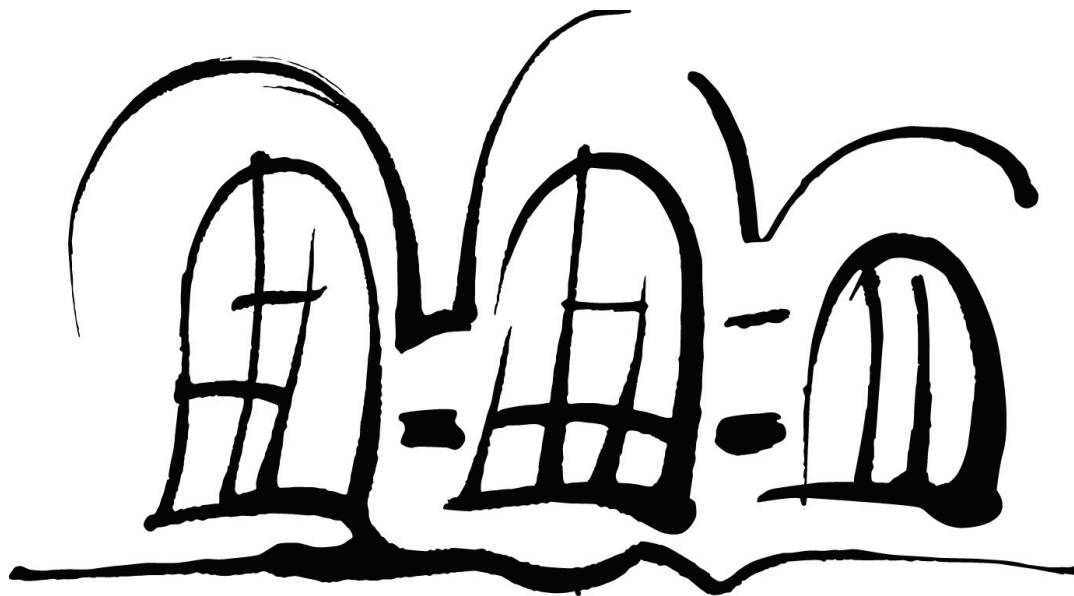# School plan 2018-2020

Dulwich High School of Visual Arts and Design 8833

Dulwich High School
of Visual Arts & Design

School background 2018–2020

School vision statement

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.

School planning process

The Dulwich High School of Visual Arts and Design planning process has engaged students, staff and community in considering past successes and future needs.

Using surveys and focus groups, key stakeholders have been consulted about the school and its future.

Data analysis and current educational research and reform documents have also been a part of the planning processes.

A staff team met to develop a draft plan which was taken to staff, students and parents in early Term 4 2017 and finalised ready for implementation at the start of 2018.

School strategic directions 2018–2020

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.

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.

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.

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 expected growth in numeracy.

Increased proportion of students achieving band 6 in the HSC.

People

Staff

Staff access Literacy and Numeracy professional support through school–based and external consultants.

All teachers participate in the Visible Learning workshops.

Teachers receive ongoing support in developing and implementing learning intentions and success criteria (Visible Learning) into teaching programs.

Staff participate in ongoing professional learning to support progressive pedagogy process that is aligned with PDPs, school strategic directions and is embedded into teaching practice.

Leaders

Teacher leaders participate in the Visible Learning Evidence into Action course.

Processes

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

- Visible Learning

- Reflective Practice supported with coaching and mentoring.

Literacy and Numeracy Strategy: Literacy and Numeracy team supports whole school teaching of literacy and numeracy.

Evaluation Plan

Literacy and Numeracy strategy to track implementation and effectiveness through student performance data and ongoing review informed through student and teacher feedback and validated with NAPLAN data.

Progressive Pedagogy will evaluate teacher reflective practice and the implementation of Visible Learning principles in classroom pedagogy through teacher feedback and internal assessment data.

Practices and Products

Practices

All staff deliver explicit evidence–informed literacy and numeracy teaching strategies.

Teachers provide explicit feedback to students on literacy and numeracy through personal best interviews.

Through professional learning, all staff apply visible learning principles and demonstrate ongoing reflective practice.

Products

Improved student writing and numeracy performance based on internal school data.

All Year 7 to 9 students can articulate their literacy and numeracy personal best goals using the academic care online platform.

Teaching programs and practice demonstrate application of Visible Learning strategies.

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

Student growth in the acquisition and application of creative dispositions

Increase in extra curriculum Visual Arts and Design enrichment programs

People

Staff

Build capacity in understanding, modelling and teaching creative dispositions.

NEO and NE8 teachers to engage with external researcher to support entrepreneurial education and create cultures of thinking.

Build capacity of NEO and NE8 teachers to identify and assess creative and innovative dispositions in students' work.

Staff are supported to consistently employ a common language regarding entrepreneurial skills.

Students

Students engage in learning that explicitly develops creative and innovative dispositions.

Parents/Carers

Parent/Carers are encouraged to engage in the agreed common language and practices of creativity and innovation.

Community Partners

Staff engage with experts in the field of creativity and innovation to provide and model authentic real world experience.

Community Partners

Community affiliates connect and engage with the students to provide them with authentic learning experiences.

Processes

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.

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.

Strengthening of the VAD Specialisation:

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

Evaluation Plan

1. Whole school participation in creativity initiatives and student observations.
2. Research observations identify growth in the use of innovative curriculum models in target school initiatives.
3. Review VAD programs: student engagement and feedback.

Practices and Products

Practices

The school community share a common understanding of creativity.

Staff foster the creative dispositions through innovative curriculum delivery.

Students develop an understanding of and apply creative dispositions in their learning.

Entrepreneurial skills are clearly defined and explicitly developed within the curriculum delivery models of NEO, NE8 and PBL.

Tertiary researchers support innovative curriculum delivery.

The school facilitates extracurricular opportunities for students to support the specialisation of the school.

Products

The purpose, language and application of creative dispositions is visible in the school community.

Creative dispositions are evident in the teaching programs of all KLAs and other areas of the school community.

Students develop and complete products reflecting the creative dispositions.

Increased number of students participating in a structured extracurricular programs.

NEO/NE8 assessed with the creation of real world application criteria

All NE8 courses implementing creative assessment.

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.

People

Staff

Staff trained in delivery of wellbeing platforms including growth mindset and positive psychology to support whole school implementation of the Wellbeing Framework.

Community Partners

Community affiliates connect and engage with the students to provide them with authentic learning experiences.

Processes

Community of engaged citizens are empowered through:

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

Wellbeing team leads whole school platforms incorporating the Wellbeing Framework.

Evaluation Plan

Student Wellbeing programs evaluated through program review, feedback and survey data.

Student support and transition programs are assessed through reviews, surveys and feedback.

Practices and Products

Practices

100% of students participate in KEYS.

Students participate in transition programs, academic care and leadership and extra–curriculum programs that enhance school engagement.

Products

Keys program to holistically reflect the wellbeing framework to support all students through targeted lessons and mentoring.

The school has developed an academic care online platform, which is utilised to support student learning, transition and engagement.