Dapto High School

Annual Report

2018

8204

Introduction

The Annual Report for **2018** 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.

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Principal

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School background

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

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. 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.

The School Excellence Framework continues to be utilised as an effective tool to reflect on, celebrate and refine targets. The SEF highlights how the strategic allocation of resources towards a target can bring rewards. Whilst still an are for future development, 'Assessment' is an area where DHS has made real progress.

External validation has shaped how we think about planning and has seen the development of a 'No Frills' 2018–20 School Plan. This is leading to a real focus on the fundamentals of Teaching and Learning for students, supported by quality professional learning opportunities.

Our self–assessment 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 in learning.

To facilitate an environment where teachers use and share information and expertise to create meaningful learning experiences in partnership with students.

Overall summary of progress

A concerted effort for 2018 was updating and centralising basic compliance concerns. This has been particularly around programming and assessment. This process has been supported through integrating these core themes through the three Strategic Directions. SD3 has a particular focus on compliance which is also assisting in meeting our needs.

Significant time was dedicated as part of 'Twilight TPL' to develop templates for implementation. Impotrantly, this time was also a great opportunity for collaboration and sharing.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Updated school policies which reflect the NESA and DoE requirements for programming and assessment	$25,000	Development of a systematic approach to compliance. DHS developed a quarterly review and presentation of progress on programming
An annual audit of teaching and learning programs reveals an ongoing improvement in quality and consistency of programming across the school that meets NESA and DoE requirements	$15,000	Feedback from 2018 professional development has highlighted the need to change the delivery of Twilight TPL.
TTFM data shows increased engagement in the elements of 'intellectual engagement'. 'student interest' and 'engagement and expectations for success'.	$5,000	Whilst there has been no significant decline, the results still show that transition from Year 8 and beyond is a challenge. This will be incorporated into TPL for 2019, examining Stage 5 and beyond.

Next Steps

2019 will be a bit of a 'back to the future' moment with supervision structures. An equity funded Deputy Principal will be employed as well as maintaining thee equity funded HT Teaching and Learning. This will create additional support for supervision within faculties with meeting the core processes of quality teaching and learning.

Strategic Direction 2

Teach

Purpose

To create a safe and respectful learning environment where student learning is at the centre of quality teaching.

To facilitate an environment where staff are encouraged to individually and collaboratively plan for the ongoing learning of students.

Overall summary of progress

The 2018–20 plan has had a focus on creating positive and instructive teaching and learning programs. The learning cycle requires that requires that good practice requires ongoing review and attention on the areas or teaching, assessment and feedback. This has been embedded into each of the strategic directions so that improvement measures can be instructive rather than just an end product.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the opportunities of staff to reflect and share impact within the classroom	$12,000	Twilight TPL has been very successful in creating and sharing units of work and the associated work samples. This has led to a scaffolded evaluation/feedback process being developed. It is early days, but is promising
Using 2017 baseline data, increased analysis of data by all staff to drive teaching and learning		Limited investment in time and expenditure has been committed to extending this area. Data is constantly being used by staff and faculties, however a consistent system of use requires greater collaboration .

Next Steps

The 2018–20 school plan has seen a redevelopment of professional learning with the focus on depth rather than breadth of knowledge. This will result in TPL thread for 2019 being developed to strategically provide rich and extended training for staff. The focus is to enrich experts in areas of need.

Participation in the Year 7 Best Start trial was conducted with inclusive data. 2019 will require greater training in undertaning and unpacking the Learning Progressions. A focus on increasing the data skills of teachers will be required

Strategic Direction 3

Lead

Purpose

To strive for a school that can sustain a culture of high expectations and a shared responsibility for student learning.

To develop well–rounded students and staff who actively lead and manage their learning.

Overall summary of progress

The creation of the 2018–20 school coincided with the appointment of a new Director Educational Leadership for DHS. This has been fortuitous as we have benefited tremendously from the guidance and support provided in striving the constant delivery quality teaching and learning.

In 2018, the DEL's expertise has resulted in time and energy being dedicated to ensuring that appropriate and helpful evidence has been gathered and reflected upon. This assistance has meant that the evidence is analysed in a logical, systematic and transparent manner. Importantly, this collaboration has led to the ongoing revision of policies and procedures within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff members PDPs show authentic evidence that they have engaged in and led their own professional learning.	$15,000	PDPS continue to be a strength a greater acknowldegement of the need for specific and targetted feedback in observation. Greater professional conversations exist around the expectation and delivery of TPL for all staff.
The Feedback 'toolkit' shows a steady improvement in student engagement and leadership in learning across the school.	$15,000	The toolkit is developing with the 2018 focus being evaluative thinking techniques. This has been linked with data skills and requires greater training.
Consistent application of updated school policies and procedures that support quality teaching and learning.	$15,000	The systematic process of reviewing documentation and practices within the school is improving. There is now a consistent approach embedded within faculty, executive and staff meeting structures for this to be better facilitated.

Next Steps

We look forward to greater involvement and support from the DEL in reviewing and developing policies and procedures within DHS.

Strategic planning of the scarce meeting times will be essential in creating invaluable opportunities for staff to collaborate. Evaluative thinking has been effective in starting the ball rolling. This will be tailored to incorporate and focus on skills for quality feedback. The effective use of summative and formative feedback, and the relationship between both, will be a priority for 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$47,000	DHS has continued to be a keen participant in the AIME project. The embedding of 'Sista–Speak' and 'Tutor Squad' have shown to be well received with increasing participation from indigenous students. Despite improvements, TTFM data shows that our ATSI students don't feel as connected to the school as Non–ATSI students. Communication and engagement remains a priority for 2019 and beyond.
English language proficiency	$27,000	Partnerships between Learning Support and Wellbeing teams through 2018 was to focus on improving outcomes for EAL/D students. Resources were allocated for training staff in better understanding and applying good differentiation in classes to support all students.
Socio–economic background	$200,000	The HT Teaching and Learning priorities from 2017 was maintained into 2018. This role has seen the refinement of TPL and PDP goals. A proportion of these resources was utilised to enhance transitions from primary school to high school and importantly, the positive exit from high school. This is supported by the employment of the Senior Student Mentor

Student information

Student enrolment profile

	Enrolments			
Students	**2015**	**2016**	**2017**	**2018**
Boys	503	473	471	475
Girls	459	437	433	440

The previous few have seen a mild decline in enrolment, despite being relatively stable for quite a period of time. The decline appears to be correcting as we see more numbers coming back to Public Education. The downward trend has prompted a rethink about how we attract students now and into the future.

This has prompted a team to work with feeder primary schools to identify challenges and solutions to address the slide away from Public Education.

Student attendance profile

School				
Year	**2015**	**2016**	**2017**	**2018**
7	95.2	92.9	94.2	93.5
8	92.2	92.8	90	91.1
9	91.7	90.7	90.6	89.6
10	89	90.1	90.1	89.4
11	88.3	88.4	89.5	85.9
12	88.1	89.4	87	88.6
All Years	90.8	90.8	90.5	89.8
State DoE				
Year	**2015**	**2016**	**2017**	**2018**
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

It is quite a remarkable achievement to enjoy such fine attendance for such a time – five years in a row at above the state average. 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.

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 in2015 as best ever, however we can now see an embedding of the attitudes towards attendance at DHS. The now embedded 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. T

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	5	5	38
TAFE entry	90	85	15
University Entry	0	0	32
Other	5	0	3
Unknown	0	5	12

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	50.1
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	16.37
Other Positions	1

*Full Time Equivalent

Year 12 students undertaking vocational or trade training

Both TAFE and School–Based Vocational Educational Training (VET) courses are strongly supported at Dapto High School. Approximately 60% of Stage 6 students undertake at least one VET course. We also take advantage of the opportunity that is afforded to Stage 5 students, with approximately 5% participating. With five school based VET courses being studied at HSC level in 2018, 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. We remain committed to encouraging an increased percentage of students to consider inclusion of one VET subject in their pattern of study.

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. Interestingly, staff demonstrate happiness by their willingness to stay at DHS. We have been able to celebrate the promotion and secondment of staff in 2018 which creates the opportunity for new staff and fresh ideas.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. DHS recognises the work of our single staff member as a valuable member of our Support and Administrative Staff.

Year 12 students attaining HSC or equivalent vocational education qualification

95% of Dapto High School HSC cohort achieved a HSC or VET equivalent in 2018. It continues to be a wonderful moment to shake the hand of young person as they become the first in the family to achieve such an accolade.

Workforce information

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	3

Professional learning and teacher accreditation

In 2018, DHS decided to maintain the Twilight TPL series as an opportunity for quality training and collaboration opportunities. Differentiation and catering for student needs was a strategic area that was attached to SD2. The challenge for accreditation and training opportunities is having enough resources to ensure that all staff are able to meet the requirements for registered hours. The Twilight TPL series, has and will be continue to be an avenue for accomodating and meeting this need. Quality TPL will be important as we head into 2019.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	245,323
Revenue	11,519,800
Appropriation	10,831,675
Sale of Goods and Services	285,454
Grants and Contributions	398,176
Gain and Loss	0
Other Revenue	863
Investment Income	3,632
Expenses	-10,979,968
Recurrent Expenses	-10,979,968
Employee Related	-9,800,577
Operating Expenses	-1,179,391
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	539,832
Balance Carried Forward	785,155

DHS has been strategic in our management of the

funds available, whilst using resources collected from Canteen sales, etc to increase our sustainability. We have been fortunate enough to have supoort from local business to support us in our ventures for increasing environmental awareness

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	8,354,863
Base Per Capita	179,091
Base Location	0
Other Base	8,175,772
Equity Total	756,572
Equity Aboriginal	43,756
Equity Socio economic	389,769
Equity Language	15,056
Equity Disability	307,991
Targeted Total	916,535
Other Total	430,297
Grand Total	10,458,268

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

School-based assessment

DHS was a trial Best Start Year 7 school in 2018. The trial assisted in getting some simplistic data on student performance in reading and numeracy. This data supported the wealth of information that we collated as part of our transition process.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

DHS enjoyed a modest improvement in the Band 9 grammar and punctuation areas of NAPLAN for 2018. This modest improvement is not reflective of an overall improvement in performance. Overall DHS is continuing to work hard with the writing and reading as focus where we are pleased to see some positive trends. Analysis of the Year 9 details, especially the writing samples, highlighted that many students did not take NAPLAN seriously in 2018.

The move to learning progressions in 2019 will provide a greater opportunity for the renewal of staff training in understanding the literacy needs in Key Learning Areas.
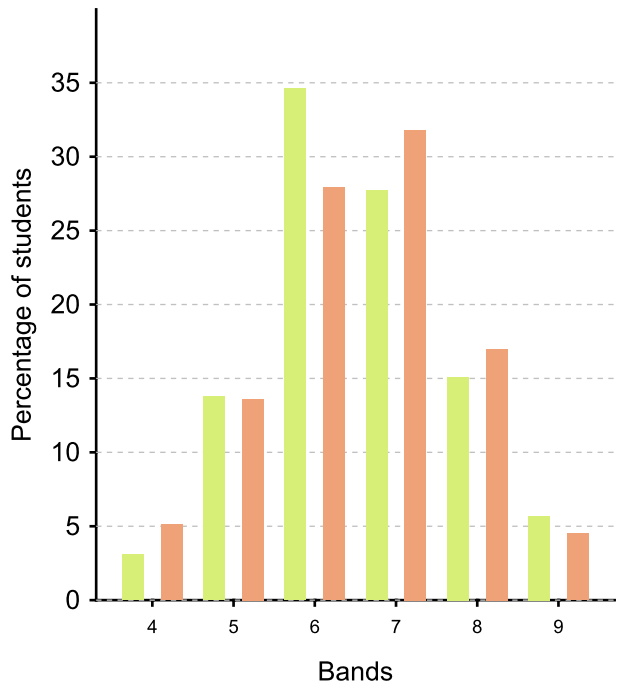
Percentage in bands:
Year 7 Grammar & Punctuation

| | Percentage in Bands |
| | School Average 2016-2018 |
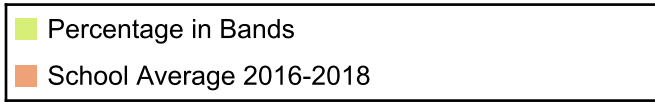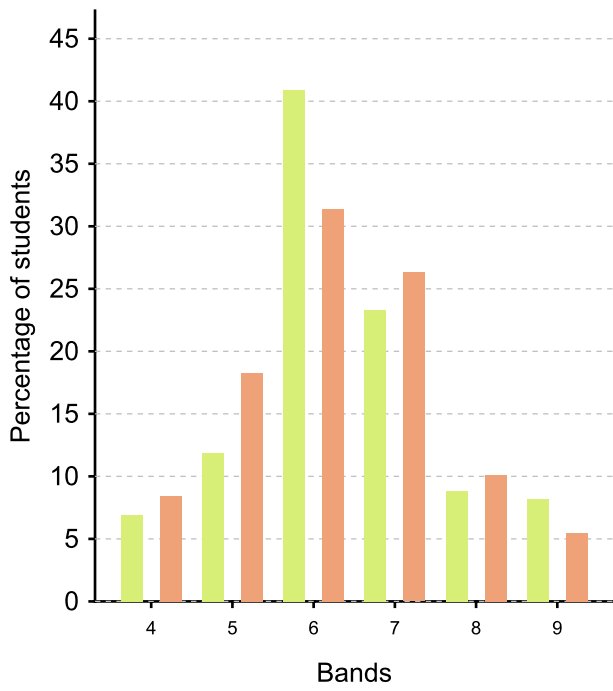
Band	4	5	6	7	8	9
Percentage of students	6.9	11.9	40.9	23.3	8.8	8.2
School avg 2016-2018	8.4	18.3	31.4	26.3	10.1	5.5

Band	4	5	6	7	8	9
Percentage of students	3.1	18.2	31.4	34.6	10.1	2.5
School avg 2016-2018	5.1	18.3	33.7	29.8	10.9	2.1

Percentage in bands:
Year 7 Spelling

| | Percentage in Bands |
| | School Average 2016-2018 |

Band	4	5	6	7	8	9
Percentage of students	3.1	13.8	34.6	27.7	15.1	5.7
School avg 2016-2018	5.1	13.6	27.9	31.8	17	4.5

Percentage in bands:
Year 7 Reading

| | Percentage in Bands |
| | School Average 2016-2018 |
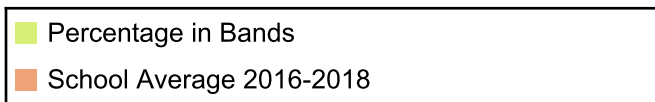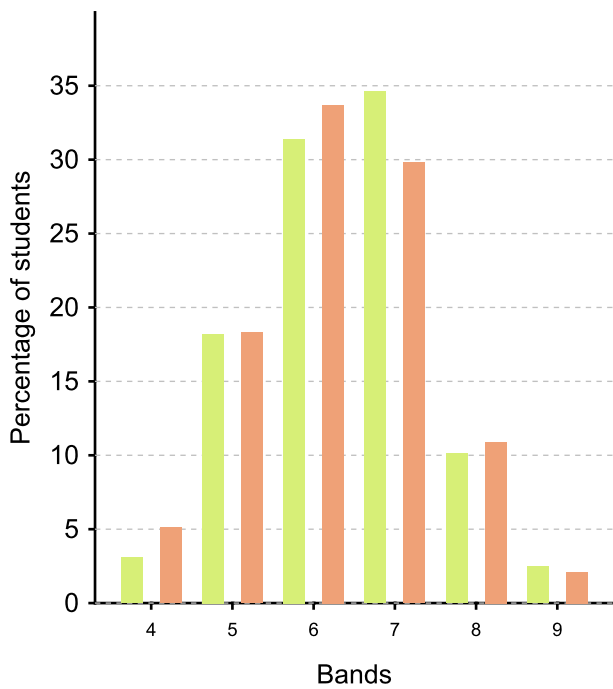
Percentage in bands:
Year 7 Writing
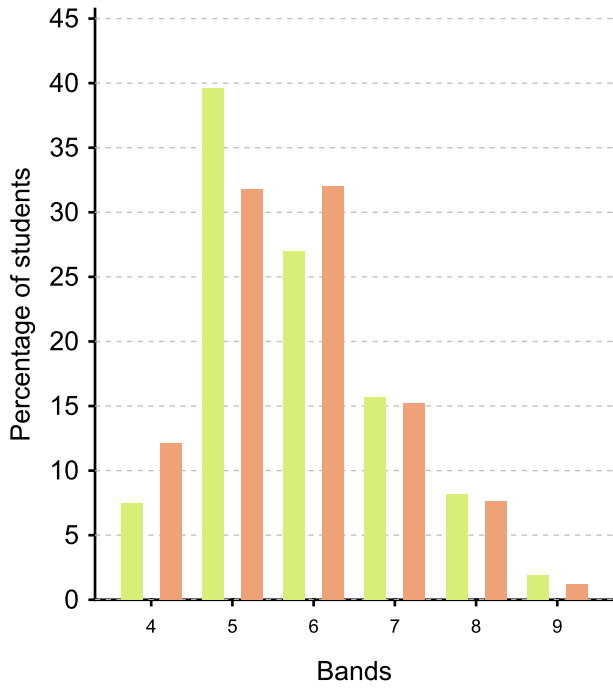
Band	4	5	6	7	8	9
Percentage of students	7.5	39.6	27.0	15.7	8.2	1.9
School avg 2016-2018	12.1	31.8	32	15.2	7.6	1.2

Band	5	6	7	8	9	10
Percentage of students	12.0	20.4	26.8	26.8	13.4	0.7
School avg 2016-2018	12.7	21.5	27	25.3	10.5	2.9

Percentage in bands:
Year 9 Reading
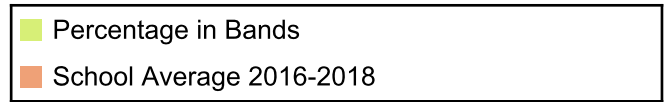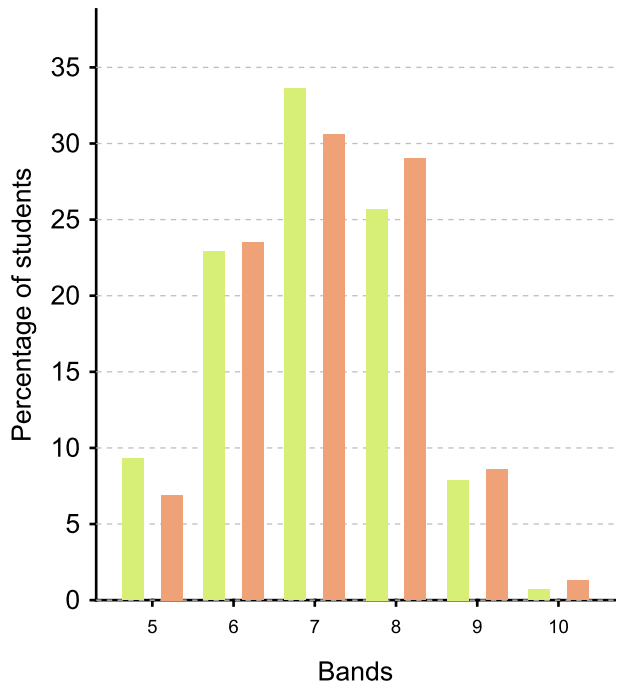
Band	5	6	7	8	9	10
Percentage of students	9.3	22.9	33.6	25.7	7.9	0.7
School avg 2016-2018	6.9	23.5	30.6	29	8.6	1.3

Percentage in bands:
Year 9 Grammar & Punctuation

Dapto High School 8204 (2018)
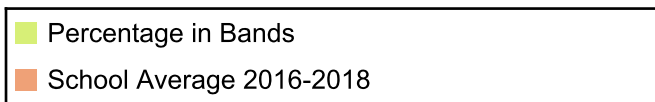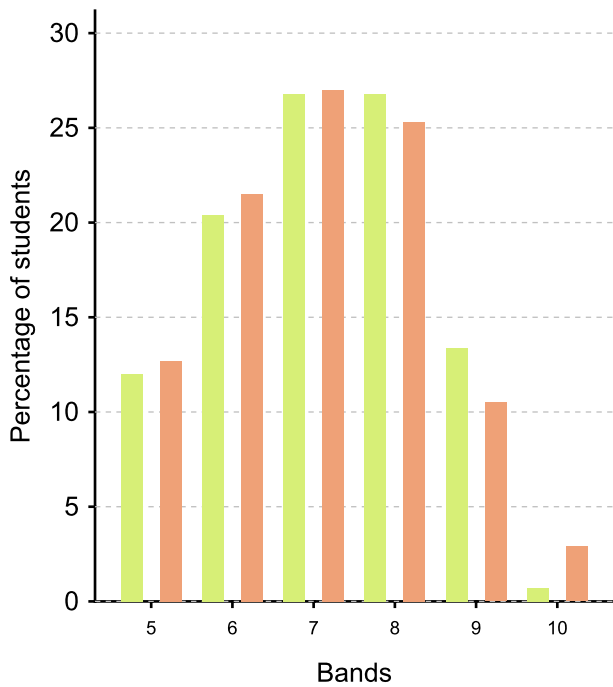
Percentage in bands: Year 9 Spelling
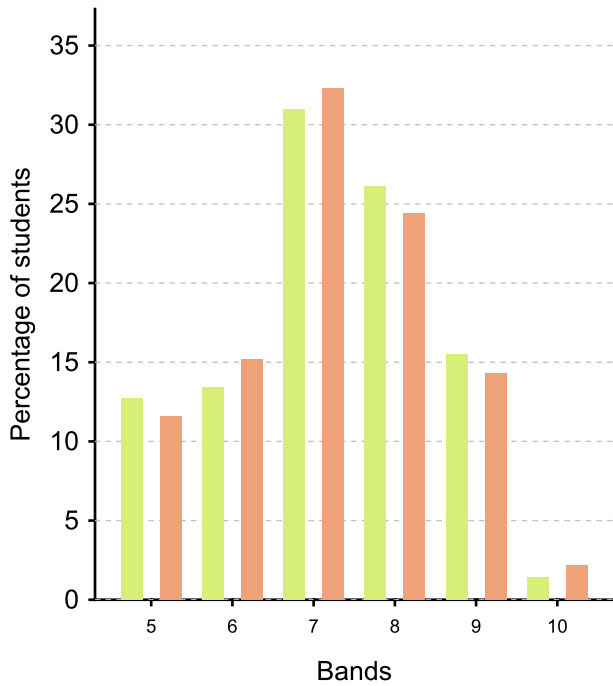
Band	5	6	7	8	9	10
Percentage of students	30.1	24.5	18.9	17.5	4.9	4.2
School avg 2016-2018	22.8	24.6	25	20.2	4.6	2.9

The performance of students in the numeracy components of NAPLAN for 2018 has seen a plateauing in achievement. The proud achievements of 2017 have not been able to be replicated. The numeracy skills of students whilst generally above minimum standard and achieving good value added, could be improved as a cohort. The previous attention to preparation for NAPLAN was not a priority as in the past due to the lessened demand from NESA.
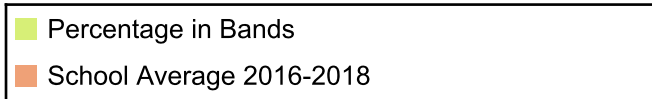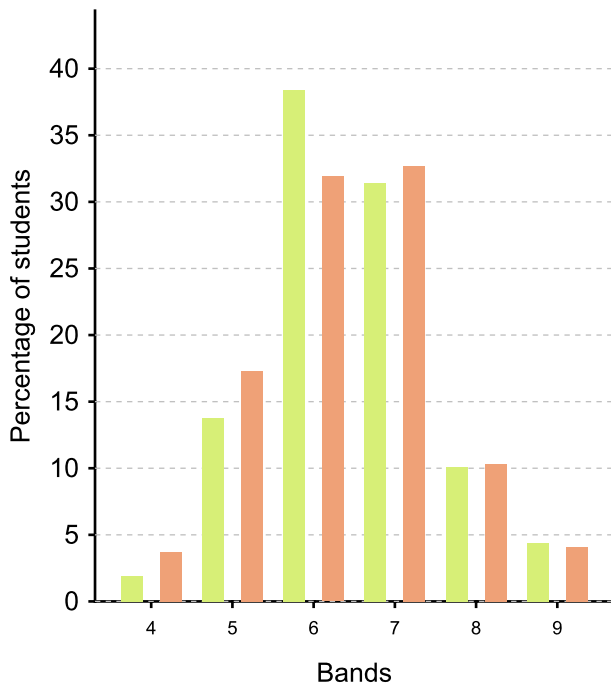
- Percentage in Bands
- School Average 2016-2018
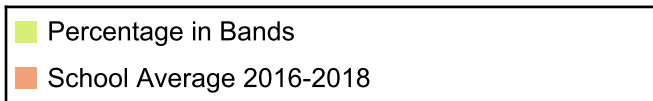
Band	5	6	7	8	9	10
Percentage of students	12.7	13.4	31.0	26.1	15.5	1.4
School avg 2016-2018	11.6	15.2	32.3	24.4	14.3	2.2

Percentage in bands: Year 9 Writing

- Percentage in Bands
- School Average 2016-2018
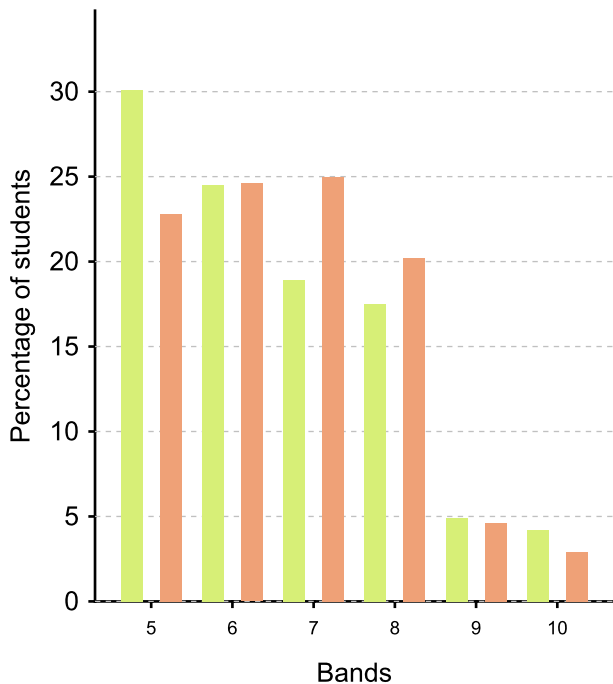
Percentage in bands: Year 7 Numeracy

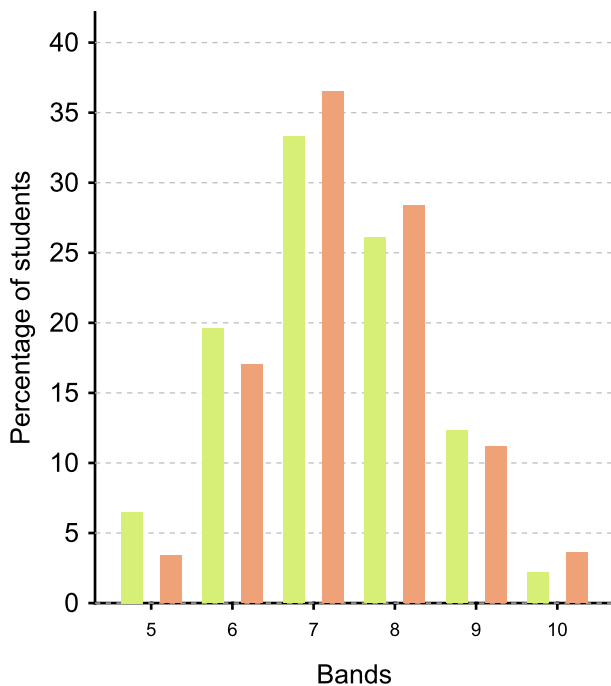| Band	5	6	7	8	9	10
Percentage of students	6.5	19.6	33.3	26.1	12.3	2.2
School avg 2016-2018	3.4	17	36.5	28.4	11.2	3.6

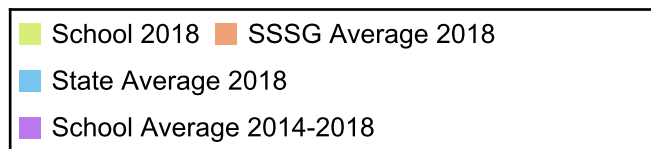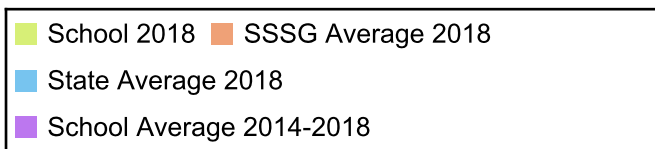The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.
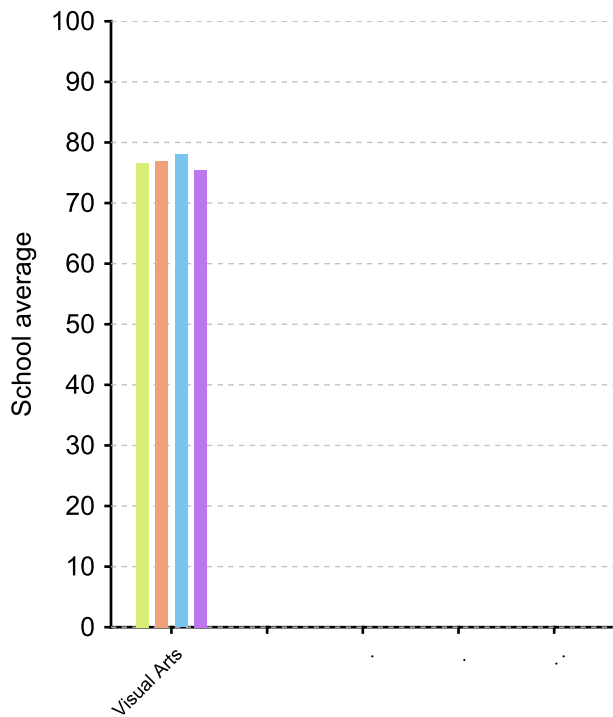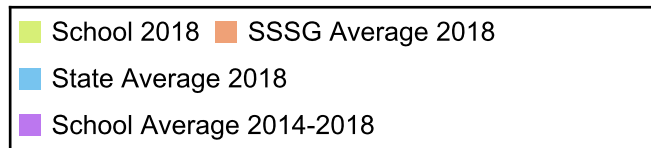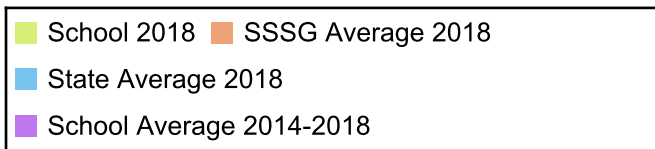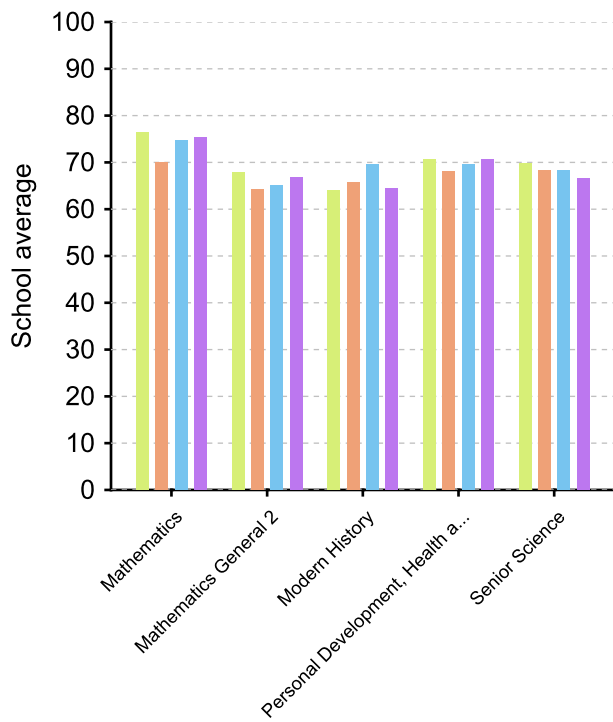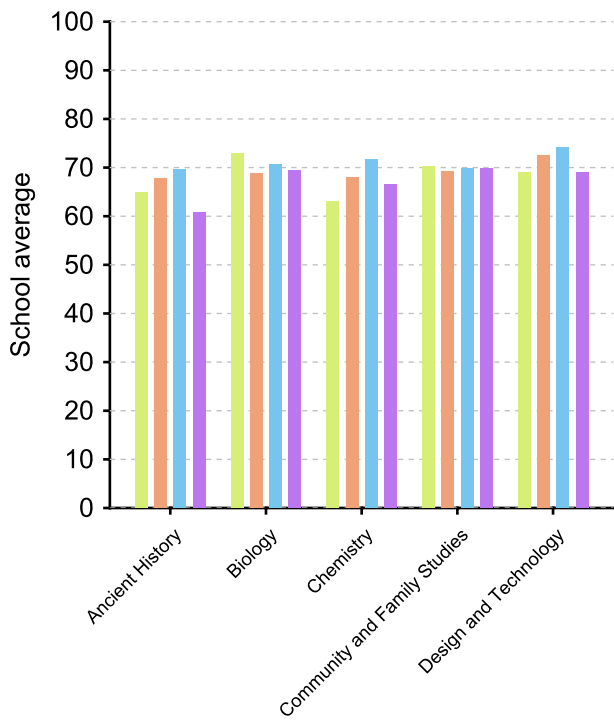
The *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands has continued to be an area focused on by the Aboriginal Education officer at DHS. Aboriginal students at Dapto High School, with most students achieving above the NMS

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, 2018 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 four Band 6's achieved.

Legend:
- Percentage in Bands
- School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	1.9	13.8	38.4	31.4	10.1	4.4
School avg 2016-2018	3.7	17.3	31.9	32.7	10.3	4.1

Percentage in bands: Year 9 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018

Legend (top left):
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Legend (top right):
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Legend (bottom left):
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Legend (bottom right):
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	64.9	67.7	69.5	60.7
Biology	72.8	68.8	70.7	69.4

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Chemistry	63.1	67.9	71.8	66.5
Community and Family Studies	70.2	69.2	69.9	69.8
Design and Technology	69.0	72.4	74.2	69.0
English (Advanced)	73.5	76.7	77.5	74.2
English (Standard)	64.6	65.2	65.0	65.5
Food Technology	68.0	67.7	70.7	65.5
Hospitality Examination (Food and Beverage)	68.9	69.9	71.0	71.0
Legal Studies	69.3	67.2	71.2	68.4
Mathematics	76.5	70.0	74.8	75.3
Mathematics General 2	67.8	64.3	65.1	66.9
Modern History	64.0	65.7	69.5	64.4
Personal Development, Health and Physical Education	70.7	68.1	69.5	70.7
Senior Science	69.7	68.4	68.2	66.5
Visual Arts	76.6	76.9	78.0	75.5

Parent/caregiver, student, teacher satisfaction

Parent and community engagement via the social media profile continues to be very strong, with the FaceBook feed being the go to means for getting information. It is a source that is consumed, rather than contributed to by the community. We promoted parent consultation and subject information evenings with positive rewards. All evenings continue to rise with nearly 50% engagement across all evenings, a marked increase compared to three years previous.

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

The Aboriginal Education Liaison role was funded in 2017 and continued into 2018. This role had part responsibility of working with our indigenous students but also the role of setting accountability standards across all other programming and processes across the

school. Aboriginal education was embedded as part of the Twilight TPL with assistance saught and given from Network specialists. This awareness has been positive across the whole school. We eagerly anticipate TTFM data in 2019 for some initial feedback.

DHS has continued to be a keen participant in the AIME project. The embedding of 'Sista–Speak' and 'Tutor Squad' have shown to be well received with increasing participation from indigenous students.

Despite improvements, TTFM data shows that our ATSI students don't feel as connected to the school as Non–ATSI students. Communication and engagement remains a priority for 2019 and beyond.

Multicultural and anti-racism education

Our Anti–Racism Contact Officer (ARCO) has been trained in the procedures to handle complaints of a racist nature. The ARCO follows the DoE Anti–RacismPolicy which involves mediation, resolution, education and the monitoring of situations, post intervention. The ARCO works both formally and informally with students and educates the school community through Year assemblies and newsletter articles. As a result of changes to staffing we had to ensure we had a number of staff trained to ensure that on any given day we had a trained ARCO present at school. The need to have someone available has led to the ability to be able deal with any referrals in an expedient manner. The ability to quickly manage issues as they arise has raised the expectation of students and staff to what is acceptable behaviour not only in the classroom or with staff, but also in the playground and community with other students.

Harmony Day, celebrated in March draws together many threads of our operation; inclusivity and tolerance is modelled and encouraged with real energy and joy.The fine work of our Chaplain facilitates this celebration of diversity.