School plan 2015 – 2017

Dulwich High School Visual Arts and Design

Creative Curriculum for Student Learning

Progressive Pedagogy and Assessment

Enhanced Community Connectedness
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dulwich High School of Visual Arts and Design is a creative collaboration of learners focusing on high academic achievement, enabling students to become active and informed citizens. The school offers a specialist visual arts and design curriculum that embeds creative and innovative approaches to teaching and learning. Our diverse educational community fosters the wellbeing of all students and builds their capacity for life-long learning. We pride ourselves on designing futures for our students.</td>
<td>Dulwich High School of Visual Arts and Design is a comprehensive high school with a selective visual arts and design stream. Dulwich High School of Visual Arts and Design has a socially diverse, multicultural and geographically dispersed student population. The school has a support unit. The school provides equal opportunity for all students to achieve excellence in academic, social, cultural and sporting curriculum. Leadership and social endeavours are provided in an inclusive environment to support learning and teaching and positive relationships.</td>
<td>The Dulwich High School of Visual Arts and Design planning process was been designed to engage students, staff and community throughout 2014 in considering past successes and future needs. The school's vision statement was refined in these early consultations. Using surveys and focus group meetings, key stakeholders have been consulted on their opinions and views 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 small team of staff then met to refine the data and feedback. As a result an initial plan was taken to staff, students and parents in term four 2014. At the beginning of 2015 the planning process was handed over to a school wide strategic planning team. The school's senior executive provided oversight of the process. The strategic planning team will regularly liaise with students, staff and parents about the progress that is being made in achieving the key outcomes of the plan.</td>
</tr>
</tbody>
</table>
School strategic directions 2015 - 2017

Strategic Direction 1: Creative Curriculum for Student Learning

Purpose: To deliver an innovative, creative, academic and social curriculum in a visual art and design setting that develops connected, active and informed citizens who are able to contribute to contemporary Australian society.

Strategic Direction 2: Progressive Pedagogy and Assessment

Purpose: To build the ongoing professional practice of teachers resulting in improved student outcomes through the use of purposeful pedagogy and assessment.

Strategic Direction 3: Enhanced Community Connectedness

Purpose: To extend community connections in and beyond the school to promote learning, wellbeing and educational opportunities for all students.
## Strategic Direction 1: Creative Curriculum for Student Learning

### Purpose
To deliver an innovative, creative, academic and social curriculum in a visual arts and design setting that develops connected, active and informed citizens who are able to contribute to contemporary Australian society.

### People

#### Teachers:
Teachers to have a broad understanding of the capabilities based curriculum using school wide collaborative approaches (for example: Great teaching, Inspired Learning)

Teachers engage with social curriculum programs to support student learning.

#### Students:
Students become more engaged and confident learners, making decisions about their success using capability benchmarks.

#### Parents and Caregivers:
Parents and caregivers support academic and social curriculum.

### Processes
Implement capabilities framework including:
- Reading and writing programs
- Numeracy – data based interventions
- Creative and innovative platforms
- ICT
- ALARM
- Academic writing

Deliver school developed curriculum in visual arts and design to meet the specialised focus in:
- NEO program
- Visual arts and design, and
- A student led learning system

Design, implement and review a social curriculum:
- Digital portfolio project reflecting student’s strengths and areas of growth in capabilities

### Products and Practices

#### Practices:
Teachers differentiate curriculum delivery to meet the needs of students in key BOSTES and ACARA capabilities.

Dulwich High School of Visual Arts and Design academic curriculum will have a capabilities based framework as a basis for planning units of work.

Curriculum provision will be enhanced by learning alliances with other organisations, affiliates and associates.

#### Products:
Increase NEO courses that have BOSTES endorsement from twenty five per cent to fifty per cent.

Increase the proportion of students who achieve or exceed expected growth in writing sixty seven per cent and reading sixty eight per cent and numeracy fifty eight per cent as measured by Year 9 NAPLAN by ten per cent.

Increase number of students in visual arts and design courses from fifty per cent to sixty five per cent on the total student population.
Strategic Direction 2: Progressive Pedagogy and Assessment

**Purpose**
To build the ongoing professional practice of teachers resulting in improved student outcomes through the use of purposeful pedagogy and assessment.

**People**
Teachers: Teachers will build on knowledge, skills and participate in collaborative practices including consistency of teacher judgment and developing feedback in assessment ‘of’, ‘for’ and ‘as’ learning.

Teachers engage with accreditation processes. (Australian Professional Standards for Teachers)

Teachers engage with professional development to improve student outcomes.

Teachers use data to inform practice to improve pedagogy & assessment.

**Processes**
Review, design and deliver a school developed approach to ensure students receive specific, explicit and timely formative feedback to improve learning.

School-wide platform to further develop teachers professional practice in assessment ‘of’, ‘for’ and ‘as’ learning:
- Authentic assessment tasks
- Allocation of grades using Course Performance Descriptors and other assessment criteria
- Using data to inform teaching decisions
- Cross-curriculum projects are designed to assess key learning and capabilities.

Build teacher capacity to implement quality assessment approaches including formative & summative.

Support teachers to improve their levels of accreditation.

**Products and Practices**
Review, design and deliver a school developed approach to ensure students receive specific, explicit and timely formative feedback to improve learning.

School-wide platform to further develop teachers professional practice in assessment ‘of’, ‘for’ and ‘as’ learning:
- Authentic assessment tasks
- Allocation of grades using Course Performance Descriptors and other assessment criteria
- Using data to inform teaching decisions
- Cross-curriculum projects are designed to assess key learning and capabilities.

Build teacher capacity to implement quality assessment approaches including formative & summative.

Support teachers to improve their levels of accreditation.

**Improvement Measures**
Increased student engagement as evidenced by using the Tell Them from Me survey with 2015 establishing the baseline

An increased proportion of students with two or more band five/six results at HSC from fifty per cent to fifty five per cent

All faculties involved in the design, delivery and assessment of cross-curriculum tasks from Stage 4 to Stage 5

Staff to improve rating on AITSL classroom continuum.
## Strategic Direction 3: Enhanced Community Connectedness

### Purpose

To extend community connections in and beyond the school to promote learning, wellbeing and educational opportunities for all students.

### People

#### Teachers

Develop an understanding of and delivery to targeted students of effective wellbeing programs.

Strengthen the affiliates with a range of programs which will support the school in the delivery of improvement targets.

#### Students:

Students will be mentored to take responsibility for their ongoing learning.

Students actively contribute to their school, community and society in which they live.

#### Parent/Caregivers:

Access parent/community expertise and connections in providing school based and industry experiences.

Participate in parental initiatives

### Processes

Expand or create new community connections that raise students’ social awareness and build student leadership capacities and opportunities.

Promote and extend links between school and the local community through:
- Journeys
- Mentoring, Careers
- Visual art and design programs
- Workshops with the Dulwich High School of Visual Arts and Design community
- Community events
- Vocational Education and Training programs
- Affiliates and Associates programs
- Community and global issues
- Sustainability

Embed Wellbeing Platforms across the school such as:
- School Leadership
- Safe Schools
- Positive Psychology
- Academic Care
- Wellbeing framework
- Transition

### Products and Practices

#### Practices:

Whole school community commitment to planning new learning experiences and opportunities for students that will increase their leadership capacities.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well-being of students.

Whole school approach to wellbeing that consistently implements clearly defined behavioural expectations and creates a positive teaching and learning environment.

#### Products:

Digital portfolios will reflect students' participation in a range of programs.

Increased number of students participating in extra-curricular programs as evidenced in school reports from thirty three per cent to sixty six per cent.

Digital portfolios will reflect students' participation in a range of programs and industry experiences.

### Improvement Measures

- Increased number of students participating in extra-curricular programs as evidenced in school reports from thirty three per cent to sixty six per cent.
- Digital portfolios will reflect students' participation in a range of programs.

---

Page 6