

Dapto High School

Annual Report

2017



8204

Introduction

The Annual Report for **2017** 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 school 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.

Andrew FitzSimons

Principal

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School background

School vision statement

To feed curiosity and success by creating a culture of lifelong learning, all the while recognising the diverse needs of all learners.

School context

Dapto High School is proudly comprehensive, occupying a magnificent site bounded by the picturesque Mullet Creek and the main south coast rail line. Much of the 15 hectares is taken up by our extensive farm and playing fields. The school is committed to modelling a responsible approach to issues of sustainability and climate change. Staff, students and parents are collaborating to improve learning outcomes; a focus on digital learning is central to this endeavour, particularly reflected in Teacher Professional Learning programs. Our school offers a strong student wellbeing program aimed at supporting students to develop their potential as learners and as citizens. Active links to community based agencies are fundamental to our approach. A broad curriculum is offered, including an excellent suite of vocational courses. Sporting opportunities are a strong tradition and cultural activities highly valued. Parent and community participation is treasured. The school is an active participant in the Dapto Learning Community, comprised of a TAFE College, two high schools and five partner primary schools. 'Engaging with Asia' is a whole of school curriculum focus, as is Autism

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The process of formally participating and reflecting on the School Excellence Framework as part of External Validation has been enlightening. It has shone a torch on the work that is been done at Dapto High School. The scrutiny of the evidence collected, and rejected, as part of this process has identified areas for celebration and further development.

The school uses annual evaluations to consistently review the core business of teaching and learning with the endgame of improving outcomes for students. External Validation has made it clear that educational administration has increased and the way it is managed needs closer scrutiny to ensure the best value for time spent.

On balance, the school has made the judgment that DHS is Delivering for the Learning domain. The school's flagship is Wellbeing and this is reinforced by the community perception of the school. There is a strong feeling that the school is a safe space where young people will be cared for. In recent years the school is keenly moving from a 'welfare' mindset to a 'wellbeing' mindset where students are to be challenged and encouraged to be active participants in learning. Increased exposure to new research and reflections on pedagogy, as well as a focus on core issues like writing, has lit the candle for embedding rich Curriculum and Learning at the school. The early indications from the renewed effort and attention to the Quality Teaching Framework linked to writing and assessment task design are pleasing.

The results of this process indicated that in the School Excellence Framework domain of Teaching the on balance judgment of the school is Delivering. The standout feature of informing good pedagogy is the ongoing process of TPL Tuesday where targeted and specific professional learning is delivered. The importance of Collaborative Practice is a mainstay of this program, where staff are able to lead peers through new and emerging technologies or share their insight in Data Skills and Use.

The varied challenges and demands of educational reform, BYOD and the value of wanting to develop curious and creative students has pushed staff to go beyond their comfort zone. With a focus on quality teaching and learning the school is moving Effective Classroom Practice to creating a stimulating place of rich learning rather than just managing students.

Analysis of the evidence in line with the School Excellence Framework has led the school leadership team to determine that DHS is Delivering in the domain of Leading. Amongst the challenges and opportunities in this domain has been the participation as a 229 school at the same time as a some changeover in executive and experienced staff. Whilst there is general understanding of the School Plan, there is enough evidence to suggest that staff don't necessarily see the connection between the plan and their classroom. External Validation has raised awareness of the School Plan and that document can assist in making the school an even better community to learn and work each week.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Learn

Purpose

To provide opportunities for students and staff to be inspired, engaged and connected to learning. To create a climate of educational and personal exploration across the community, where everyone is a learner.

Overall summary of progress

The implementation of the Performance and Development Plans (PDPs) as part of the ongoing plan for engaging staff engagement with professional training has been positive. In order for the staff professional learning to be supported, clear connection with the School Plan was required.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff and students actively seeking to enhance their opportunities for success through learning	\$112,000	Staff continue to experience a range of meaningful and appropriate opportunities. A significant proportion of this was spent on understanding and preparing for new syllabi.
All staff and students are engaged in regular reflection and feedback in the creation of Student Learning Plans (SLPs).	\$33,000	The use of 3rd Party software was introduced to assist with better communication, however further work and development will be required.

Next Steps

Participation in the External Validation process for 2017 has assisted in honest reflection by the school and the community on what is working and what still needs to be developed. One of the key areas that appeared out of the analysis was the way that staff and students reflect on teaching and learning. Whilst staff and students are always encouraged to reflect on what they do and learn, it appears that greater focus and development is required.

As a result of the External Validation, feedback has become a major area of focus for the 2018–20 DHS School Plan. Gains were made by strategically using 'Twilight TPL' (Professional Learning) throughout 2017 to enhance reflection and schedule meaningful opportunities. However, the new school plan has set out a road map for feedback to be a mainstay in the learning cycle, naturally occurring within the learning and assessment cycle.

The Quality Teaching Framework remains a significant tool for enhancing quality teaching and learning for staff and students. Heading into 2018, DHS is planning to create opportunities for faculties to collaborate on creating quality teaching and learning programs, supported by appropriate and challenging assessment practices.

PDPs will continue to be used to drive Teacher Professional learning opportunities and importantly to expand the dialogue among colleagues. They will also be used as opportunities to teach and learn about meaningful feedback to enhance student learning.

Strategic Direction 2

Lead

Purpose

To create a safe and respectful learning environment where students and staff are encouraged to be creative, innovative and resourceful. To develop well-rounded individuals who actively lead and manage their learning.

Overall summary of progress

The ongoing reflection process from 2016 assisted in designing and developing an appropriate schedule of professional learning for Twilight TPL sessions in 2017. The area of focus was to continue enhancing the development of quality teaching and learning, through a scaffolded reflection process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff engaged in the creation and planning of PDPs	\$55,000	The PDP process has seen greater engagement with working towards common goals of enhanced literacy, numeracy and importantly, quality teaching and learning programs.
All staff engage in staff meetings and TPL opportunities from DHS, DLC and CNI	\$32,000	The collaborative process of Twilight TPL resulted in the refining of assessments and cross KLA mapping of teaching and learning programs.

Next Steps

The areas that will be focused on for the 2018–2020 DHS School Plan include; Quality Teaching and Learning, Rich and meaningful assessment, and regular and consistent use of feedback. The shaping of professional learning will be geared towards enhancing all these areas with the ultimate focus being better teaching and learning outcomes for students, with engagement across the school being the benchmark.

The planning for 2018 and beyond has resulted in the differentiating of professional learning opportunities for all staff, including support staff. The success of the Literacy committee and VET committee means that quality TPL is delivered each term that supports student and teacher learning. Additionally, the data from the External Validation gave an opportunity for staff to consider their own wellbeing, not just that of the students. This has pleasantly led towards the creation of self care TPL, including physical activity and BookClub.

Progress on student Individual Education Plans continues to grow, with the new school plan focusing attention on how to use feedback to and from students. Whilst some traction has been generated, greater emphasis is still needed on student reflection and the effective use of school reports. Importantly, setting a clear target for using and sharing data about students will be part of the 2018–20 plan.

Strategic Direction 3

Collaborate

Purpose

To nurture a school and local community that fosters high expectations in student and staff engagement and wellbeing. To develop successful, connected global citizens in a coordinated and considerate manner. To ensure that our shared vision of safety respect and learning contributes to the growth of the Dapto community.

Overall summary of progress

Dapto High School has invested in increasing the opportunities for staff, students and parents to communicate. The challenge has been the consistency of engagement with the suite of tools available. The social media profile being positive, yet challenges with participation at events of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All members of the DHS community engaging in information delivery and consumption	\$30,000	The School's social media profile continues to be a significant feature of the communication model, however a greater awareness is needed for shared responsibility.
50% increase in attendance of staff, students and parents to attend learning, wellbeing and achievement events.	\$45,000	DHS has experienced great success at increasing staff participation, however parent and student staff remains an area for further growth. This has been evidenced with some of the key nights like the 'Welcome BBQ'

Next Steps

External Validation was a useful tool for the school to examine the way in which we connect and celebrate with our community. As a result of our analysis of the collected evidence in the school believed that it was 'Delivering' when compared to the School Excellence Framework (SEF). This evidence set was one where considerable thought was given to making the assessment of 'sustaining and growing' and what pushed it back in the end was understanding that despite the culture of celebration and community engagement; the problem lay in the process of embedding the activities and programs into the school processes, rather than relying on the individual. The collaborative practice within the school needed to be of a more substantive nature, with consideration to succession planning for the continued growth of DHS.

Dapto High School has a strong commitment within the school community to strengthen and deliver on school learning priorities. The school has ambitiously decided upon the replacing the strategic direction of Collaborate for 2018–20, with the idea that learning happens in many places and particularly beyond the traditional classroom. DHS takes its responsibility for student learning and success, with high levels of student, staff and community engagement seriously; regularly and consistently celebrating the efforts and achievements of as many students as possible. This reinforces effort and motivates students to continue to strive for higher things. For this reason, DHS has decided that Leadership across the school will be needed to continue to communicate with the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$45,000	Dapto High School's participation with the AIME program is a cornerstone of supporting students. AIME is used to assist students with Aboriginal background as well as, raising awareness and communication with students and the community. Community engagement remains an area for renewed effort.
English language proficiency	\$24,000	Greater effort was placed on the identification of students who could benefit from support. The EAL/D teacher has increased the communication between parents and the school resulting in students seeking more support from the Learning Support and Wellbeing Team.
Socio-economic background	\$200,000	A significant and ambitious target was set for the commencement of 2017, to create a Head Teacher Teaching and Learning. This goal having the purpose of raising the knowledge and skills of staff in catering for the range of abilities in the classroom. The HT role has seen the development of additional flexible, collaborative learning spaces. The initial feedback from staff and students is very positive.
Support for beginning teachers	\$45,000	Dapto HS continues to enjoy a steady flow of staff renewal. Excitingly, this leads to new ideas and greater opportunities for staff leadership. The support roles have also led to a greater understanding and expansion of the induction process for all staff. 'Fresh Eyes' has led to reviewing the way that some processes are completed.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	494	503	473	471
Girls	467	459	437	433

Dapto High School continues to enjoy relatively steady enrolment over the last decade, despite a recent decline the last few years. The coming year groups are expected to be larger in number. The significant housing development west of the school suggest that more students will be moving into the area. The challenge for Dapto High School will be continuing to provide quality teaching learning as the demand for resources are stretched.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.8	95.2	92.9	94.2
8	90.7	92.2	92.8	90
9	90.8	91.7	90.7	90.6
10	88.8	89	90.1	90.1
11	89.6	88.3	88.4	89.5
12	87	88.1	89.4	87
All Years	90.2	90.8	90.8	90.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

As part of the Dapto High School's 2015–17 School IPlan attendance was identified as an area that required targeted and strategic intervention. The school created a Learning at School School Support Officer (L@SSO) to focus on improving student attendance, with the end result to be more time in class equalling greater opportunity to engage in quality learning opportunities.

It is a remarkable achievement that for the last four years DHS students has been above the state average in attendance. The L@SSO counsels and supports students with attendance concerns by having meaningful and timely meetings with parents and students. We were able to celebrate a significant feat in 2015 as best ever, however we can now see an embedding of the attitudes towards attendance at DHS. The cultural change at the school is due in part to the work of the L@SSO and also to having tighter processes and procedures around roll marking and the use of electronic systems to ensure accurate record keeping. These electronic systems are creating greater accountability for students and staff and significantly influencing attitudes towards attendance.

Importantly, DHS is spending greater time on tracking the partial attendance and lateness that occurs at school. The use of electronic measures to have better realtime attendance accountability is a key focus as we work with the 3rd Party software providers.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5
Employment	0	0	39
TAFE entry	90	85	10
University Entry	0	10	31
Other	10	0	3
Unknown	0	5	12

Dapto High School enjoys a strong culture of staying at school unless there is a clear and purposeful pathway onto a positive future towards education and/or employment. This has come about through the strategic use of equity funding to employ a Senior Student Mentor and the invaluable support the School Careers Advisor.

Students also progress neatly from the school into employment as result of the strong representation of students in School based and TAFE based VET courses. These courses and the associated placements resulting in students being identified by employers for employment opportunities.

The E3 (extend, enrich and engage) program has also played a significant role with increasing student entry into university. Many of the students who progress onto university do so as a result of the University of Wollongong 'Early Entry' program. This is helping students focus on their studies in both the Preliminary HSC as well as the HSC course.

Year 12 students undertaking vocational or trade training

Both TVET and SVET are strongly supported at Dapto High School. Just over 65% of Stage 6 students undertake at least one Vocational Education Training course. With five school based VET courses being studied at HSC level in 2017, students were positively engaged in their learning. Impressively, those students who choose to sit the associated Higher School Certificate examination in conjunction with their course performed at a very high level. SBATs and traineeships also promoted and recipients supported. Further efforts will be made in 2018 to encourage an increased percentage of students to consider inclusion of one VET subject in their pattern of study.

Year 12 students attaining HSC or equivalent vocational education qualification

95% of the Dapto High School HSC cohort achieved a HSC or VET equivalent. Wonderfully, a number of students became the first person in their family achieve this, an honourable achievement that DHS is proud to have supported.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	49.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	3
School Administration & Support Staff	15.97
Other Positions	2

*Full Time Equivalent

The school continues to enjoy a renewal of new staff to the school as staff move on to other schools or new phases of their lives. We enjoy being able to celebrate the contribution that these staff have made towards Public Education. Dapto High School is a healthy mix of early career teachers and those that are more experienced.

The school has been lucky enough to enjoy reasonably stable student numbers and as a result consistent staff, including the important roles played by regular temporary and casual staff. The steady composition of staff demonstrates staff willingness to be part of Dapto High School. Despite the inherent complexity of schools, the open nature of Dapto High School also means that we house the Senior Psychologist Education (SPE) for the local area.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. One Administrative Officer and one academic staff identified as Indigenous at the commencement of 2017; their work is highly valued. One of teaching staff finished his career in teaching during the year and we celebrated this significant milestone and wished him well with his next chapter. We sincerely thank him for his contribution towards Public Education.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	1

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	232,911
Revenue	10,959,364
Appropriation	10,303,641
Sale of Goods and Services	273,481
Grants and Contributions	367,442
Gain and Loss	0
Other Revenue	12,361
Investment Income	2,438
Expenses	-10,946,952
Recurrent Expenses	-10,946,952
Employee Related	-9,838,866
Operating Expenses	-1,108,086
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	12,412
Balance Carried Forward	245,323

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	8,020,735
Base Per Capita	142,621
Base Location	0
Other Base	7,878,115
Equity Total	738,510
Equity Aboriginal	41,672
Equity Socio economic	414,498
Equity Language	13,428
Equity Disability	268,912
Targeted Total	909,842
Other Total	520,785
Grand Total	10,189,873

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

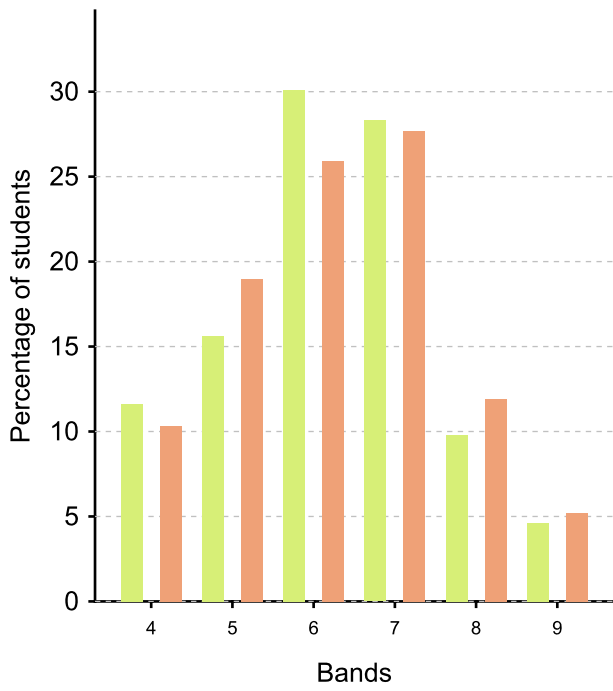
NAPLAN

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.

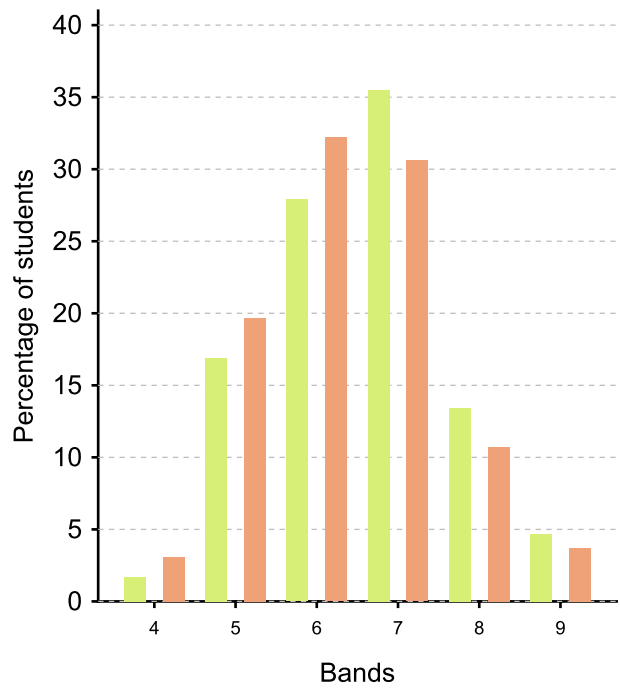
Dapto was among only 39 NSW public schools to show big NAPLAN results' improvements in 2017 by exceeding the national benchmark for growth in numeracy. The collaborative approach to teaching literacy and numeracy at DHS is fundamental in achieving these gains. The success in numeracy has also meant that the milder, yet still positive improvements in literacy have also been overshadowed. The school has sought to work hard for the last number of years at making real differences at improving student literacy and numeracy skills. The improvements in literacy and numeracy have been a steady improvement over the last number of years have been a concerted effort, where the school has collaborated with Partner Primary schools to continue to get better data about students who are coming to DHS.

<https://www.illawarramercury.com.au/story/5270431/na-plan-success-for-dapto-high-school/>

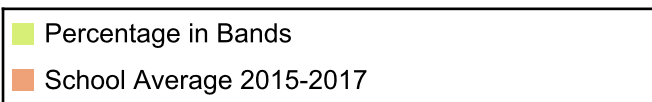
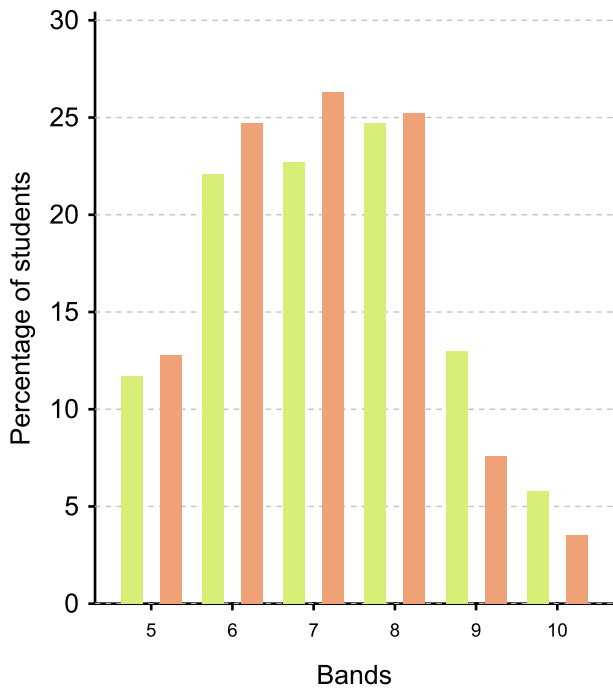
Percentage in bands:
Year 7 Grammar & Punctuation



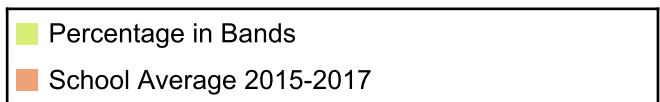
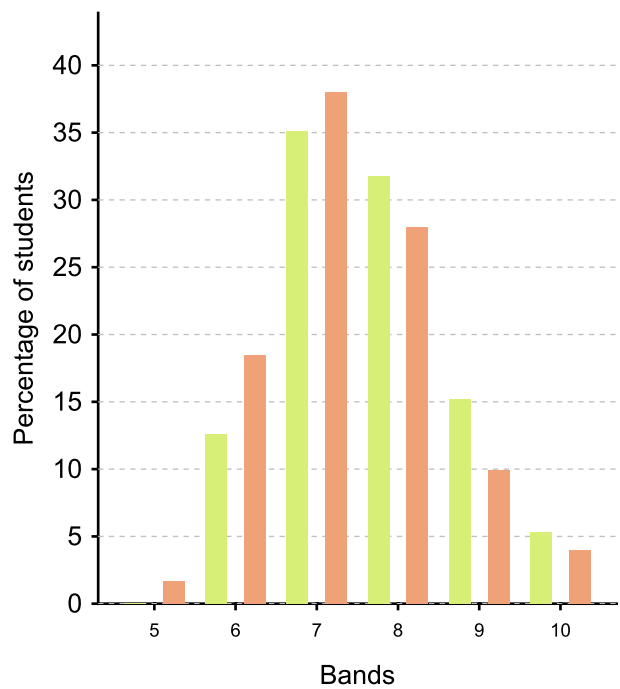
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The Premier's Priorities: Improving education results and State Priorities: Better services – Improving

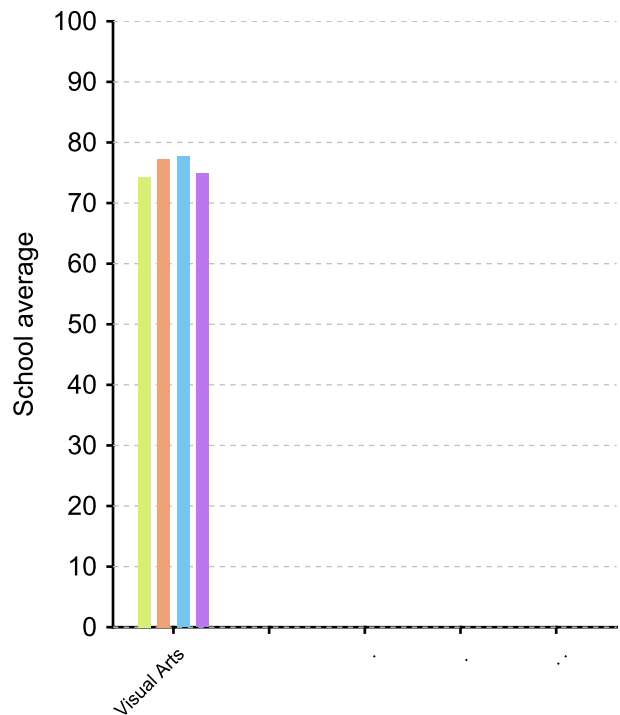
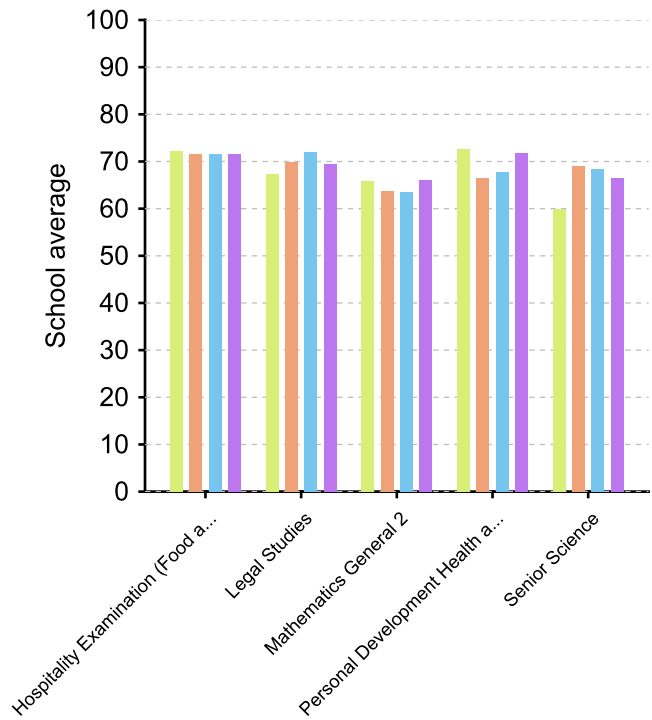
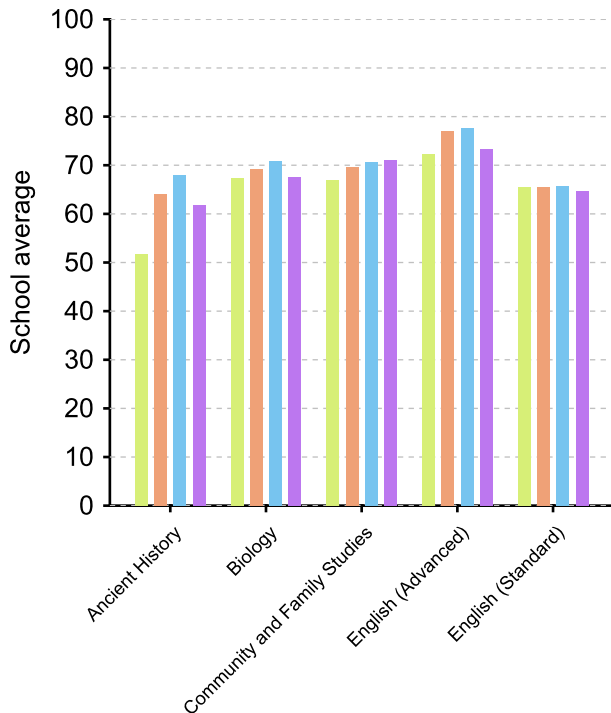
Aboriginal education outcomes for students in the top two NAPLAN bands has seen the Aboriginal education officer at DHS collaborating with mentors and teachers. DHS went back to basics in 2017 and ensured that all staff were acutely aware of implementing these policies. This required training for staff on policies, but most importantly on reviewing student data. The ensuing conversations and collaboration between staff about student learning and growth became a focus of IEPs rather than behavioural considerations.

Aboriginal students at Dapto High School continue to perform well across all areas of NAPLAN with a minimum of 8% in the top two bands in all areas, spelling being the strongest area.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Results over the last 4 years continue to show a general positive trend, disappointingly however, 2017 wasn't as consistently strong as expected. Analysis of all the data sees that all courses are getting closer to the state average despite an overall decline in school performance. The consistency of student performance remains an area for improvement.

Importantly, some standout features of the HSC data including the achievement of students participating in Mathematics, with an honourable three Band 6's achieved.



Parent/caregiver, student, teacher satisfaction

Participation in the External Validation process for 2017 was an opportunity where the school had to reflect on the community and parent relationships that exist. Evidence collected highlights "There is a strong feeling

that the school is a safe space where young people will be cared for". This has been supported by the high rates of attendance and the increasingly higher expectations that staff have of students as part of an improving Learning Culture.

Parent and community engagement via the social media profile is very strong, with the FaceBook feed being the go to means getting information. It is a source that is consumed, rather than contributed to by the community. This is also highlighted in the less than expected number of parents participating the 2016 Tell Them From Me (TTFM) survey. Despite a strong increase, DHS has experienced a slight decline in this medium of receiving feedback. The TTFM survey is a tool we have employed over the last couple of years to gather important information from our parents, students and staff. This data is always encouraged and analysed to highlight areas of success and areas for concerted effort.

Of the parents/caregivers that completed the survey nearly 85% of parents/caregivers either agree or strongly agree that they would recommend the school to primary school students which is a resounding endorsement as a proud comprehensive, community based school. This is then reinforced by the 86% of parents/caregivers report that the school has a good reputation in the community.

Despite these positive indications we are aware that parent engagement with student learning and communication continue to be area requiring attention.

Policy requirements

Aboriginal education

Dapto High school is proud of the work done by staff in recognising ATSI students, but are also very pleased with the engagement that the school receives from students and community members. The provision of an Aboriginal education officer at Dapto High School has resulted in the centralising and maintenance of supporting Aboriginal students.

2017 saw a concerted effort to ensure that the high standard achieved for the completion and maintenance of PLPs be maintained. The school saw the benefits for students by ensuring that the PLP was regularly updated and reviewed and as a result continue to invest in the process.

The school continues to ensure that a range of opportunities for ATSI to connect and collaborate, including; 'Sista Speak', AIME and 'Djinggi'. The impressive feature for 2017 was the increased number of students who volunteered to offer 'Welcome to Country' as part of assemblies and formal celebrations at the school.

Multicultural and anti-racism education

Harmony is one of the stand out features that is an open representation of the school's acknowledgment of

Multi-Culturism. Harmony Day is just the tip of the iceberg however. The day, celebrated in March, draws together the school's attitude of inclusivity and tolerance.

Equally, the proactive approach of the Anti-Racism Contact Officer (ARCO) to raise awareness of issues that exist within the greater community means that students and staff have a constant knowledge of the appropriate way to acknowledge and celebrate diversity. The reliability of the many trained ARCOs within the school results in clear, high expectations within the school.