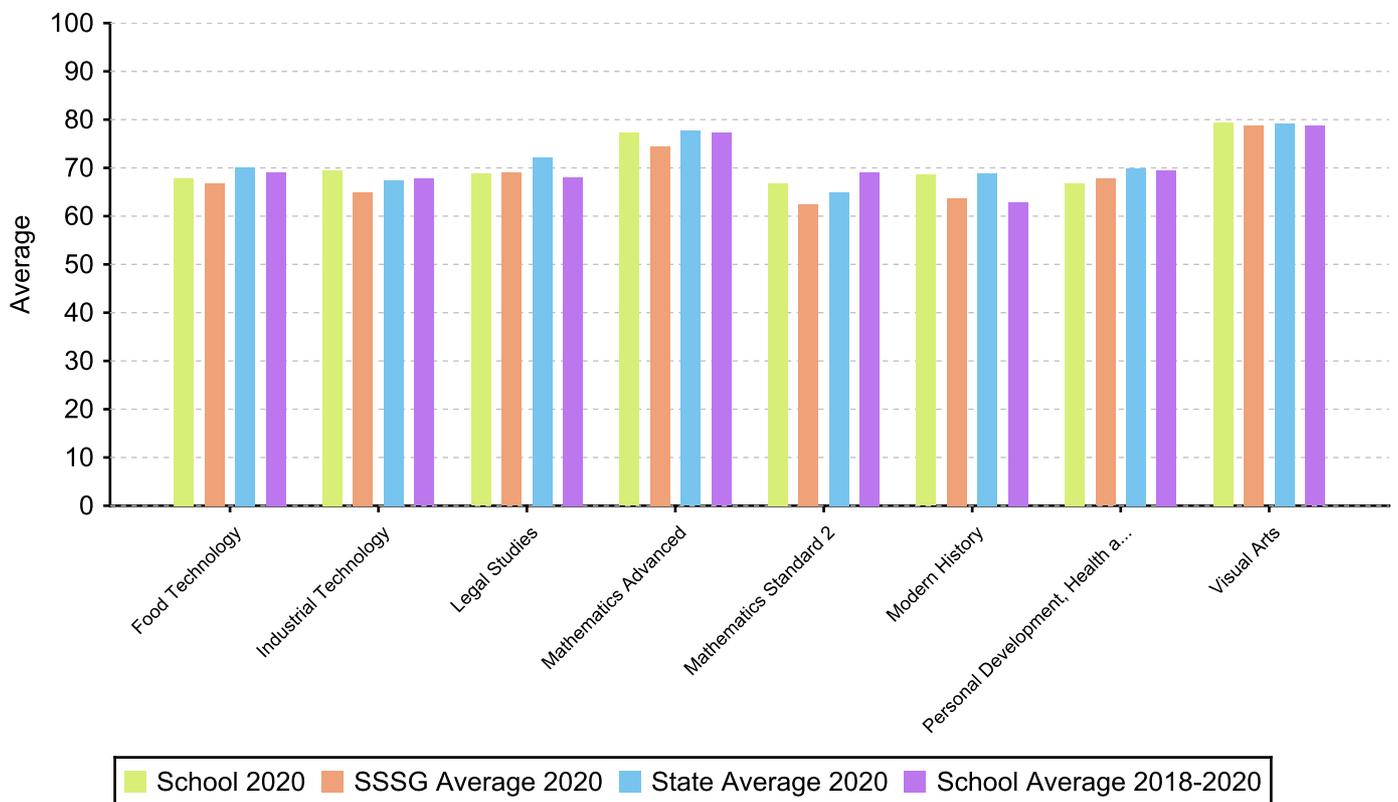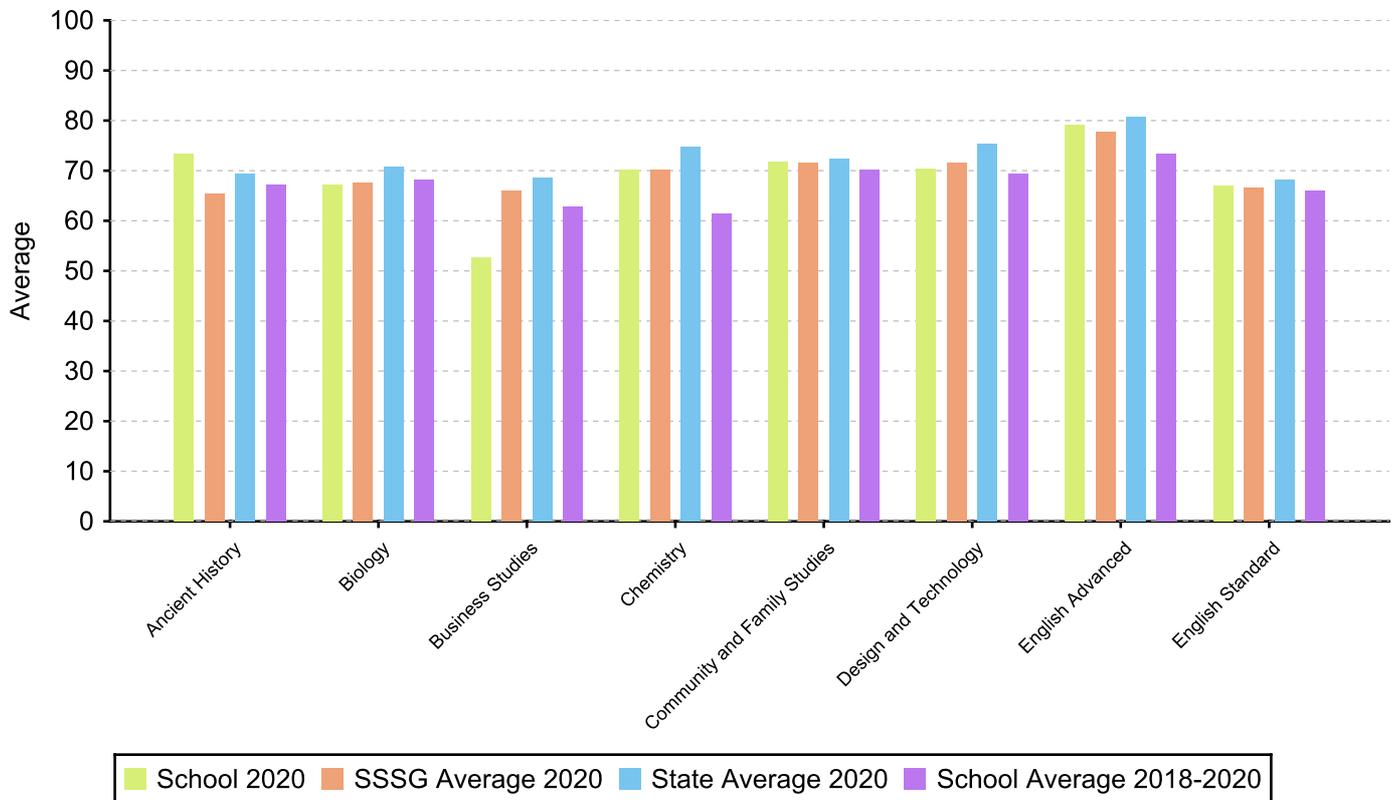
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	73.4	65.4	69.4	67.3
Biology	67.2	67.6	70.8	68.2
Business Studies	52.6	65.9	68.6	62.7
Chemistry	70.1	70.2	74.8	61.5
Community and Family Studies	71.7	71.5	72.4	70.3
Design and Technology	70.3	71.6	75.4	69.4
English Advanced	79.2	77.7	80.8	73.4
English Standard	67.0	66.6	68.1	66.0
Food Technology	67.9	66.8	70.2	69.1
Industrial Technology	69.5	64.9	67.5	67.7
Legal Studies	68.8	69.0	72.1	68.1
Mathematics Advanced	77.2	74.5	77.7	77.2
Mathematics Standard 2	66.8	62.5	64.9	69.1
Modern History	68.6	63.7	68.9	62.9
Personal Development, Health and Physical Education	66.8	67.8	69.9	69.5
Visual Arts	79.4	78.8	79.2	78.7

Dapto High School 8204 (2020)

Parent/caregiver, student, teacher satisfaction

The year that was 2020 meant that parent and community engagement had a different slant to that of previous years. The school enjoyed the fruits of having developed good relationships with the community especially during the COVID lockdown period. Parent's and community trust in us throughout this time was evident if not quantifiable in a data set, as evidenced by the positive engagement between parents and staff. The regular seeking of assistance during is testament to positive relationships and satisfaction.

Further, we have decided include points of observation that we completed as part of the situational analysis that we completed whilst preparing the 2020-24 School Improvement Plan.

The standard of reports that are distributed to students and their families continues to be more and more refined. However, the engagement from parents in the life of the school and their young person/s remains an area to strengthen. We have gradually enjoyed a greater engagement from parents with parent-teacher consultations and information evenings, with this being the strongest in Stage 4.

Promoting the Sentral Parent Portal as well continuing staff to contact home will be essential in raising the awareness for parents and engaging them in the learning journey of their young person. We do enjoy the pleasure of having a community the appears to 'trust us' with their young person/s.

Whole school reporting on academic progress, needs, goals etc is an area that remains a challenge. Despite a small but energetic P&C parent engagement and accountability remains an area for improvement.

The executive evaluation highlighted the need to enhance the administrative systems and processes at DHS, with the goal of remaining steadfast in improving student learning.

Encouraging and gaining parent feedback in this journey is key. Whilst we are confident that the community trusts us, are attempts to get solid meaningful feedback is a challenge. The absence of anything else makes us believe that the community supports us, it would be nice to know more.

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.