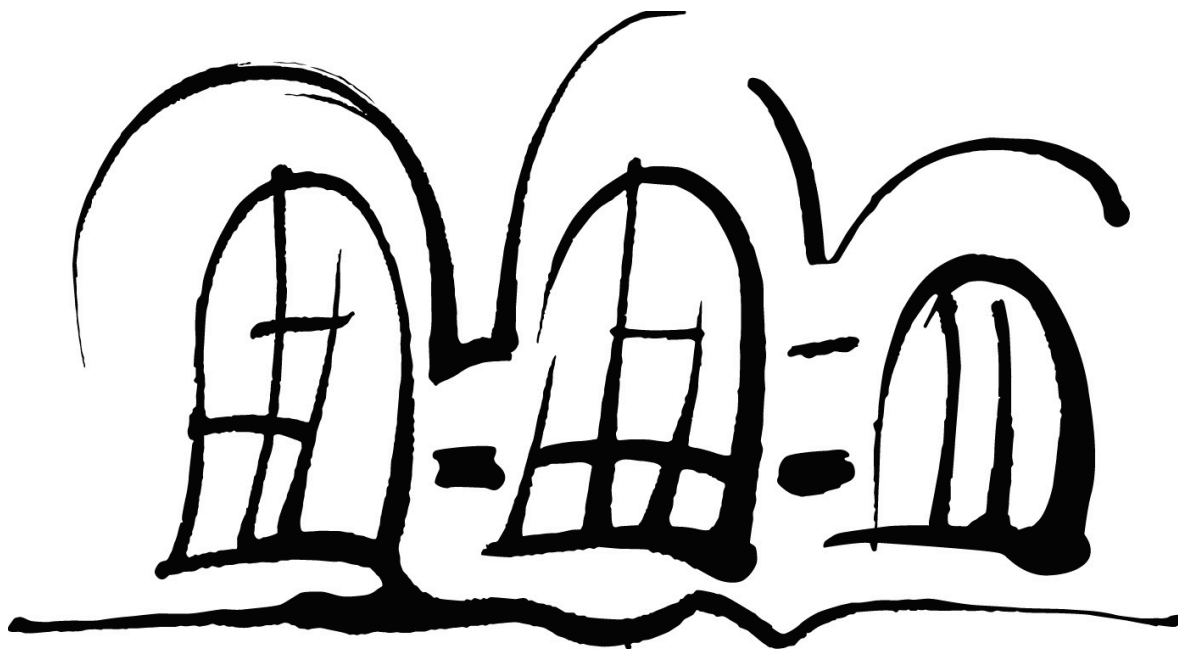


# 2022 Annual Report

## Dulwich High School of Visual Arts and Design



## Dulwich High School of Visual Arts & Design

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# Introduction

The Annual Report for 2022 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

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## Message from the principal

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This report provides an opportunity to showcase and celebrate the learning of all students. I wish to acknowledge and thank school staff who have supported our students and initiatives throughout the year. I commend the dedication, passion and commitment they have demonstrated.

The programs and progress in 2022 outlined in this report reflect the school community's commitment to accessing engaging, authentic curriculum. Our collaborative learning culture firmly focuses on our students flourishing, our teaching being dynamic and our partnerships prospering. We commit to every student connecting, succeeding, thriving and learning. We value our supportive parents and wider community who partner closely with us in the educational journey.

2022 was a busy year, but we managed to achieve so much as a school community and celebrated many successes. Year 12 students achieved some exceptional results. Congratulations to our Dux of the school Andrew Truong, who achieved an ATAR of 97.7. So many other students shared similar achievement with many university offers established. Every student who applied to University was made an offer. As such, a huge congratulations goes to all, including the HSC teachers who supported and motivated each individual student to achieve their personal best.

Once again, our new student leadership team was inducted with each individual developing their own portfolio outlining their intended focus and contribution for 2023. This is a new initiative that we are excited to support and see flourish.

Next steps include further developing programs and supports for our Aboriginal students and incorporating student voice in collaborative decision making. This is an important element in our school planning that is valued by staff, students, parents and carers.

I thank our dedicated staff who continue to go above and beyond in their commitment to professional development, systems leadership and continual improvement.

## Message from the students

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Dulwich High School of Visual Arts and Design's Student Representative Council is pleased to look back on another eventful and exciting year at school. It's been a year of infrastructure changes to our grounds, and we're particularly proud of the ones that help us look after our planet better; specifically, the addition of energy efficient LED lights in classrooms and more recycling bins in the playground have let us become a more sustainable school. It's also been a productive period of development for our student groups and initiatives, particularly the Empowered Women's Association, the Diversity Crew, the Neurodiversity Association, the Share the Dignity Drive, and the Dungeons and

Dragons Club. The reintroduction of the House system is something we think will make our school an even stronger community. Meanwhile, students came out in force to make the Winter Gala and the Open Night such special occasions, and they reached a new level of autonomy when the Year 12 class successfully organised a fundraiser for their Yearbook. We can't wait to see what lies in store for our school this year.



Student Leadership

## 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 value is 1072.

We have a socially and multiculturally diverse, and also geographically dispersed population of over 900 students of which 4% are Aboriginal and Torres Strait Islander students. With 14% of our students born overseas and over 50 different languages spoken at home, 12% of our students require some level of English as an additional language or dialect (EAL/D) support.

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. In 2021 the school undertook an External Validation process that confirmed the school's progress in identified improvement focus areas. As a result, the school updated the situational analysis to inform the revised 2022-2026 Strategic Improvement Plan. This plan maintains a commitment to improving the following:

- 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. 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>

## 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:** \$47,123.37

**Socio-economic background:** \$49,756.33

### Summary of progress

In 2022, the literacy team delivered supplementary whole school Professional Learning on Reading Strategies, providing specific examples of Teaching and Learning resources across different KLAs. Staff exit survey revealed the Professional Learning to be effective, clearly modelling approaches to embedding rich texts and metacognitive reading strategies.

A number of Faculties engaged with Reading for their Community of Practice. An audit of programs, teaching resources and student work samples reveal a range of topic relevant rich texts and appropriate reading strategies have been embedded into Year 8. Pre and Post data from a few CoPs reveals growth in students reading comprehension.

Year 9 NAPLAN results indicate significant growth in student reading comprehension. 45% of students achieved in the top two bands (as opposed to 29% of SSSG). Though this growth suggests the whole school focus on reading has been effective, there is not yet enough data to consider this a trend.

Renaissance reading program has been implemented across the school in year 8 classes. Established reading practices have been implemented, with students reading at the beginning of period 3. The Renaissance reporting platform has not yet been meaningfully engaged with this year.

The 2022 initiatives of the literacy team have been largely successful, fostering whole school language and approaches to explicitly teaching reading comprehension.

Implementation of Reading Strategies: For 2023, the Literacy Team will continue to support and monitor the whole school implementation of explicit reading strategies and rich texts. No further whole staff Professional Learning on reading strategies is planned; however new and beginning teachers will be inducted into the school pedagogies.

Wide Reading: The school will increase the Renaissance wide reading program to include both Years 7-8. Year 9 students will continue with wide reading utilising English and History/Geography classes. The library will continue to be updated with new fiction.

Low Literacy Support: Literacy team will work with HT Wellbeing/Learning using check-in data to identify low literacy students that will benefit from small group, targeted intervention sessions on reading comprehension.

Academic Writing: The literacy team will begin a whole school writing initiative, using academic literacy strategies to improve persuasive writing. We will complete an audit of the current persuasive writing opportunities, provide Professional Learning for staff and have Year 8 students complete a writing task that is marked according to NAPLAN marking criteria.

### NUMERACY

In 2022, the numeracy team focused on embedding the Concrete-Pictorial-Abstract (CPA) model within their programs. Staff were professionally developed and trained by the school's numeracy educational consult, Dr Thuan Thai from the University of Notre Dame in the creation, development, and delivery of such explicit teaching strategies. CPA model allows students to discover and experience the mathematical concepts using manipulatives and physical objects;

students are promoted and encouraged to understand the reasoning behind particular formulas through the use of these objects. After these hands on experiences, students process their understanding to pictorial proofs before moving to constructing more abstract knowledge. The Mathematic's faculty focused on implement CPA lessons for Measurement and Geometry for Stage 4; lessons included developing students understanding on how to calculate the area of a circle, and composite shapes. From anecdotal evidence, students enjoyed these lessons and were able to link their content understanding to practical experience. The implement and refining CPA lessons into the Mathematic's teaching program will continue into 2023 and beyond.

Mathematics Faculty's exposed students within past Stage 4 and 5 NAPLAN style question. At the end of each topic taught within the scope and sequence of the Year 7, 8, and 9 Mathematics course, students were exposed to past NAPLAN questions based on that topic. Students developed an awareness of the style of questions that can be posed and used their current understanding to solve them. Moving forward a clearer understanding of the mathematical language, literacy skills, and process on solving these questions will be a focus. Checking for understanding of the impact that exposing students to these questions will be a focus for 2023.

The HSIE & Science faculty implement and created numeracy lessons which were observed by faculty and team members. The lessons were developed by the instructional leaders, who unfortunately due to staff turnover and no longer working at Dulwich High School of Visual Arts and Design. These lessons, however, are embedded into the teaching programs with HSIE and Science. Teachers from within these faculties are more confident and skilled in delivering numeracy based lessons within their teaching domain.

A small group within the numeracy team focused on developing their understanding and the school's awareness of Maths Anxiety. Small independent professional learning was constructed and a small survey of student understanding and opinions were collated. Through the school based research it was understood that students at DHSVAD did not have maths anxiety, however, a possible adverse opinion of the accessibility of mathematics to them.

Looking towards 2023, the Numeracy Team will be looking towards strengthening the numeracy program within Science, TAS, and PDHPE. They will continue to develop and extend their skills in developing CPA lessons in Measurement & Geometry, as well as Fractions, and Proportional Reasoning. A strong focus on building students' vocabulary and confident understanding around mathematical terms through the implementation of the IDEA problem solving method is a key objective for 2023.

### 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
Improvement in the % of students achieving in the top 2 bands to be above the school's lower bound system negotiated target in NAPLAN Numeracy of 28.9%	25.17 % of year 9 students achieved in the top two bands in NAPLAN Numeracy
Improvement in the % of students achieving in the top 2 bands to be above the school's lower bound system negotiated target in NAPLAN Reading of 34.2%	44.97% of year 9 students achieved in the top 2 bands in reading.
Improvement in the % of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system negotiated target.	We are unable to ascertain individual student growth from the data as the NAPLAN test was not run in 2020. There is an improvement of 13% of students achieving in the top three bands in Reading from 2021-2022 which indicates a positive upward trend.
Improvement in the % of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system negotiated target.	We are unable to ascertain individual student growth from the data as the NAPLAN test was not run in 2020. However, there has been a 19% improvement of students achieving in the top three bands from 2021 -2022, indicating a positive upward trend.
Percentage of students achieving in the top 2 NAPLAN Writing bands to be moving towards the school identified target of 5%.	23.29% of students achieved in the top 2 NAPLAN Writing bands in 2022. This is an increase of 10% since 2021.

## 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: \$27,000.00

### Summary of progress

#### High Impact Teaching

The ongoing implementation and refinement of Visible Learning pedagogies in line with the research based best practices outlined in What Works Best has continued to support teachers collaboratively engage in sustained evidence-based professional learning on high impact, whole-school practices that will continue to strengthen teacher quality and improve student progress and achievement.

Evidence informed professional learning has been delivered to improve the quality of teaching practices focusing on: Visible Learning (Success/Learning Intentions, Effective Feedback) that builds students' capacity as successful and empowered learners.

What Works Best research identified practices: Assessment, Explicit Teaching, High Expectations and Feedback.

2022 saw the continued implementation and refinement of High Impact Teacher (HIT) strategies across the school- in particular, the use of Learning Intentions and Success Criteria and the provision of effective feedback.

- Walkthrough data gathered from all KLAs across all groups clearly indicates that the use and availability of Learning Intentions and Success Criteria are universal (100% of classrooms visited) and a comparison of data from previous years demonstrates that the quality of LISC has also improved; 2022 data shows that: >80% of Learning Intentions and Success Criteria are well-articulated and student-friendly and >75% of Success Criteria use verbs to provide scope for differentiation and to increase student agency. This is further corroborated by student feedback solicited through the Tell Them From Me (TTFM) survey, where the school-based question was: *"Learning intentions and success criteria are made visible and/or available to me in most of my classes"*, to which >97% of respondents indicated that they strongly agreed or agreed.
- Student interview data with students (gathered as a part of HIT walkthroughs) has also shown a positive trend, with: 76.3% of student interviewed being able to clearly or very clearly articulate 'what they were learning' and 65.9% being able to outline 'how they are going with their learning'. While student interviews show that Learning Intentions and Success Criteria are perceived as being helpful to student learning (67.5%), student self-efficacy and agency continue to be areas of opportunity, with only 7.9% of students referring back to Learning Intentions and Success Criteria 'when they get stuck' as opposed to 100% of students asking a teacher, peer or parent.
- The Effective Feedback Student Survey (EFSS) has confirmed the need to continue working with students to develop their ability to apply metacognitive and self-reflective strategies to maximise their learning opportunities and outcomes. The evidence gathered indicates a lack of student agency and ownership of learning across the student body which will present the HIT strategic team and indeed all teaching staff at DHSVAD with opportunities to embed practices to support the development of these important skills. The data from the EFSS, underpinned by rigorous academic research, has provided the basis for the development of an Effective Feedback Matrix for faculties to use to embed further strategies within teaching, learning and assessment cycles within their practice

#### Community of Practice

The Faculty Community of Practice high-impact professional learning model at DHSVAD continues to provide the structures and opportunities for faculties to engage in a needs and research-based, project of professional improvement with the ultimate goal of improving teacher and student capacity. In 2022, all faculties engaged in the Community of Practice model of professional learning. This model successfully provided PL opportunities in the domains of visible learning, reading and literacy, wellbeing, and programming.

The structures provided by the Community of Practice team and model allowed the following activities and achievements to take place:

- As a result of the actions of the literacy team and the structures afforded by the Faculty CoP model, NAPLAN results for Reading exceeded both State and SGG averages, and mandated targets.
- All classroom teachers and faculties participated in a Community of Practice professional learning model.
- All faculties conducted a baseline data collection that served to assess evidence of impact post-implementation. However, one of the unexpected challenges with the project is the difficulty of collecting valid pre-implementation data that serves as a valid point of comparison. This aligns with Timperley's (2018) assertion that teachers working in CoP groups need to be upskilled in assessment first and foremost.
- All faculties developed resources aligning with their CoP focus. However, the effectiveness of these was hard to measure.
- The Community of Practice team developed an observation toolkit to support the feedback and sharing of practice processes in the CoP Professional Learning Model.
- Support was provided for all beginning and new teachers in the form of a Community of Practice Induction program.
- There were several changes made to the original timeline of implementation to cater for the varying needs and levels of expertise of each faculty. Some faculties finished their implementation cycle for their CoP, and others reviewed their goals and chose new CoP goals and focuses better aligned with their faculty's needs.
- The team's aim to develop teaching toolkits was largely on track, with the observation toolkit completed in Term 2 to support and align with the implementation phase of most CoPs.

As a result of the activities listed above, teachers and faculties produced several outputs of varying success. These included:

Output of resources aligned with the SIP. These include reading resources that came out of the CoP focus.

Peer-to-peer observations of changed and improved teaching practice.

Survey of CoP model completed by HTs.

Some faculties compared baseline data to post-implementation data.

Changes to teaching practice committed to programs - mainly in reading and numeracy domains.

Building towards a culture of high-impact professional learning as teachers embrace the time given to focus on a teaching and learning focus, underpinned by a CoP structure.

Increase in NAPLAN reading scores in Year 9 may be attributed to an interplay between the support provided by the reading team in the upskilling of teachers in reading pedagogy, and the time to plan, implement, and reflect provided by the CoP.

For 2023, key changes to the CoP model will allow the team to address identified needs based on teacher feedback. These needs and challenges include:

Difficulty in sustaining complex project management.

Providing mentoring and expertise to move a project forward.

Garnering further teacher buy-in.

Difficulty in collecting valid baseline data.

These are primarily addressed through the hiring and induction of instructional coaches for 2023, and the creation of more explicit needs analysis templates, and project management Gantt Charts.

Moving Instructional Coaches into the Community of Practice team will also help the delegation of responsibility and the tracking of the project.

The past, present, and future actions of the Community of Practice team, alongside a cycle of continual data and evidence collation to assess impact and guide next steps, will provide the key actions needed to shift the school culture towards high-impact and needs-based professional learning, with teacher and student improvement at its core.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All Year 8 Teaching programs, classroom observations and assessments demonstrate embedded strategies of Visible Learning and What Works Best.	A review of teaching and learning artefacts including Teaching and Learning Programs and Assessment Tasks indicated that use of Visible Learning pedagogies and practices identified in WWB permeate through all KLAs. This is also supported by Walk-Through and lesson observation data that has been systematically collected through the 2022 academic year as well as locally gathered qualitative data (student interviews, staff reflection) and quantitative data (TTFM).
Percentage of staff participating in communities of practice activities moving towards or at the lower bound school target of 75%.	The structures provided by the team, alongside systemic changes to timetabling of meetings, have meant that this target has been achieved. Future targets should focus on the quality of the CoP outputs, and align these with SIP targets such as reading, numeracy, and HSC goals.

### 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

#### Summary of progress

In 2022 the team implemented or delivered the following:

Outside provider Elevate delivered workshops to students on the topics, exam preparation and study skills, in response to student survey responses, requesting more support in this skill set. It aligned with the staff PL on note making, leading to the creation of a study skills toolkit.

#### Professional Development:

Delivered professional learning to the whole school on:

Developing student self efficacy and through the use of organisational and study skills

Explicit teaching of refining responses to short answer questions.

#### Student survey and analysis:

Surveyed Yr 12 students in term 1 to identify and discuss goals and steps to achieve them and areas of support ( Academic and Wellbeing) they would like as they move towards completing HSC..

Moved the survey to term 4 at the beginning of Yr 12, moving forward.

#### Yr 10 Transition Program:

In response to analysis of RAP data and the identification of areas of student weakness the team developed a transition program for Yr 10 students to trial and evaluate the effectiveness of explicit teaching of skills in improving students performance.

#### HSC PL: High Leverage Strategies:

Provided the opportunity for all Stage 6 teachers of the 8 courses offered to engage with DoE supplied PL based on the High Leverage strategies identified by Prof. Wayne Sawyer.

#### 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 reach the lower bound system negotiated target of 72.9 % or above.	In 2022 65.2% of Students sitting the HSC attained a band 4, 5 or 6.  A number of courses are consistently achieving over 90% in the top three bands ( Legal Studies, Society and Culture, Visual Arts Design and Technology and Music 1).

<p>Increase the % of HSC course results in the top 3 bands to reach the lower bound system negotiated target of 72.9 % or above.</p>	<p>In addition, there is trending growth in the percentage of students achieving in the top 3 bands in the following courses, Drama, Physics, English Advanced and Ancient History.</p>
<p>Increase the percentage of students attending school more than 90% of the time to be above the school's lower bound system negotiated target of 79.1%.</p>	<p>Attendance rates saw a significant decline over the period of 2020 to 2022 which culminated in only 35% of students attending &gt;90% of the time in 2022. This could be attributed to COVID related illnesses. However, term 1 2023 has seen an improvement with the current attendance rate at &gt;90% of the time = 64%</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$49,756.33</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> <li>• employment of additional staff to support Numeracy project plan implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of Instructional leaders to support implementation of the Numeracy project plan</li> <li>• engagement with Academic partner -numeracy expert to support staff with data analysis and provide professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Building teacher capacity in teaching explicit activities to Improve Numeracy outcomes, through the modelling of best practice and targeted professional learning opportunities.</li> <li>- Explicit programming of targeted numeracy activities in years 7,8 &amp; 9.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Identifying special focus areas in Numeracy identified through NAPLAN data.</li> <li>- Continue to review explicit learning activities in Mathematics, Science, HSIE and TAS, to improve student performance in targeted numeracy outcomes.</li> </ul>
<p>Aboriginal background</p> <p>\$28,595.32</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Increased staff supporting Aboriginal students with their learning and development of PLPs.</li> <li>- Provision of mentoring to individual students by the SSO, ASLO and external support providers.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Aboriginal background</p> <p>\$28,595.32</p>	<ul style="list-style-type: none"> <li>- Further developing the stakeholders who can support Aboriginal students within the school community.</li> <li>- Develop and implement special programs to sustain and develop relationships and belonging of Aboriginal students within the school and wider community.</li> </ul>
<p>English language proficiency</p> <p>\$93,091.77</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy Strategy</li> <li>• Numeracy Strategy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Development of teacher capacity in implementing explicit Reading Provision of EAL/D staff in the classroom to support student learning and assist in the differentiation of learning activities.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- A continuation of the current program of providing in-class and withdrawal support for students.</li> <li>- increased visibility and use of EaLD Progression Reports by teachers to support students.</li> <li>- whole school engagement in the implementation of specific reading strategies.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$186,594.03</p>	<p>Low level adjustment for disability equity loading provides support for 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of specialist School Learning and Support Officers</li> <li>• employment of additional SLSOs to improve the development of students by supporting the implementation of PLASPS.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• students developing broader social and emotional skills through participation in targeted strengths-based programs including Raise mentoring</li> <li>• students engaging in targeted support that supported their development and use of coping skills, along with strategies that build resilience and positive relationships across the school community</li> <li>• Student leadership opportunities implemented within the school community</li> </ul>

<p>Low level adjustment for disability</p> <p>\$186,594.03</p>	<p>that developed the leadership skills of students whilst enhancing student participation and engagement in school activities</p> <ul style="list-style-type: none"> <li>• Differentiated teaching and learning programs implemented to support students with Learning and Adjustment Plans.</li> <li>• Weekly after school homework club and senior tutorials to support student learning.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continued teacher engagement in professional learning activities targeted at increasing skills and capacity of staff to meet the needs of students with a disability.</li> <li>- continued in class support for students with Learning and Adjustment Plans.</li> <li>- improve teacher capacity to differentiate curriculum and assessment activities to support student learning.</li> </ul>
<p>Professional learning</p> <p>\$62,753.67</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 Dulwich High School of Visual Arts and Design.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy Strategy</li> <li>• Numeracy Strategy</li> <li>• High Impact Teaching</li> <li>• Community of Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• employing instructional leaders to support faculties in the analysis of data and implementation the literacy project plan</li> <li>• professional learning provided to staff in implementing reading strategies</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Building staff capacity in the use and implementation of explicit Reading strategies</li> <li>- Building staff capacity in the identification, development and implementation of explicit targeted Numeracy strategies.</li> <li>- Increased teacher resources in Literacy and Numeracy</li> <li>- Expanded the use of LISC and Visible Learning strategies through the development of faculty Visible Learning Kits, targeted Professional Learning and lesson observations</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to extend and develop Visible Learning teaching strategies - LISC and Feedback</li> <li>- review and refine teaching programs to include explicit teaching strategies from the Visible Learning Toolkit that address identified student needs</li> </ul>
<p>COVID ILSP</p> <p>\$67,590.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul>

<p>COVID ILSP</p> <p>\$67,590.00</p>	<ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employing specialist staff to provide tuition to student groups in literacy/numeracy</li> <li>• providing targeted professional learning for HSC teachers</li> <li>• development of resources and provision of small group tuition to identified students</li> <li>• providing study skills workshops and Masterclasses for HSC students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- provision of targeted, explicit instruction for student groups in literacy/numeracy</li> <li>- improved student performance in HSC examination</li> <li>- development of student mastery in responding to HSC short answer questions</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to provide targeted explicit instruction to identified students</li> <li>- providing study skills workshops and specialist SLSO support to improve student performance in NAPLAN and the HSC</li> </ul>
<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 Dulwich High School of Visual Arts and Design</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Facilitate student referrals to external providers by establishing and maintaining referral pathways with appropriate local services.</li> <li>• Support transition, between schools and post-school enrolments by working with transition coordinators and external providers.</li> <li>• Enhance student learning and wellbeing outcomes by identifying and establishing support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• provide mentoring and support to Indigenous students and their families</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-Transition support- individual case management with a focus on improving student attendance, yr 7 Peer Support Program, and supporting students with a shared enrolment.</li> <li>-Supporting improved attendance and wellbeing through programs such as Breakfast Club. In 2022 the club was accessed 1,283 times which enabled students to access a meal before school as well as increasing their sense of belonging and connectedness with support at school.</li> <li>-Improved student help-seeking behaviours - this was evident through the increase in the delivery of peer mediations together with an increase in student self-referrals for SSO wellbeing check-ins.</li> <li>-Fostering opportunities for social connection and participation through lunch times clubs including Diversity Crew, Empowered Women's Association, SRC, and Art &amp; Craft sessions as well as through referrals and promotion of initiatives and opportunities within local community.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Wellbeing programming for the whole school/year group as well as small group interventions to promote mental health literacy, sense of belonging, and centring student voice.</li> <li>- Continuing to build relationships, networks, and partnerships with key stakeholders including P&amp;C, families, and local youth services.</li> </ul>

<p>Integration funding support</p> <p>\$399,086.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Continued development, implementation and review of Personalised Learning and Support PLans to address student learning needs and access to the curriculum.</li> <li>• Improved learning outcomes and access to the curriculum through continued employment of four School Learning and Support Officers, professional learning for staff and targeted programs.</li> <li>• Students with an identified disability accessed disability provisions for all assessment tasks to support their participation and maximise their academic achievement.</li> <li>• The continual development and review of Personalised Learning and Support Plans (PLASPs) and Learning and Adjustment Plans for students, in consultation with students, staff, parents and agencies, to support the participation and engagement in learning across all KLAs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continued engagement and consultation between students, parents and school staff to plan for student learning.</li> <li>- increased support for teachers new to the school to access and implement Personalised Learning and Support Plans.</li> <li>- increased and broader use of executive functioning strategies within PLASPs to meet the needs of neurodiverse students at the school.</li> <li>- teacher and SLSO engagement in professional learning activities utilising suggested strategies from Positive Partnerships.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	472	481	469	459
Girls	378	412	415	432

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.5	93.6	91.8	87.5
8	90.5	92.1	89.3	82.5
9	90.0	91.5	87.9	82.3
10	89.2	90.0	87.0	83.5
11	90.1	89.8	87.0	87.6
12	91.9	92.3	86.1	84.8
All Years	90.9	91.7	88.4	84.6
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

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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	0.01	12
Employment	0	0.01	5
TAFE entry	0	0.02	20
University Entry	0	0	58
Other	0	0.01	0
Unknown	0	0.01	5

## Year 12 students undertaking vocational or trade training

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30.65% of Year 12 students at Dulwich High School of Visual Arts and Design undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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82.5% of all Year 12 students at Dulwich High School of Visual Arts and Design 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)	10
Classroom Teacher(s)	47.9
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	15.37
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 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

Professional learning has focused on developing teacher understanding and improved practice in line with the school's

strategic directions as outlined within the School Improvement Plan. In particular, teaching staff have engaged in rich, meaningful and contextually relevant professional learning pertaining to Reading, Effective Feedback and the pedagogical toolkit to support HSC success such as notemaking and other high leverage strategies. Staff have also been given opportunities to strengthen their understanding of the school's specialisation through our engagement with PL opportunities at the Museum of Contemporary Art; and through PL opportunities provided as a part of the Community of Practice initiative, staff have engaged with models to effectively evaluate practice and have been given strategies to enhance our collective teacher efficacy.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,631,337
<b>Revenue</b>	12,338,257
Appropriation	11,544,430
Sale of Goods and Services	54,299
Grants and contributions	689,727
Investment income	37,801
Other revenue	12,000
<b>Expenses</b>	-11,935,305
Employee related	-10,549,715
Operating expenses	-1,385,590
<b>Surplus / deficit for the year</b>	402,951
<b>Closing Balance</b>	3,034,288

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	399,086
<b>Equity Total</b>	358,037
Equity - Aboriginal	28,595
Equity - Socio-economic	49,756
Equity - Language	93,092
Equity - Disability	186,594
<b>Base Total</b>	9,524,775
Base - Per Capita	227,983
Base - Location	0
Base - Other	9,296,792
<b>Other Total</b>	733,042
<b>Grand Total</b>	11,014,940

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

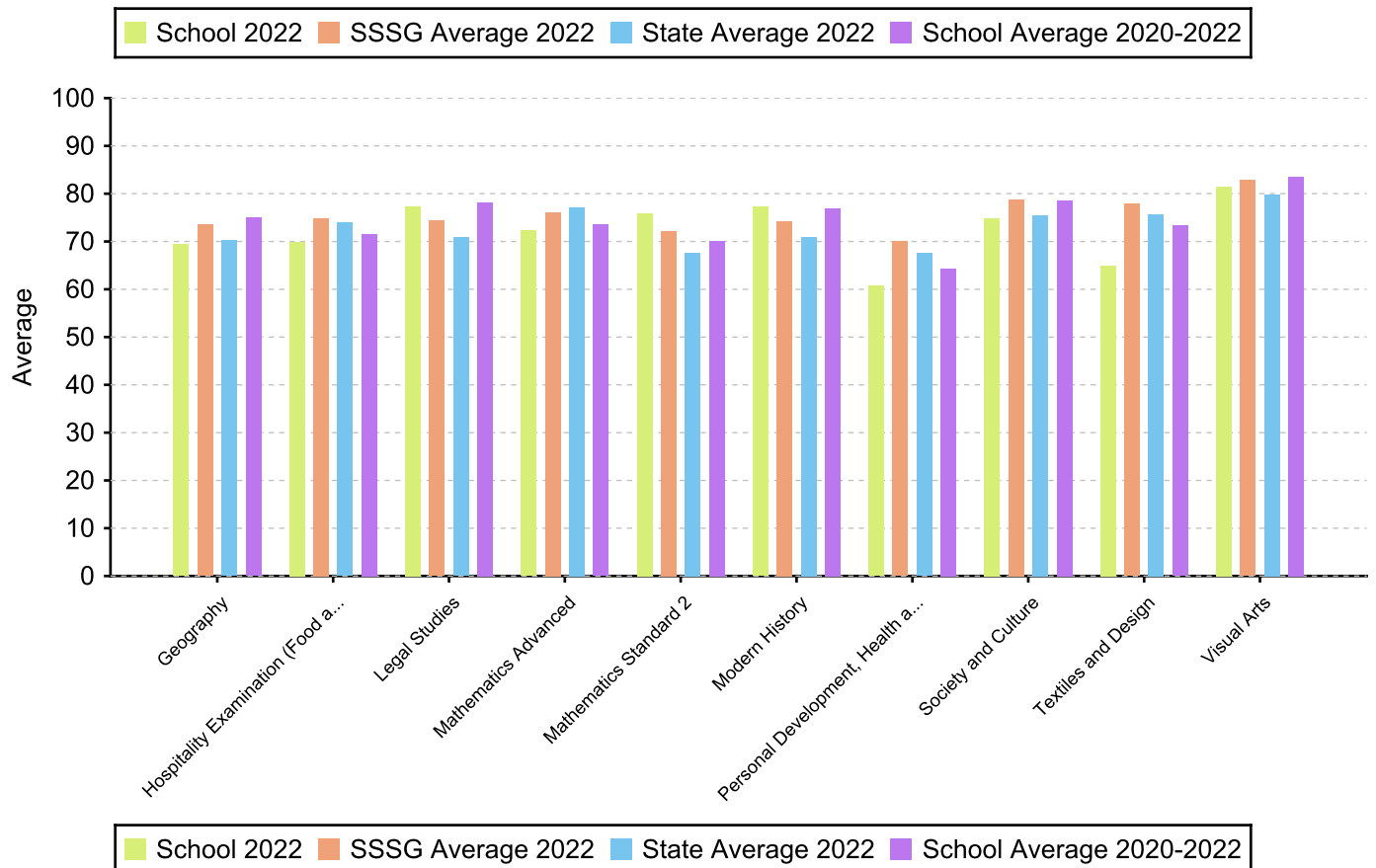
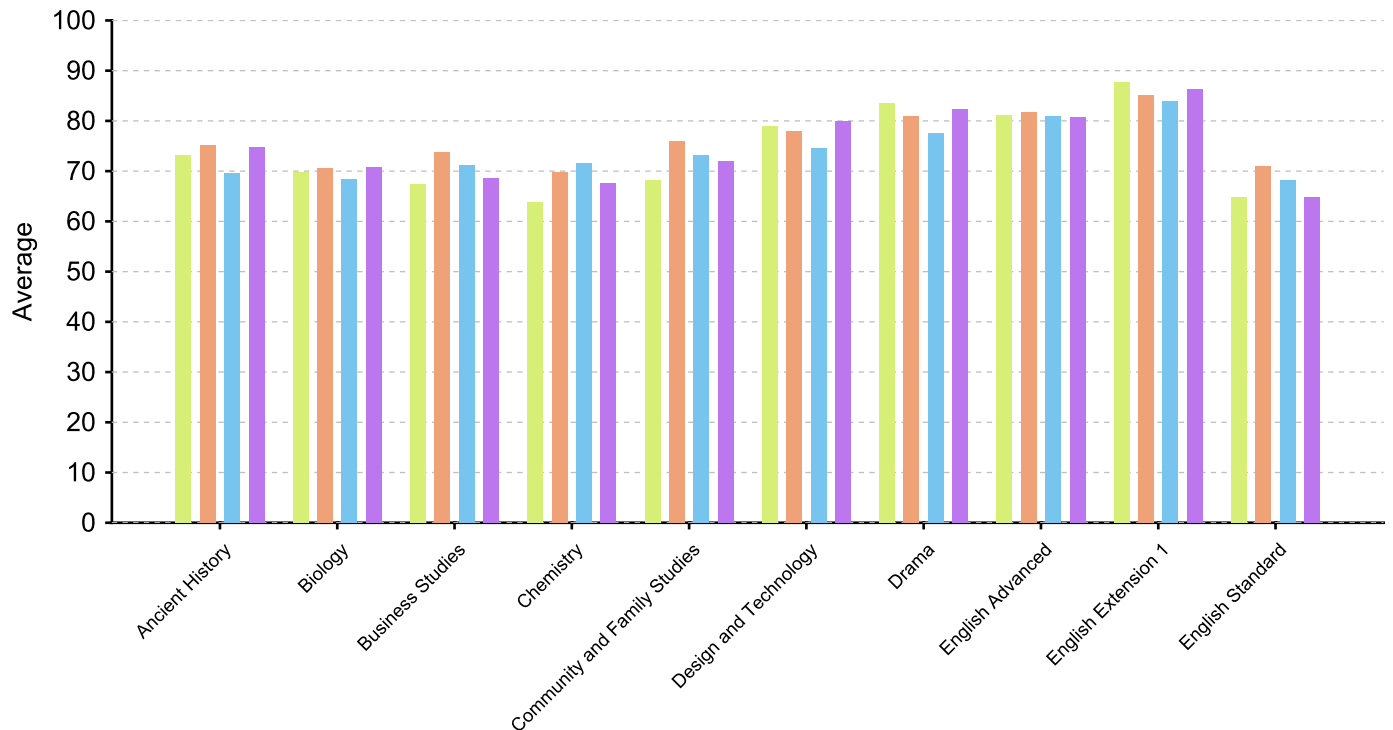
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	73.1	75.2	69.6	74.7
Biology	69.7	70.6	68.5	70.8
Business Studies	67.4	73.8	71.2	68.6
Chemistry	63.8	69.9	71.7	67.6
Community and Family Studies	68.1	76.0	73.2	71.9
Design and Technology	79.0	77.9	74.6	79.9
Drama	83.6	80.8	77.5	82.2
English Advanced	81.2	81.6	81.0	80.8
English Extension 1	87.6	85.1	83.9	86.3
English Standard	64.7	71.0	68.1	64.8
Geography	69.4	73.5	70.2	75.0
Hospitality Examination (Food and Beverage)	69.9	74.8	74.0	71.6
Legal Studies	77.3	74.3	70.8	78.1
Mathematics Advanced	72.3	76.1	77.1	73.5
Mathematics Standard 2	75.9	72.2	67.6	70.2
Modern History	77.2	74.2	70.9	77.0
Personal Development, Health and Physical Education	60.7	70.1	67.5	64.3
Society and Culture	74.9	78.8	75.5	78.6
Textiles and Design	64.9	77.9	75.7	73.3
Visual Arts	81.5	82.8	79.8	83.5

## Parent/caregiver, student, teacher satisfaction

The school regularly consults with staff, students and parents/caregivers using a variety of methods including surveys, Tell Them From Me survey, internal data sources, student focus groups and forums. This process of consultation provides the school with a platform for collaborative decision making and explicit feedback for further improvements within the school community.

Student voice is highly valued at our school, with student input forming an integral part in our decision making. Student voice surveys and targeted focus groups provided insight into how students best learn including types of feedback that is most effective to improve their learning and overall performance in the HSC examinations.

Key points from the 2022 Tell Them From Me Survey include:

- 90% of students have a positive sense of belonging
- Learning intentions and success criteria are made visible and/or available to me in most of my classes
- Students feel classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn

Student voice has also been utilised in the crafting of the school's Anti-Bullying Policy as well as how the SRC is organised to allow students to engage meaningfully with aspects of leadership that they have identified as being priority areas across the school as well as of personal interest to them.



Student voice

# Policy requirements

## Aboriginal Education Policy

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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

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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.

### Anti-Racism - School statement

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The school takes a proactive approach to anti-racism which includes the explicit teaching of matters pertaining to the elimination of racism within schools. We liaise with a variety of stakeholders to deliver stage specific workshops to students to address this, and lessons targeting this have been explicitly designed and delivered within the KEYS program. The school also routinely celebrates the cultural diversity within the school community through whole school events such as Diversity Day and NAIDOC Week.

## Multicultural Education Policy

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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.

## Other School Programs (optional)

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The school has reviewed its Anti Bullying Policy with the support of specialist staff - Safe Guarding Kids Together. Students and staff were consulted during this process to provide feedback and validation of policy and procedures currently in place.