Strategic Improvement Plan 2021-2024

Dulwich High School of Visual Arts and Design 8833
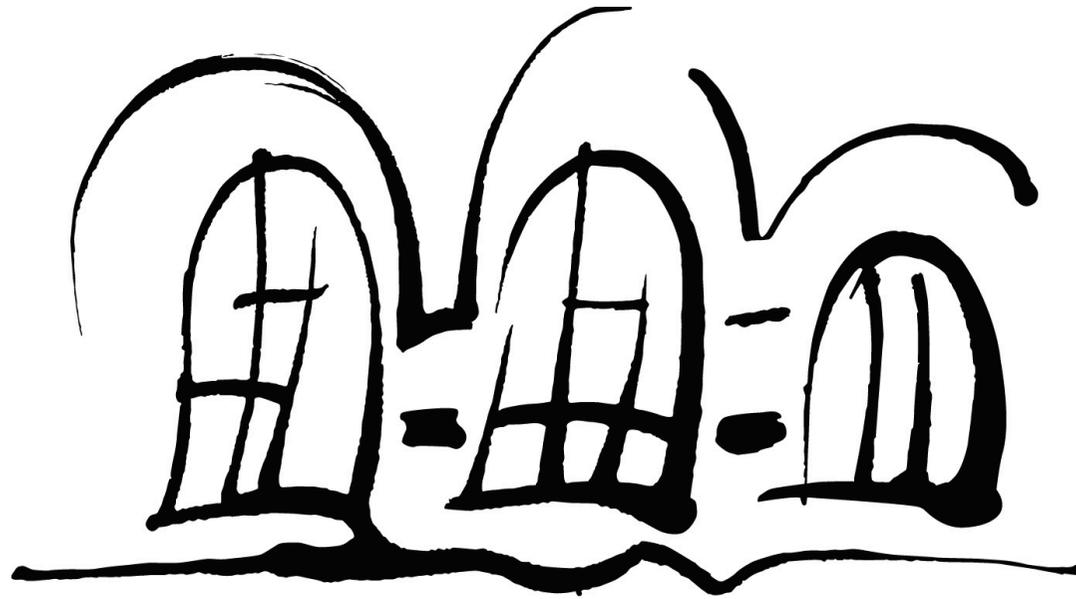
Dulwich High School
of Visual Arts & Design

School vision and context

School vision statement

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

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

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

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

- Students are at the centre of all our decision-making.

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

School context

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

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

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

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

In 2020 a comprehensive situational analysis was conducted, which led to the development of the 2021-2014 Strategic Improvement Plan. This included consultation with the school community including students, staff, and parents.

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

- Literacy and Numeracy: strengthen whole-school strategies to support reading, writing and numeracy skills.

- Targeted professional learning within a community of practice framework to build teacher capabilities in high impact teaching strategies informed by Visible Learning and What Works Best research.

- Maintaining and building teacher capacity to lift student performance and HSC results.

- Strategically collect, use and analyse data from a range of sources to adjust practice and inform teaching and learning programs.

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.

Improvement measures

Target year: 2022

Top 2 bands

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%

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%

Target year: 2023

Expected growth

Improvement in the % of students achieving expected growth in NAPLAN Reading to be above the school's lower bound system negotiated target of 75.1%

Improvement in the % of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system negotiated target of 69.7%

Target year: 2024

Writing

Increase the proportion of students achieving in the top 2 NAPLAN Writing bands by 5%.

Initiatives

Literacy Strategy

Improve effective classroom practice using data to inform teaching and identify student needs that result in targeted and explicit programs to support student literacy through:

- Reading Strategies that are modelled, implemented and evaluated in teaching programs.
- Whole school writing strategies (including TEEL, ALARM, academic writing and imaginative writing) that are modelled, implemented and evaluated in teaching programs.
- Student NAPLAN style writing tasks, provide feedback, inform areas of improvement and support student goal setting.

Numeracy Strategy

Improve effective classroom practice through data use to identify student needs and inform teacher practice, resulting in targeted and explicit programs to support student numeracy through:

- Numeracy strategies that are modelled, implemented and evaluated in identified teaching programs.
- Development of reading skills for numeracy.
- Student NAPLAN style numeracy tasks that provide feedback, inform areas of improvement and student goal setting.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (SEF2: Professional Standards-Literacy and Numeracy-E).

School data shows that students achieve in the top two bands for NAPLAN reading, writing and numeracy (SEF2: Student Performance Measures-NAPLAN-E).

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (SEF2: Student Performance Measures-Student Growth-E).

Staff use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success (SEF2 Data Skills and Use, Data Use in Planning-E).

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities (SEF2: Effective Classroom Practice-Explicit Teaching-E).

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels (SEF2: Assessment-Summative Assessment-E).

Evaluation plan for this strategic direction

Question: What impact have the literacy and numeracy strategies had on student learning outcomes? Has staff professional learning resulted in increased teacher capacity to explicitly teach literacy and numeracy?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at

Evaluation plan for this strategic direction

executive meetings twice a term and the evidence uploaded into SPaRO. Data sources may include:

- NAPLAN data

- Internal literacy and numeracy data

- Learning walks: observing student learning experiences

- Review of teaching programs

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

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

Improvement measures

Target year: 2024

All Stage 4 and 5 Teaching programs, classroom observations and assessments demonstrate embedded strategies of Visible Learning and What Works Best.

Target year: 2024

75% (lower bound) to 90% (upper bound) of staff participate in communities of practice activities (that meet student needs, are continuous, collaborative, and applied) that results in implemented effective strategies to improve teaching and learning.

Initiatives

High Impact Teaching

Evidence informed professional learning is delivered to improve the quality of teaching practices focusing on:

- Visible Learning (Success Criteria / Learning Intentions, Effective Feedback) that builds students' capacity as assessment capable learners.

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

Community of Practice

A whole-school approach to building learning culture and structures that build a cycle of professional learning maximising quality teaching and strategically embedding of effective evidence-based methods to optimise learning progress for all students, across the full range of abilities, through:

- A community of practice is developed and implemented to provide structures for engaging in, reflecting on and sharing professional learning.

- The development of a Teacher Toolkit that will consolidate a range of contextualised teaching practices and pedagogies to support ongoing professional learning and support staff induction.

Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning where the whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence (SEF2: Curriculum-Curriculum Provision-E, learning Culture-High Expectations-E).

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Feedback from students on their learning derived from assessments informs further teaching (SEF2: Effective Classroom Practice-Feedback-E, Assessment-Student Engagement-E).

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning (SEF2: Effective Classroom Practice - Feedback-S&G).

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. The school has a high performing teaching staff whose capacities are continually built to ensure every student experiences high quality teaching (SEF2: Professional Standards-Improvement of Practice-E, Learning and Development-Professional Learning-E).

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted, and modelled, and students' learning improvement is monitored, demonstrating growth (SEF2: Effective Classroom Practice-Explicit Teaching-E).

Evaluation plan for this strategic direction

Question: Has staff professional learning in Visible Learning and High Impact Teaching resulted in improved student engagement and learning outcomes? Has the community professional learning model led to continuous teacher engagement with professional learning that has

Evaluation plan for this strategic direction

resulted in improved student engagement and learning outcomes?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at executive meetings twice a term and the evidence uploaded into SPaRO. Data sources may include:

- Term by term review/data triangulation
- Learning Walks, lesson observations and collegial interactions to help foster and collectively improve the quality of lesson delivery.
- Teacher survey, student feedback and end of unit reflection surveys
- Pre and post benchmarks, work samples and review of faculty program
- Teacher Professional Learning participation records

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

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

Improvement measures

Target year: 2022

Increase the % of HSC course results in the top 3 bands to reach the lower bound system negotiated target of 72.9 % or above.

Target year: 2022

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%.

Initiatives

HSC Success and Support Strategy

The school implements targeted intervention and supports to maintain effectively differentiated teaching and build student efficacy for HSC success through:

- Identifying areas for improvement in HSC results to guide targeted support and professional learning to improve teacher mastery and extend student capabilities.

- Developing systems to use data to implement effective and differentiated teaching and learning in the classroom including extending learning opportunities for high potential learners.

- Providing HSC students with targeted support including literacy, numeracy, HSC study techniques, course revision and exam skills.

- HSC preparation opportunities through a Masterclass program that is informed by student self-reflection, progress and achievement.

- Instructional leader to coach and guide faculties and individual teachers to build intellectual quality in faculty programs and assessment tasks.

- HSC monitoring and feedback to support best practice.

Success criteria for this strategic direction

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments (SEF2: Student Performance Measures-Internal and External Measures Against Syllabus Standards-S&G).

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (SEF2: Student Performance Measures-Student Growth-E).

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data (SEF2: Data Skills and Use-Data Analysis-E)

Teachers work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF2: Learning Culture-Attendance -E).

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers to drive ongoing improvement. (SEF2: Learning and Development-Collaborative Practice and Feedback-E).

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease (SEF2: Educational Leadership - Instructional Leadership-E).

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement (SEF2: Assessment-Whole School Monitoring of Student Learning-E)

Strategic Direction 3: Academic Engagement

Evaluation plan for this strategic direction

Question: Has teacher HSC capacity building and school HSC support strategies resulted in improved student engagement (including attendance) and improved HSC results?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at executive meetings twice a term and the evidence uploaded into SPaRO. Data sources may include:

- Tell Them From Me survey
- Internal Wellbeing data
- Term by term review/data triangulation
- Teacher survey and student feedback

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.