

2022 Annual Report

Dapto High School



DAPTO
High School

8204

Introduction

The Annual Report for 2022 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 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 is a significant focus. Explicit teaching in conjunction with quality programming and assessment are the 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 a 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Delivering

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

Integration funding support: \$334,197.00

Low level adjustment for disability: \$333,125.74

English language proficiency: \$26,776.41

Student support officer (SSO): \$96,058.00

Professional learning: \$40,000.00

Summary of progress

The school has used 2022 to consolidate the initiatives and activities that were introduced in 2021 - reading and vocabulary training, as well as initial data analysis linked to BEST Start, Check-in and NAPLAN. A significant focus has been on the creation and maintenance of personalised learning in conjunction with supporting structures for students to achieve in learning. As a result, the school achieved success in being able to embed the structures that were introduced to enhance the delivery of learning support. This has been evidenced by the increased number of students receiving support, the increased rate of assessment and class work submission/completion. Next year will see the Middle Years Transition Committee working with the local primary schools on shared literacy and numeracy training and strategies.

Further, significant progress was made on developing a consistent approach to assessment task delivery in the school. Whilst slower than anticipated, the executive collaborated extensively throughout the second semester on the completion of a universal template and process for creation and distribution of tasks. The result of this collaboration and template development has created an opportunity to authentically evaluate all tasks before distribution to students. It has highlighted the need for allocation of time and resources into executive sharing and the creation of meaningful training for all staff. Next year the focus will be on supporting staff with training on reading and numeracy strategies through the 2IC program using What Works Best (WWB), CESE document.

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 in the percentage of students in the expected growth in reading by 10%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
% of students in the Top 2 bands in Reading reaches the lower bound system negotiated target for 2022	The proportion of Year 7 and 9 students achieving in the top two bands in NAPLAN reading is 6.99% and progress has yet to be seen toward the lower-bound system negotiated target.
Increase in the percentage of students in the expected growth in numeracy by 15%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
% of students in the Top 2 bands in Numeracy reaches the lower bound system negotiated target for 2022	The proportion of Year 7 and 9 students achieving in the top two bands in NAPLAN numeracy is 6.29% and progress has yet to be seen toward the lower-bound system negotiated target.

% of results in the top 2 bands in the HSC increases from 9.5% (Baseline) to 17%-23% (range) in 2022	The proportion of HSC students achieving in the top two bands in the HSC is 19.31% and has just exceeded the lower-bound system negotiated target.
% of results in the top 3 bands in the HSC increases from 48.6% (Baseline) to 53%-58% (range) in 2022	The proportion of HSC students achieving in the top three bands in the HSC is 52.16% and is progressing toward the lower-bound system negotiated target.
Improvement in the number of students in the Lake Illawarra South Network achieving a target of a 19.7% uplift in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity	The proportion of Aboriginal students in the Lake Illawarra South Network attaining the HSC whilst maintaining their cultural identity is 61.5%, below the network target.

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: \$49,859.38

Summary of progress

The focus for 2022 was the school-wide implementation of Learning Intentions and Success Criteria (LISC). This involved regular training and support for all staff to create and use LI/SC in all classes. As a result of the collaboration and training we were able to see evidence of learning intentions being successfully used in many classes and faculties. We are still yet to see complete uptake across the school with some resistance due mostly to a lack of understanding of the purpose. Success criteria has been less successful again highlighting a need for greater understanding of the purpose. Next year the focus will need to be on greater involvement from the executive team to enhance accountability towards school goals and supported more TPL directed at making adjustments and differentiated learning.

Further, we continue to work towards the implementation of Student Learning Goals for all students. The school made a concerted effort in 2022 to create exemplary Individual Learning Plans (ILPs), Individual Education Plans (IEPs) and Personalised Learning Plans (PLPs) in accordance with our accountability requirements. As a result of the work done, particularly by the Learning Support team, the school is in a better position to reinvigorate this activity. We will need to have a concerted effort from all members of the Executive team and the 21C program for this to have the greatest chance of success, whilst privileging the role of student voice in the learning process.

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
<ul style="list-style-type: none">• Improvement in People Matter survey data in the area of teacher collaboration and teamwork.• Improvement in student TTFM Data in the areas of intellectual engagement and valuing school outcomes.• School Excellence Framework Self assessment in Learning the element 'Curriculum, assessment & reporting' and Teaching 'Data informed effective classroom practice' indicates improvement from delivering.	<p>People Matter survey data for 2022 was insufficiently completed at DHS and as a result we are unable to compare the data in the area of 'teacher collaboration and teamwork'.</p> <p>Student TTFM Data in the areas of 'intellectual engagement and valuing school outcomes' indicates a score of 34% and 57%. The NSW Government norm is 46% and 72%.</p> <p>School Excellence Framework Self assessment shows the school currently performing at Sustaining and Growing in 'Curriculum, assessment & reporting' and Delivering for Teaching 'Data informed effective classroom practice'.</p>
% of students with positive wellbeing reaches the lower bound system agreed target for 2022	Tell Them From Me data shows 56.51% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target of 65%.

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: \$511,871.15

Aboriginal background: \$64,999.95

Summary of progress

The school has used a range of resources to meet the initiatives outlined including LASSO (Learning and Student Support Officer), school funded ACIP (above central identified position), and supporting internally funded release time for training and teams. A significant focus has been in the growing engagement of committees that form the foundation of the systems and practices the school is seeking to improve. As a result, the school has formed the School Operations and Budgets committee and widened its focus with previously formed committees, obtaining growing numbers of staff engagement. This has been evidenced by the increased staff input and participation in everything from school budgets and Aboriginal education, through to attendance and technology committees. Next year will see increased connections with smaller teams working within each committee to increase productivity and speed up processes to support Strategic Directions 1 and 2.

Further, significant progress has been made in strengthening staff management of crucial information, from meeting minutes to reporting, using the Sentral 3PI platform. Further attention is to maintain a focus on accountability, though the result of the enhanced use of Sentral's features, including student plans and communication, has meant staff are better informed and have access to information that can enhance their everyday teaching and learning. Ongoing professional learning across all areas of teaching has increased post the learning from home periods. Next year the focus will be supporting the implementation of the new school values of RISE (Respect, Integrity, Safety and Excellence).

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 for 2022 was insufficiently completed at DHS and as a result we are unable to compare the data in the area of 'action on survey results' .
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 in the element Learning and Development shows the school currently performing at Sustaining and Growing. Self-assessment against the School Excellence Framework in the element Managing Practices and Processes shows the school currently performing at Delivering.
% of students attending 90% of the time	The number of students attending greater than 90% or more of the time is

or more reaches the lower bound system agreed target for 2022	38.9% indicating progress yet to be seen toward the lower bound target of 69%.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$334,197.00</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 to identify and implement specific intervention strategies • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: 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 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>\$511,871.15</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"> • Centralised Process and Procedures <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 the following impact: every Stage 6 student having access to the online learning assistants Clickview and 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.</p> <p>The learning support, wellbeing and Aboriginal education teams completing relevant learning plans, making them increasingly accessible via the Sentral management platform.</p> <p>Several staff participating in the Rock & Water training.</p> <p>Several staff (filled through expression of interest) 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>After evaluation, the next steps to support our students will be: to continue the success of Edrolo and Clickview to assist students from all</p>

<p>Socio-economic background</p> <p>\$511,871.15</p>	<p>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>\$93,017.75</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"> • 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"> • 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 (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 • maintained the Karrara Centre <p>The allocation of this funding has resulted in the following impact:</p> <p>stronger engagement with teachers, students, their families and the wider community with culturally significant events.</p> <p>Students actively involved with the local community, such as Gumarra, 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, with other students' works receiving high praise from the local Aboriginal community.</p> <p>An Aboriginal and Torres Strait Islander representative as part of our SRC collective; one for Stage 4/5 and another for Stage 6.</p> <p>Improved 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>Created 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>After evaluation, the next steps to support our students will be:</p> <p>continue the improvement with transition from Year 6>7 with a greater focus on staff communication for our incoming Aboriginal Students and maintain the relationship with the feeder school with their graduating students.</p>
<p>English language proficiency</p> <p>\$26,776.41</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"> • Personalised Learning and Learning Resilience <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing providing intensive support for students identified in beginning and emerging phase

<p>English language proficiency</p> <p>\$26,776.41</p>	<ul style="list-style-type: none"> • 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 the following impact: EAL/D dedicated 0.2 (1 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 2022 enrolments, identifying needs and resource allocation requirements.</p> <p>After evaluation, the next steps to support our students 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>\$333,125.74</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"> • Personalised Learning and Learning Resilience <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 following impact: a strong staff body of LaST's and SLSOs supporting students both in the classroom and through 1:1 assistance and small groups. A timetable of LS staff have been created to ensure equity and maximum coverage for students as well as a strong accountability to students needs (both IFS and LaST funded). 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. The continuation of 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 will be: ongoing improvement to the measures implemented. Expand with LS committee to engage all faculties, with links to the PHOENIX groups. Creating a manual for the faculty's year through operations and needs.</p>
<p>Professional learning</p> <p>\$89,859.38</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Data driven practices • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff members engaging in PL that benefits their PD path, incorporated into the PDP, building upon the DHS SIP and aligned to DoE initiatives.

<p>Professional learning</p> <p>\$89,859.38</p>	<p>The allocation of this funding has resulted in the following impact: online application for applying for PL outlines the follow up activity that will link to PDP, SIP, and/or DoE outcomes. Executive and aspiring executive staff given extended opportunities with the schools now established 2IC program, which includes participating in the What Works Best leadership group. The flow of using learning intentions and success criteria in all learning situations has progressed, with greater focus required in 2023. Before and after school meetings of staff for school and DoE programs and initiatives commencing.</p> <p>After evaluation, the next steps to support our students will be: continue the PD of all staff in growing areas of research and evidence based learning and development, such as WWB. Grow further the the concept of DHS Values, and engage students with more opportunities to invest their own ideas for teaching and learning improvement.</p>
<p>COVID ILSP</p> <p>\$224,790.00</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 2022.</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 small group tuition <p>The allocation of this funding has resulted in the following impact: SWAN lists identified by staff and LS team to generate small 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 all levels of student learning. A total of 1.8 FTE LaST staff dedicated to the groups.</p> <p>After evaluation, the next steps to support our students will be: dependent on funding, to continue with small group formats that have shown success with student outcomes. Improve parent communication, as some misunderstood the invite as students requiring learning support (rather than additional tuition) by renaming the programs to something without the terminology 'learning support'. Aiming to grow and amplify into 2023</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Personalised Learning and Learning Resilience <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of DoE funded SSO position • assist students through a range of Wellbeing programs and 1:1 supports <p>The allocation of this funding has resulted in the following impact: the Friends Resilience and Seasons for Growth programs saw a range of students from all year groups gaining access to supports that had not existed previously. Four staff were trained and subsequently delivered the programs to support students from trauma and concerning wellbeing backgrounds.</p> <p>After evaluation, the next steps to support our students will be: continue with the funding of Friends Resilience and Seasons for Growth programs, but embed them within the timetable for Year 7 students. Year 8 - 12 students can still access with the same format as 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	460	489	488	489
Girls	451	472	478	479

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.1	93.9	90.2	85.9
8	88.3	91.4	88.0	82.2
9	88.3	88.8	84.0	82.6
10	87.4	92.5	82.2	79.2
11	87.1	92.0	87.5	80.2
12	83.0	90.3	83.8	83.5
All Years	87.8	91.5	86.2	82.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	40
TAFE entry	5	10	10
University Entry	0	0	35
Other	5	5	0
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

56.93% of Year 12 students at Dapto High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

88% of all Year 12 students at Dapto High School expected to complete Year 12 in 2022 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	18.77
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	348,160
Revenue	14,288,874
Appropriation	13,633,267
Sale of Goods and Services	214,074
Grants and contributions	433,578
Investment income	5,943
Other revenue	2,012
Expenses	-14,201,453
Employee related	-12,723,574
Operating expenses	-1,477,879
Surplus / deficit for the year	87,421
Closing Balance	435,581

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.

	2022 SBAR Adjustments (\$)
Targeted Total	334,197
Equity Total	964,791
Equity - Aboriginal	93,018
Equity - Socio-economic	511,871
Equity - Language	26,776
Equity - Disability	333,126
Base Total	10,690,494
Base - Per Capita	251,629
Base - Location	0
Base - Other	10,438,866
Other Total	870,357
Grand Total	12,859,839

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 2022	SSSG	State	School Average 2020-2022
Ancient History	64.7	65.4	69.6	66.3
Biology	68.7	63.7	68.5	69.1
Community and Family Studies	72.7	70.7	73.2	73.3
English Advanced	75.1	76.3	81.0	75.2
English Standard	66.9	65.5	68.1	66.5
Food Technology	66.8	68.4	69.7	66.7
Investigating Science	68.5	68.9	70.6	69.9
Legal Studies	69.7	66.9	70.8	67.9
Mathematics Standard 2	72.4	65.0	67.6	68.0
Modern History	63.5	67.4	70.9	64.7
Personal Development, Health and Physical Education	66.7	65.9	67.5	68.1
Society and Culture	74.3	71.5	75.5	70.9

Parent/caregiver, student, teacher satisfaction

Dapto HS invested significant time and resources into the Tell Them From Me (TTFM) survey for 2022. As a result, the level engagement from parents has been maintained with over 100 families responding to the survey to create a substantial data pool. The data is consistent with that of 2021 although the number of respondents for Stage 6 students is lower than previous years.

73% of those surveyed feel that the school has a good reputation in the community supported by 76% 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.