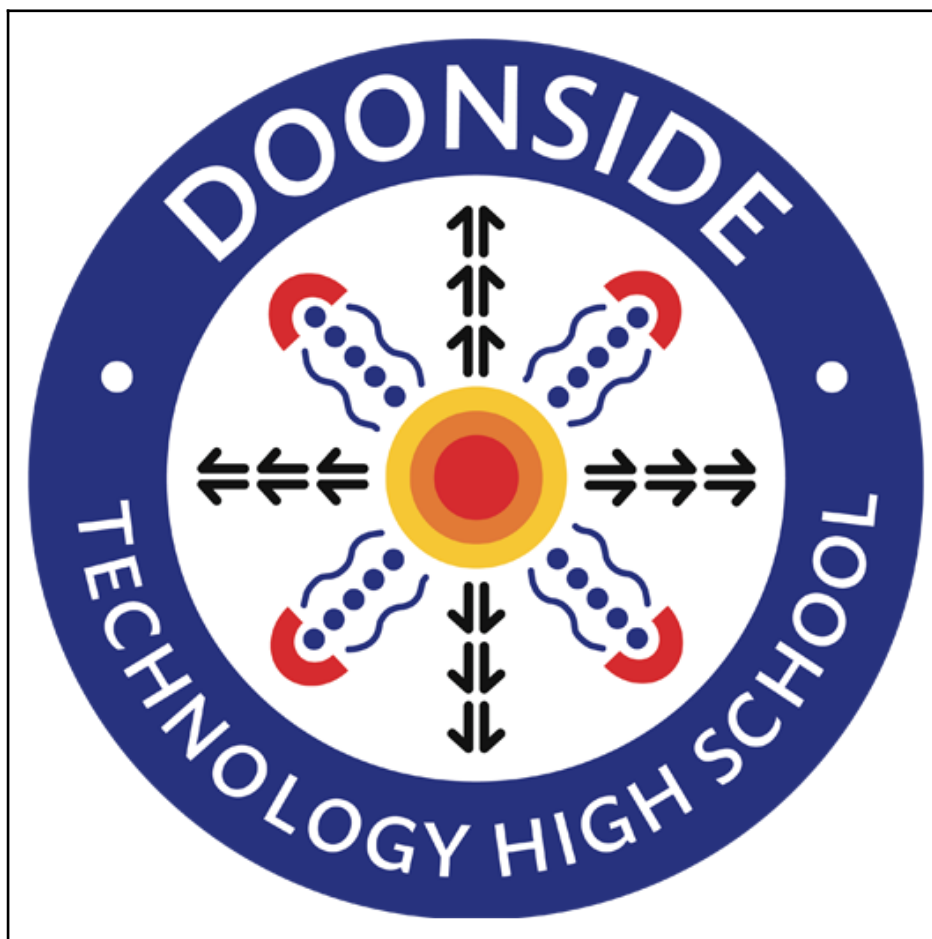


# Doonside High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Doonside 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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### Message from the principal

The driving ethos of our school is defined in the CORE strengths of "Community, Ownership, Resilience and Empowerment." Our challenge is for every member of our school community to understand and engage with these so that every student has the opportunity to maximize their potential. Students learn in a positive, caring, supportive environment where they know they belong and which is characterised by mutual respect between the students themselves, and between students and staff. Student achievement in many areas is given strong recognition with regular celebrations and both formal and informal acknowledgement of their work and effort and a consistent message about understanding themselves in order to continue to grow.

Our school has gained several awards during the past year both as recognition for our students and our staff but also for the outstanding teaching and learning that occurs in our school to develop high quality students. Some of these were Mr Karbon who received a Minister of Education Award for his work in student wellbeing, Ms Sahyouni who has received an Executive Director's Award for her work in developing cross curriculum programs for Year 7 and Executive Director's Award to Meta Tusini for his outstanding work with our students and parents in the wellbeing area. These are awards are very prestigious and are great acknowledgements for the teachers and for Doonside Technology High School.

More recognition for our school occurred through the AFL National Inclusion Carnival and the selection of our students to the National Team and Bring It On crew attaining 3rd Place in the State Championships. Year 7 were filmed by the University Technology Sydney for their amazing work on project design on foodtrucks and our Support Unit were asked to present at NSW Principal's Learning Day because of their excellent programs and the success of our students.

At a local level the Blacktown Lions Club Outstanding Achievers Award was presented to Patrick Reen and the Victor Chang Award was presented to Jessica Mackander and Alicia Lacson. The SRC and their leadership developed a plan to improve the overall environment of our school. This led the way for ongoing improvements in the school – new signs, installation of air conditioners, gardens and painting. Supporting these initiatives was a newly developed "Crew" who work with Bay Ayling, Chaplain and youth worker, each week to create improved green spaces.

None of this happens without the support and dedication of the staff at Doonside and we are very lucky to have such a supportive team. Together with the staff, student leaders, and our community supporters, 2019 has resulted in an extraordinarily successful year for Doonside Technology High School. I would like to thank Nic Webb, Paul Karbon and the Executive Leadership Team and staff who have embraced the philosophy of CORE Strengths to bring about excellence for students. We all look forward to making a difference in 2020.

Janet Harding



## School background

### School vision statement

The Doonside Technology High School community values learning that matters, innovative quality teaching and proactive leadership. We focus on fostering a culture of high expectations and a shared commitment from all members of our school community to wellbeing, engagement, learning and success in and beyond school. We provide quality education that enables our students to develop attributes and skills to achieve their full potential and to succeed in their chosen post-school endeavours. Our dedicated staff collaborate to ensure success for all students, by providing real world and innovative learning experiences to maximise engagement.

### School context

Doonside Technology High School is a comprehensive high school with a focus on the use of innovative and cutting edge learning technologies to best engage our students. We have a diverse student population with an enrolment of 686 students, with 18% aboriginal. Our support unit caters for the needs of 74 students with mild and moderate intellectual disabilities. Our staff are highly professional and are dedicated to working diligently to improve the learning opportunities and life options of our students. We promote academic and vocational excellence, strong community links to provide a caring, secure and cooperative environment in which students develop responsibility and resilience.

## 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/school-excellence>

### Self-assessment using the School Excellence Framework

| Elements   | 2019 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                 | Sustaining and Growing |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Excelling              |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Excelling              |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |

## Strategic Direction 1

### Learning That Matters

#### Purpose

Doonside Technology High School values personalised learning that is relevant and authentic to the world beyond school. We empower every student by providing a strengths-based approach to learning that is challenging and offers meaningful opportunities. This is underpinned by a holistic approach that encompasses wellbeing and learning to ensure all students are equipped with the essential skills to succeed.

#### Improvement Measures

##### Class Profiles and Targeted Interventions

By 2020, all Key Learning Areas develop class profiles at the start of each school year. These profiles include: Best Start Year 7 data OR NAPLAN data OR HSC minimum standard data, an outline of any plans available for the student, behaviour concerns and previous N Warnings register. These profiles are used to register differentiation according to 'High', 'Middle' and 'Low' groupings of students, with all members of staff registering differentiation explicitly in their teaching and learning programs throughout the year. This will also include specifying NCCD students on the front of programs and annotating teaching and learning activities according to a range of student needs.

By 2020, each faculty has referred at least one student to the Learning Hub from each Stage once a term. The aim of this will be to have a 50% reduction in N Warnings or incomplete assessments for attending students across all KLAs.

##### Literacy and Numeracy

By the end of 2020, all teaching and learning programs indicate the use of the Super 6 Reading and Comprehension strategies and a faculty numeracy focus in both teaching and learning activities and in the differentiation column. The impact of this whole-school approach to literacy and numeracy should see an individualised improvement of NAPLAN reading and numeracy scores as compared to their previous NAPLAN examination. By the end of 2020, NAPLAN scores in reading growth will increase by 2% of students achieving at or above expected growth. Additionally students performing in the top 2 bands in reading should increase by 2%.

##### Student Wellbeing

In 2019, 60% of identified students across Stages 4 and 5 progress at least one level over the course of a year against the ACARA Personal and Social Capabilities continuum. This will include all year 7 students in 2020.

#### Progress towards achieving improvement measures

##### Process 1: Differentiation and Personalised Learning

Review and develop operations of the Learning and Support Team to support a fully functioning Learning Hub.

Construction of classroom profiles.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p><b>The Learning Hub:</b></p> <ul style="list-style-type: none"><li>• <i>Usage data</i></li></ul> <p>By week 9 of Term 4, 266 students have been referred to the Learning Hub to work with School Learning Support Officers (SLSOs), Learning and Support Teachers (LaSTs) and a school intern from the English faculty to clear Non-compliance Warnings (N Warnings), draft assessment tasks, complete exams in a smaller group space, and complete classwork with support. The number of referrals has increased by 102 students since week 5 of Term 4.</p> <p>* <i>Survey Data</i></p> <p>According to a survey conducted regarding the value of the Learning Hub, 86.7% of staff who have made a referral were pleased with the outcome of</p> | <p>2.0 SLSO</p> <p>0.8 FTE EALD Teacher</p> <p>2.3 FTE Learning and Support Teachers</p> |

## Progress towards achieving improvement measures

their referral.

- Evaluation

During Term 3, 216 N Warnings were lodged on Sentral by DTHS staff. By the end of Term 4 65 N Warnings. The Learning Hub has been successful in reducing the amount of N Warnings by 50% between Terms 3 and 4.

### Class Profiles:

- *Class profiles usage data* 100% of Year 7 teams have officially completed data entry on their class profiles, with every student in Year 7 having a data record for teacher reference that includes their Best Start results in Literacy and Numeracy and any information about school support plans (Individual Education Plans, Risk Management Plans etc.)

\* *Focus Groups Data*

Through the facilitation of a LaST, Year 7 teacher teams met and discussed the value of class profiles.

### Process 2: Literacy Initiatives

Staff will indicate text complexity and the employment of the Super 6 Reading and Comprehension strategies with texts studied in Teaching and Learning programs – according to the literacy levels recorded in class profiles and in student's zone of proximal development.

Development of student-friendly marking initiatives to enable students greater access to literacy intensive tasks.

Implementation of Stage 4 Reading program.

Implementation of 1 period per fortnight of literacy intensive lessons for all stage 4 students.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p><b>Super 6 Reading &amp; Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• <i>Super 6 usage data</i></li> </ul> <p>During 2019, 83.3% of staff have indicated that they have used the Super 6 Reading &amp; Comprehension and other strategies in a class over the course of the year, with 78.6% indicating these strategies have been made clear in their teaching and learning programs.</p> <p>With the exception of one faculty that was more explicit in their resourcing of the Super 6 Reading and Comprehension strategies, it is clear that 7 out of 8 faculties are using the strategies when teaching and learning activities are investigated, however, these are not consistently explicitly mentioned.</p> <ul style="list-style-type: none"> <li>• <i>NAPLAN Literacy Analysis Data</i></li> <li>• Individual value added for students in Year 7 reading has remained just below 50% (at 46%) at or above expected growth.</li> <li>• Individual valued added for students in Year 7 writing has dropped by 7% to 52% at or above expected growth.</li> <li>• Individual valued added for students in Year 9 reading has remained at 70% at or above expected growth.</li> <li>• Individual valued added for students in Year 9 writing has risen by 19% to 67% at or above expected growth.</li> </ul> | <p><b>Additional staffing</b></p> <p>Head Teacher Teaching and Learning</p> <p>1 School Learning Support Officer</p> <p><b>Professional learning – after school twilight sessions – \$6800</b></p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$102000.00)</li> </ul> |

### Process 3: Student Wellbeing

Wellbeing team to construct Life Education curriculum reflecting trauma informed practices.

HT Wellbeing to coordinate Berry Street Education Model instructional rounds and development teams.

Focus group of Stage 4/5 students performance mapped against the ACARA Personal and Social Capabilities Continuum to triangulate the impact of the BSEM, Rock and Water etc..

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|            |                            |

## Progress towards achieving improvement measures

### Evaluation:

The improvement measure of progressing 60% of identified students in stage four and five at least one level against the DTHS Personal and Social Capabilities continuum was achieved in 2019.

A group of students involved in the GROW and PRIDE program (male, targeted intervention groups) were plotted against the continuum and the commencement of the year and then reviewed during week 8 of term 4. Three students exceeded projected growth and developed two stages (four years) during the year. Out of the 19 students plotted:

- 13 (68%) students progressed at least one stage for "develop self-discipline and set goals"
- 14 (74%) students progressed at least one stage for "recognise personal qualities and achievements"
- 14 (74%) students progressed at least one stage for "understand relationships"
- 13 (68%) students progressed at least one stage for "work collaboratively"

This process will be embedded within the Middle School program next year, ensuring that all Year 7 students will be mapped and tracked against the continuum in 2020.

### Progress of processes:

In 2019, the next phase of Life Education curriculum development occurred, reflecting trauma-informed practices. Due to the staggered implementation, Year 8, 9 and 10 were all taught the Year 8 curriculum. In term 3, students and staff were surveyed regarding the impact of Life Education. Over 100 students were surveyed with over 90% of students finding Life Education lessons enjoyable, relevant and meaningful. Also, 90% of students recognised an improved relationship with their Year Advisor as a result of Life Education. There was a proportion of students who claimed this was not possible as their Year Advisor was not their Life Education teacher, hence that had a negative skew on the data. Furthermore, Life Education has had a positive impact on students social and emotional outcomes, evidenced in the Tell Them From Me survey data. The overall sense of belonging to the school increased by 2% overall. Also, there was a 3% increase in students reporting having a positive relationship at school, with a 10% improvement in year 9. Lastly, there was a 4% increase in positive behaviour at school, situating DTHS 2% above the state average.

The Berry Street Education Model instructional rounds took place in term 4 and were found to be highly successful. The training was facilitated to upskill beginning teachers around the key concepts pertaining to BSEM and trauma-informed practices. They were then immersed in three experienced teachers' classrooms to observe these skills embedded within their pedagogy. They were explicitly shown visible learning structures, circle time and positive primers, brain breaks, how to co-regulate and build a strong rapport with students. The six staff involved were surveyed, with 100% of staff feeling more confident to embed BSEM practices into their classrooms and utilise the skills learnt through this process. For 2020, this process will occur in a more formalised manner, with the use of pre and post surveys and lesson observation sheets. Also, the BSEM development teams occurred in term 1 and 2. Each team was provided with five hours of intensive training pertaining to positive psychology and trauma-informed concepts. Survey data indicated that 100% of teachers involved felt more confident in their use of positive psychology and trauma-informed practices, reported having a greater repertoire of skills and strategies to implement in their classrooms and an enhanced capacity to develop relationships with students.

0.5 Teacher (FTE) supports Life education

2.0 CLO

0.25 HT Wellbeing

Training Rock and Water – \$2000

### Funding Sources:

- Socio-economic background (\$207200.00)

### Process 4: Numeracy Initiatives

Development of a Numeracy Team coordinated by the HT Teaching and Learning in conjunction with faculty experts to unpack the numeracy demands using the numeracy progressions across the curriculum.



## Progress towards achieving improvement measures

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p><b>Numeracy Strategy 2020: Faculty Focus Areas</b></p> <ul style="list-style-type: none"> <li>• <i>Numeracy Team Meetings</i></li> </ul> <p>During 2019 the Numeracy team met and extracted the weakest numeracy areas in the school's NAPLAN results according to percentage correct by the overall cohort. This data was collated into focus numeracy areas and assigned to faculties based on that which best fits the content of each KLA.</p> <p>These focus areas were then resourced with sample questions from NAPLAN papers and strategies to support the skill from the NSW Department of Education. Finally, using funding from professional learning to support students in reaching their HSC minimum standard, planning time was allocated to each faculty to collaborate with a member of the maths faculty to prepare a range of resources including;</p> <p>A Numeracy Scope &amp; Sequence for Year 7, 8 and 9</p> <p>Worksheets or activities for, Year 8 Semester 1 (8 activities*), Year 9 Term 1 (1 revision activity before NAPLAN in Week 3), *CAPA, TAS and Digital Technologies to embed activities twice a term due to lesser face to face time with students.</p> <p>The remaining planning and resourcing will take place in Year 7 planning meetings and in Term 2, 2020 for Year 8 Semester 2.</p> <ul style="list-style-type: none"> <li>• <i>NAPLAN Numeracy Analysis Data relative to the performance measures.</i></li> <li>• Individual value added for students in Year 7 reading has risen by 9% with 54% at or above expected growth.</li> <li>• Individual valued added for students in Year 9 writing has remained at 60% at or above expected growth.</li> </ul> | <p>Release time supported through Strategic Initiatives professional Learning– \$10,000</p> <p>Twilight Conference – whole staff \$6800</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$16800.00)</li> <li>• Professional Learning (\$10000.00)</li> </ul> |

## Next Steps

### 1. Differentiation and Personalised Learning

#### Learning Hub

In 2020, the management and evaluation of the Learning Hub will aim to further reduce N Warnings across the school which in turn, should have a positive effect on negative incidents on Sentral due to higher levels of student engagement. This will be supported by including teaching staff in the Learning Hub roster for 2020. These staff members will provide further expertise and continue to build the Learning Hub as a positive learning space for all students.

#### Class Profiles

After reflecting on teacher feedback, Deputy Principals and the HTTL discussed the need to generate and prepare as much data as possible for teaching staff, to ensure data is ready for staff to familiarise themselves with at the start of Term 1, 2020.. This system has been finalised with the expertise of a LaST and has been completed and uploaded onto the school shared drive for 2020.

On the staff development day for Term 1, 2020 staff will be given cohort profiles that centralises data for the following:

- Aboriginal and Torres Strait Islander (ATSI)
- English as an Additional Language or Dialect (EAL/D)
- N Warnings
- Attendance
- Life Skills
- National Consistent Collection Data (NCCD) information
- Plans
- Support Person (Year advisors)
- NAPLAN data
- HSC Minimum Standards data

The HTTL will present this information to staff, as well as a sample class profile for staff to use. These profiles will then be attached to every registered teaching and learning program.

Moving forward, classroom profiles will inform stronger teacher differentiation, including effectively supporting students on the NCCD list. This will be evidenced in teacher programs and registrations and aims to have an impact on reduced truancy and negative incidents, as well as an increase in student submission rates and feeling of belonging in school.

## **2. Literacy Initiatives**

While it is clear that teaching staff are using the Super 6 Reading and Comprehension strategies to differentiate text complexities for students in their classroom, the explicit language is not made clear in programs and this may have resulted in a lack of common language when reading a text across the school. NAPLAN literacy data has indicated both maintenance and growth in Year 9 writing and the use of the Super 6 Reading & Comprehension strategies is a factor in maintaining and growing school results. However, Year 7 NAPLAN literacy results are lower than previous cohorts, demonstrating a need to further integrate the Super 6 strategies into the school teaching culture.

To support students in literacy, student-friendly marking criteria's will be continued under the area of differentiation in 2020. To address staff feedback, this will be supported by addressing the need to work with students in accessing marking rubrics throughout the drafting process of assessment tasks. This will be supported through the allocation of professional learning time as part of Term 1's focus on Differentiation during Teaching Professional Learning (TPL) time.

Moving forward, the HTTL will be collaborating with the HT of English to collect sample resources rather than Teaching and Learning programs from KLAs for evidence of the Super 6 strategies. Additionally, whole school visible posters are to be prepared to ensure a common language that will mirror the Renaissance Reading Program in 2020. Financed by funds received to support students reaching their HSC minimum standard, this program will commence in Term 1, 2020 and look to improve fluency and comprehension skills for students in Stage 4. Lastly, a modified program template is currently being designed with the HTTL, Deputy Principal and Head Teacher Secondary Studies to address inconsistencies and lack of explicit literacy, numeracy, differentiation and wellbeing strategies in programs for 2020. This program template will continue to be designed in Term 1, 2020.

## **3. Student Wellbeing**

To sustain the growth achieved in 2019, all year seven students in 2020 will be tracked along the DTHS Personal and Social Capabilities continuum. They will be provided with one-hour explicit lessons around the capabilities each week with the intent of moving at least 60% of year seven students one stage along the Personal and Social Capabilities continuum. The Doonside Wellbeing Framework and Positive Behaviour in Schools policy will be refined and driven within the school to ensure each aspect is embedded in day-to-day practices. This will be achieved through the provision of professional learning and the implementation of "Berry Street Champions", who will drive positive psychology within their faculty management plans. This will be evidenced by a review of programs, faculty management plans and surveys. Furthermore, the anti-bullying team will implement the Stymie program in conjunction with policies and practices to negate bullying at DTHS.

## **4. Numeracy Initiatives**

The numeracy strategy for 2020 will look to three sets of data to gauge numeracy improvement and engagement among staff and students:

1. Staff survey: Staff indicate higher confidence in the delivery of numeracy skills in their faculty area. Staff feel satisfaction in their teaching of a narrow numeracy focus area.
2. NAPLAN results: Numeracy focus areas see a decrease in incorrect responses leading to a higher percentage of students in the top two bands.

Additionally, after reflecting on 2019 the school has appointed two staff members to take on the role of Numeracy Coordinators (Head Teacher Science and a Maths teacher). The Numeracy Coordinators will continue the faculty focus areas and program content for numeracy intensive periods in 2020. This will include utilising the Maths Space online programs to support students in building their numeracy skills. Both the Head Teacher Science and Maths teacher have been given an allocation of 3 hours per fortnight to enable sufficient planning, implementation and analysis of these school wide initiatives.

## Strategic Direction 2

### Innovative Quality Teaching

#### Purpose

We are passionate about connecting and engaging students in real world and innovative learning experiences. Building teacher capacity through collaborative quality teaching and evidence-based practices; our teaching community is empowered to take responsibility for their ongoing professional development and personal improvement, to ensure our students reach their full potential.

#### Improvement Measures

80% of teachers and students are actively using Canvas for teaching & learning

A 25% increase in the number of staff trialing new evidence-based teaching strategies from the 2018 baseline, extending to 50% in 2020.

Meet the NSW Govt mean in the Collaboration driver of the Focus on Learning teacher survey (TTFM), from a base of 7.5 in 2018 and improving to exceed the mean in 2019.

#### Progress towards achieving improvement measures

##### Process 1: Technology Community for Teaching & Learning

- Adopt Canvas as our online learning environment (OLE) to make curriculum accessible, visible and strengthen the quality and quantity of feedback provided to students

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <ul style="list-style-type: none"><li>• <b>Canvas Analytics Usage Data</b></li><li>• 62 teachers and 584 students have used Canvas and 30 courses have been created. There has been little change since the last snapshot taken midterm of term 4. Feedback collected from staff indicates that more professional learning time is needed to improve Canvas use. Student numbers have plateaued at near saturation point (89% of total enrolments).</li><li>• <b>Canvas Progress Tracker/ Course rubric</b></li><li>• 65% of faculties have updated the progress tracker to indicate their current progress on Canvas, which is up from 30% during the midterm checkpoint. Only Support and Maths have not indicated any progress, although staff have been clearly allocated specific roles.</li></ul> | <p>Professional learning – \$42 686</p> <p>Consultancy and design costs – \$4000</p> <p>Subscription – \$15000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$19000.00)</li></ul> |

##### Process 2: New Ways of Teaching & Learning

- Faculties and teams identify methodologies for investigation. Staff engage in collaborative practices to develop their repertoire of teaching methodologies. New teaching strategies are adopted by staff

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| <p>In the Collaboration driver of the Focus on Learning teacher survey (TTFM), DTHS has improved from a base of 7.5 in 2018 to 7.7 in 2019. Since the implementation of a more coordinated approach to new ways of teaching and learning, an increase in collaboration has resulted. the school is on track to exceed the state mean in 2020.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"><li>• All faculties have collaboratively devised 5 dot plans and discussion has been facilitated at executive around the 5 dot plan.</li><li>• Curriculum: TAS have devised a differentiated ALARM summative assessment task as a result of their 5 dot plan in collaboration with a HSIE member, TAS HT and TAS Faculty.</li><li>•</li></ul> | <p>Additional staffing funded through Strategic Initiatives.</p> <p>Head Teacher upgrade</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$33000.00)</li></ul> |

## Progress towards achieving improvement measures

Effective Classroom Practice: Feedback processes are currently being formalised in Stage 6 English (attached). This has resulted in feedback lessons following the stage 6 assessment, discursive worksheets being collaboratively developed and delivered, exemplar responses to Stage 6 students to unpack.

- Integration of Mathspace in Stage 4 Maths classes

- HSIE staff identified a focus area and year group to explicitly teach critical and creative thinking

- A joint project– PDHPE/ Science/ CAPA whereby a DTHS Feedback Lesson Observation Form has been created. This has facilitated instructional leadership across these faculties as participants have participated in peer observations.

### Survey results

In 2019 survey results indicated that: 90.7% of staff (39/43 responses) have trialled a new way of teaching and learning strategy this year. Out of the 4 that had not trialed it; 2 were SLSO's, 1 a teacher's aid, and 1 a DTHS teaching staff member. According to the survey results, faculties will plan to continue to use the 5 dot plan in 2020, either collaboratively or individually (53.2% agree and 19.1% strongly agree).

The following process have been enacted:

- A collation of the skill set and expertise of staff at Doonside Technology High School. Staff identified skills and expertise they have outside of teaching which can be used within the classroom, faculty and across the school.

- Year 7 Team Building activities run by faculties during Term 4 some across faculties and some individual based faculties.

- Collaboration across faculties with the development of cross curricular projects– Food Truck project and sustainability projects in Term 4 (attached)

- Teachers in Year 7 Middle School engaged in collaborative practices and theme based approach to programming and assessment. This has resulted in joint projects and assessments.

- Familiarisation of CANVAS 2019, with all Year 7 courses to go onto CANVAS in 2020.

### Survey Results:

- **A second survey** was sent out in Week 9, Term 4 to gain data about what new ways of teaching & learning were used, and in which year group: 90.7%% of respondents (39/43) said that they had trialled a new way of teaching & learning this year, with majority of responses identifying they trialled it in year 7 (59 %), Year 8, 9, 10 and 11 (35.9%), and Year 12 (25.6%). New ways of teaching and learning included: QTR, Joint programming, ALARM, CANVAS, PBL/Design process and Feedback practices.

- A survey was sent out about the skill set awareness of others at Doonside Technology High school. 46 staff members have completed the survey. 78.3% of staff collaborate with members of DTHS who are outside of their faculty area in relation to teaching & learning.

- Year 7 student survey revealed students enjoyed the cross curricular project (85.3%)and Rock and Water (61.3%).

- Middle School Teacher Survey data revealed their is an increase in staff collaboration. 20 staff completed the survey, and 50% of staff identified that teacher collaboration was the best part of the MS program, followed by

## Progress towards achieving improvement measures

student collaboration 15.8% and projects / hooks 15.7%.

## Next Steps

### 1. Technology Community for Teaching and Learning

- As we have exceeded our original target (80%) of teacher-created courses, the school can focus on milestones encompassing entire stages or years. It has been mandated by the year 7 HT that all course content and curriculum for the 2020 cohort is to be uploaded and made available on Canvas, along with assessments.
- Investigation of why student perception and usage of Canvas is not higher across a larger section across the student population, and implementing strategies to address this.
- Additional data to be gathered in the form of surveys and interviews to determine the best direction for this.
- Provision of additional TPL/ release time for teachers to work on Canvas.
- Purchase of hardware for Canvas compatible devices to encourage greater use in classrooms.
- Migrate/consolidate essential services into Canvas– this may include IETP's , (Strategic Direction 3), general announcements and parent app integration.
- Canvas Immersion Day for Year 7 2020 to train new students on Canvas best practices to be implemented on the first day during student orientation.
- Investigation and consultation as to whether the school should change the main home page from Sentral to Canvas.
- Conduct regular check-ins during weeks 4 and 8 to gauge engagement and use of Canvas within faculties using faculty meetings and Canvas tracking tool/rubric.
- Focus on migrating course content from Google Classroom to Canvas, as a large number of teachers prioritise Google Classroom over Canvas according to the midterm teacher survey

### 2. New Ways of Teaching and Learning

#### Collaboration

In 2020, DTHS will be ready to move to a more formalised process of collaboration to ensure there is visible accountability. During Term 1, 2020 a key focus will need to be on ensuring that discussion of the 5 dot plan will lead to authentic and meaningful implementation by faculties and individual staff members. Moving forward, the focus will be on accountability as faculties commit to a form of collaborative practise. This will be achieved by a presentation at executive Week 2 at executive which will be delivered by the process leader and DP. The presentation will address the 5 dot plans, linking back to the school plan and SEF. A template will be delivered (checklist) to assist Head Teachers in order to track their progress and deadlines they must meet in order to successfully engage in the 5 dot plan.

HT's will be given the opportunity to discuss what they have done, if they have met the improvement measures for 2020, SEF links and where they need to extend collaboration within their faculty. Additionally, they will be given Term 1, 2 and 3 to work on their 5 dot plan.

In 2019 survey results indicated that: 90.7% of staff (39/43 responses) have trialled a new way of teaching and learning strategy this year. Out of the 4 that had not trialed it; 2 were SLSO's, 1 a teacher's aid, and 1 a DTHS teaching Staff member.

#### In 2020, focus will be on:

- Utilising the skill set of staff at Doonside Technology High School.
- Cross curricular projects. This will occur during Year 7 Planning Days and in consultation with Year 7 HT.
- In order to successfully integrate Rock and Water within Year 7, teachers will need to participate where possible in order to understand activities and metalanguage used. In addition, Rock and Water facilitators will need to go to team meetings in order to support staff in delivering rock and water activities within the class.
- Year 7 team building activities to occur throughout the whole year and be facilitated by teams. In order to ensure students are developing skills as a result of the team building activities, students will be mapped against the personal and social capability continuum.
- CANVAS champions to put Year 7 courses onto CANVAS for 2020. This will occur during Year 7 planning Days.

## Strategic Direction 3

### Effective Proactive Leadership

#### Purpose

We aim to cultivate successful citizens through the highest levels of learning and innovative risk-taking. All members of our school community have a shared sense of responsibility in creating learners that are passionate and curious. We are driven by a culture of high expectations where we consistently build and improve leadership skills and capabilities. We believe all members of our school community have the capacity to develop strong, strategic and effective leadership.

#### Improvement Measures

Embed formal evaluation processes in 90% of whole school projects by 2020 from a base of 100% informal in 2018.

Instructional Leadership development opportunities are offered annually to 100% of school leaders.

##### 2020 Improvement Measure

- Instructional Leadership has moved up a stage to Sustaining and Growing
- 10% rise in Leadership and Collaboration survey data of TTFM

##### 2019 Improvement Measure

- developed a deep understanding of IL
- co-created IL processes
- executed a collaborative project

30% increase in student participation in programs to build and demonstrate leadership skills.

#### Progress towards achieving improvement measures

##### Process 1: Effective Evaluation & School Planning

- Creation of processes and procedures for whole school projects to facilitate effective evaluation.
- Engage in professional learning on data analysis and effective evaluation processes
- Creation of a whole school planning and reporting policy to ensure all whole school projects are effectively reported into SPaRO

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p>In 2019, the focus was placed on designing and implementing the School Planning &amp; Evaluation policy. This has been accomplished and evaluated with 100% of School Leaders &amp; Key Funding Initiative leaders having been provided a policy. In 2020, the focus will be on rolling this policy out to the whole staff and embedding processes around formalising evaluation methods in all aspects of school professional learning. This will be achieved by creating and implementing school proformas for presentations and evaluation to capture data around the success and effectiveness of school strategic projects.</p> | <p><b>Staffing</b></p> <p>0.723 PFP DP</p> <p><b>Extra staffing</b></p> <p>1 x HT Upgrade</p> <p>DP Upgrade</p> <p>Business Manager</p> <p>Other costs</p> <p>40 days Consultant support school planning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$168.00)</li> </ul> |

##### Process 2: Instructional Leadership

- Creation of processes and procedures around instructional leadership and reflective practice for the school executive
- Effective implementation of the PDP process where ongoing learning and growth are identified and supported by leaders



## Progress towards achieving improvement measures

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p><b>Evaluation</b></p> <p>In 2019, progress was measured by the completion of Instructional Leadership processes, design of collaborative learning opportunities and the execution of a collaborative project by the executive team. The recent self-assessment data against SEF placed IL at the sustaining and growing stage which is a stage above from 2018. This assessment is consistent with the People Matters Survey that indicates a 16% rise, from 58% in 2018 to 74% in 2019, in the areas of collaboration within High-Performance section. This is further supported by the 2019 TTFM Teacher Survey that indicated 11% growth, 1.1 points higher from 2018, in Leadership and 2% growth, 0.2 points higher, in collaboration from 2018 second semester. The growth in the Leadership area is 4% above the NSW Govt Norm.</p> <p><b>Progress this year</b></p> <p>During term 1 2019, faculty survey data gathered on Instructional Leadership indicated ambiguity around the term itself and the lack of a strategic process to build Instructional leadership capacity among teachers. As a result, during first-semester school executive investigated the co-creation of a contextualised definition and 5 essential steps and quality criteria for the delivery of Instructional Leadership through the Educational Changemakers Program. 5 Leadership Values and 5 Leadership Qualities were finalised as part of this project. In term 3 and 4, systematic and ongoing professional learning opportunities were designed for the executive team that resulted in a collaborative project been put in place. As a result of this project, by the end of term 4, all faculties have aligned their PDP goals with the Teaching Standards and the School's Strategic Directions. Data gathered on this work indicated a 100% growth in the understanding of the Instructional Leadership by the executive members.</p> <p>In regards to the Quality Teaching Rounds, two teachers were selected at the beginning of term 2 as the process leaders and were provided with the initial implementation training by the Quality Teacher Advisors from the University of Newcastle. This was followed by an in-school implementation that included running whole-school professional learning session, training 8 teachers across various faculties and organising lesson observations including teacher reflection and analysis of current classroom practices. Throughout term 3 and 4 teachers were provided time to collaborate on pre and post-lesson observation discussions as well as to code each lesson against the Quality Teaching criteria. Anecdotal data collected on these rounds indicated rich conversations around the quality of instruction and enhanced awareness on how practices might subsequently be improved.</p> | <p>Professional learning and time allocated to complete the PDP alignment process</p> <p>7 casuals were hired to support the QTR for 10 staff</p> <p>3 casuals were hired to support the Educational Changemakers PL</p> <p>Professional Learning Executive conference- \$5,000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$12570.00)</li> </ul> |

### Process 3: Future Leaders

- Creation of Individualised Plans for every student in Stage 6.
- Promote the inclusion of courses, projects, and programs delivered by external providers to develop students as informed decision-makers on their transition goals.
- Strengthen existing and create new partnerships to enhance student leadership opportunities to become actively involved in various academic, cultural, career and transition fields.
- Increasing early entry offers for 2019 HSC students
- Creation of a stage 6 transition team
- Building resilience in students and promoting optimism to develop positive mindsets by providing opportunities to participate as active citizens

| Evaluation   | Funds Expended (Resources)               |
|--|--|
| <p>In order to meet the set goal of a 30% increase in student participation in programs to build and demonstrate leadership skills, the following processes were implemented in 2019:</p> <ul style="list-style-type: none"> <li>• Creation of Individualised Plans for every student in Stage 6.</li> </ul> | <p>1 X School Administrative Officer</p> |

## Progress towards achieving improvement measures

- Promote the inclusion of courses, projects, and programs delivered by external providers to develop students as informed decision-makers on their transition goals including mentoring support the Year 12 students in the successful completion of HSC, Mentoring sessions for Year 12 students with Western Sydney University; workshops with Elevate Education for Year 9–12; University information sessions for Year 12; online tutoring and academic support services information session for Year 9–12 and academic workshops with University of Sydney.
- Strengthen existing and create new partnerships to enhance student leadership opportunities to become actively involved in various academic, cultural, career and transition fields.
- Increasing early entry offers for 2019 HSC students
- Creation of a stage 6 transition team
- Building resilience in students and promoting optimism to develop positive mindsets by providing opportunities to participate as active citizens

1.  
By the end of 2019, every Year 12 student has developed an Individual Education and Transition Plan (IETP) with the Head Teacher Senior Studies and this has been shared with the teachers and parents/carers. The Year 12 teacher feedback and survey has indicated that 100% of Year 12 teachers have found the Individual Education and Transition Plan process useful and 99% of teachers have reported that they have used the information sourced from the Individual Education and Transition Plan to make adjustments to their teaching and learning programs. This has resulted in better student engagement as indicated through the student survey on the impact of sharing their IETPs with their subject teachers.

2.  
The school has actively encouraged the student participation from Year 7–12 in various programs and workshops and as a result, there has been an 80% increase in the student participation in the workshops and programs run by the external providers. In addition, the student feedback has indicated a 90% satisfaction rate and has indicated their increased awareness of the transition pathways that are available for them. This year has seen an increase in the Early Entry enrolment by 40% as compared to 2018 where only 28% of ATAR students were successful in the Early Entry offers.

3.  
The school has also streamlined its subject selection process through the formation of the Transition team that consists of the Year adviser; Deputy Principal; Career Adviser and the Stage 6 students. The formation of the Transition Team has resulted in increased levels of confidence in students whilst making decisions about their senior subjects as indicated through the student feedback. Student survey has clearly indicated the increased levels of confidence in their ability to make decisions, participate in leadership and extracurricular initiatives such as attending work experience.

### Funding Sources:

- Socio-economic background (\$64000.00)

## Next Steps

### 1. Effective Evaluation and School Planning

School planning meetings will continue in 2020 with a focus on ensuring that process and Key Funding Initiative leaders are provided feedback and time to refine their mid-term and annual review comments.

In 2020, the focus will be on ensuring that all improvement measures are communicated to all staff and that professional learning and faculty initiatives are aligned to collect a wider range of evidence to support the strategic directions of the school.

### 2. Instructional Leadership

To sustain the growth achieved in 2019, a stronger focus will be on ensuring that the 5 components of Instructional



Leadership underpin everything that staff do at school. This will be achieved by developing the executive team's capacity around SEF quality practices whilst furthering the culture of continuous improvement around instruction and leadership. This will include:

- Evaluating the role of HTs in the delivery of SD 1–3
- Aligning the principles of IL with the role
- Developing a HT action plan underpinned by the IL principles
- Additional outcomes will include an evaluation of the alignment of the 5P process with the IL model, and, to inform EV process.

### **3. Future Leaders.**

After analysing the data and the feedback provided through the surveys conducted it has become clear that the modifications need to be made with the IETP process as the teachers would now like to be actively involved in the IEP process. In the 2020 Year, 11 IEP's will be shared with the subject teachers and their feedback will be collected to ensure that the process is constantly improved. In addition, the focus will be made on accountability and teaching programs will be collected as a part of the process to ensure that the teachers are using the student feedback to modify the lessons with the aim to meet individual learning needs. In addition, the Head Teacher Senior Studies will make a presentation to the whole staff on the process of developing the plans for Year 10–12 students. The focus of this session will be to present HSC data to the staff. The HT Senior Studies will present the flow chart to all staff and clearly outline the focus that Senior Students at DTHS follow to ensure that they are well supported during their HSC year and are also well prepared to meet their set transition goals.

To ensure that the students are accountable for themselves students will be allowed to take the lead and take charge of their own academic success by coming up with a plan together with the –Teacher, student, and parent. Students will be encouraged not only to identify the steps that they will take to meet their goal but also to ensure students take ownership of the learning process, there will be term based reviews of each student where students will reflect on their academic achievements and the disappointments.

| Key Initiatives                             | Resources (annual)   | Impact achieved this year  |
|---|--|--|
| <p><b>Aboriginal background loading</b></p> | <p>Staffing allocation – 1 Aboriginal Education Officer (AEO)</p> <p>Funding – .5 Aboriginal Teacher and Head Teacher allocation</p> <p>\$7000 for creation of yarning circle, celebrations, cultural resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$112 000.00)</li> <li>• Socio-economic background (\$56 000.00)</li> </ul> | <p>As a result of this funding, the following was achieved in 2019:</p> <ul style="list-style-type: none"> <li>• Implement targeted interventions to support the individual learning needs of Aboriginal students – 25 students targeted.</li> <li>• Supported classroom teachers in delivering authentic Aboriginal culture to students</li> <li>• Increased participation in course work as evidenced by the significant improvement in on time assessment task submissions across all subjects by the end of 2019.</li> <li>• Attendance monitoring:</li> <li>• Percentage of students below 60% has decreased by 10%.</li> <li>• Continuous support by the AEO in person and through phone calls in 2019 resulted in strong relationships with Aboriginal and Torres Strait Islander students and their families in 2019. Feedback from parents, carers and students further indicates that parents feel more supported by the school. This data was collected during Start Smart where parents were able to provide feedback in relation to the support networks available to them.</li> <li>• Participation in the Year 6 to Year 7 transition program. The AEA and Aboriginal Education Teacher supported aboriginal students through individualised transition planning</li> <li>• The 0.5 teacher has delivered professional learning to staff on Aboriginal education, with 77% of staff requesting more professional learning in 2020. Feedback from teachers who attended this professional learning further indicated that the TPL has strengthened their understanding of the Aboriginal Education Policy and the Cross Curricular priority area of Aboriginal culture in the curriculum.</li> <li>• A new Yarning Circle was developed in 2019. As a result of this investment, the following will be areas of focus for 2020: <ul style="list-style-type: none"> <li>• Teaching &amp; Learning programs include a range of new strategies that have been trialed through collaborative practice.</li> <li>• Units of work incorporating the use of the Yarning Circle as an outdoor learning area will be collected to evaluate the success of the Yarning Circle</li> <li>• Resources to be purchased used to engage students in Aboriginal culture.</li> </ul> </li> </ul> <p>Funding from Aboriginal Education was also spent on engaging with strategic partnerships, including Aurora Education Foundation, Deadly Dreaming, BACC &amp; Deadly Mentorz. Through engaging with these strategic partnerships, the following was achieved in 2019:</p> <ul style="list-style-type: none"> <li>• Opportunities for students to self evaluate their learning, publication on line of student work, greater cultural understanding. 100%</li> </ul> |

|   |  |  |
|---|--|--|
| <p><b>Aboriginal background loading</b></p> | <p>Staffing allocation – 1 Aboriginal Education Officer (AEO)</p> <p>Funding – .5 Aboriginal Teacher and Head Teacher allocation</p> <p>\$7000 for creation of yarning circle, celebrations, cultural resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$112 000.00)</li> <li>• Socio-economic background (\$56 000.00)</li> </ul> | <p>of students indicated that they feel more developed in their understanding of healthy lifestyles and are more confident in making stronger, healthier relationships with others.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>The impact of funding spent from Aboriginal Background Education can also be gauged using data from the 2019 Tell Them from Me Surveys. An analysis of this data indicates:</p> <ul style="list-style-type: none"> <li>• The Aboriginal students have shown a stronger sense of belonging, which has been consistent over a number of years. Over the course of 2019, there was a 4% increase in Aboriginal students sense of belonging as illustrated by comparison of Survey 1 and Survey 2.</li> <li>• The rate of participation in classroom based learning by Aboriginal and Torres Strait Islander students increased in 2019, when compared to past (2016 &amp; 2017) data. This indicates that the work completed by the AEO and the Aboriginal Education teacher have been effective in enabling students to make better decisions and access support networks within the school to support their learning.</li> <li>•</li> </ul> <p>In 2020, the focus for Aboriginal Education will be on working on building the relationship between Aboriginal students and their teachers. This will be facilitated by team teaching, resource sharing and the utilization of the Yarning Circle for staff to be able to engage more deeply with the Aboriginal education policies that underpin all curriculum areas.</p> |
| <p><b>English language proficiency</b></p>  | <p>Staffing entitlement –0.4 EALD Teacher</p> <p>Funding – 1.0 EAL/D SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$87 000.00)</li> </ul>  | <p>As of 11/12/2019, 187 Language Background other than English students requiring support have been effectively identified and mapped against the EAL/D learning progressions. This data was successfully used to inform EAL/D team teaching, programming and the Department of Education's EAL/D reporting requirements. The following EAL/D support practices were implemented and completed in 2019:</p> <ul style="list-style-type: none"> <li>• Teacher capacity of 3 teachers has been built in the area of EAL/D pedagogy through team teaching practices. The 3 teachers came from a range of faculties including Science, Human Society and its Environment and English.</li> <li>• A Year 8 EAL/D parallel English/HSIE class was formed in consultation with the Deputy Principal of the Year group; the class was formed to provide targeted support to EAL/D students in Year 8. The EAL/D teacher was the class teacher and the class received intensive SLSO support in core subjects such as English, HSIE, Mathematics and Science. The EAL/D teacher differentiated the mainstream English and HSIE program and assessments to accommodate for student language proficiency needs, taught the program and reported on student achievement in English language acquisition.</li> </ul>   |

**English language proficiency**

Staffing entitlement –0.4  
EALD Teacher

Funding – 1.0 EAL/D SLSO

**Funding Sources:**

- English language proficiency (\$87 000.00)

As a result of the creation of the class, the EAL/D worked closely with all teachers who taught the class to plan and differentiate programs and assessments. Additionally, the EAL/D SLSO was used as a resource to target the development of English language proficiency. Through effective EAL/D support practices and targeting support to the Year 8 parallel EAL/D class, 30% of EAL/D students who were in the consolidating phase have improved on their English Language Proficiency evidenced by their end of year English assessments.

- The EAL/D teacher tested a total of 26 new EAL/D enrolments throughout the year and prepared an EAL/D student education plan for new students which was shared with classroom teachers to inform their teaching practices. As a result of preparing and communicating EAL/D student information with classroom teachers; teachers are provided with opportunities to get to know their students and cater to their needs.

- Refugee students and EAL/D students in both the beginning and emerging phases received targeted in class support through an EAL/D Student Learning Service Officer (SLSO). Additionally, the EAL/D SLSO supported students in the parallel Year 8 EAL/D class for core subjects; additionally, the SLSO provided in class targeted support to EAL/D students in the beginning, emerging and developing phases. This impacted on EAL/D students' participation and engagement in learning and formal assessment strengthened English language support for EAL/D students.

As a result of this years' structured approach to EAL/D education our students in the Year 8 parallel EAL/D class have shown a marked improvement in their English language proficiency evidenced by pre and post oral and written EAL/D student writing samples and assessment marks. Additionally, through EAL/D team teaching practices in the middle school program 66% of Year 7 students who received an A grade in English were in the consolidating phase which suggests that these students have improved on their English Language Proficiency. The processes of EAL/D practices such as differentiation of programs and assessments and EAL/D team teaching practices supported strategic direction one of the 2018–2020 School Plan.

Future directions:

- EAL/D Team teaching in one KLA per term. The EAL/D teacher will work closely with class teachers to implement EAL/D teaching strategies into programs.

- Training of one staff member from each faculty in the Teaching English to Language Learners (TELL) Professional Learning course. There is a proposal to possibly run the TELL course during twilight sessions or during Wednesday afternoon Teacher Professional Learning time.

- In 2019, Doonside Technology High School

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| <p><b>English language proficiency</b></p>        | <p>Staffing entitlement –0.4 EALD Teacher</p> <p>Funding – 1.0 EAL/D SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$87 000.00)</li> </ul>   | <p>received 4 new refugee enrolments and an increase in an EAL/D allocation from 0.4 in 2019 to 0.8 in 2020. In order to utilise the increased allocation, cater to the needs of refugee students and provide targeted support to our refugee students the EAL/D teacher has proposed to run a Refugee Cultural Experiences Program in 2020.</p>  |
| <p><b>Low level adjustment for disability</b></p> | <p>staffing entitlement – 2.3 Learning and Support Teachers</p> <p>Flexible funding paid for 2.6 School Learning Support Officers</p> <p>1 additional SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$362 000.00)</li> <li>• Socio–economic background (\$64 000.00)</li> </ul> | <p><b>Annual review 2019:</b></p> <ul style="list-style-type: none"> <li>• The use of SLSO's across the school was primarily through in class support of literacy, numeracy and differentiation of class work This accounted for 70% of their time and they supported students in class on 4141 occasions, in particular students on the NCCD list. SLSOs profiled a sample of these students across years to evaluate their effectiveness and the students' progress with SLSO support over 2019. These reports indicated 50% students maintaining attendance rates and 50% of students improving their average school attendance. 65% students had a reduction in negative incidents over the course of 2019 with 35% neither increasing or decreasing <ul style="list-style-type: none"> <li>• The creation and development of the Learning Hub was a major program of 2019. Once effective protocols were set up there were 266 students referred to the Learning Support team for access to the Learning Hub by the end of 2019. This was an increase of 102 students for the same period of 2018. As a result of the collaboration between SLSOs, Learning and Support Teachers (LaSTs), the Head Teacher, Teaching and Learning (HTTL) and all faculties, N Warnings have been reduced in Term 4 by 51% <ul style="list-style-type: none"> <li>• LaSTs Targeted literacy and numeracy intervention for targeted low ability students in Year 8 through reading and comprehension and numeracy groups using a variety of strategies YARC testing and post–tests evaluated the impact of withdrawal groups by the end of 2019. Post tests conducted to demonstrate growth and preparation for NAPLAN revision indicated slight impact of growth but student comments were significant in that that 80% of them indicated they felt more confident and able to attempt the work. <ul style="list-style-type: none"> <li>• In addition to Team Teaching across all faculties with teachers to upskill them in specific strategies LaSTs were responsible for coordination and implementation of plans for supporting students with additional high needs. These include completing applications and assessments for students for <ul style="list-style-type: none"> <li>Partial Attendance,</li> <li>Distance Education</li> <li>Risk Management Plans</li> <li>Access Requests for alternative placements</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li></ul> |

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| <p><b>Low level adjustment for disability</b></p> | <p>staffing entitlement – 2.3 Learning and Support Teachers</p> <p>Flexible funding paid for 2.6 School Learning Support Officers</p> <p>1 additional SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$362 000.00)</li> <li>• Socio-economic background (\$64 000.00)</li> </ul> | <p>Functional Behaviour Assessments.</p> <ul style="list-style-type: none"> <li>• LaST collaboration with feeder primary schools continued to ensure best practice preparation for the incoming Year 7 cohort, including students with additional learning needs.</li> <li>• Professional Learning, testing and analysis completed by the Learning and Support Team: Beginning Teachers</li> </ul> <p>Differentiation</p> <ul style="list-style-type: none"> <li>NAPLAN analysis</li> <li>Differentiation Review</li> <li>Best Start 7 analysis</li> <li>Text Complexities</li> <li>Super 6 Reading and Comprehension refreshers</li> <li>HSC Minimum Standards</li> <li>Renaissance Reading diagnostic tests</li> <li>• HTTL with Learning Support Team constructed cohort data to support Strategic Direction 1 of the School Plan, Differentiation to provide data for classroom teachers to create profiles on SDD, Term 1, 2020. Information provided included that on : ATSI, EAL/D, N Award Warnings, Attendance, NCCD information, Specific Risk or Behaviour Plans, Support Person (Year Advisors), NAPLAN data</li> </ul> <p><b>AS A RESULT.</b> It is clear that students benefit from 1:1 or small group support mostly within a classroom setting and in the Learning Hub. This is further supported by the 2019 Tell Them From Me survey data, indicating:</p> <ul style="list-style-type: none"> <li>• A decrease in truancy for all year groups 7, 9, 10 and 11. The other two groups remained at levels of past years.</li> <li>• An increase of 19% of students valuing schooling outcomes</li> <li>• A 4% increase in students with positive behaviour at school</li> <li>• A 6% increase of intellectual engagement for students</li> </ul> <p>In addition the work of the Learning and Support Team has been a major Contributor to the school being at <b>EXCELLING</b> for value added for students from Years 7 – 12.</p> |
| <p><b>Socio-economic background</b></p>           | <p><b>Staffing Allocation</b></p> <p>1.7 FTE Teachers</p> <p>1.0 FTE AEO</p> <p>0.4 FTE ESL Teacher</p> <p>2.3 FTE LaST Teachers</p>  | <p>All areas of the school plan have been evaluated with a high degree of engagement and on target to meet school goals.. Staff responsible have used data effectively and made excellent progress in understanding and completing evaluation reports linking resources to evaluation with relevant data. Low SES funding supported most other areas of the school plan: two teachers supporting middle school to decrease class sizes to</p>   |



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| <p><b>Socio-economic background</b></p>      | <p><b>Additional Staffing</b></p> <p>VET SAO supporting Senior Studies Coordinator</p> <p>Chaplain \$20,000</p> <p>DP upgrade \$30,000</p> <p>2.0 FTE Teachers</p> <p>1.25 x CLO</p> <p>2.0 X SLSO</p> <p>0.4 FTE ESL teacher</p> <p>0.25 HT Wellbeing</p> <p>0.25 HT Secondary Studies</p> <p>0.25 HT Senior Studies</p> <p>0.25 HT Teaching and Learning</p> <p><b>Other major costs</b></p> <p>40 days school planning consultant and teacher release</p> <p>Hall curtains – \$31,000</p> <p>Signage – \$70,000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul> | <p>enable teachers to better cater for individual needs; employment of a media officer to improve number and style of information to the community; administration officer to support senior students completing VET subjects, Chaplain for 2 extra days a week to support student wellbeing and an extra general assistant to support to maintenance of the school and its environment. In addition, \$201,000 was spent on improved signage, hall curtains, technology learning space, online learning platforms and technology in classrooms. Evaluation of impact of this will be evident in the 2020 People Matters survey but qualitative data suggests the community are impressed with the school environment and students rated the learning environment as the second top highlight of improvements in the school. Specifically supporting Teaching and Learning, 2 additional teachers were employed to offset the beginning teacher and induction for new teachers programs and their mentors with an extra 80 relief days to support professional learning for teachers and faculty planning days to develop new programs and programs that include project based learning. All faculties now have elements of Project based learning or real life learning incorporated in their yearly programs. There were 4 teachers who were upgraded to lead specific learning programs for students: Teaching and Learning Head Teacher to support literacy numeracy and differentiation, Middle school Head Teacher, Senior Studies Head Teacher to support transition to Year 11 and then school to work/ university and Head Teacher Wellbeing to support student welfare.</p> <p>Where to next;</p> <p>Consolidation of processes for next year and planning for future set in school calendar. Programs to continue such as Beginning teachers and induction, and newly developed projects to be implemented and timetabled – creation of passion projects for Year 9, faculty reviews in 3 areas (one in each of Terms 1,2,3)</p> <p>Increased focus and development of strategies to address attendance concerns as this is one area where we can make the most difference for if students are not present they miss out on learning.</p> |
| <p><b>Support for beginning teachers</b></p> | <p>Beginning Teacher Mentor Allowance – .1 FTE</p> <p>Reduced teaching load for Beginning Teachers – 1 FTE</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$102 000.00)</li> </ul>  | <p>Funding provided in 2019 has supported the development of six beginning teachers and a structured program of practice-based mentoring. This has enhanced the professional growth of six beginning teachers during their induction period. This is reinforced by comments provided in a beginning teachers survey that include an 'increased confidence', 'better understanding of school directions and the Berry Street Education Model' and 'benefiting from useful information shared at fortnightly meetings'. This has indicated teacher satisfaction thus</p>   |

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| <p><b>Support for beginning teachers</b></p> | <ul style="list-style-type: none"> <li>• Socio-economic background (\$15 000.00)</li> </ul> | <p>supporting the need for the mentoring program to continue in 2020.</p> <p>The beginning teacher mentoring program will be maintained in 2020 where teacher release time for beginning teachers (first and second year) and the mentor teacher will again be provided to engage in the established mentoring structure.</p> <p>Funds will continue to allow for teacher release hours for the beginning teachers and mentor teacher. This ensures mentoring structures and professional development opportunities are provided and gives the mentor teacher flexibility in their teaching responsibilities to support classroom observation and provide structured feedback. Additionally, funds will allow for beginning teachers to access professional learning that meets their development needs.</p> <p>Processes will be continued to be refined in 2020 where beginning teachers (first year) will undertake an induction program in Term 1 initiated by the Deputy Principal. Moreover, all mentoring meetings will include an agenda and be minuted to ensure transparency across the school.</p> |
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## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 367        | 340  | 332  | 345  |
| Girls    | 321        | 302  | 285  | 286  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| 7         | 87.3 | 89.7 | 88.2 | 88.3 |
| 8         | 85.2 | 83.5 | 83.7 | 83.9 |
| 9         | 82   | 80.4 | 82.6 | 79.7 |
| 10        | 79.1 | 74   | 74.5 | 74.6 |
| 11        | 76.4 | 85.5 | 71.6 | 70.2 |
| 12        | 84.3 | 84.3 | 83.8 | 84.1 |
| All Years | 82.3 | 82.7 | 80.5 | 80.5 |
| State DoE |      |      |      |      |
| Year      | 2016 | 2017 | 2018 | 2019 |
| 7         | 92.8 | 92.7 | 91.8 | 91.2 |
| 8         | 90.5 | 90.5 | 89.3 | 88.6 |
| 9         | 89.1 | 89.1 | 87.7 | 87.2 |
| 10        | 87.6 | 87.3 | 86.1 | 85.5 |
| 11        | 88.2 | 88.2 | 86.6 | 86.6 |
| 12        | 90.1 | 90.1 | 89   | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88   |

### 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   | 2         | 10        | 10        |
| Employment   | 4         | 12        | 25        |
| TAFE entry   | N/A       | 4         | 11        |
| University Entry   | N/A       | N/A       | 44        |
| Other  | 8         | N/A       | 4         |
| Unknown  | N/A       | N/A       | 6         |

## Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Doonside High School undertook vocational education and training in 2019.

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

92.5% of all Year 12 students at Doonside High School expected to complete Year 12 in 2019 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)                         | 9     |
| Classroom Teacher(s)                    | 38.9  |
| Learning and Support Teacher(s)         | 2.3   |
| Teacher Librarian                       | 1     |
| Teacher ESL                             | 0.4   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 15.88 |
| 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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 7.20%   |
| Teachers       | 3.30%                  | 2.90%   |

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.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2019 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 1,105,467        |
| <b>Revenue</b>                        | 9,870,803        |
| Appropriation                         | 9,754,199        |
| Sale of Goods and Services            | 39,732           |
| Grants and contributions              | 67,448           |
| Investment income                     | 9,323            |
| Other revenue                         | 100              |
| <b>Expenses</b>                       | -10,054,752      |
| Employee related                      | -8,824,267       |
| Operating expenses                    | -1,230,484       |
| <b>Surplus / deficit for the year</b> | -183,949         |

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

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

|                         | 2019 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 1,174,924                     |
| <b>Equity Total</b>     | 1,633,912                     |
| Equity - Aboriginal     | 111,863                       |
| Equity - Socio-economic | 1,073,362                     |
| Equity - Language       | 86,740                        |
| Equity - Disability     | 361,948                       |
| <b>Base Total</b>       | 6,219,784                     |
| Base - Per Capita       | 157,686                       |
| Base - Location         | 0                             |
| Base - Other            | 6,062,097                     |
| <b>Other Total</b>      | 441,513                       |
| <b>Grand Total</b>      | 9,470,133                     |

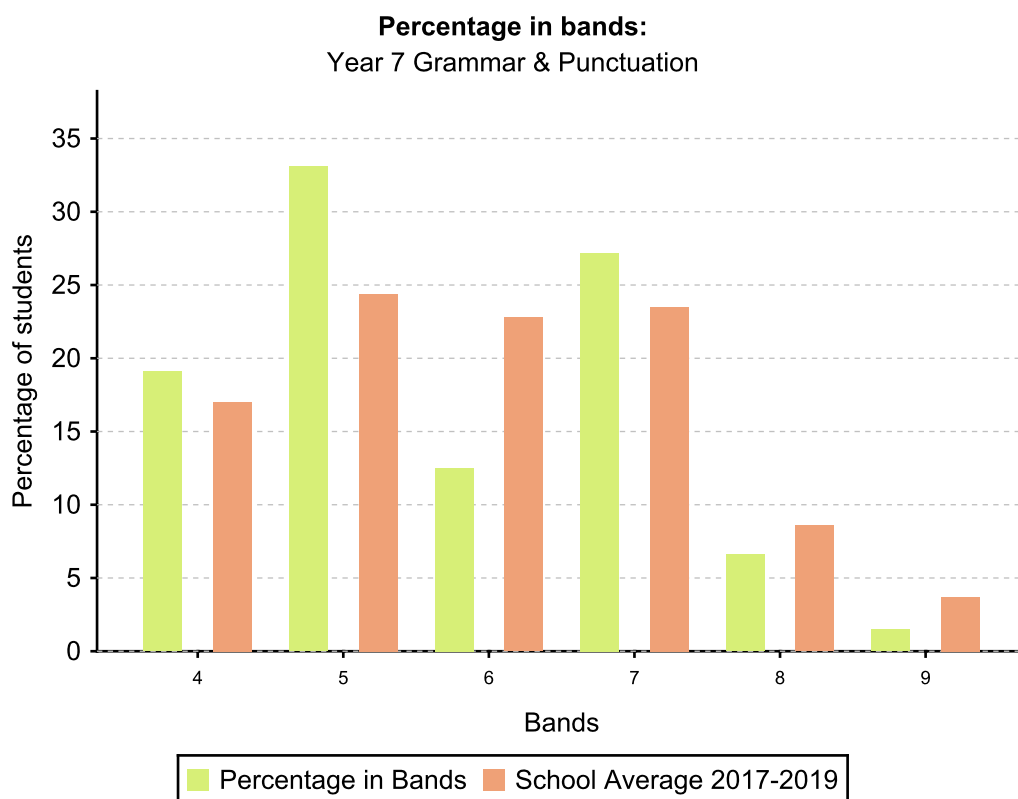
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

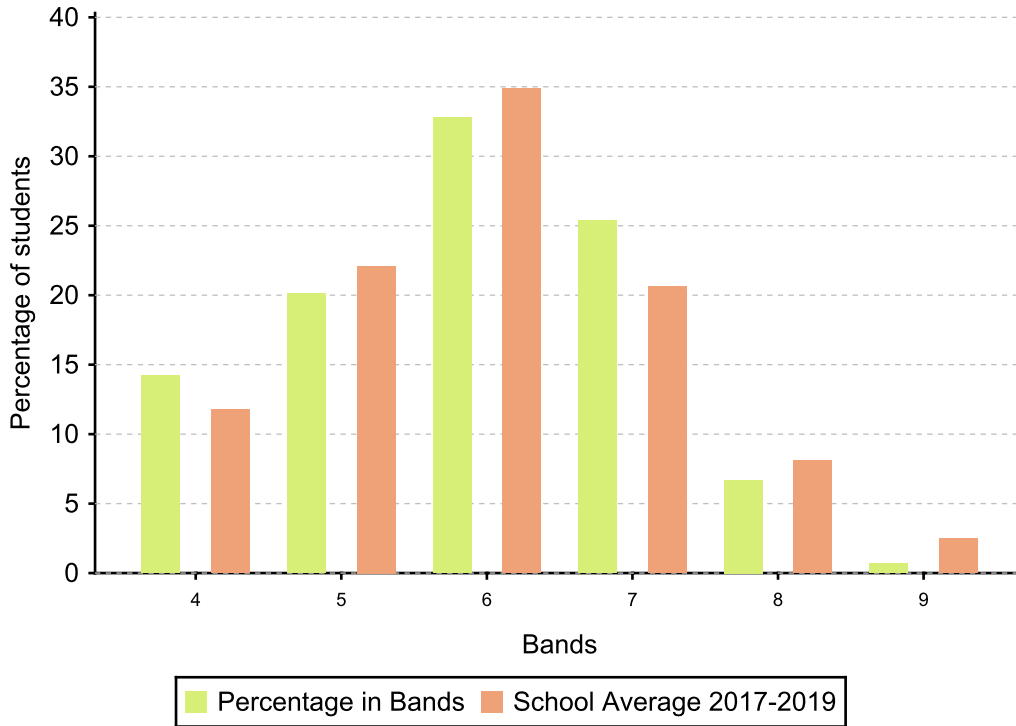
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



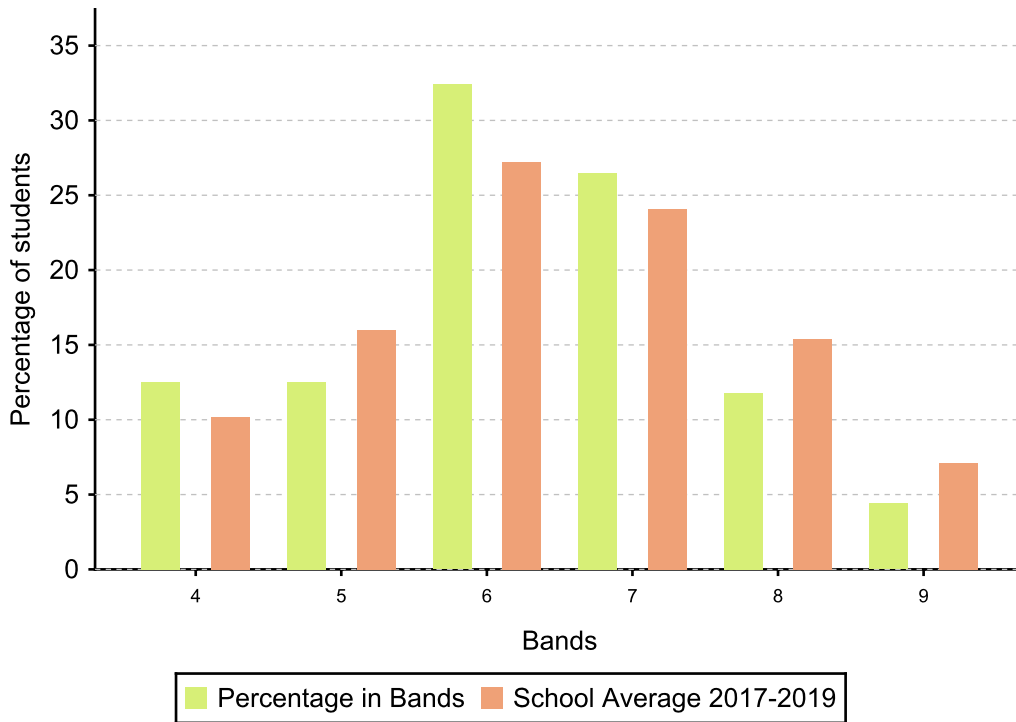
| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 19.1 | 33.1 | 12.5 | 27.2 | 6.6 | 1.5 |
| School avg 2017-2019   | 17   | 24.4 | 22.8 | 23.5 | 8.6 | 3.7 |

**Percentage in bands:  
Year 7 Reading**



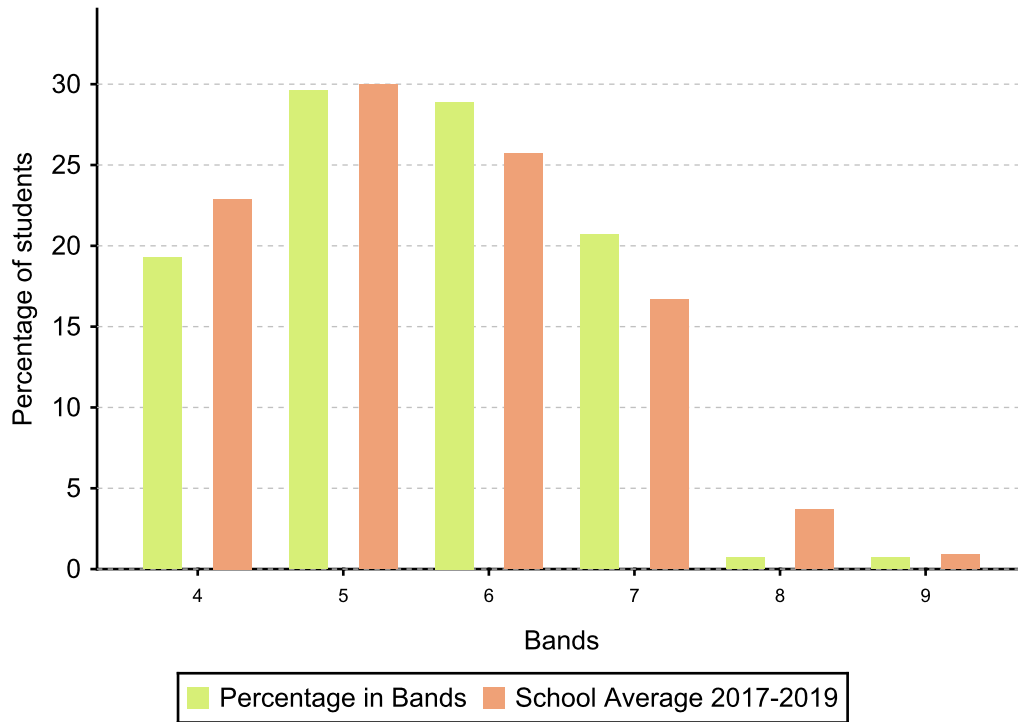
| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 14.2 | 20.1 | 32.8 | 25.4 | 6.7 | 0.7 |
| School avg 2017-2019   | 11.8 | 22.1 | 34.9 | 20.6 | 8.1 | 2.5 |

**Percentage in bands:  
Year 7 Spelling**



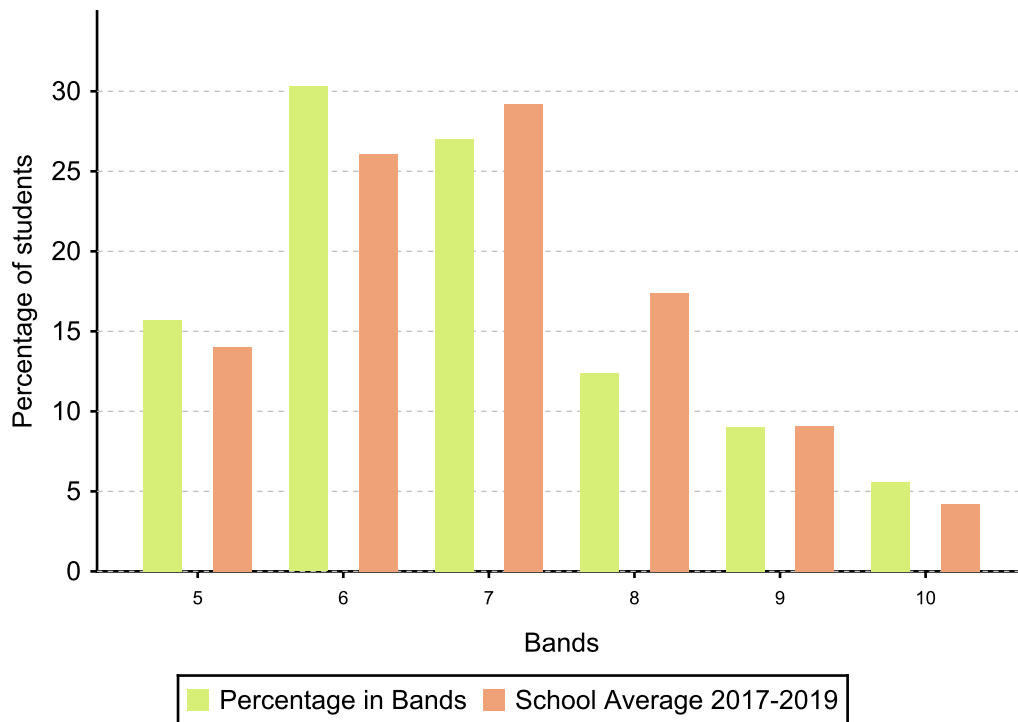
| Band                   | 4    | 5    | 6    | 7    | 8    | 9   |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 12.5 | 12.5 | 32.4 | 26.5 | 11.8 | 4.4 |
| School avg 2017-2019   | 10.2 | 16   | 27.2 | 24.1 | 15.4 | 7.1 |

**Percentage in bands:**  
Year 7 Writing



| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 19.3 | 29.6 | 28.9 | 20.7 | 0.7 | 0.7 |
| School avg 2017-2019   | 22.9 | 30   | 25.7 | 16.7 | 3.7 | 0.9 |

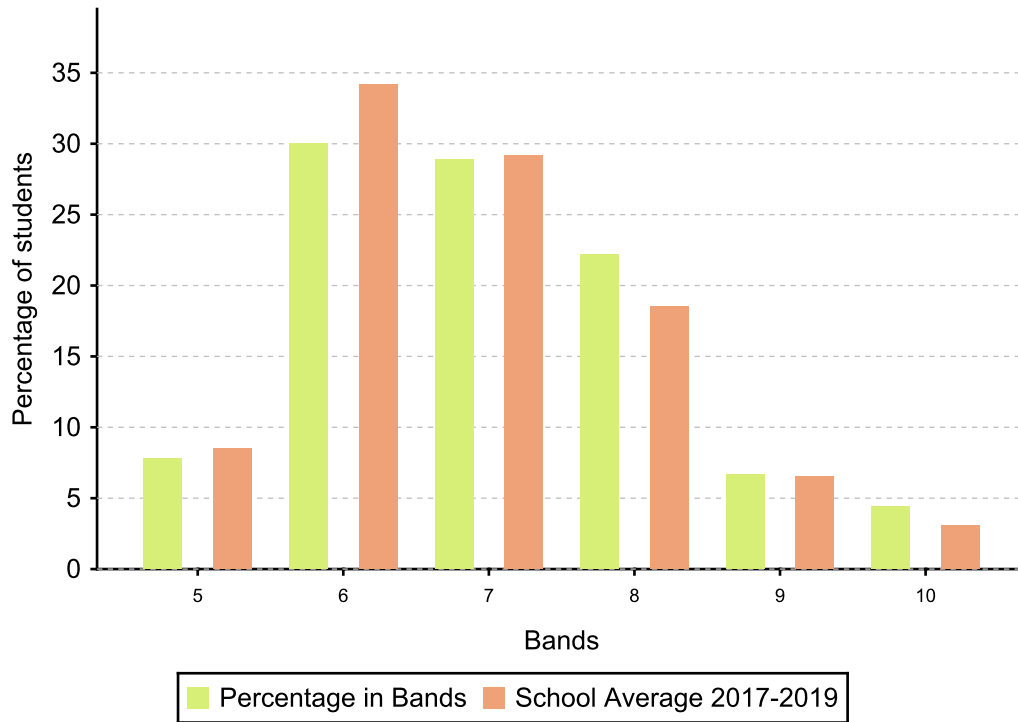
**Percentage in bands:**  
Year 9 Grammar & Punctuation



| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 15.7 | 30.3 | 27.0 | 12.4 | 9.0 | 5.6 |
| School avg 2017-2019   | 14   | 26.1 | 29.2 | 17.4 | 9.1 | 4.2 |

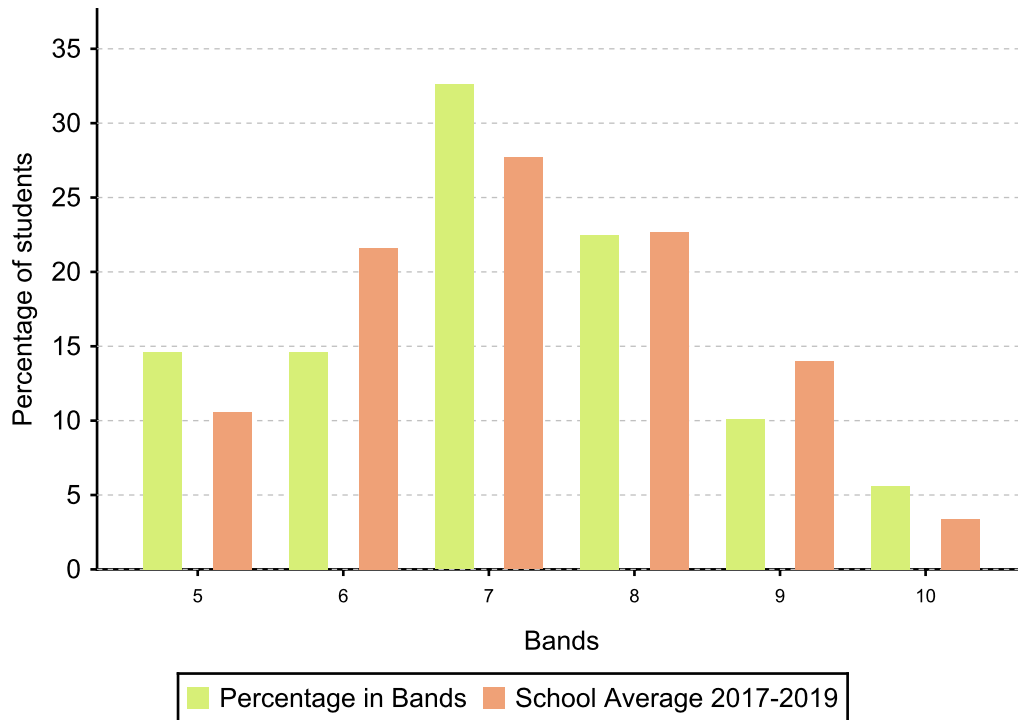


**Percentage in bands:  
Year 9 Reading**



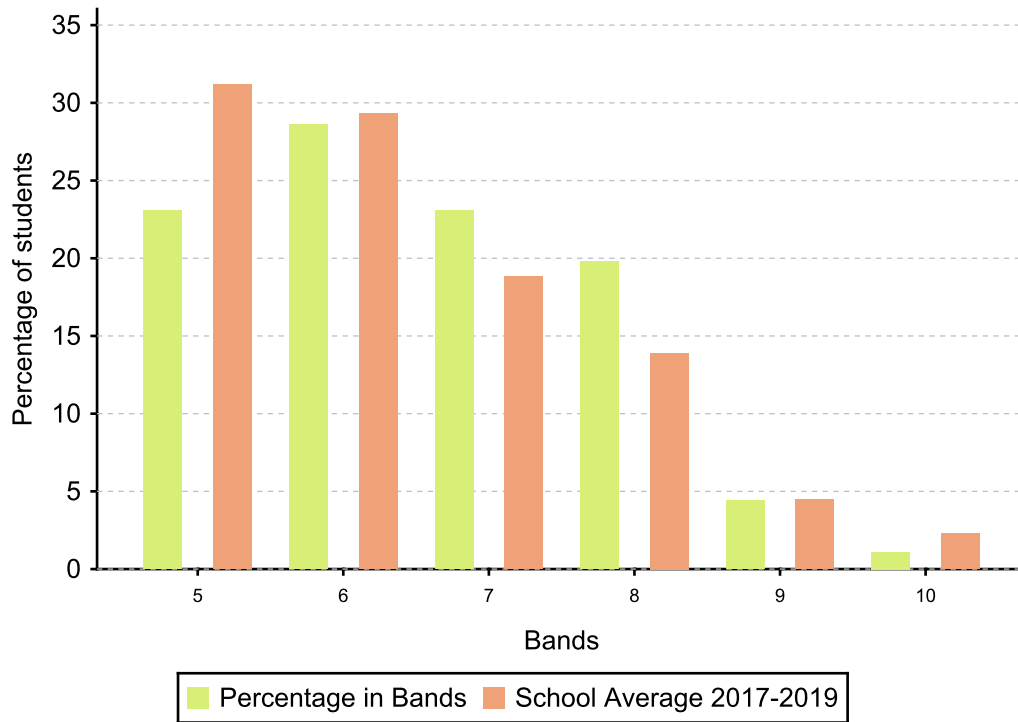
| Band                   | 5   | 6    | 7    | 8    | 9   | 10  |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 7.8 | 30.0 | 28.9 | 22.2 | 6.7 | 4.4 |
| School avg 2017-2019   | 8.5 | 34.2 | 29.2 | 18.5 | 6.5 | 3.1 |

**Percentage in bands:  
Year 9 Spelling**



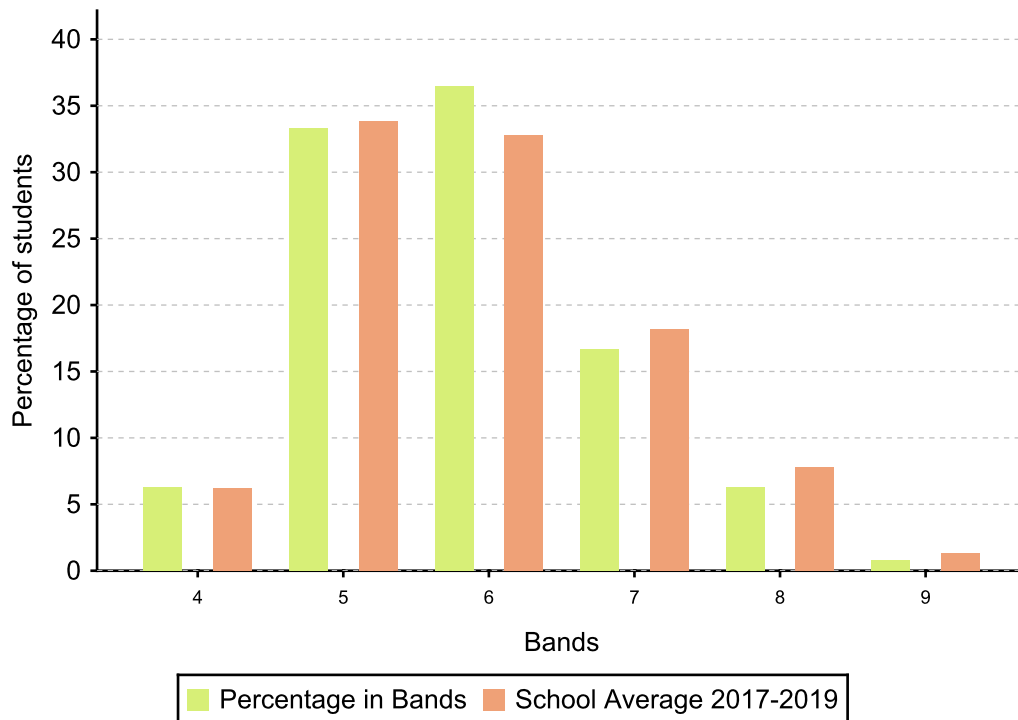
| Band                   | 5    | 6    | 7    | 8    | 9    | 10  |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 14.6 | 14.6 | 32.6 | 22.5 | 10.1 | 5.6 |
| School avg 2017-2019   | 10.6 | 21.6 | 27.7 | 22.7 | 14   | 3.4 |

**Percentage in bands:**  
Year 9 Writing



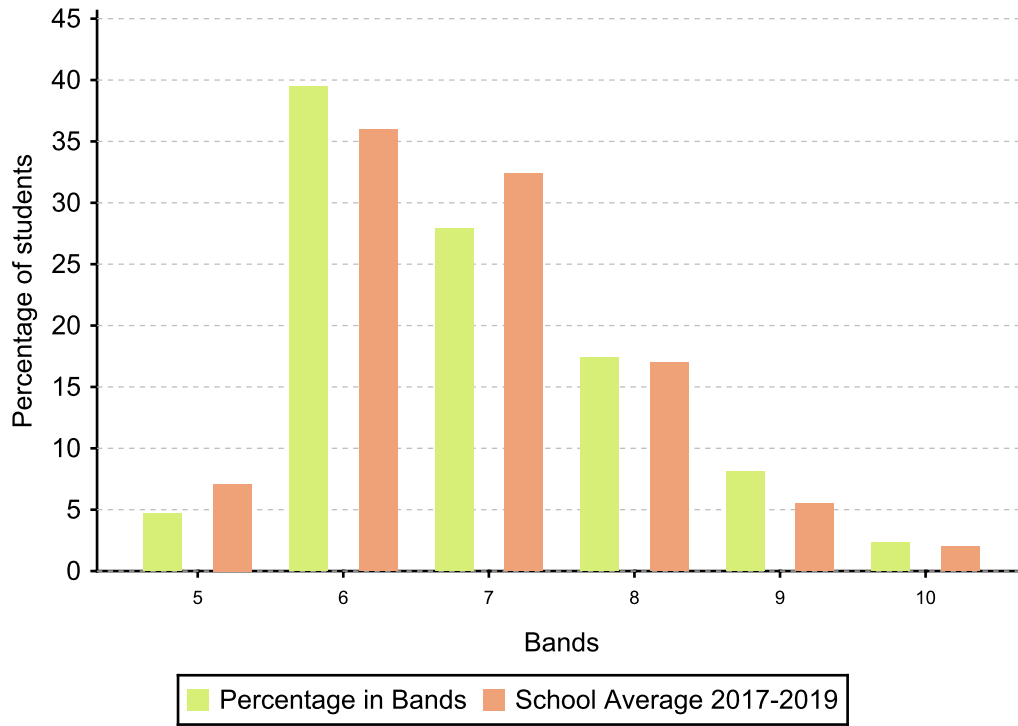
| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 23.1 | 28.6 | 23.1 | 19.8 | 4.4 | 1.1 |
| School avg 2017-2019   | 31.2 | 29.3 | 18.8 | 13.9 | 4.5 | 2.3 |

**Percentage in bands:**  
Year 7 Numeracy



| Band                   | 4   | 5    | 6    | 7    | 8   | 9   |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 6.3 | 33.3 | 36.5 | 16.7 | 6.3 | 0.8 |
| School avg 2017-2019   | 6.2 | 33.8 | 32.8 | 18.2 | 7.8 | 1.3 |

**Percentage in bands:**  
Year 9 Numeracy

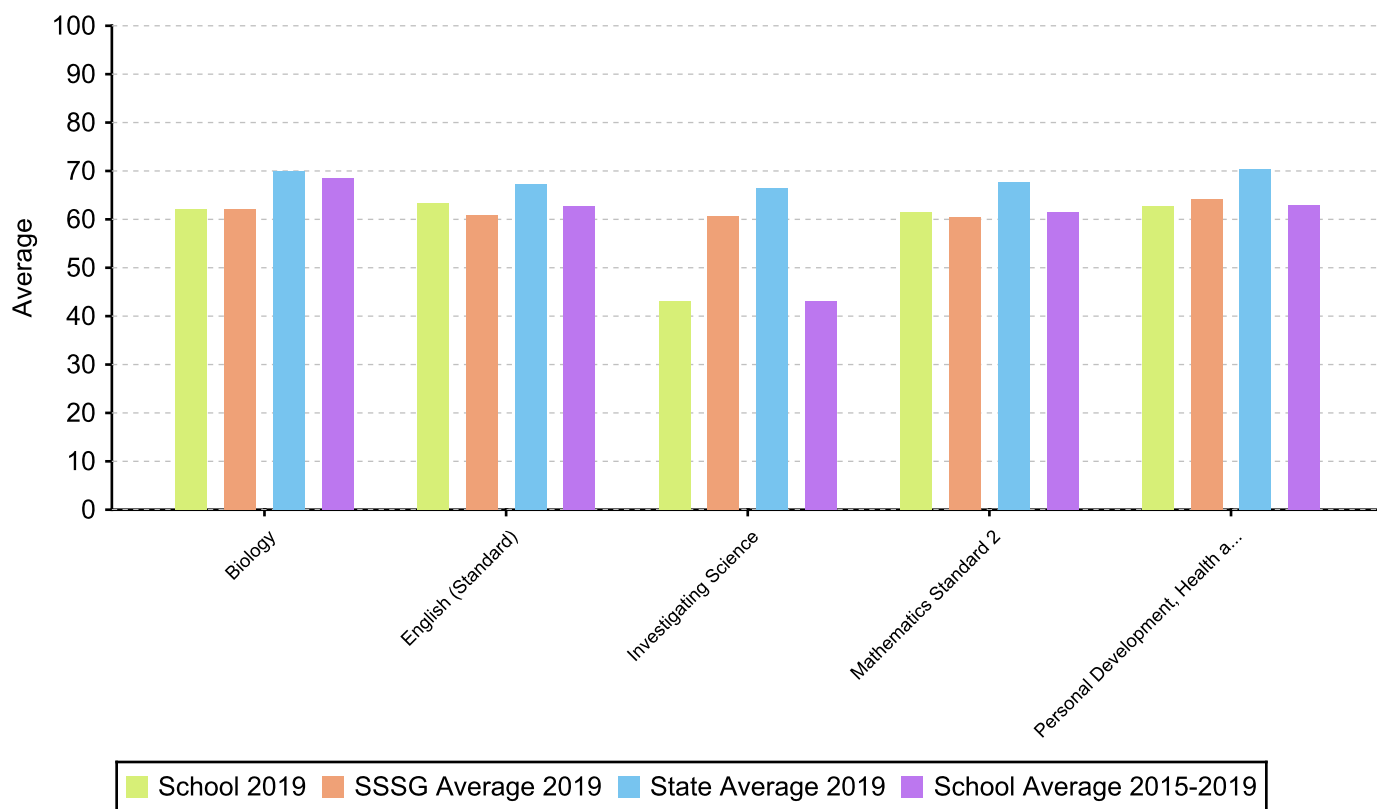


| Band                   | 5   | 6    | 7    | 8    | 9   | 10  |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 4.7 | 39.5 | 27.9 | 17.4 | 8.1 | 2.3 |
| School avg 2017-2019   | 7.1 | 36   | 32.4 | 17   | 5.5 | 2   |

## 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.



| Subject   | School 2019 | SSSG | State | School Average 2015-2019 |
|---|-------------|------|-------|--------------------------|
| Biology   | 62.1        | 62.1 | 69.9  | 68.4                     |
| English (Standard)                                  | 63.3        | 60.9 | 67.3  | 62.6                     |
| Investigating Science                               | 43.1        | 60.6 | 66.5  | 43.1                     |
| Mathematics Standard 2                              | 61.4        | 60.4 | 67.7  | 61.4                     |
| Personal Development, Health and Physical Education | 62.7        | 64.1 | 70.5  | 62.8                     |

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and about their school. We also seek opinions from teachers of our local primary schools and local community groups. Their responses are presented below. The process used to identify the opinions of staff and students was via focus group questions and surveys with randomly selected individuals, as well as a structured conversation at various parent meetings.

The results of this year's focus questions, consultations and surveys have been consolidated and analysed and significant areas identified. Things that are going very well

- \* Yr 6 – 7 Transition and involvement with Primary Schools.
- \* Quality of staff including helpful front office
- \* Improved School grounds with signage and gardens – something to be proud of
- \* Teaching across the school – happy students who are proud with good sense of belonging
- \* Teachers & Staff very helpful – "go the extra mile"
- \* General Communication is excellent–SMS, Facebook and website
- \* School Community Liaison Officer, Chaplain and wellbeing programs to develop CORE strengths
- \* Good teachers and good leadership
- \* Staff are willing to get involved in so many things for the students with special mention of the Year 7 program and dynamic projects they get students involved in
- \* Caring staff, in particular the various elements to our extra curricula programs with special mention made of the Senior Studies Coordinator.
- \* Outstanding support provided to students on so many levels with student results being excellent and most students try hard to do their best
- \* The Year 12 Graduation.

If we could change one thing it would be:

- More parental involvement, especially with the P&C and more parents to take part in the Department's "Tell Them From Me" survey process. Student and teacher responses in this survey showed the school ranked above the State average for most indicators. However, the number of parents taking part in this survey was limited and not enough to make their contribution significant so we have no results..

## Policy requirements

### Aboriginal Education Policy

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

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

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.