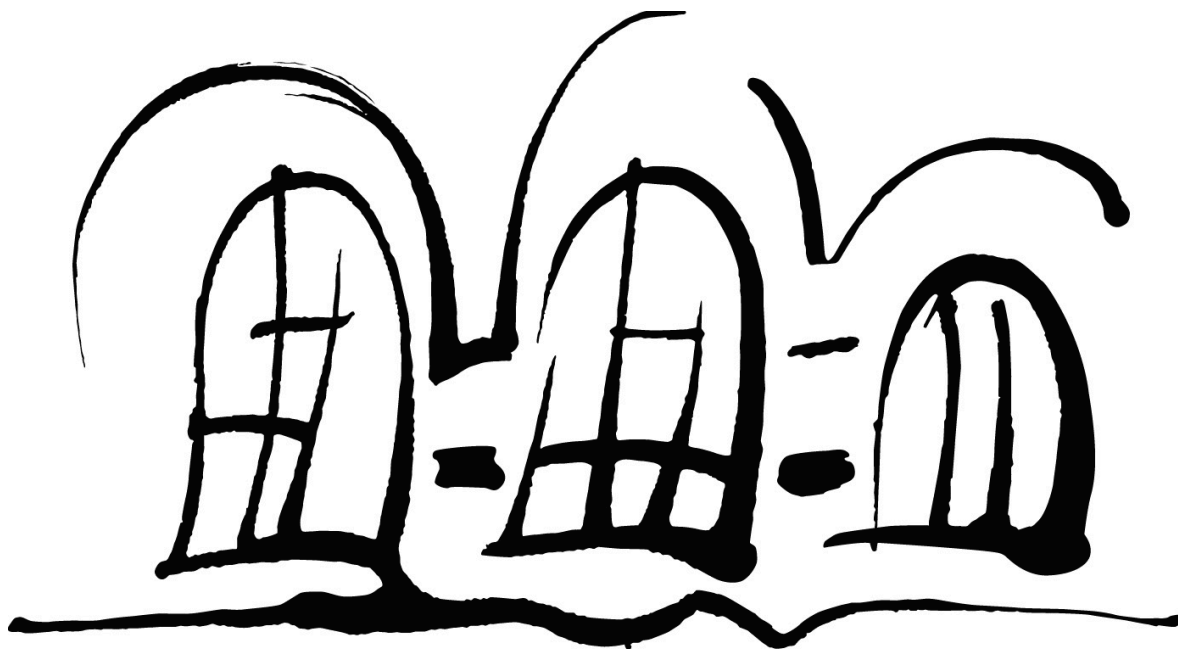


2021 Annual Report

Dulwich High School of Visual Arts and Design



Dulwich High School of Visual Arts & Design

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Introduction

The Annual Report for 2021 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 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.

School contact details

Dulwich High School of Visual Arts and Design

Seaview St

Dulwich Hill, 2203

www.dulwich-h.schools.nsw.edu.au

dulwich-h.school@det.nsw.edu.au

9560 7299

School vision

Dulwich High School of Visual Arts and Design is committed to the pursuit of continual improvement and teaching quality to positively impact learning experiences and outcomes for all our students.

Creative and innovative practices are part of a strong visible culture in our school that promotes students to flourish as dynamic, agile, self-motivated learners for future success.

The School Excellence Cycle is used to guide evidence-based decisions and evaluative practices to shape our actions and drive school-wide improvement.

Every student, every teacher and every leader will be challenged to continue to learn and improve every year. This means:

- Students are at the centre of all our decision-making.
- Students are adaptive, self-directed lifelong learners that demonstrate highly developed literacy and numeracy skills optimising learning progress and HSC achievement.
- Teachers deliver quality educational experiences through the use of explicit teaching and high impact strategies to optimise student achievement.
- Teachers and leaders collaboratively engage in whole-school high-impact professional learning practices that enhance teacher capabilities and sustain a culture of continuous improvement.

School context

Dulwich High School of Visual Arts and Design is an inclusive comprehensive coeducational specialist selective high school with a support unit located in Sydney's Inner West, offering a broad curriculum with a specialisation in visual arts and design. The School's ICSEA values in 2020 was 1069.

We have a socially and multiculturally diverse, and geographically dispersed student population of 913 students. This includes 33 Aboriginal and Torres Strait Islander students, 48 different languages spoken at home and 14% of our students are born overseas. 12.54% of our students require some level of English as an additional language or dialect (EAL/D) support.

The school's staffing entitlement in 2020 was 66 teaching staff and 14.4 non-teaching staff. The school also employs a Business Manager, an additional Deputy Principal and a Head Teacher from school funds.

We are a community of engaged learners that values creativity and innovation with high expectations in academic achievement. The school actively fosters the wellbeing of all students to allow them to flourish, where every student is known, valued and cared for. Through the delivery of a broad and rigorous curriculum the school provides opportunities for all students to achieve excellence.

In 2020 a comprehensive situational analysis was conducted, which led to the development of the 2021-2024 Strategic Improvement Plan. This included consultation with the school community including students, staff, and parents.

Through the situational analysis the school demonstrates a commitment in the 2021-2024 Strategic Improvement Plan to:

- Literacy and Numeracy: strengthen whole-school strategies to support reading, writing and numeracy skills.
- Targeted professional learning within a community of practice framework to build teacher capabilities in high impact teaching strategies informed by Visible Learning and What Works Best research.
- Maintaining and building teacher capacity to lift student performance and HSC results.
- Strategically collect, use and analyse data from a range of sources to adjust practice and inform teaching and learning programs.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

All students realise their potential to maximise growth and attainment in literacy and numeracy skills, to be academically motivated learners and prepared for future success. Teachers delivering explicit teaching and high impact strategies are fundamental to maximise these student learning outcomes.

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.

- Literacy Strategy
- Numeracy Strategy

Resources allocated to this strategic direction

Professional learning: \$20,000.00

English language proficiency: \$41,491.46

Socio-economic background: \$49,811.92

Summary of progress

Literacy Strategy

Analysis: Reading: Analysis of internal school data (student survey results) identified areas to strengthen reading opportunities in the classroom with more independent reading of challenging texts. NAPLAN analysis and Internal school data on reading comprehension (Years 8 and 9 reading comprehension test) revealed student challenges in inferential thinking, multiple components questions, and understanding difficult vocabulary.

The Literacy Team and English Faculty-led professional learning for all teachers in Term 1 and faculties were able to implement explicit reading strategies (developing student's metacognitive skills), Tier 2 and Tier 3 vocabulary lists and rich texts into a targeted Year 8 programs to increase student exposure to rich texts. Furthermore, NAPLAN test preparation was delivered to all Year 9 English students in preparation for NAPLAN. With the identification of instructional coaches, we were able to support reading professional learning, faculties accessed teacher support to help facilitate the implementation of rich texts and the higher-order skills needed for students to be able to develop inferential and applied strategies to their reading skills.

Overall, the professional learning on Explicit Reading Comprehension Strategies resulted in identifiable collective practices in reading instruction across KLAS as evidenced by lesson observations and teaching and learning programs. Due to the extended COVID lockdown, the impact of reading comprehension professional learning provides further opportunities to be embedded into teaching practice.

Writing: An internal audit indicated that there were further opportunities to deepen student engagement with persuasive writing tasks across KLAS. This would develop students' expertise in textual form, features and structures of persuasive texts. Internal persuasive writing NAPLAN data revealed focus areas for improvement: Sentence Structure, Punctuation, and Ideas. In preparation for NAPLAN, all Year 9 classes received persuasive writing support, including explicit instruction and feedback. The 2021 NAPLAN results identified further opportunities to build student capabilities in imaginative writing.

Implications: Reading: The team will revisit the professional learning on reading comprehension and provide targeted support to faculties through our instructional coaches who will focus on identified areas of need and mentor and build staff capacity. **Writing:** Whole-school persuasive writing opportunities will be developed with the embedding of explicit instruction, including imaginative writing strategies and NAPLAN style creative writing opportunities.

Numeracy Strategy

Analysis: Pre and post Year 8 numeracy testing demonstrates areas for development in Rates & Ratios, Patterns and Algebra with student support in memory retention strategies. Best Start and internal assessment data identify differentiation challenges for a high proportion of Year 7 students working towards Stage 3 outcomes.

Instructional Leaders modelled effective practices and collaborated with identified faculties to improve teaching practices in Science, TAS and HSIE. 24 numeracy activities were developed and implemented into teaching programs with staff having opportunities to observe an instructional leader and receive feedback when implementing classroom numeracy

strategies. Survey data indicates that teacher capacity has been strengthened through the modelling of best practices including the development and provision of explicit numeracy resources.

The progress of Numeracy projects across the school have been impacted by COVID 19; specifically, Numeracy events, pre and post testing, staff professional learning and instructional leader support.

Implications:

The team will use NAPLAN 2021 and check-in assessment data to adjust teaching and learning programs to identify student progress and focus areas for differentiation. The Year 8 cohort will continue to be the focus group with interventions extended to Year 7 and 9. Additional support and resources for NAPLAN, including explicit numeracy teaching and memory retention strategies for Year 9 will be implemented in 2022.

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>Top 2 bands</p> <p>Improvement in the % of students achieving in the top 2 bands to be moving towards the school's lower bound system negotiated target in reading.</p> <p>Improvement in the % of students achieving in the top 2 bands to be moving towards the school's lower bound system negotiated target in numeracy.</p>	<ul style="list-style-type: none"> • The percentage of students achieving in the top two bands in NAPLAN reading increased by 6.3% indicating achievement of the lower bound target. • Percentage of students achieving in the top two bands in Year 9 NAPLAN numeracy of 19%, indicating that the school continues to work towards the system-negotiated target.
<p>Expected growth</p> <p>Improvement in the % of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system negotiated target.</p> <p>Improvement in the % of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system negotiated target.</p>	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in Year 9 NAPLAN reading of 55%, indicating that the school continues to work towards the system-negotiated target. • Percentage of students achieving expected growth in Year 9 NAPLAN numeracy of 35%, indicating that the school continues to work towards the system-negotiated target.
<p>Writing</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN Writing bands to be moving towards the school target.</p>	<ul style="list-style-type: none"> • The percentage of students achieving in the top two bands in NAPLAN writing increased by 4% indicating progress toward the school-identified target.

Strategic Direction 2: Collective Practice

Purpose

Teachers collaboratively engaging in sustained evidence-based professional learning on high impact, whole-school teaching practices will strengthen teacher quality and improve student progress and achievement

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.

- High Impact Teaching
- Community of Practice

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Summary of progress

High Impact Teaching

Analysis: 2021 has seen the continued implementation and refinement of Visible Learning (VL) and What Works Best (WWB) pedagogies and practices within all faculties across the school. All teaching staff have engaged in Professional Learning regarding Effective Feedback, which further supported the consistent use of high-quality LISC to deliver clear and meaningful teaching and learning opportunities for students. Furthermore, the High Impact Teaching Strategic Team (the Team) has engaged in targeted Professional Learning regarding the embedding of VL and WWB into faculty programs, assessment tasks, feedback provided to students, and how to apply Learning Intentions and Success Criteria (LISC) and associated pedagogies to support enhanced teaching and learning and collective efficacy. The Team has supported faculty leaders in the formation of Visible Learning Toolkits and Moderation Toolkits for teacher implementation of the identified priority areas based on qualitative feedback from whole staff surveys and Professional Learning evaluation. Collected baseline data has established student task submission rates and achievement in formal Assessment Tasks and the whole school has consistently adopted the Assessment Task proforma to enhance clarity and consistency across all KLAs.

The team uses a range of methods to monitor the scope and quality of the various initiative focus areas. This includes classroom walk-throughs, student interviews, and focus groups, which were also impacted by COVID-19. Process quality has been reflected on, and evaluated, through the use of staff surveys and the sharing of practice amongst team members and with team members guiding and modelling best practice within KLAs.

Staff have reported that in 2021 the quality use of LISC in the classroom has improved, that teachers have made them consistently available to students, and there has been an increase in the meaningful and targeted return to LISC throughout the learning cycle. It has also been evident through the survey data that VL and WWB have supported other school priorities such as Literacy and Numeracy.

The reflection and evaluation of the HIT strategic team has clearly indicated the value of VL and WWB pedagogies and practices have added, ensuring that learning during this challenging time was well supported, clear, and meaningful. All Faculties reported that VL supported Learning from Home to a "high" or "very high" extent; noting explicitly that VL enhanced teacher clarity (100%), supported the sequencing of lessons/learning sequences (100%), improved explicit communication of key concepts and skills to students (>80%), provided students with multiple access points to access and demonstrate learning and facilitated differentiation (>80%).

Implications: A key focus area for 2022 will be for the HIT team to continue with the walk-throughs and other data collection methods to support the ongoing refinement and improvement of LISC, Faculties will finalise their Visible Learning and Moderation Toolkits and the feedback Audit will be completed. The audit will provide baseline data from which VL and WWB can inform future directions.

Community of Practice

Analysis: The Community of Practice team undertook a review of literature related to the features and efficacy of Professional Learning and Communities of Practice. This was evidenced by a self-evaluation using the HIPL school self-assessment tool.

The data obtained through this process indicated that the team's professional learning process undertaken in 2021 was

collaborative, driven by identified student need and strengthened teaching practice.

In 2021 the Team piloted different communities of practice including an Academic Writing and a High Potential Gifted Education (HPGE) community of practice. The Academic writing team met regularly throughout the year with a focus on improving the quality of student writing in Visual Arts. An extensive evaluation of the community of practice has substantiated the quality of PL in improving student outcomes and in collaboratively building the capacity of teachers.

The HPGE community of practice initiative, though disrupted in 2021, undertook professional learning and planning meetings that developed teacher understanding of HPGE principles and identified learning opportunities for students. The Learning from Home period impacted the ability of team members to collaborate and share successful strategies that had been used in the classroom.

The CoP Team has interviewed teaching staff to understand the qualities and range of professional learning experiences. The collection and analysis of this baseline data will be utilised in 2022 to compare the effectiveness of improved delivery of professional learning through a community of practice model. The team's research with the currently collected evidence suggests that effective delivery of a community of practice model will improve the quality of teacher professional development to improve student outcomes.

Implications:

Next year this initiative will pilot a faculty-based community of practice model, embedded into the timetable, in line with identified features of High Impact Professional Learning and develop evaluation tools to measure the impact of quality professional learning on student progress and achievement.

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
The percentage of Stage 4 and 5 Teaching programs, classroom observations and assessments demonstrating embedded strategies of Visible Learning and What Works Best is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Analysis of Stage 4 and 5 teaching and learning programs, assessments and classroom observations indicates that teachers are embedding Visible Learning strategies into classroom practice indicating progress toward the school identified target.
Percentage of teachers participating in communities of practice activities (that meet student needs, are continuous, collaborative, and applied) resulting in implementation of effective strategies to improve teaching and learning to be moving towards the school identified lower bound target of 75%.	<ul style="list-style-type: none">• A review of staff community of practice professional learning information indicates between 15% and 20% of staff participated in communities of practice activities resulting in the implementation of effective strategies to improve teaching and learning indicating progress toward the lower bound target.

Strategic Direction 3: Academic Engagement

Purpose

Building teacher and school capacity to foster effective curriculum delivery and academic supports will maximise student engagement and HSC achievement

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.

- HSC Success and Support Strategy

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Summary of progress

HSC Success and Support Strategy

Analysis: The team implemented identified student and teacher support activities including:

1. HSC coaching, Stage 6 Assessment review
2. Year 12 mentoring interviews, Study Skills,
3. Stage 6 student self-reflection pilot, and
4. The Year 10 into 11 whole school *Building Academic Success* program.

The COVID HSC intensive learning support program enabled targeted teaching to identified students through small group tutoring, master classes, faculty consultation and collaborative planning on effective assessment practices. Due to disruptions, the Stage 4 learning portfolio and goal setting implementation was completed in Term 4 and the finalisation of the High Potential students' data analysis has been extended into 2022. The *Building Academic Success* program included targeted skills development to enable students to be prepared for HSC success.

The provision of The HSC and Support Strategy was substantial with 11 staff participating in explicit HSC professional learning in 2021 (an increase from 2020), all faculties receiving feedback on HSC Assessment tasks, all Year 12 students having the opportunity to have a mentoring interview and access to HSC coaching. Preliminary feedback on the effectiveness of the Study Skills (Elevate) program provides confidence in building student capacity for HSC success.

Implications: A continued focus on, Stage 6 student study supports, the COVID intensive learning support program, and HSC specific professional learning will build Stage 6 teacher capacity. Subsequent evaluation processes and data analysis will provide further clarity on the quality and impact of these programs and provide direction for sustainable and effective supports.

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
Increase the % of HSC course results in the top 3 bands to be moving toward the lower bound system negotiated target of 72.9 %.	• 73.27% of students attained results in the top three HSC bands demonstrating achievement of the lower bound target.
Increase the percentage of students attending school more than 90% of the time to be moving toward the school's lower bound system negotiated target of 79.1%	• Percentage of students achieving the identified attendance target of 63%, indicates that the school continues to work towards the system-negotiated target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$396,308.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dulwich High School of Visual Arts and Design 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"> • Other funded activities <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 • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Learning and Support Team supporting identified students to gain broader and equitable access to curriculum and learning and engaging parents and inter agencies. This included the implementation of Personalised Learning and Support Plans to support student engagement with the curriculum, increased capacity of staff to make a range of differentiated adjustments to support students' engagement with their learning, improved learning outcomes and access to the curriculum for students, and provisioning access requests. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Creating conditions for learning by ensuring that eligible students demonstrate progress towards their personalised learning goals leading to improved learning outcomes. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. - Review of activities indicates a correlation between support interventions by the L&ST with student engagement and participation. Analysis of PLSPs indicate learning participation: - with supporting work samples indicating students successfully engaging in learning and movement towards achieving learning goals. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To adjust the integration funding throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs and maximise student participation in learning and teacher differentiation in the classroom.
<p>Aboriginal background</p> <p>\$29,779.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dulwich High School of Visual Arts and Design. 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"> • Continue to support student learning with the formulation of Personalised Learning Pathways (PLP) that are co-developed with community participation. • The utilisation of a support teacher to support the development and the implementation of PLPs with Aboriginal students with a focus on identifying and developing supports with literacy and numeracy outcomes. • Implementing initiatives and mentoring to maintain effective relationships between Aboriginal students, Aboriginal parents, the Aboriginal community

<p>Aboriginal background</p> <p>\$29,779.00</p>	<p>and school staff.</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - High levels of student and community engagement and participation, resulting in improved participation. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To continue to develop and maintain targeted support for Aboriginal students with an increased focus on reviewing and adjusting PLPs throughout the year. Continue building community participation to nurture the collective value of Aboriginal culture.
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Dulwich High School of Visual Arts and Design.</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 initiative funding include:</p> <ul style="list-style-type: none"> • funds were utilised and reported on in the other funded activities: Integration funding support activity. This included the employment of a Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school-based data <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The use of a Student Support Officer to provide wellbeing support for identified students and an increase in student engagement. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To strengthen wellbeing programs with the use of the Student Support Officer to maintain student support strategies and maximise identification of student support needs to improve the potential for early intervention support.
<p>COVID ILSP</p> <p>\$74,487.35</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver HSC tuition and support program • HSC small group tutoring and HSC Masterclasses/workshops • HSC examination preparation and revision techniques workshops • Student tuition support for Assessment Task preparation and revision in consultation with staff. • Providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The implementation of the HSC support programs being delivered and offered to all Year 12 students with all students provided the opportunity to access support and participate in the programs including small group tuition and master classes. Student feedback identified growth and improvement in key HSC exam testing types including short-answer response questions across a range of HSC courses.

<p>COVID ILSP</p> <p>\$74,487.35</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continuation of targeted small group tutoring workshops to build student capacity in preparing for the HSC and further consultation of staff to build collective capacity for best practice teaching skills for the HSC.
<p>Socio-economic background</p> <p>\$53,667.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dulwich High School of Visual Arts and Design 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"> • Numeracy Strategy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • funds were utilised and reported on in the Numeracy initiative, Strategic Direction 1. This included building teacher capacity in the explicit teaching of Numeracy in identified KLAS. • funds were utilised and reported on in the other funded activities: Aboriginal Background activity. This included supporting teacher assists in the development and the implementation of PLPs with Aboriginal students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Supporting students' access to explicit numeracy instructions and the development of PLPs to sustain student engagement in learning as part of the Numeracy and Aboriginal Background activities. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To continue to engage the literacy and numeracy strategies to support our trajectory towards achieving targets. Further analysis in identifying students at risk of disengaging and in need of targeted support will improve learning outcomes and improve school identified performance measures.
<p>English language proficiency</p> <p>\$86,338.66</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dulwich High School of Visual Arts and Design.</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"> • Literacy Strategy • Numeracy Strategy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • Individual Learning Plans (ILPs) were developed for all EAL/D (beginning, emerging and developing) students in consultation with the students and families. • Provision of in-class support per EAL/D support timetable and clustered support in English Classes <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Strong progress and support provided are enabling identified students to access the curriculum and progress in their learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To continue to sustain and maintain support for identified EAL/D students.
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$188,702.59</p>	<p>students at Dulwich High School of Visual Arts and Design 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"> • funds were utilised and reported on in the other funded activities: Integration funding support activity. This included the provision of staffing resources to support Teaching and Learning and Wellbeing programs. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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:</p> <ul style="list-style-type: none"> - Creating learning conditions for learning by ensuring that eligible students demonstrate progress towards their personalised learning goals leading to improved learning outcomes. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To explore processes and structures to consolidate Teaching and Learning and Wellbeing programs to maximise efficiency and effectiveness of support programs.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	453	472	481	469
Girls	354	378	412	415

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.8	93.5	93.6	91.8
8	91.3	90.5	92.1	89.3
9	90.9	90	91.5	87.9
10	89.8	89.2	90	87
11	90.1	90.1	89.8	87
12	89.9	91.9	92.3	86.1
All Years	91.3	90.9	91.7	88.4
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	1	9
Employment	0	3	20
TAFE entry	5	5	16
University Entry	0	0	43
Other	0	0	3
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

39.80% of Year 12 students at Dulwich High School of Visual Arts and Design undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

91.5% of all Year 12 students at Dulwich High School of Visual Arts and Design 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)	10
Classroom Teacher(s)	47.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	14.37
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 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	2,966,405
Revenue	11,546,425
Appropriation	10,935,417
Sale of Goods and Services	41,921
Grants and contributions	554,474
Investment income	3,763
Other revenue	10,850
Expenses	-11,498,277
Employee related	-10,036,514
Operating expenses	-1,461,763
Surplus / deficit for the year	48,148
Closing Balance	3,014,552

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	396,308
Equity Total	358,488
Equity - Aboriginal	29,779
Equity - Socio-economic	53,668
Equity - Language	86,339
Equity - Disability	188,703
Base Total	9,265,179
Base - Per Capita	224,429
Base - Location	0
Base - Other	9,040,750
Other Total	616,399
Grand Total	10,636,374

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

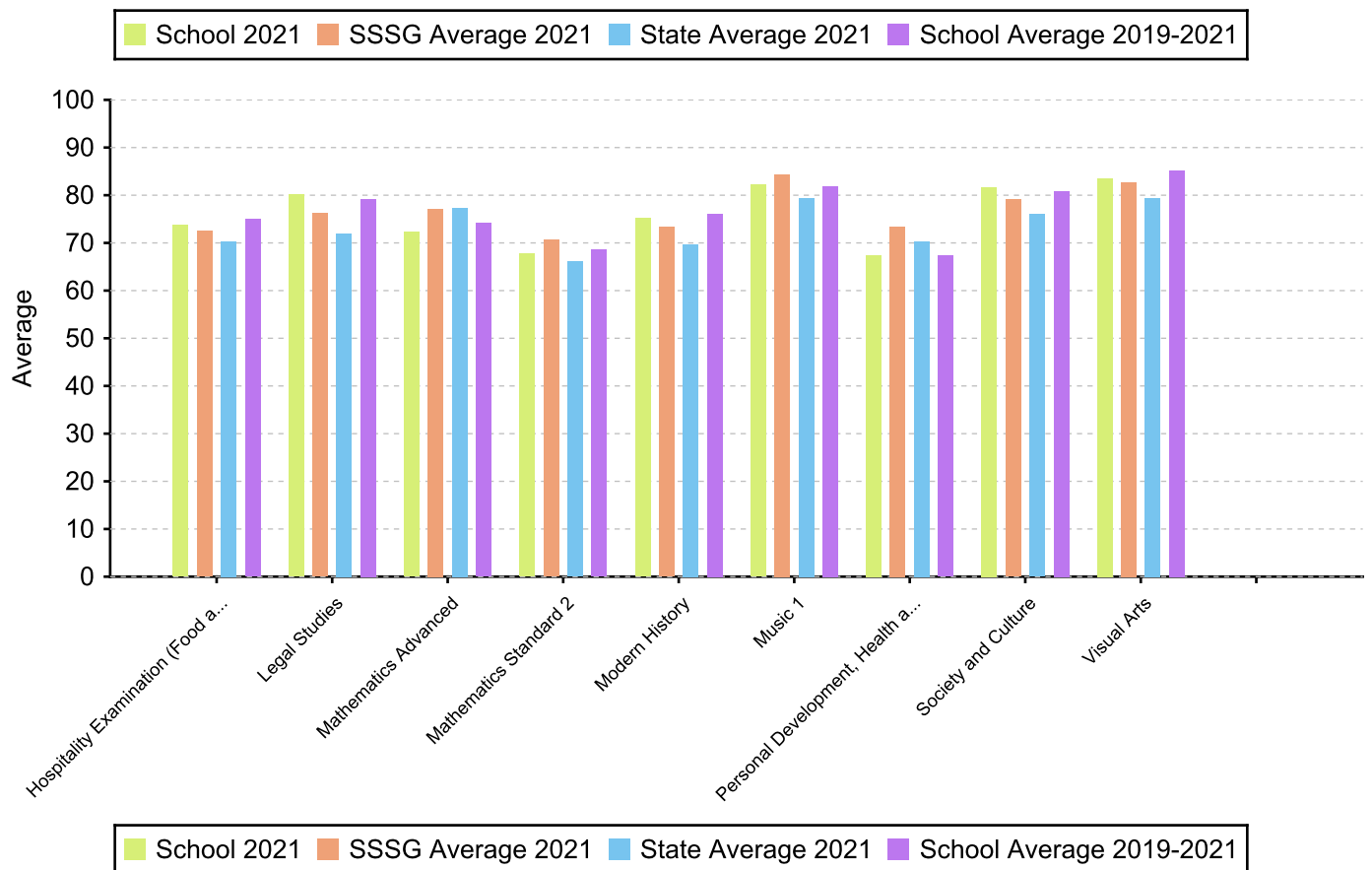
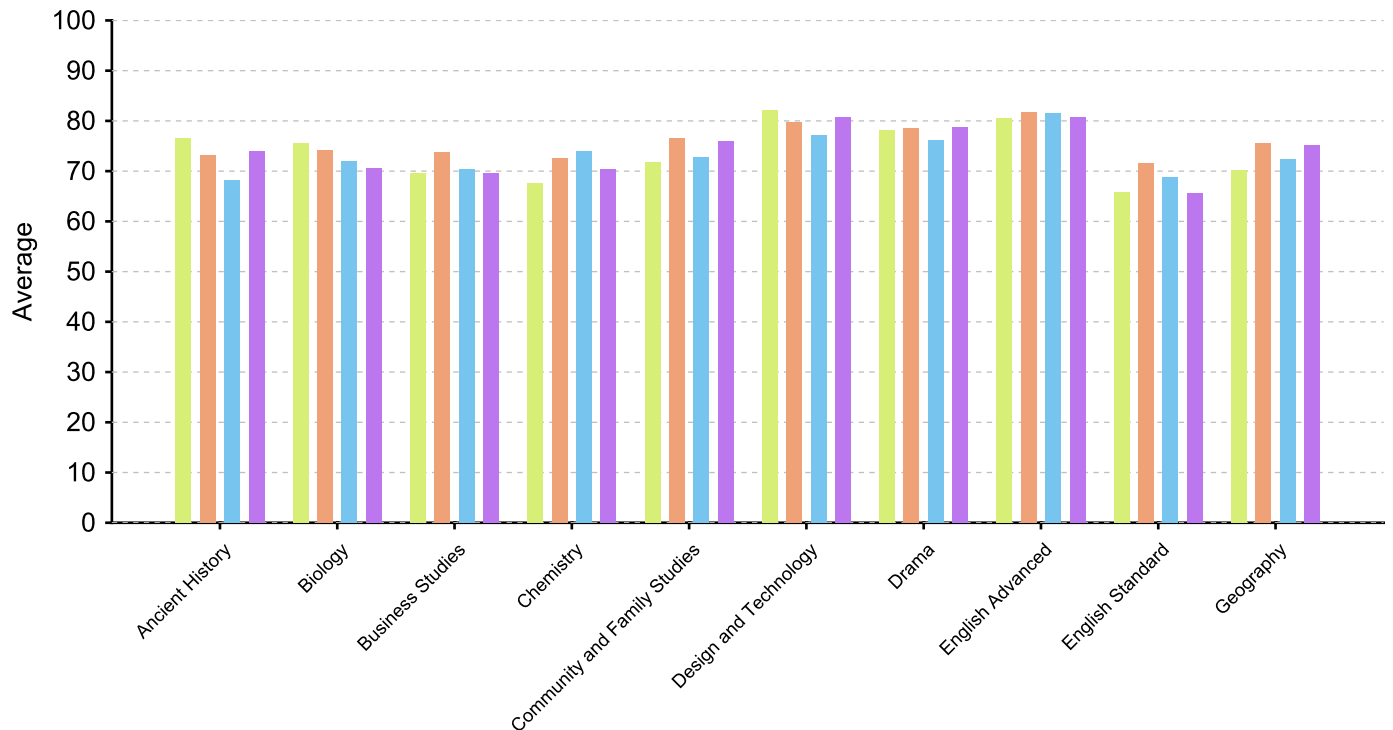
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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	76.5	73.2	68.1	73.9
Biology	75.6	74.2	71.9	70.6
Business Studies	69.6	73.8	70.4	69.6
Chemistry	67.5	72.7	74.1	70.3
Community and Family Studies	71.7	76.6	72.7	76.0
Design and Technology	82.1	79.7	77.2	80.6
Drama	78.1	78.6	76.1	78.7
English Advanced	80.6	81.8	81.4	80.8
English Standard	65.7	71.5	68.8	65.6
Geography	70.1	75.6	72.4	75.1
Hospitality Examination (Food and Beverage)	73.7	72.5	70.3	75.0
Legal Studies	80.1	76.2	72.0	79.2
Mathematics Advanced	72.3	77.1	77.4	74.2
Mathematics Standard 2	67.7	70.6	66.1	68.5
Modern History	75.2	73.3	69.7	76.1
Music 1	82.2	84.4	79.4	81.8
Personal Development, Health and Physical Education	67.4	73.4	70.3	67.3
Society and Culture	81.7	79.1	76.0	80.9
Visual Arts	83.6	82.7	79.4	85.2

Parent/caregiver, student, teacher satisfaction

The school receives feedback which is sought annually from students, parents and teachers within the school community using the Tell Them From Me survey and internal data sources including interviews, surveys and forums with parents, students and staff. Information from the survey and other data sources indicates the following:

Parent responses indicate:

- The school's administrative staff are helpful when parents and carers have a question or problem.
- Teachers immediately inform parents if there are concerns with their child's behaviour at school. Furthermore, 82% of parents indicated that they spoke with a teacher about their child's learning or behaviour at least once in the year.
- Teachers encourage their child to do their best work and expect students to work hard. Students are expected to pay attention in class and have a clear understanding of the rules for school behaviour.
- Their child feels safe going to and from school and that teachers provide help to students who need extra support.
- Most parents would recommend the school to parents of primary school students. There is an increase in the number of parents who are of the opinion that the school has a good reputation in the local community (74% in 2021 compared to 68% in 2020).

Student responses indicate:

- There is a positive learning climate at the school with students aware there are clear rules and expectations for classroom behaviour.
- Students in Years 8 to 11 reported considerably lower levels of bullying behaviour compared to the state average. The majority (78%) of students know where to seek help at school if they are bullied.
- Classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. This is reinforced by school staff who emphasise academic skills and hold high expectations for all students to succeed.
- Students often display positive behaviour at school and generally do not get in trouble at school for disruptive or inappropriate behaviour.
- The library and playground facilities are clean and well looked after.
- The resources, feedback and clear instructions provided by their teachers assisted students with their learning experiences whilst learning from home.

Teacher responses indicate

- Collaboration with colleagues occurs on a regular basis with teachers discussing strategies that increase student engagement. Teachers also report sharing assessment strategies with other teachers and frequently discuss learning issues of students with other teachers.
- There is a positive learning culture in classrooms with teachers setting high expectations for student learning and providing learning goals for each lesson. This is supported by written feedback provided to students in lessons.
- Data is frequently used to inform teaching practice, especially when providing feedback to students on how to improve their performance on formal assessment tasks. Work samples are used to facilitate students' achievement and the results from formal assessment tasks are used to inform lesson planning.
- There are clear expectations for classroom behaviour and teachers make an effort to include students with special learning needs in class activities. Teachers indicate that they strive to understand the learning needs of students with special learning needs and value an inclusive school community. Many teachers (87%) report the school is a welcoming and culturally safe place for all students.
- Teachers work with parents to help solve problems interfering with their child's progress. Parents are regularly informed about their child's progress at school. The majority of teachers report that they possess the skills and confidence to meet the needs of students with a disability or special needs in their classroom.
- Quality feedback is crucial for improving student performance and achievement in formal assessment tasks. Written feedback is provided for assessment tasks which assist students to understand the next step in their learning.
- Teachers felt prepared in supporting students whilst learning from home.

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.