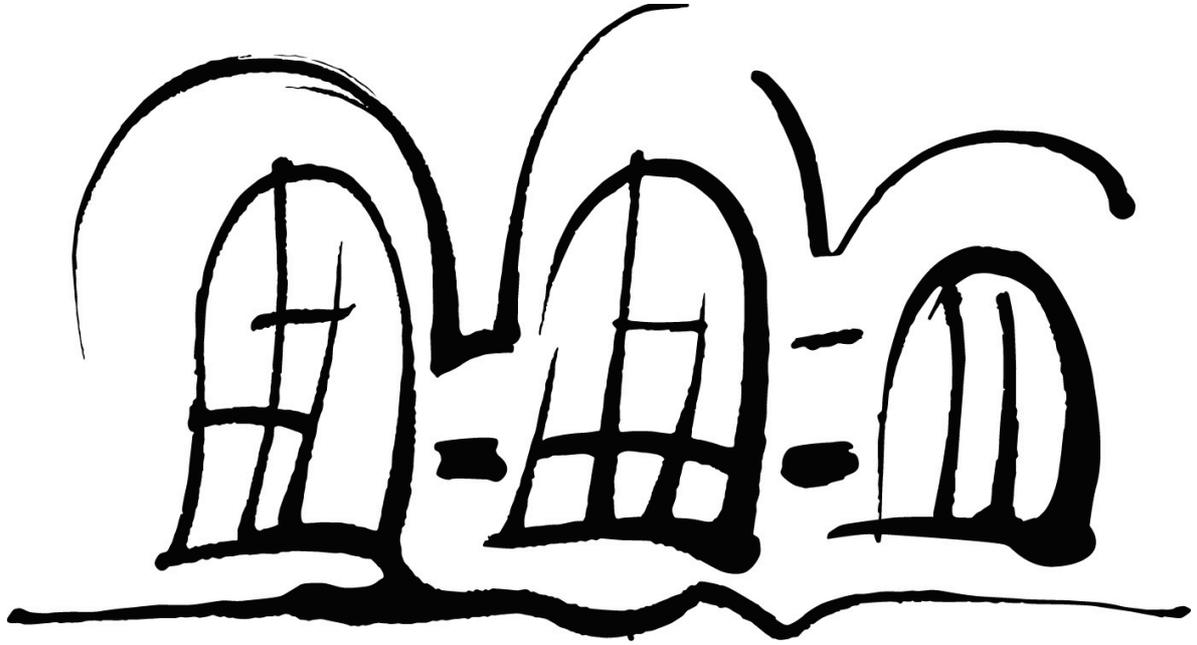


# 2020 Annual Report

## Dulwich High School of Visual Arts and Design



## Dulwich High School of Visual Arts & Design

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# Introduction

The Annual Report for 2020 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 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.

## School contact details

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## School vision

Dulwich High School of Visual Arts and Design enables and empowers our students with the capabilities and confidence to design their futures, reach their potential and contribute to a global society.

## School context

Dulwich High School of Visual Arts and Design is an inclusive high school offering a broad curriculum with a specialisation in visual arts and design.

We are a community of engaged learners, focusing on high academic achievement, which enables students to become active and informed citizens.

Our school embeds creative and innovative approaches to teaching and learning and builds the collective capacity for life-long learning. This diverse educational setting fosters the wellbeing of all students to allow them to flourish.

Through the delivery of a rigorous academic, social, cultural and sporting curriculum the school provides opportunities for all students to achieve excellence.

We have a socially diverse, multicultural and geographically dispersed student population and supports students with additional learning needs.

## 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 school plan and annual report.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Teaching and Learning

#### Purpose

To build the ongoing professional practice of teachers to deliver effective learning through the use of purposeful pedagogy to maximise student achievement.

#### Improvement Measures

Increased proportion of students achieving expected growth in literacy.

Increased proportion of students achieving band 6 in the HSC.

Increased proportion of students achieving expected growth in numeracy.

#### Progress towards achieving improvement measures

**Process 1:** Progressive Pedagogy strategy: Ongoing improvement of teacher practice through adopting and adapting the following frameworks:

- Visible Learning
- Reflective Practice supported with coaching and mentoring.

Evaluation	Funds Expended (Resources)
<p>The Progressive Pedagogy Strategic Team implemented Visible Learning and Reflective Practice supported through coaching and mentoring. The strategic team was successful in overseeing the school-wide implementation of Visible Learning strategies and principles, particularly Learning Intentions and Success Criteria to establish the school as a recognisable Visible Learning School.</p> <p>The team successfully fostered school-wide Visible Learning practices for both staff and students. Observational data, including classroom walk-throughs, indicates:</p> <ul style="list-style-type: none"><li>• 95% of classes have access to Learning Intentions and Success Criteria.</li><li>• 70% of students use Learning Intentions and Success Criteria to access content and apply skills.</li><li>• 30% of students use Learning Intentions and Success Criteria to inform next steps in their learning.</li></ul> <p>The team successfully sustained the implementation of the Phase 1 suite of the Corwin professional learning curriculum and collected and reviewed evidence of learning to build staff capabilities as a Visible Learning School.</p>	<p>Program resources, teacher release and professional learning package costs: \$28000</p>

**Process 2:** Literacy Strategy: Literacy team supports whole school teaching of literacy.

Evaluation	Funds Expended (Resources)
<p>The Literacy Strategic Team has achieved the targeted improvement measure of increased growth in NAPLAN literacy data. Further opportunities for continued development include increasing the number of Year 9 students achieving top two bands in NAPLAN writing.</p> <p>Literacy Strategic Team coordinated writing support tasks for students in Stages 4 and 5 that included feedback and opportunities for students to identify areas for improvement through a Personal Best interview. During the Personal Best interviews 89% of students reported improvement in their writing skills and 60% found the writing tasks helped them prepare for NAPLAN.</p> <p>Teaching resources were developed in response to student performance information to support explicit and differentiated literacy teaching.</p>	<p>Literacy resources and teacher release: \$4000</p>

## Progress towards achieving improvement measures

**Process 3:** Numeracy Strategy: Numeracy team supports whole school teaching of numeracy.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>The Numeracy Strategic Team developed numeracy activities to build the numeracy capabilities of students. These activities were successfully implemented across the school with different subjects targeting identified numeracy skills with students. Evaluation of student growth through these numeracy activities identified statistically significant value-add of 13% above expected growth.</p> <p>Further project implementation including action research with academic partners, tracking the long-term impact of numeracy strategies and, mapping numeracy activities across the curriculum would inform the further consolidation to maximise student growth and achievement in numeracy skills.</p>	Numeracy resources and teacher release: \$3000

## Strategic Direction 2

### Creativity and Innovation

#### Purpose

To continue to enhance the unique learning environment and culture that fosters innovation and the creative dispositions our students need to successfully navigate their world.

#### Improvement Measures

Increased number of teachers using school wide platforms to foster creative dispositions in their teaching

Increase in extra curriculum Visual Arts and Design enrichment programs

Student growth in the acquisition and application of creative dispositions

#### Progress towards achieving improvement measures

##### Process 1: Creative Dispositions project:

- Creativity Wheel to be used to guide teacher practice, teaching programs, and student assessment.
- Develop resources to raise the profile of the Creativity Wheel across the school.

Evaluation	Funds Expended (Resources)
<p>The Creativity Strategic Team developed and implemented a range of initiatives to improve the teaching and learning practices to foster student's creative dispositions. Evidence indicates student growth in the acquisition and application of creative dispositions across Key Learning Areas.</p> <p>The school engaged with strategic partnerships of a collegiate Government school and the research of Lucas and Spencer's <i>Teaching Creative Thinking</i> to inform effective practices and in the teaching and modeling of creativity in the classroom.</p>	<p>Teacher release and program resources: \$11000</p>

##### Process 2: Innovative Curriculum Delivery Models:

- Embed IBL/POL into NEO/NE8.
- Further embed STEM and PBL across targeted KLAs and School Enrichment Class (SEC).
- Develop entrepreneurial skills across the school by supporting students' creative dispositions, global competencies and generating a culture of creative and critical thinking.
- Provide co-curricular opportunities for students through the WOO/C7 project.

Evaluation	Funds Expended (Resources)
<p>The Innovation Strategic Team initiated and developed multiple innovative learning opportunities for students at Dulwich High School of Visual Arts and Design. This included entrepreneurial education opportunities, Product-Based Learning, Project-Based Learning and enhancing Years 8 to 10 school elective opportunities known as New Educational Opportunities (NEO and NE8).</p> <p>Students accessed entrepreneurial education opportunities and Product Based Learning that aligned subject learning to real-world application with NEO elective students participating in the Dulwich Village Fair. Entrepreneurial workshops combined an array of learning opportunities that enabled students to think critically and creatively, to take risks, innovate and participate in a community event.</p>	<p>Resources to support Product Based Learning and Project-Based Learning: \$9000</p>

##### Process 3: Strengthening of the VAD Specialisation:

- The school extends extra-curricular programs to enhance creativity opportunities for high potential students.
- Affiliates: community links

## Progress towards achieving improvement measures

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>The Visual Arts and Design Enrichment Strategic Team initiated and focused on an extra-curricular art and design after-school program as well as coordinating and delivering a Professional Art Talks program for all members of the school community. These two programs successfully increased the access and student learning opportunities to the art and design world at Dulwich High School of Visual Arts and Design.</p> <p>The authentic engagement of students in these programs represented a substantial achievement with 197 students engaged with the extra-curricular art and design after-school program and 423 members of the school community attended the Art Talks. Student feedback confirmed high levels of positive engagement and appreciation of the Art Talks program and substantiated a program outcome of expanding student understanding of art and design from expert practitioners in the contemporary Australian context.</p>	<p>Teacher release and program resources. Total project resourcing was cost neutral.</p>

## Strategic Direction 3

### Wellbeing and Engagement

#### Purpose

To empower students in their development as autonomous, resilient lifelong learners who have the essential skills to engage positively as socially confident citizens in today's world.

#### Improvement Measures

Student feedback reflects positive impact of KEYS program on student wellbeing and engagement.

Growth in student participation in leadership and extra-curricular opportunities.

Post school student destinations indicate the successful delivery of the school's academic care and transition programs.

#### Progress towards achieving improvement measures

**Process 1:** Community of engaged citizens are empowered through:

- Transition programs
- Academic Care
- Leadership and extra-curricular opportunities

Evaluation	Funds Expended (Resources)
<p>The Wellbeing and Engagement Strategic Team developed and implemented programs resulting in a positive impact on student wellbeing and achieved growth in student leadership and extracurricular participation. The team identified student post-school destinations as an indication of the successful delivery of the academic care and transitions program.</p> <p>An internal review of the Knowledge Equals Youth Success (KEYS) whole school program indicated improved student understanding of wellbeing and support strategies such as mindfulness, resilience, study skills, stress management and healthy relationships. Students clearly articulated the benefits of the program, highlighting the importance of teacher engagement with the class an important feature for the program's success. Student feedback indicated a need to build student voice into the development of KEYS sessions.</p> <p>The team coordinated the AIME, RAISE, LEAPS, ASPIRE and Max Potential programs to increase student engagement with leadership opportunities.</p>	Employment of staff: \$70000

**Process 2:** Wellbeing team leads whole school platforms incorporating the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>The Wellbeing and Engagement Strategic Team developed and utilised whole school platforms, incorporating the NSW Department of Education's Wellbeing Framework to strengthen student wellbeing to connect, succeed and thrive.</p> <p>The whole school platforms aligned with and supported the school plan, Strategic Direction 3 Wellbeing process: Community of engaged citizens are empowered through Transition programs, Academic Care, Leadership and extra-curricular opportunities.</p>	Employment of staff: \$60000

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Integration funding support</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Integration funding support (\$264 218.00)</li> </ul>	<p>Integration Funding Support was utilised to resource the Learning and Support Team which supported the employment of Learning and Support Teachers and Student Learning Support Officers to assist identified students with confirmed disability gain broader and equitable access to curriculum and learning. The funding was also used to provide professional learning to increase the capacity of classroom teachers to plan adjustments and differentiate learning to support students access the curriculum.</p> <p>Each of the identified students had a Personalised Learning and Support Plan that was developed and reviewed in a collaborative curriculum planning process between parents/careers and members of the Learning and Support Team at the school. Focus areas of the review meetings included student progress in access to the curriculum, communication, participation and movement.</p> <p>Integration Funding Support continued to have a significant impact on students. The Learning and Support Team was effectively able to support identified students in areas such as attendance, personal wellbeing, and academic achievement.</p>
<b>Professional learning</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Professional learning (\$73 265.00)</li> </ul>	<p>Professional learning support was utilised to enhance teacher capabilities in accordance with school identified priorities, enhance curriculum delivery and meet identified teacher needs to improve student learning outcomes.</p> <p>Targeted Professional Learning included Literacy, Numeracy, Visible Learning and HSC. Professional learning was also targeted at curriculum delivery to continually develop, refine, improve and adapt subject programs and quality teaching in the classroom. This included the provision of programming time and the engagement of critical friends to provide mentoring and coaching to build teacher capabilities.</p>
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$23 709.00)</li> </ul>	<p>Aboriginal and Torres Strait Islander students made strong progress in academic and vocational achievement. Engagement with learning as indicated by NAPLAN results, school attendance and retention show that Aboriginal students achieve at rates comparable with non-indigenous students. Students were supported at the school through the development of Personalised Learning Plans and individual academic assistance by Learning Support Officers and the school strengthened the connection and support provided by Aboriginal Community Liaison Officers as well as Aboriginal Student Liaison Officers.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b>	<p>The EaLD Evaluation Framework supports</p>

<p><b>English language proficiency</b></p>	<ul style="list-style-type: none"> <li>English language proficiency (\$44 489.00)</li> </ul>	<p>the School Excellence Framework. English language proficiency support is implemented through:</p> <ul style="list-style-type: none"> <li>employment of EaLD teachers to support learning across KLAs</li> <li>ongoing professional teacher training to assist in the identification, delivery and monitoring of student learning needs</li> <li>assesses students upon arrival at the school and throughout, using the EaLD learning progressions, to best target their support needs</li> <li>mainstream in class support with trained EaLD teachers across all KLAs</li> <li>language proficiency and development continue across all phases on the learning continuum based on the EaLD progression tool which identifies the four phases of language development from beginning to emerging, development and consolidation</li> <li>effective reporting of outcomes to parents. and using data to inform planning, programming, differentiation and incorporated into EaLD pedagogy and strategies in classroom practice.</li> <li>engagement with the school community to assist in meeting outcomes in KLAs</li> </ul> <p>The EaLD program supports refugees, international and Aboriginal student programs, and strengthens key transition stages such as arrival in the country, arrival at school from IEC, transition, home to school and to senior school.</p>
<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$76 585.00)</li> </ul>	<p>Funds supplement Learning Support with 1.0 to provide ongoing support to assist identified students requiring low level adjustment for disability through the Learning and Support Team. This support assisted in:</p> <ul style="list-style-type: none"> <li>implementation of Personalised Learning and Support Plans to support student engagement with the curriculum</li> <li>increased capacity of staff to make a range of differentiated adjustments to support students' engagement with their learning</li> <li>improved learning outcomes and access to the curriculum for students</li> <li>employment of Teaching and Non-Teaching staff and higher duties allocations</li> </ul>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$55 729.00)</li> </ul>	<p>Targeted learning and mentoring programs were implemented that enabled identified students to work with Student Learning and Support Officers (SLSO) and the Wellbeing Support. These programs resulted in:</p> <ul style="list-style-type: none"> <li>sustained development of an inclusive school culture where students feel valued and connected within the school community</li> <li>student Leadership opportunities implemented across the school community increasing the level of student participation and engagement across the school</li> <li>differentiated teaching and learning programs implemented to support students with individual learning plans</li> <li>support of the after school homework club and senior tutorials</li> <li>supporting students with the BYOD</li> </ul>

<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$55 729.00)	program and access to extra-curricular and co-curricular opportunities
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$70 698.00)	<p>Targeted program and professional learning opportunities were implemented to induct, support and build the capacity of beginning teachers into the profession at Dulwich High School of Visual Arts and Design. This support included:</p> <ul style="list-style-type: none"> <li>• release from class to engage in professional learning, support and access to a critical friend and coaching to help identify and address areas for improvement</li> <li>• access to a mentor Head Teacher and Beginning Teacher Leaders</li> <li>• reduction of face-to-face teaching</li> <li>• an induction program that introduced new staff to school processes and establishes peer observation support to help facilitate reflective practices and ongoing improvement</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	431	453	472	481
Girls	351	354	378	412

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.3	93.8	93.5	93.6
8	92.3	91.3	90.5	92.1
9	91.4	90.9	90	91.5
10	90.2	89.8	89.2	90
11	90.7	90.1	90.1	89.8
12	93.4	89.9	91.9	92.3
All Years	92.1	91.3	90.9	91.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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. 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.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	8	6	3
Employment	0	9	5
TAFE entry	6	13	20
University Entry	0	0	55
Other	16	5	2
Unknown	0	7	14

## Year 12 students undertaking vocational or trade training

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27.83% of Year 12 students at Dulwich High School of Visual Arts and Design undertook vocational education and training in 2020.

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

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92.5% of all Year 12 students at Dulwich High School of Visual Arts and Design expected to complete Year 12 in 2020 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)	46.8
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	2
School Administration and Support Staff	14.37
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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	2,358,910
<b>Revenue</b>	11,305,149
Appropriation	10,660,833
Sale of Goods and Services	130,000
Grants and contributions	506,729
Investment income	7,587
<b>Expenses</b>	-10,697,655
Employee related	-9,550,161
Operating expenses	-1,147,494
<b>Surplus / deficit for the year</b>	607,494
<b>Closing Balance</b>	2,966,405

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	265,074
<b>Equity Total</b>	441,157
Equity - Aboriginal	23,709
Equity - Socio-economic	55,729
Equity - Language	175,750
Equity - Disability	185,969
<b>Base Total</b>	9,054,904
Base - Per Capita	208,628
Base - Location	0
Base - Other	8,846,276
<b>Other Total</b>	548,123
<b>Grand Total</b>	10,309,258

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.

### 2020 NAPLAN

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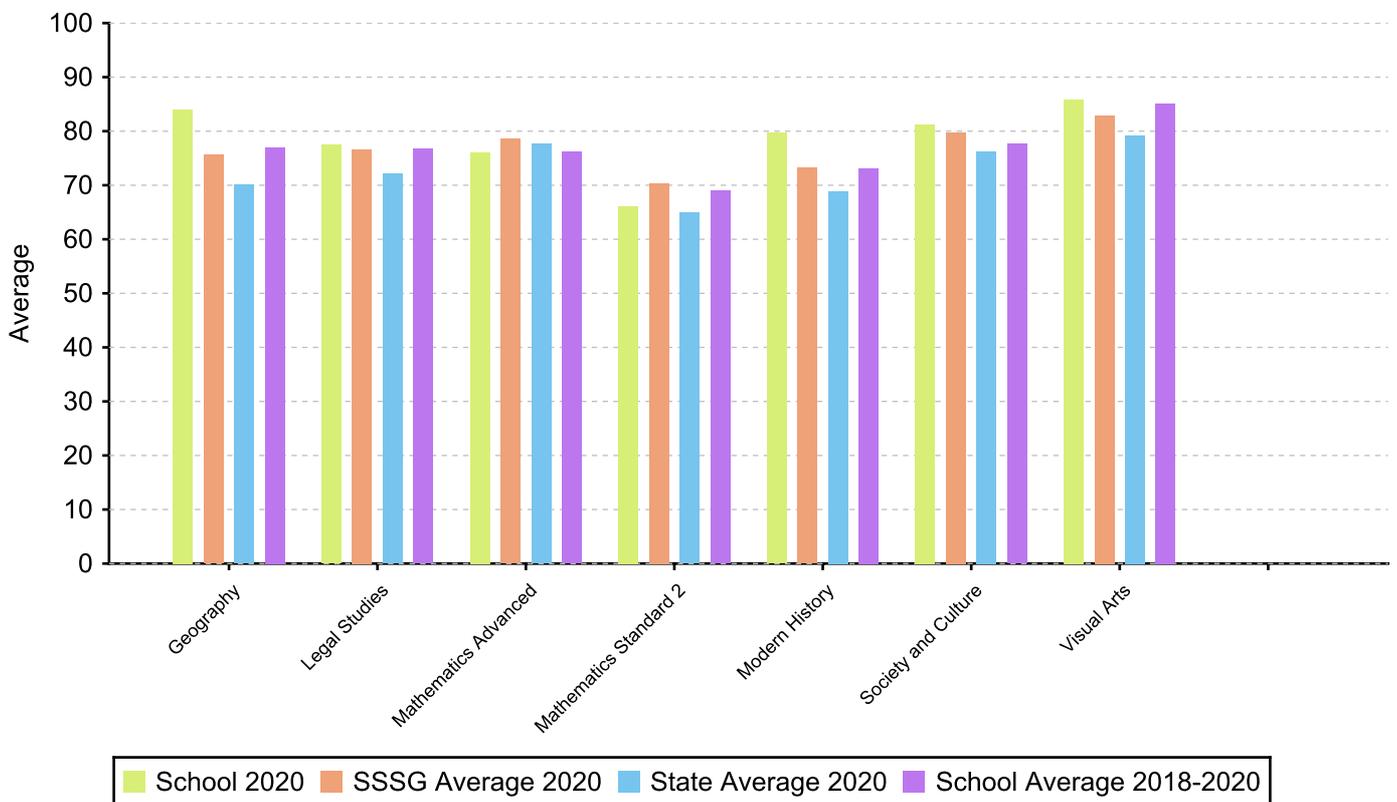
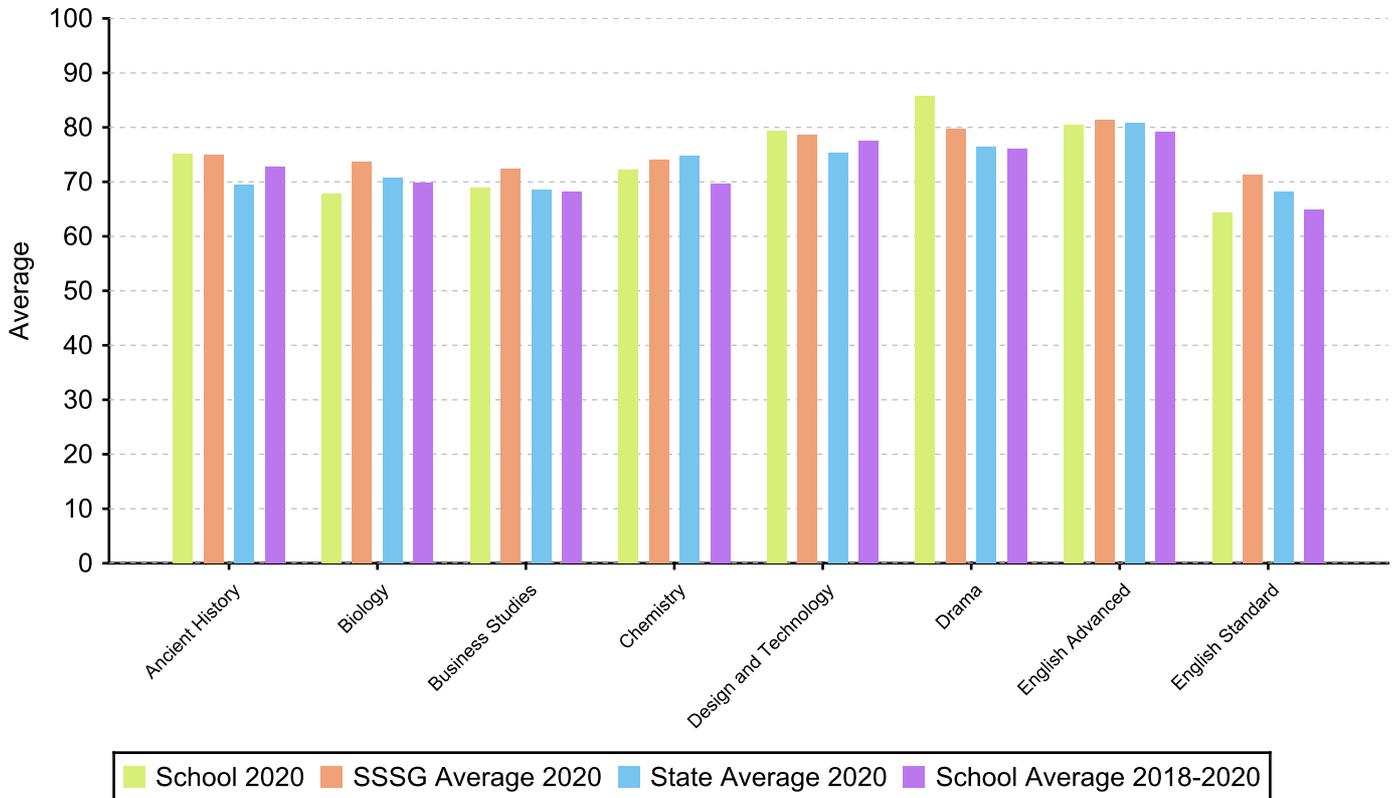
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# 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 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	75.2	75.0	69.4	72.8
Biology	67.9	73.8	70.8	69.8
Business Studies	69.0	72.5	68.6	68.1
Chemistry	72.2	74.0	74.8	69.6
Design and Technology	79.3	78.7	75.4	77.6
Drama	85.7	79.7	76.4	76.1
English Advanced	80.5	81.4	80.8	79.1
English Standard	64.3	71.4	68.1	64.9
Geography	84.0	75.6	70.1	77.0
Legal Studies	77.5	76.7	72.1	76.7
Mathematics Advanced	76.1	78.6	77.7	76.1
Mathematics Standard 2	66.1	70.4	64.9	68.9
Modern History	79.7	73.2	68.9	73.1
Society and Culture	81.2	79.7	76.2	77.7
Visual Arts	85.9	83.0	79.2	85.1

## Parent/caregiver, student, teacher satisfaction

The school receives feedback which is sought annually from students, parents and teachers within the school community using the Tell Them From Me survey and internal data sources including interviews, surveys and forums with parents, students and staff. Information from the survey and other data sources indicates the following:

### Parent responses indicate:

- Parents consistently report that they feel welcome at the school and can easily speak with their child's teachers. They indicate that teachers inform them immediately of concerns with their child's behaviour at school and that teachers generally take account of my child's needs, abilities, and interests.
- Written communication from the school is in clear language and that teachers encourage their students to do well at school.
- More parents praise their child for doing well at school and talk to their child about feelings towards other children at school to help develop positive friendships.
- Teachers try to understand the learning needs of students with special needs.
- There has been an increase in parent input into school planning and in providing feedback about teaching practices.
- The high school has a good reputation in the local community (68%) and that parents are satisfied with the general communication from the high school (74%).

### Student responses indicate:

- That students have friends at school they can trust and who encourage them to make positive choices. There was an increase in the number of students who display positive behaviour at school (91%).
- More students are intellectually engaged and find learning interesting, enjoyable, and relevant. There was an increase in the number of students who reported important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In addition, the number of students who feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn was above the state average.
- Students know where to seek help if bullied (83%) and that more students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- For the 2020 Learning from home, students agreed they received quality learning experiences in relation to online-remote learning whilst 72% agreed they received quality learning resources that helped them engage with the content.

### Teacher responses indicate

- School leaders have taken time to observe my teaching and provided teachers with useful feedback about my teaching.
- In most of their classes they discuss learning goals for the lesson and that students find class lessons relevant to their own experiences.
- Assessment tasks help teachers understand where students are having difficulty and that they use results from formal assessment tasks to inform lesson planning.
- Teachers use two or more teaching strategies in most class periods whilst also discussing with students ways of seeking help that will increase learning.
- Teachers are in regular contact with the parents of students with special learning needs.

The school exceeded the state average in areas of learning culture, data informs practice and technology. In regards to collaborative practice, 83% of teachers report that they often seek out other teachers for support and their opinion on student matters.

# 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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.