

2021 Annual Report

Dapto High School



DAPTO
High School

8204

Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

To achieve this vision we need to recognise and accommodate the diverse needs of all learners in every classroom.

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.

In 2020, the school conducted an extensive situational analysis involving all key stakeholders including; staff, parents and carers, students and the local AECG. The major findings of this situational analysis were that whilst the school delivers quality teaching and learning, it is clear that there is still scope to enhance the learning outcomes of the students of Dapto HS. Ensuring all students improve through explicit, consistent and research-informed teaching will be a significant focus. Explicit teaching in conjunction with quality programming and assessment will be cornerstones to improving literacy (reading) and numeracy skills for students and meeting system determined targets. The 9 > 12 value added data demonstrates a need for the continued drive to focus on reading skills whilst sustaining the strong numeracy results. A real focus on the core business of teaching young people has been clearly articulated as a desire from review of our evidence.

Significantly, analysis demonstrates the need to create sustainable systems, protocols and practices for all teaching and non-teaching staff in order to embed excellent educational administration in support of quality teaching and learning. Analysis of HR data including staff mobility and experience identifies a need for ongoing succession planning.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
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: Student growth and attainment

Purpose

Our purpose is to ensure all students improve through explicit, consistent and research-informed teaching practice. In partnership with teachers, our students will be proactive participants in their learning as they work towards creating and achieving personal learning goals.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised learning and Learning Resilience
- Data driven practices

Resources allocated to this strategic direction

Socio-economic background: \$76,903.00

Integration funding support: \$210,962.00

COVID ILSP: \$8,000.00

Summary of progress

Continued and concerted effort towards enhancing data driven practices and personalised learning has driven much of the planned training for 2021. The strategic inclusion of PHOENIX groups as a focus area for learning teams is starting to embed the culture of cross KLA collaboration. The improved sharing of data and strategies for working with students is key. Progress has been made with the development and evaluation of ILPs for 'in need' students, but yet to include the whole school. There is marked improvement in the inclusion of student data in professional conversations in faculties and planning. We feel that students are now contributing more positively and meaningfully to ILPs/PLPs to guide their learning journey.

We are seeing greater engagement with the students and parents about educational decisions, building on the high degree of trust that we share with our community.

Many of our success criteria are yet to be realised, however a focus on learning goals for all students will be prioritised for 2022.

Reading

The NAPLAN data for percentage of students in the top two bands in 2021 demonstrates a mild improvement since 2019 from 8.28% to 11.92%. This possibly attributed to the inclusion of additional librarian support in classes, the reading focus from HT Teaching and Learning in supporting Stage 4 classes. It is too early to determine if this positive change is going to be sustainable. Importantly, we are trending in line with SSSG schools. Disappointingly, expected growth has declined, but remains steady with Statistically Similar School Groups (SSSG).

Numeracy

The NAPLAN data for percentage of students in the top two bands in 2021 demonstrates a small decline since 2019. This is possibly attributed to the large number of disruptions to the learning cycle and learning groove over the last two years in response to the COVID-19 outbreak. Whilst valuable instruction and learning activities were provided online, the significant need for specialist instruction is invaluable. Of note for this cohort is that our Value Added across schools is showing a continued improvement. Disappointingly, expected growth has declined, but remains steady with SSSG

HSC

The decline in the top 2 and 3 bands, whilst disappointing, still remains in the lower bound trajectory and above that of 2019. This data probably highlights the exceptional achievements of the 2020 cohort rather than a reflection of the 2021 cohort. This is more of a correction and also impacted by two solid years of COVID-19 affected senior years for this cohort. Average HSC Score still remains consistent with SSSG

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN - Reading</p> <ul style="list-style-type: none"> • Improvement in the percentage of students in the top two bands to be above the school's system-negotiated target baseline (XX%) • Expected growth to be above the school's system-negotiated target baseline (7.4%) 	<p>The NAPLAN data for percentage of students in the top two bands in 2021 demonstrates a mild improvement since 2019 from 8.28% to 11.92%</p>
<p>NAPLAN - Numeracy</p> <ul style="list-style-type: none"> • Improvement in the percentage of students in the top two bands to be above the school's system-negotiated target baseline (XX%) • Expected growth to be above the school's system-negotiated target baseline (7.4%) 	<p>The NAPLAN data for percentage of students in the top two bands in 2021 demonstrates a small decline since 2019 from 15.72% to 11.19%.</p>
<p>HSC</p> <p>% of results in the top 2 bands in the HSC increases from 9.5% (Baseline) towards system-negotiated lower bound target.</p> <p>% of results in the top 3 bands in the HSC increases from 48.6% (Baseline) towards system-negotiated lower bound target.</p>	<p>The decline in the top 2 and 3 bands, whilst disappointing, still remains in the lower bound trajectory and above that of 2019.</p>
<p>Aboriginal Retention</p> <p>Maintain meaningful pathways for all Aboriginal students in Stage 6.</p>	<ul style="list-style-type: none"> • The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by community engagement with external providers, dedicated Stage 6 tutoring through AIME and transition planning.

Strategic Direction 2: Informed Teaching Practice

Purpose

Our purpose is to develop a culture of high expectations and effective, explicit, evidence-based teaching in order to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective teaching practices

Resources allocated to this strategic direction

Professional learning: \$23,000.00

Socio-economic background: \$11,000.00

English language proficiency: \$10,561.42

Summary of progress

Acquired Renaissance Reading with some staff completing Boys in Literacy program. Relationship re-established with feeder primary schools for future observations. Literacy strategies taught on School Development Day (SDD) and follow up in PHOENIX groups. Revisited literacy strategies, reviewed what has been achieved, training in reading recovery for more staff in faculties (maybe key staff), implementation of reading recovery more broadly than just Librarian. Used PHOENIX teams again as a way of connecting, a focus on the What Works Best Team - Year 7 and 9 data - RAP data

All staff are implementing Learning Intentions and Success Criteria and these are used to cater for adjustments to individualised learning.

More sharing of examples and quantifying of usage, representing as many new staff at DHS, a system for regular sharing and observation. Peer observation - reporting back on evidence of impact. and visible learning strategies embedded into programs, increased usage across the school despite some pockets of resistance.

For 2022 we will revisit our HSC and internal data to inform our focus areas. and strategies. We will investigate a pilot class focused on best practice in Year 7. Increased awareness also of training staff in using tools like MAPA training is significant in supporting our most complex learners.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All staff implementing reading strategies delivered as part of whole school professional learning.	Delay in implementing initiatives in term 3 have required this work to be postponed to 2022. To date there has been an increased number of staff scheduled to complete this training in 2022, we anticipate that they will be able to fulfill this progress measure in future.
All staff are implementing Learning Intentions and Success Criteria. LI & SC are used to cater for adjustments to individualised learning	Peer observations indicates 65% of staff utilise learning intentions and success criteria in their lessons to establish learning goals for all students.

Strategic Direction 3: Systems and Practices

Purpose

Our purpose is to create sustainable systems, protocols and practices for all teaching and non-teaching staff in order to embed excellent educational administration in support of quality teaching and learning. Succession planning is essential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Centralised Process and Procedures
- Creating a culture of evaluative thinking

Resources allocated to this strategic direction

Socio-economic background: \$226,776.62

School support allocation (principal support): \$50,484.00

Professional learning: \$20,000.00

Summary of progress

2021 was the first full year of a ACIP Deputy Principal and by the end of the year a ACIP HT Learning Support were employed by merit selection. This resulted in improved school operations and increased Learning Support across the school.

The schools focus on BYOD and digital citizenship in the previous years saw the complete installation of the 'Metro Uplift' in the year prior, unknowingly setting up all staff and students for the unexpected impact of COVID-19. Most staff and students had already had worked within online learning platforms such as Google Classroom, Microsoft Teams and Zoom in some capacity, meaning when online learning occurred, the school's ability to pivot quickly saw continued engagement with teaching and learning across many subjects.

The L@SSO initiative for increased attendance become more difficult to manage whilst learning online and the challenges after returning to face to face learning will remain for several years to come. Staff movement has also meant the L@SSO position had to be allocated to several different staff, breaking the consistency that saw vast improvements in the years prior.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
People Matter survey data indicates improvement from baseline of 30% in 2020 to 35% in response rate. People Matter survey data indicates improvement from baseline of 42% in 2020 to 55% in the area of action on survey results.	People Matter Survey data indicates and increase in response rate from 30% to 36% for 2021 People Matter Survey data indicates and increase in response rate from 42% to 52% for 2021. This a good improvement however just shy of the 55% projection.
Improvement as measured by the School Excellence Framework as a shift to <i>Sustaining and Growing</i> the areas of Teaching (Learning and Development) and Leading (Managing Practices and Processes)	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing/ excelling in the elements of Teaching (Learning and Development) and Leading (Managing Practices and Processes). These elements have shown a positive trend in the last review
% of students attending 90% of the time or more increases from 67% (Baseline) to 71.1%-76.1% (range) in 2022	The number of students attending greater than 90% of the time or more has decreased by 21%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$210,962.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dapto High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning and Learning Resilience <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of specialist programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: more students with learning and additional needs gaining support in the classroom. Functional timetable/structure for LaST and SLSO staff to assist students identified on the SWAN (Students with Additional Needs) list.</p> <p>After evaluation, the next steps to support our students with this funding will be: expanding IFS for students with wellbeing/mental health needs. All access requests for 2022 will be successful with funding based on learning support requirements. Several students have mental health learning needs that require support and this will be planned through a coordinated, team approach.</p>
<p>Socio-economic background</p> <p>\$488,002.62</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dapto High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning and Learning Resilience • Data driven practices • Highly effective teaching practices • Centralised Process and Procedures • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: every Stage 6 student having access to the online learning assistant Edrolo, with the Head Teacher, Teaching and Learning working with every student once per fortnight in study skills to enhance their understanding of learning how to learn. Staff meeting regularly in 'PHOENIX' teams collaborating on best practice strategies for each class and every student in Year 7. The Learning Support, Wellbeing and Aboriginal Education team completing relevant learning plans, all accessible via the Sentral management platform. Several staff participating in the Berry Street Trauma informed training. Several staff (EoI filled) assisting with whole school attendance and wellbeing initiatives (outside of DoE funding) such as L@SSO (Learning @ School Support Officer) and boys mentor (similar position to Supervisor of Girls position).</p>

<p>Socio-economic background</p> <p>\$488,002.62</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the success of Edrolo and expanding use of Clickview to assist students from all stages in learning. We will expand the teams around Literacy, Numeracy and What Works Best model.</p> <p>Maintain, update, revise and create any relevant individual learning plans for all student learning needs/focus.</p>
<p>Aboriginal background</p> <p>\$75,435.73</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dapto High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <p>Stronger engagement with teachers, students, their families and the wider community with culturally significant events.</p> <p>AEO officer increasing to 0.6 (3 days per week) after successful implementation of a 0.4 establishment.</p> <p>Students actively involved with the local community, such as Careways, Wollongong City Council and the local AECG activities. One positive example, a student artwork will be forever displayed on the new Fowlers Road (Karrara) Bridge.</p> <p>An Aboriginal and Torres Strait Islander representative as part of our SRC collective.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Improve transition from Year 6>7 with our incoming Aboriginal Students and maintain the relationship with the feeder school with their graduating students (i.e. student now at Dapto HS, mentoring their original primary school students).</p> <p>Build a meaningful and culturally accepted, Dapto HS original Acknowledgement to Country.</p> <p>Continue to develop opportunities to engage all Aboriginal and Torres Strait Islander students in culturally significant learning through in school programs and external agencies.</p>
<p>English language proficiency</p> <p>\$10,561.42</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dapto High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$10,561.42</p>	<ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D dedicated 0.2 (2 day per week) staff member working with students based on their needs to support them in language and learning. A very accurate EAL/D survey of our 2021 enrolments, identifying needs and resource allocation requirements.</p> <p>After evaluation, the next steps to support our students with this funding will be: to gain further funding through survey identification for future years to support more EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$323,070.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Dapto High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: the dedicated establishment of a Learning Support faculty. Separating the previously linked Wellbeing and Learning Support. This has resulted in a strong staff body of LaST's and SLSOs supporting students both in the classroom and through 1:1 assistance. Timetable of LS staff to ensure equity and maximum coverage for students. Every student profile updated with supports given, growth charts and evidence of improvement. The faculty supporting externally funded positions such as itinerant support for hearing and vision. 100% of access requests gaining some funding or support for the given student identified.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing improvement to the measures implemented. Expand with LS committee to engage all faculties, with links to the PHOENIX groups.</p>
<p>COVID ILSP</p> <p>\$195,373.60</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning and Learning Resilience • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>COVID ILSP</p> <p>\$195,373.60</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: SWAN lists identified by staff and LS team to generate 12 groups of 6-8 students each that meet 6 times per fortnight for small group tuition in Literacy and Numeracy. Agreement to focus on improving the lower and middle groups of students. A total of 2.2 LaST staff dedicated to the groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the current format that has shown success with student outcomes. Improve parent communication, as some misunderstood the invite as students requiring learning support (rather than additional tuition).</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	475	460	489	488
Girls	440	451	472	478

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.5	91.1	93.9	90.2
8	91.1	88.3	91.4	88
9	89.6	88.3	88.8	84
10	89.4	87.4	92.5	82.2
11	85.9	87.1	92	87.5
12	88.6	83	90.3	83.8
All Years	89.8	87.8	91.5	86.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	30
TAFE entry	10	10	15
University Entry	0	0	35
Other	0	0	5
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

48.18% of Year 12 students at Dapto High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

83.5% of all Year 12 students at Dapto High School expected to complete Year 12 in 2021 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)	54.3
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.77
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	78,641
Revenue	13,329,565
Appropriation	12,914,098
Sale of Goods and Services	155,008
Grants and contributions	231,274
Investment income	171
Other revenue	29,013
Expenses	-13,060,045
Employee related	-12,334,978
Operating expenses	-725,067
Surplus / deficit for the year	269,520
Closing Balance	348,160

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.

	2021 SBAR Adjustments (\$)
Targeted Total	210,962
Equity Total	897,071
Equity - Aboriginal	75,436
Equity - Socio-economic	488,003
Equity - Language	10,561
Equity - Disability	323,071
Base Total	10,423,764
Base - Per Capita	244,224
Base - Location	0
Base - Other	10,179,540
Other Total	715,970
Grand Total	12,247,766

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School performance - NAPLAN

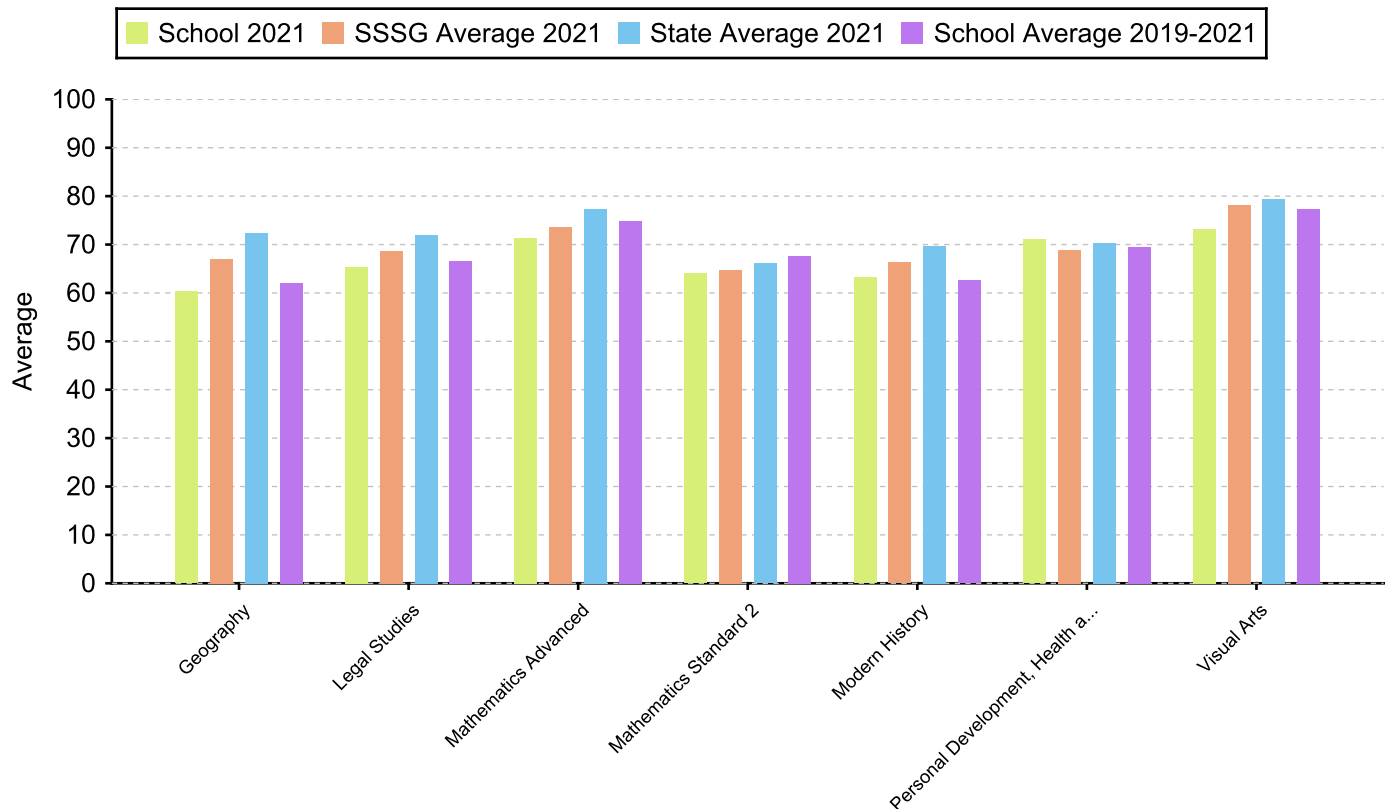
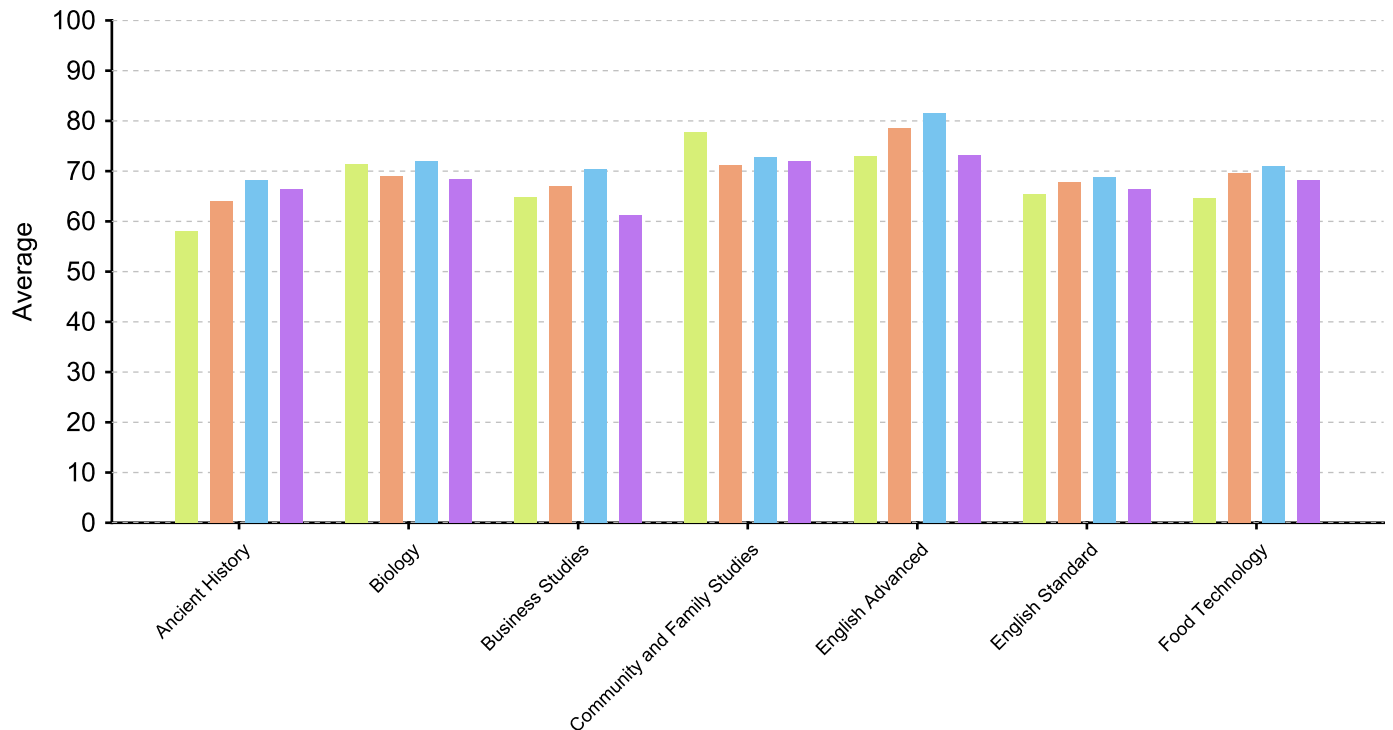
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	58.0	64.1	68.1	66.4
Biology	71.4	68.9	71.9	68.4
Business Studies	64.8	66.9	70.4	61.3
Community and Family Studies	77.7	71.2	72.7	72.0
English Advanced	72.9	78.5	81.4	73.2
English Standard	65.3	67.7	68.8	66.4
Food Technology	64.6	69.5	71.0	68.2
Geography	60.3	67.0	72.4	62.1
Legal Studies	65.3	68.7	72.0	66.6
Mathematics Advanced	71.3	73.6	77.4	74.8
Mathematics Standard 2	64.0	64.7	66.1	67.6
Modern History	63.2	66.3	69.7	62.6
Personal Development, Health and Physical Education	71.0	68.9	70.3	69.5
Visual Arts	73.2	78.2	79.4	77.3

Parent/caregiver, student, teacher satisfaction

Dapto HS invested significant time and resources into the Tell Them From Me (TTFM) survey for 2021. As a result, the level engagement from parents quadrupled with over 100 families responding to the survey to create a substantial data pool. The data reassures us that we are valued in our community as place that families are happy to have their young person attend.

85% of those surveyed feel that the school has a good reputation in the community supported by 81% of those who responded indicating that they would recommend Dapto HS to other families.

TTFM also highlights areas where improvement could still be made, including some elements of communication specifically about student social and emotional development. The TTFM data also highlights some miscommunication around expectations and understanding of learning and parent/student attitudes to schoolwork. Greater communication of what grades mean to enhance understanding is required for students and parents.

Staff TTFM data highlights a greater need for stronger instructional leadership.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.