

Doonside High School

Annual Report



2016



8399

Introduction

The Annual Report for 2016 is provided to the community of Doonside Technology 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

Doonside Technology High School offers quality education that enables the next generation to develop their attributes and skills to achieve their full potential. We focus on delivering innovative teaching and learning activities to all students to maximise engagement levels. It is crucial our students understand that they are active and empowered participants in their learning. We have invested in newly created flexible learning spaces, developed real world projects, increased student voice and choice in the curriculum, introduced authentic community engagement, in addition to our extensive use of technology to ensure high levels of student achievement. Doonside Technology High School remains the only Technology designated comprehensive high school in Western Sydney. As such, our teachers understand that technology and its role, in the success of our students at, and beyond school, is central to their life-long learning journey.

Doonside Technology High School provides students with facilities in the areas of science and technology that are state of the art. We have 3 Connected Classrooms with video conferencing capabilities, high speed wireless internet throughout the School, an industry standard Commercial Cookery centre and a Metals and Engineering Trade Training Centre. Combined with 6 new Science laboratories and a newly created senior study area, students can study in facilities that allow them the best opportunities for success. In the area of sport and physical fitness, we also boast a fully equipped fitness centre with facilities comparable to commercial fitness gyms.

Our primary focus here at Doonside Technology High School is academic success. Academic success can be measured in a variety of ways and Doonside teachers and students achieve remarkable results in HSC, NAPLAN and other external competitions. This success, however, must recognise that students are individuals with unique and diverse needs. In addition to personalised and tailored approach to student learning and engagement including individual support for students across 7–12, we have strong and supportive student development programs in leadership, a range of health and personal resilience programs and programs that support students through difficult issues such as bullying, friendship, cyber safety and gender related support programs.

Vocational Education and Training (VET) courses are vital to the success of most of our students as they progress through school and on to the world of work, offering dual accreditation to students to complete secondary school with both a HSC and TAFE qualifications. We offer all seven VET frameworks here at Doonside Technology High School, and have facilities that are close to the best you will see in any school, in the key areas of retail, primary industries, business, metals and engineering and hospitality; industries with are experiencing huge growth in employment opportunities now in our economy and will continue to be so well into our future.

Mrs. Donna Loughran

MBA (T&D), BEd (Soc.Sci), Dip. Career Ed., Lead Teacher (NESA)

Principal

School background

School vision statement

Doonside Technology High School has developed a School vision statement which has students at the centre of all we seek to achieve. Students who are supported to develop strong basic skills as the foundation for all learning. Students must be given the full range of skills required to be successful learners and participants in the dynamic and complex world of the 21st century. Digital literacy and proficiency in the context of responsible citizenship are important for our students as they move from school to post school work and learning. Inherently, strong values underpin our beliefs that all students can learn irrespective of their disabilities and their economic and cultural backgrounds. We acknowledge that they learn at different rates and in different ways. Learning and the needs of our students determines our reason for being and is at the heart of all we do.

We value:

- our community, staff and students irrespective of gender, culture or religious beliefs
- respect by valuing each person and their environment
- teaching and learning
- the implementation and use of technology innovation across the school, to increase engagement for 21st century learners
- professional learning to enhance teacher quality

School context

Doonside Technology High School was built in 1964 on the Darug Land, and became a technology high school in 1989. Doonside Technology High School remains the only technology designated comprehensive high school in Western Sydney. As such the School's teachers understand that technology and its role in the success of our students at, and beyond school is central to their life-long learning journey. Doonside Technology High School (DTHS) 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 671 students in 2016, with 15% Aboriginal students. Our Support Unit caters for the needs of 74 students with mild and moderate intellectual disabilities, including students in Stage 6. All teaching staff met the professional requirements for teaching in NSW public schools. Our staff are highly professional and are dedicated to working diligently to improve the learning opportunities and life options of our students. Doonside Technology High School promotes academic and vocational excellence, strong community links and provides a caring, secure and co-operative environment in which students develop responsibility and esteem. The school prepares students so that they may reach their academic and vocational potential and possess literacy, numeracy, study, problem-solving, leisure and creative skills. Doonside Technology High School has made significant moves toward meeting the identified strategic directions throughout 2016 and has refocused attentions on the use of innovative and cutting edge learning technologies to best engage our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Throughout 2016, there has been great effort to refocus our attention on defining what quality learning looks like for students. We are getting "back to basics", with an emphasis placed on our core business of teaching and learning and a readjustment of our focus that our students are the centre of all that we do. Our redeveloped strategic directions, emphasises a personalised and tailored approach to our students learning with a focus on developing key literacy and numeracy skills for all students, while making real world connections and ensuring students successfully transition to the world beyond school. Throughout 2016, a thorough review of programming and registrations was conducted, in addition to an extensive analysis of trend data of our student achievement data in both NAPLAN and the HSC, this unearthed crucial information that informed staff to better meet the individual needs of our students with quality learning experiences. Huge emphasis has been placed on students to make real world connections, to experience an increase student voice and choice in curriculum and more student-led projects. Successful welfare programs, like PRIDE, which underpin the re-engagement of many of our students, have been expanded to include a broader range of Year groups. We have also adopted a number of innovative projects which attempt to integrate disciplines and expose students to critical thinking and problem solving in STEM specific events. These extra curricular events have been well received by students and have increased their awareness of the links between discipline.

Throughout 2016, there was a strong refocus on the Australian Teaching Standards and getting staff to understand and incorporate these standards into everyday practice. A new lesson observation template was collaboratively developed to place greater emphasis on the Australian Professional Teaching Standards. Personalised professional learning with introduction of action learning teams, with teachers provided extensive professional support and guidance to collaboratively develop an area of teacher research, support to design and take action in this space and then measure and evaluate their impact. Professional learning concentrated on developing the evaluative thinking processes of staff to measure the impact of their actions – this has clear implication for classroom practice and their impact in the wider school setting with teacher's action learning projects. Significant impacts have been made to PDP procedures and realignment of teachers personal learning goals to the school's strategic directions and premier's priorities.

Throughout 2016, there was considerable effort made to consolidating school planning processes to increase the staff understanding and subsequent "buy in" of school planning procedures. Our school's strategic directions were collectively redesigned in April 2016 with the arrival of our new principal. These redesigned strategic directions were developed with input from students, staff and community, as the previous strategic directions were developed with little to no consultation of stakeholders. This has provided better clarity around what staff, students and community want to collectively achieve in the remaining time of the existing school plan. There was an introduction of regular whole school and faculty evaluation processes and clear role statements developed with and school planning areas delegated to ensure clarity around the responsibilities of school leaders. There was also some progress made to improve connections and learning links with our community and our partner primary schools through reinvigoration of contributions to the Colebee Learning Community and our inclusion of P&C to participate in our Action Learning Research

Strategic Direction 1

Our Students, their Learning and Wellbeing

Purpose

We believe when students are fully engaged in a relevant 21st century curriculum, their learning experiences develops their understanding of themselves as learners and increases their knowledge of skills required to connect, succeed and thrive in the modern world; enabling a smooth transition between school and the world of work.

Essential literacy and numeracy skills for all students ensure students are empowered to access opportunities and inspired to make positive choices to maximise their potential.

We recognise learning that is personalised, relevant and connects to the world beyond school, develops key competencies, builds confidence and resilience, encourages students to unite with others, to make a genuine contribution to our school and our community.

Overall summary of progress

SD1 Our Students, their Learning and Wellbeing

Purpose: We believe when students are fully engaged in a relevant 21st century curriculum, their learning experiences develops their understanding of themselves as learners and increases their knowledge of skills required to connect, succeed and thrive in the modern world; enabling a smooth transition between school and the world of work. Essential literacy and numeracy skills for all students ensure students are empowered to access opportunities and inspired to make positive choices to maximise their potential. We recognise learning that is personalised, relevant and connects to the world beyond school, develops key competencies, builds confidence and resilience, encourages students to unite with others, to make a genuine contribution to our school and our community.

Overall Summary of progress: Throughout 2016, emphasis was placed on clarifying the purpose and the “why” behind our Strategic Direction 1 with all staff. After extensive analysis of school data sets, we collectively evaluated the impact of previously implemented initiatives to expand those initiatives with the greatest leverage or those having the greatest positive effect on student outcomes. In addition, we scaled back or removed initiatives that were providing inconsistent or unpredictable returns, particularly those which were labour intensive and/ or projects which deviated from our core business of teaching and learning. In 2016, significant changes to literacy and numeracy initiatives across the school, in an attempt to move the responsibility of literacy and numeracy in to the realm of whole school and the domain of all teachers rather than a small number of faculties carrying the burden of developing these essential skills in all students. As a result, Doonside Technology High School experienced growth in Numeracy, while the growth in Literacy was more modest. The development of a shared understanding of innovation and 21st century pedagogy was also updated. Adopting an innovative approach to professional learning, all staff participated in Action Learning, exploring a range of 21st century pedagogies and cutting edge learning approaches. This was supported by professional learning to improve staff proficiency and use of Chromebooks and google apps to support the one-to-one device program adopted in Year 7. Our core business of teaching and learning is underpinned by our comprehensive wellbeing structures, which we closely aligned with the NSW Department of Education’s Wellbeing Framework. In 2016, targeted wellbeing initiatives led to improved demonstrated resilience in students in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Literacy and Numeracy – sustain expected growth above state of 75% of cohort	As a result of targeted numeracy programs, 68.2% of Year 9 students achieved at or above expected growth.	\$198 051
Increase engagement of students in literacy and numeracy	Conversely, labour intensive and costly literacy initiatives were discontinued which contributed significantly to decreased projected growth.	
Literacy Continuum – move students to at or above current level	In 2016, 53.66% of Year 9 students were at or above the expected growth.	
21st Century Learners – implementation of New	21st Century Learning saw a shift towards skills development of students.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Pedagogies Team, Surface program and inservicing of teachers in digital teaching skills, improve student employability skills</p> <p>Student Wellbeing – development of student resiliency, team building and collaborative skills</p>	<p>Staff initiatives, including the implementation of Action Learning, all contributed to a shift in teaching strategies to promote student success in post-school pathways.</p> <p>100% staff trained in Google Docs and the use of Google Drive.</p> <p>The combination of targeted programs, in conjunction with the whole school initiatives, has led to a significant improvement in student wellbeing.</p> <p>Internal school data demonstrated a significant reduction in student suspension rates for targeted students throughout 2016.</p>	

Next Steps

In 2017, in the area of literacy and numeracy, an intensified whole school approach to improving literacy and numeracy skills in all our students will be implemented, using the Literacy and Numeracy Continuums. This will be supported by a whole school, unified approach to literacy and numeracy development across the school where all staff will embed the teaching of literacy and numeracy into faculty programs and assessments. This approach will be underpinned by a collaboratively developed DTHS' Literacy & Numeracy Framework, under the direction of a newly appointed HT Student Engagement. A systematic approach to the analysis of student learning data, in order to address specific learning needs, will also be adopted.

We will continue our progress in the realm of 21st century skills development for both staff and students. We will develop a shift in the culture of teaching and learning across the school to include an emphasis on supporting teachers in taking strategic 'risks' in their teaching, reinforced through consistent evaluative process. We will continue to use action learning as a vehicle to explore creative and innovative practices to engage students to develop skills required for a modern world. We will adopt a whole school approach to exploring and scaling up innovative practice and introduce systematic ways of sharing exceptional pedagogical practices. Professional learning will explore a range of approaches including the implementation of competency based assessment, instructional/quality rounds, project based learning across a range of faculties and widespread adoption of Google Classroom Apps in the coming year.

In 2017, our whole school approach will transition to the Berry Street Educational Model and Positive Behaviour for Learning. This pedagogical approach will provide a whole school structure based upon current research around positive psychology and trauma informed education strategies. The model equips schools to promote cognitive and behavioural change, thereby engaging young people in learning and progressing their academic achievement. There will be a whole school approach to student wellbeing where staff are provided with the skills and knowledge to effectively meet the wellbeing needs of our students. The implementation of this model is and will continue to be a cornerstone of the Doonside Technology High School Wellbeing Framework, providing staff and students with direction, understanding, common language and support in the coming years.

New improvement measures have been developed to be achieved in 2017:

- Numeracy to achieve 70% of students above expected growth from Year 7 to Year 9
- Literacy to achieve 65% of students above expected growth from Year 7 to Year 9
- Increase percentage of students achieving band 8 or above in reading, writing and numeracy NAPLAN in Year 9
- Develop and implement a whole school learning culture which reflects innovative and emerging pedagogy
- Increase collaborative practice amongst staff across the school amongst staff
- Develop and implementation of a whole school wellbeing model underpinned by the DOE Wellbeing Framework

Strategic Direction 2

Staff Professional Learning and Leadership Development

Purpose

We believe professional learning should build teachers' capacity and enthusiasm, to engage students in meaningful learning experiences. Professional development must promote teacher quality, leadership and innovation in classroom practice, to ensure we meet the specific needs of our students in a 21st century setting.

We recognise and appreciate our teachers are enthusiastic, passionate and effective practitioners who possess outstanding educational and leadership qualities. We actively cultivate and foster these attributes through an environment where we are encouraged to seek and create opportunities and new professional experiences

Overall summary of progress

SD2 Staff Professional Learning & Leadership Development

Purpose: We believe professional learning should build teachers' capacity and enthusiasm, to engage students in meaningful learning experiences. Professional development must promote teacher quality, leadership and innovation in classroom practice, to ensure we meet the specific needs of our students in a 21st century setting. We recognise and appreciate our teachers are enthusiastic, passionate and effective practitioners who possess outstanding educational and leadership qualities. We actively cultivate and foster these attributes through an environment where we are encouraged to seek and create opportunities and new professional experiences.

Overall Summary of progress: While it appears on the surface there was little progress made in our second strategic direction, as a school, we have a clearer understanding of the importance of approaching professional learning and leadership development via a systematic and coordinated approach. To ensure sustained and meaningful movement in capacity building of our teachers, it is crucial that all the activities within this strategic direction are planned and work harmoniously to support the goals set within the other two strategic directions.

There was significant effort put into shifting the mindsets of staff that while professional learning is something that all individual teachers must take personal responsibility, as a school our energies must be coordinated, planned and strategic when it comes to designing our professional learning activities.

Greater emphasis has been placed on using the Australian Teaching Standards to guide our practice, to meet our mandatory obligations and develop challenging professional goals using the Personal Development and Performance Framework. Feedback and guidance was provided to all staff and supervisors to ensure these processes were executed well and were meaningful and productive.

Action learning research was adopted by all teaching staff, as a mechanism for them to develop key evaluative and analytic skills. This method allowed teachers to effectively plan innovative pedagogies, deliver these new ways of teaching and learning in a purposeful manner and then evaluate the impact of their action. The findings of this teacher research was then shared with all staff, building the capacity of all involved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
AITSL – progress and completion rates of accreditation levels Pedagogical practices – SMART2 and RAP data Quality Teaching Framework surveys Quality Teaching Rounds – surveys	In 2016 individual faculties accessed SMART2 and RAP data to inform and improve teaching and learning. In addition, staff catered for the individual learning needs of students via the professional development process, teachers reflected on their own teaching and planned for further improvement. Planning for the Year 7 middle schools project began with staff volunteering to contribute ideas toward integrated curriculum and flexible learning spaces. Throughout 2016 a number of professional learning initiatives were implemented. These included	\$78 560

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>AITSL – progress and completion rates of accreditation levels</p> <p>Pedagogical practices – SMART2 and RAP data</p> <p>Quality Teaching Framework surveys</p> <p>Quality Teaching Rounds – surveys</p>	<p>attendance at internal and external PL activities, documented classroom observations and network meetings.</p> <p>Action Learning was introduced after extensive consultation giving staff greater autonomy over their professional development.</p> <p>A common lesson observation template and protocols was developed and trialled.</p> <p>Feedback and guidance provided to 100% of staff around their PDP goals and plan.</p> <p>The same consultation processed revealed that QTF survey and QTR did not meet the current professional development needs of staff at DTHS and will be revisited in 2017.</p> <p>In 2016, the school identified staff interested in seeking higher accreditation. Throughout semester 2 a series of meeting dates were proposed to engage in collaborative dialogue, reflection and targeted PL in relation to achieving higher accreditation. Unfortunately, due to time constraints and other priorities, this program stalled. This is an area that interested staff would still like to work towards in 2017.</p> <p>In addition, in 2016 EOI processes were introduced for all paid relieving positions to allow transparency and leadership development.</p>	

Next Steps

In 2017, the appointment of HT Student Engagement will continue to develop teaching practices in the areas of curriculum differentiation, literacy and numeracy. While the HT Professional Practice will develop the capacity of staff to explore creative and innovative pedagogical approaches to increase student engagement. This will involve extensive professional learning in the area of data analysis, integrated programming and personalised learning.

In 2017, the appointment of HT Professional Practice and a new timetable structure will allow for greater variety of professional learning opportunities. Greater transparency and the development of efficient whole school approach to professional learning is the focus for 2017 to maximise funding in this area to gain the greatest leverage for improved student outcomes and quality teaching.

In 2017, the school has begun to look at succession planning with the nomination of 2IC's for all HT roles and the development of targeted PL for all aspiring leaders.

New improvement measures have been developed to be achieved in 2017:

- 85% of all staff are regularly using internal and external data to inform pedagogical practices
- Flexible pedagogies improve engagement Year 7 students
- 3 school leaders commence their accreditation toward their higher levels accreditation
- School leaders and aspiring leaders develop their understanding of leadership and build capacity of themselves and their teams
- School wide professional learning processes are developed that are personalised and link to strategic directions

Strategic Direction 3

School Capability and our Community

Purpose

We aim to inspire our students through the creation a community hub that fosters lifelong learning. Our educational community of local businesses, parents/guardians, government organisations and the Colebee Learning Community will work together to strengthen our student's resilience and adaptability in a 21st century world, ensuring every student is industry ready and are equipped to connect, thrive and succeed in a changing world.

Through genuine community partnerships, we aspire to take a leading role in co-creating authentic learning experiences, opportunities and real-world connections for our students to achieve vocational, social and educational success, to become respected members of the Australian society and beyond.

Overall summary of progress

Purpose: We aim to inspire our students through the creation a community hub that fosters lifelong learning. Our educational community of local businesses, parents/guardians, government organisations and the Colebee Learning Community will work together to strengthen our student's resilience and adaptability in a 21st century world, ensuring every student is industry ready and are equipped to connect, thrive and succeed in a changing world. Through genuine community partnerships, we aspire to take a leading role in co-creating authentic learning experiences, opportunities and real-world connections for our students to achieve vocational, social and educational success, to become respected members of the Australian society and beyond.

Overall Summary of progress: In 2016, with the arrival of our new principal, this strategic direction area introduced many new processes and procedures to ensure collaboration and buy in from all relevant stakeholders. The school plan, the strategic directions and key management structures of the school were revisited and redesigned with input. School planning processes were explained and shared with staff, students and the parent community. Many initiatives were commenced to reconnect with our Colebee Learning Community, to strengthen existing relationships with our partner primary schools, local businesses, universities, community organisations and inter-agencies. Consultation was prominent with many new processes being developed collaboratively or co-created with staff, students and parents. The Parent and Community group was invited to be part of our Acton Learning Research and provided feedback to a range of key projects occurring in the school. As a school, we wish to build on and develop the new connections made in 2016 and this will be a major focus of the 2017 annual plan with the appointment of our new Head Teacher Secondary Studies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quality and range of communication systems with parents and local community	Established DTHS careers website. Panel training for our community. 2016 Facebook increase in numbers. Twitter handle and account established.	\$0
Establishment of parent professional learning times	Trial of parental portal to selective parents in year 9 and 10; preliminary rollout of parent portal planned for 2017.	\$0
Define role of P&C in the school and expand the involvement of parent body	Action Learning parent involvement and feedback on projects well received. P&C Head Teacher subject presentations were well received. Parent connections established in the support classes via Moodle	\$15 000
Business involvement – number	Two students were selected Galawa Art Program	\$13 220

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
of business/level of involvement	<p>for Year 11 student at UTS –indigenous student program linking with artists and university.</p> <p>Continued productive relationship LEAPs law firm, KPMG and have strengthened links NSW Art Gallery resulting in students the Art Pathways (including Year 7 program to exposure to the gallery).</p> <p>Participation in Doonside Festival and Blacktown Festival performances of & student represented in Music/Dance.</p> <p>Re-established Evanside Trade centre links.</p> <p>Two Year 12 students selected to attend HSC preparation in the holidays the National Art School.</p> <p>Established & expanded relationship with Youthlink Adventure & Rec organisation through Duke of Edinburgh, with established group of Year 9 DoE Bronze award.</p>	
CLC combined P&C/school performances/musicals	<p>Redesigned transition program for partner primary schools</p> <p>Carnival helpers provided to Marayong South PS</p> <p>Successful maths accelerated program with Marayong South PS developed</p> <p>Year 10 dance student's performances at Blacktown West.</p>	\$3 904

Next Steps

In 2017, the focus will remain on building viable and productive links with a range of organisations that can assist our students develop key skills required to negotiate their way in an uncertain world and be empowered contributing citizens. We want to ensure our parents and caregivers are comfortable and confident as equal partners in the education of their children and want to contribute to the decision making processes at school to help shape the environment in which their children will grow and learn to thrive and succeed. We want to focus our energies on the development of key communication platforms to effectively engage and inform our community but also increase the opportunities for our school community to contribute to the strategic direction and the management of key operations of the school.

In 2017, an emphasis will be placed on strengthening the relationship that exists in our Colebee Learning Community with a range of events planned as part of our transition program. We would like to share in a range of celebratory events and are actively seeking shared learning opportunities between our students and those in our partner primary schools. We would also like to see greater connections developed between the secondary schools in our area.

With the appointment of our new Head Teacher Secondary Studies, we aim to bring about tighter processes around our VET frameworks and develop productive relationships with the many universities, colleges, TAFEs and local businesses. We want to develop opportunities for our students to make authentic connections with the real world from early on in their high school career and to build strong understanding of how the learning students are experiencing in school links to their world outside of school.

In 2017, one of the major focuses will be in establishing cost effective methods to make authentic connections with our parent community to allow for active participation, information sharing, collaboration and co-creation of curriculum; this will ensure our parents are true partners in the education of our students.

New improvement measures have been developed to be achieved in 2017:

- An increase of 50% parent/community & accessing our quality online platforms

- Increase the opportunities for parents to be involved in supporting their child's learning
- Increase the opportunities for parents to be involved in supporting the management process of the school
- Increase and develop existing and new links with community and educational organisation to provide real learning opportunities for students
- Develop opportunities for student to connect to real world experiences
- Increase our Year 7 enrolment numbers from our partner primary schools
- Developing strong partnerships in our 3 partner primary schools to ensure smooth transition
- Increasing the student leadership opportunities for junior students working with primary schools

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The employment of a part time Aboriginal Education teacher assisted in providing one on one support for our students and ensured they were able to access additional support with their learning. The retention rates of students in Stage 5 and 6 was improved as students had the opportunity to develop individual pathways to further study and/or employment.</p> <p>In 2017, the employment of a fulltime Aboriginal Education Teacher will assist in closing the gap between indigenous and non-Indigenous students in relation to retention rates, attendance data, literacy and numeracy value added data and post school pathways. There will also be an emphasis on developing an increased understanding and value of Aboriginal culture across the school community.</p>	\$9 953
Low level adjustment for disability	<p>The employment of four learning and support teachers across 2016, allowed individualised and personalised learning to occur for students with additional needs. This was in the form of intensive small literacy and numeracy groups targeting specific gaps in student's learning. Teachers were also assigned a specific stage to work with students and their families to develop stronger literacy and numeracy skills and have them supported in the home.</p> <p>In addition to the Learning and support teachers, RAM funding supplemented integration funding so a full time School Learning Officer (SLSO) could be employed to provide one on one support to a student with significant physical needs. This ensured continuity of support so that the student could fully participate in his learning as a full time student.</p>	\$299 452
Socio-economic background	<p>Additional teaching staff was employed to reduce class sizes and allow for innovative processes to be trialled. This also provided an opportunity to run a greater number of electives in Stage 5 and 6. The Stage 4 class provided detailed information which assisted in the planning of our middle school program to be rolled out in Year 7 2017.</p>	\$96 998
Support for beginning teachers	<p>In 2016, a teacher was provided higher duties and was appointed as Head Teacher Teaching & Learning/ Mentor to supervise 6 beginning teachers, who were provided with targeted professional learning both within the school and, in after school session and with external PL providers. The aim of these sessions was to provide beginning teachers with resources, skills and guidance to support them in working towards accreditation and proficient level.</p> <p>In addition, all beginning teachers participated</p>	\$37 535

Support for beginning teachers	<p>in the school's classroom observation process which allowed them to gain feedback, reflect and improve their teaching practice.</p> <p>In 2017, a more formalised induction and mentoring program is proposed for beginning teachers coordinated by the HT Professional Practice.</p>	<p>\$37 535</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	355	341	346	367
Girls	339	324	320	322

Student attendance profile

School				
Year	2013	2014	2015	2016
7	89.8	89.2	89.4	87.3
8	85.1	87.1	83.9	85.2
9	83.1	86.6	84.4	82
10	75.3	78.3	81.7	79.1
11	78.8	70.2	80.4	76.4
12	76.5	82.9	81	84.3
All Years	81.3	81.9	83.3	82.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Our school saw a 1% drop in overall attendance in previous calendar year – this occurred in the attendance rates of Years 7, 9, 10 & 11 whilst the attendance rates of Years 8 & 12 saw an overall increase. In response to this, the school has implemented automatic absence notifications via email & SMS for parents and implemented an online portal to allow parents to explain their child's absence electronically.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			3.15
Employment			36.8
TAFE entry			14.7
University Entry			41
Other			0
Unknown			3.15

Year 12 students undertaking vocational or trade training

Course	Class Size
Entertainment Industry	1
Hospitality	18
Construction	13
Primary Industries	3
Retail Services	2
Metal and Engineering	9
Total in school	46
TAFE Students	11
Beauty Services, Hairdressing, Retail Baking, Community Services, Plumbing, Tourism, Travel & Events and Financial Services	
Total out of school	11
TOTAL	56

In 2015, Doonside Technology High School provided invaluable opportunities for Year 12 students to develop workplace skills through vocational training that they gained by undertaking Vocation Education and Training (VET) courses that are run at school by trained Vocational Education and Training teachers (some students took more than one course). Over 50 percent of our HSC students accessed a VET course at school, which skilled the students to leave school with dual qualification and also made them work ready resulting in an effective transition from school.

In addition to this, 7 vocational training courses outside school (at TAFE) were studied by 11 students as part of their HSC program of study. This included school based traineeships as well.

Of the total number of students studying in VET, 12 students decided to study or work in industry directly related to VET course that they had studied.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 93 Year 12 students who graduated from Doonside Technology High School 87 students received their HSC and the other 6 students gained RoSA (Record of School Achievement). 2 Students received Cert III in Community Services and have decided to continue with the career pathway after the completion of the course.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	34.4
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	15.88
Other Positions	7.4

*Full Time Equivalent

The Aboriginal composition of the workforce is as follows:

- 2 classroom Teachers
- 1 Head Teacher
- 1 Aboriginal Education Officer (AEO)
- 1 School Administrative Officer (SAO)
- 1 School Learning Support Officer (SLSO)

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	52.5
Postgraduate degree	47.5

Professional learning and teacher accreditation

Professional learning plays an integral role within the school, as it is a key aspect of the successful implementation of the school's plan, as well as a crucial and substantive aspect of the school's budget. Doonside Technology High School is committed to the provision of meaningful professional learning that responds to key aspects of the school's strategic directions, is responsive to the complex professional needs of staff and addresses priorities identified by the Department of Education, including mandatory training.

The staff of Doonside Technology High School participated in three School Development Days on the first days of Terms One, Two and Three in 2016, as well as a number of twilight professional learning opportunities. The focuses of these events included: effective differentiation, Action Learning, career development, faculty conferences, the Performance and Development Framework, best practice in classroom observation, Child Protection, CPR and Anaphylaxis Training .

A number of staff meetings were also devoted to staff professional development. The focuses of these meetings included: literacy, the educational use of Chromebooks, use of Google Drive, literacy and the introduction of a Middle Schools Program.

With the implementation of the Performance and Development Framework, individual teachers are increasingly responsible for the direction of their respective professional learning. In 2016, new systems were implemented that ensured when applying for professional learning, staff made explicit links to the goals identified in Performance and Development Plan thus ensuring that professional learning funds were spent in an equitable and meaningful manner.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 01 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	619 590.93
Revenue	8 986 198.21
(2a) Appropriation	8 816 380.19
(2b) Sale of Goods and Services	50 509.74
(2c) Grants and Contributions	113 403.23
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 905.05
Expenses	-8 861 748.71
Recurrent Expenses	-8 861 748.71
(3a) Employee Related	-8 124 341.04
(3b) Operating Expenses	-737 407.67
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	124 449.50
Balance Carried Forward	744 040.43

	2016 Actual (\$)
Base Total	6 088 792.50
Base Per Capita	47 085.29
Base Location	0.00
Other Base	6 041 707.21
Equity Total	1 350 481.02
Equity Aboriginal	138 437.38
Equity Socio economic	735 153.50
Equity Language	83 013.77
Equity Disability	393 876.37
Targeted Total	1 088 546.13
Other Total	159 583.51
Grand Total	8 687 403.16

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

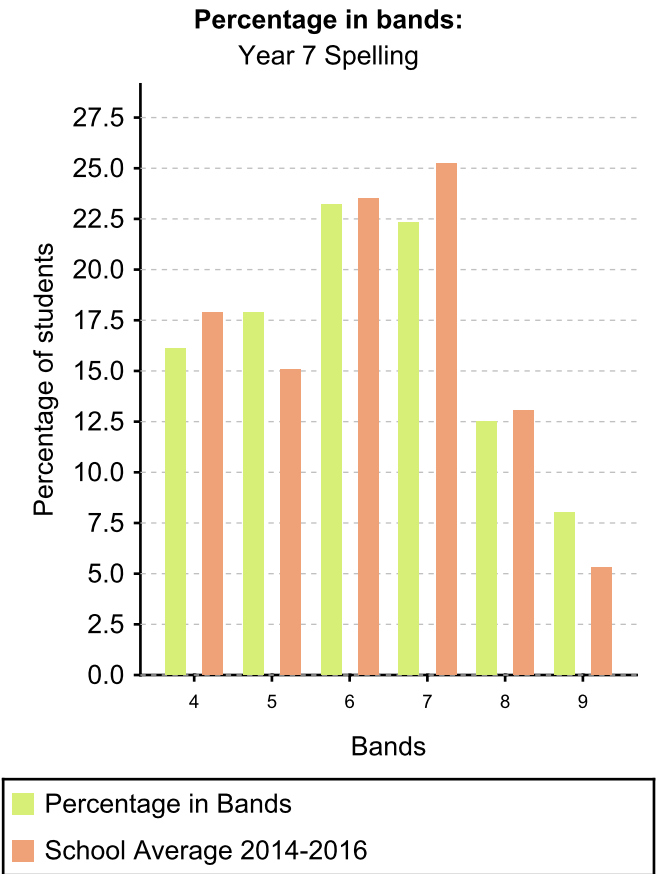
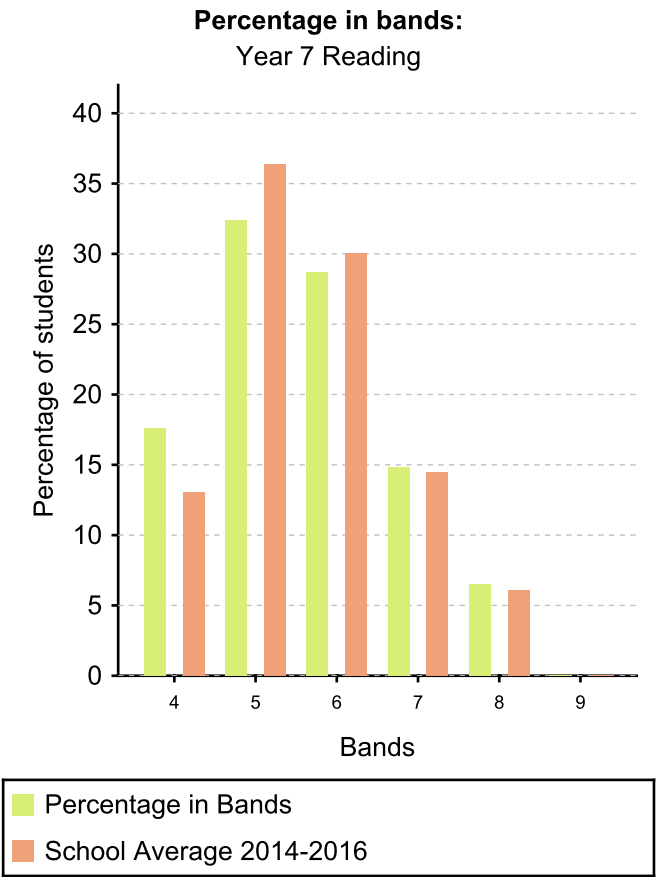
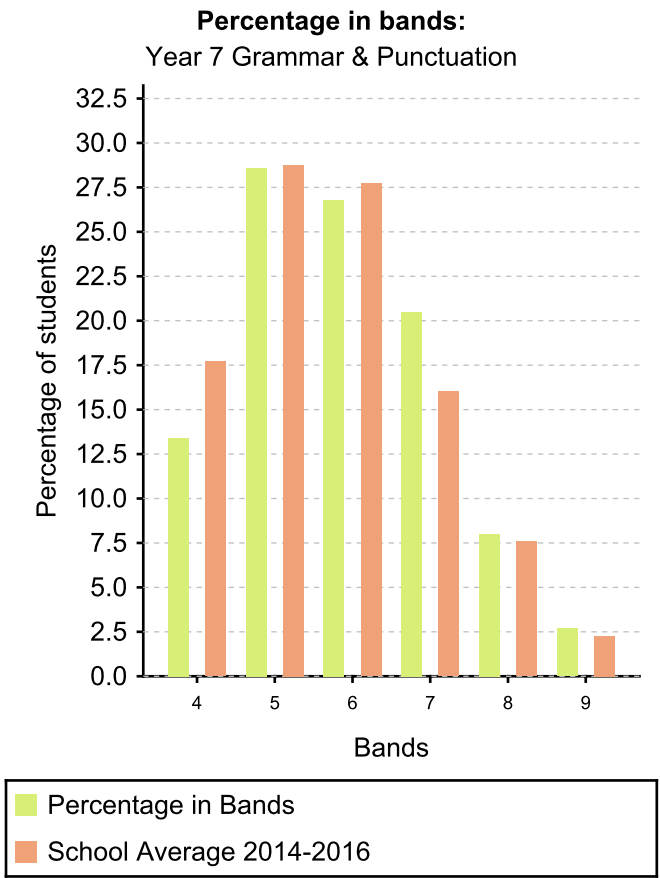
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

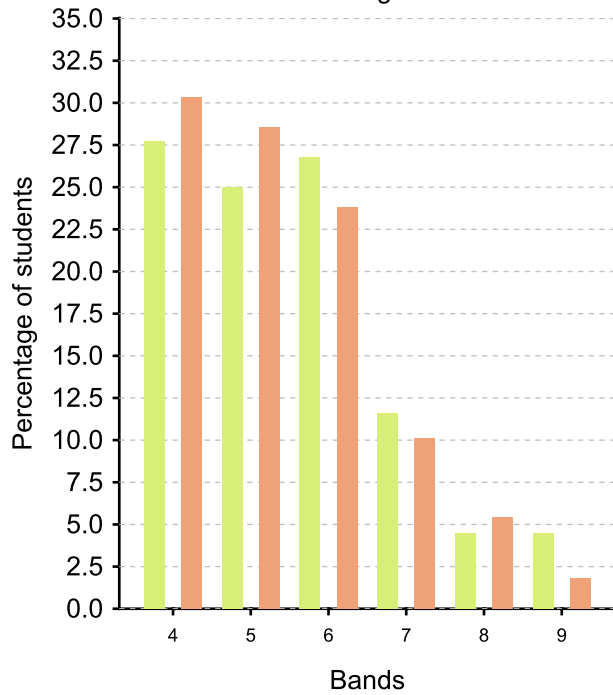
NAPLAN

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.

2016 NAPLAN data demonstrated greater strength in the areas of reading and writing across Year 7 and Year 9.

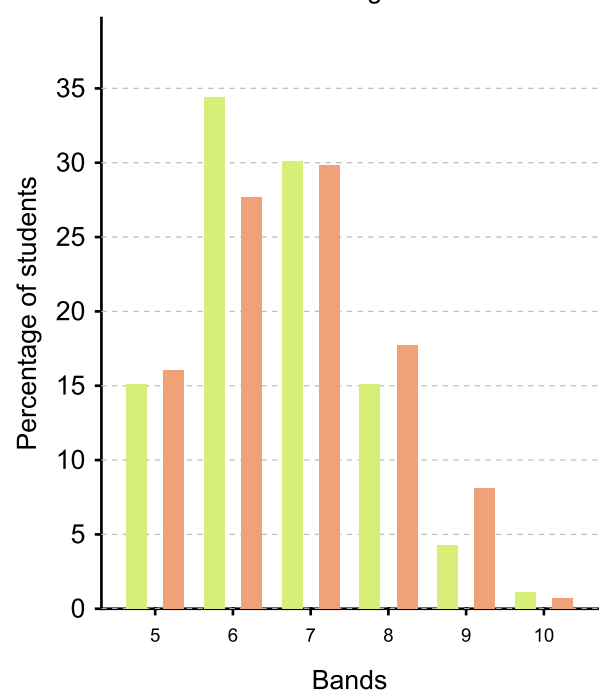


Percentage in bands:
Year 7 Writing



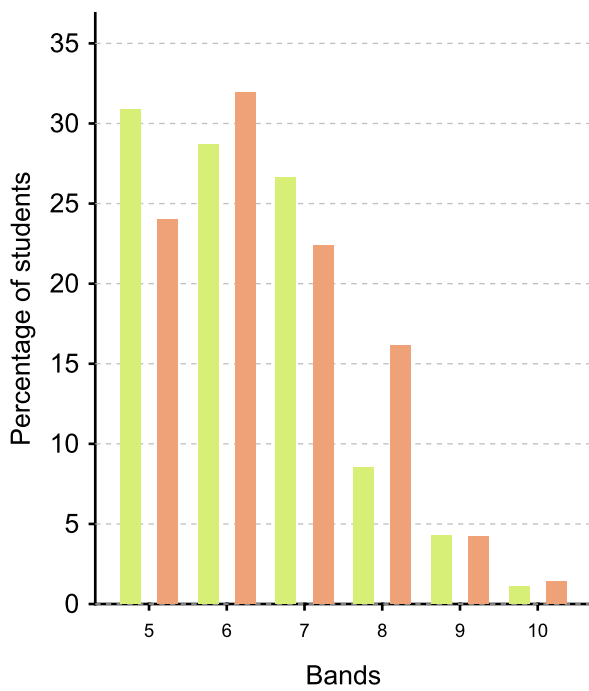
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Reading



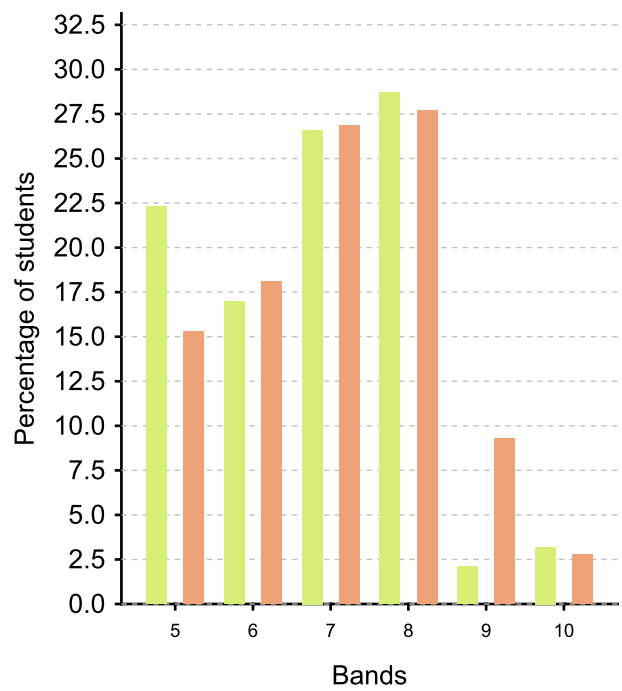
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



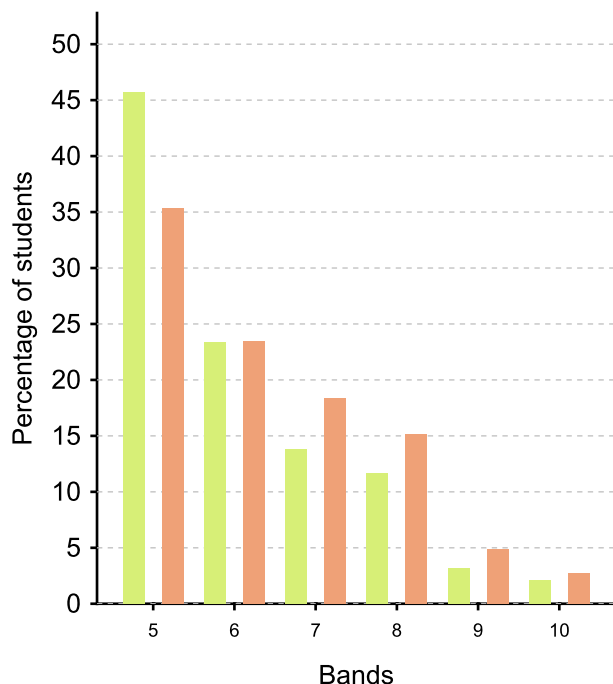
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing

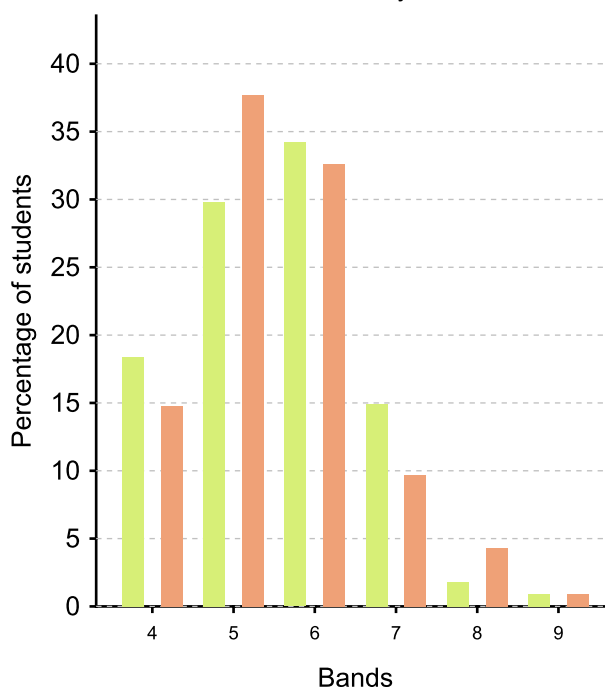


Percentage in Bands
School Average 2014-2016

In 2016, there was an increase in the number of students achieving Band 7 and 8 in Year 7 Reading, up to 14.8% (from 13.3%) and 6.5% (from 5.1%) respectively. There was an increase in the number of students across all the top bands, with our most significant growth in Band 9 with 4.5% of student in Year 7 writing achieving the top band. We also experienced a significant decline in our lowest band in Year 7 writing, 34.7% in 2015 down to 27.7% of students achieving Band 4. This is a similar trend experienced in Year 7 Spelling and Year 7 Numeracy.

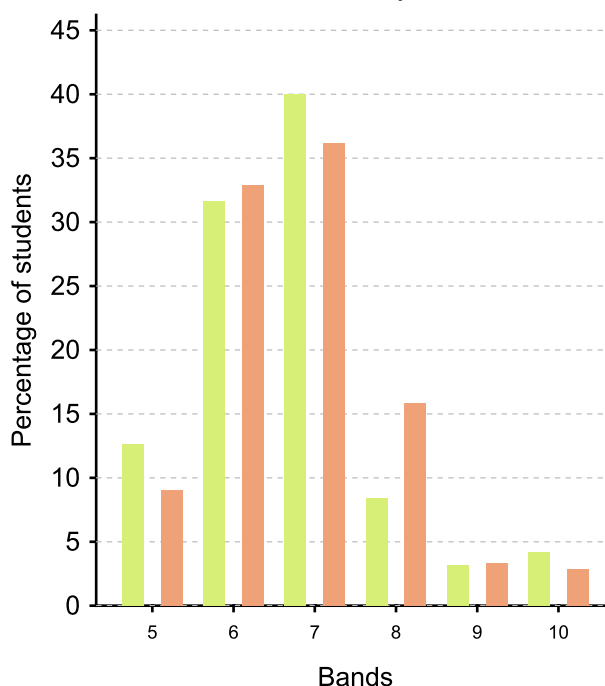
In 2016, there was an increase in the number of students achieving the top band in Reading and a significant decline on the number of students in the bottom band (15.1% down from 18.7%). We also experienced an increase in the number of students achieving in the top band in Year 9 Writing and Spelling. The most significant growth in 2016, was experienced in the area of Numeracy, with 5.3% of students achieving the top band (up from 1.1% in 2015). Our Year 9 Aboriginal students scored significant improvements in the area of numeracy also with 10% of Aboriginal students scoring Band 10. In fact, the trend data showed improvements for Year 9 Aboriginal students across Reading, Spelling, Grammar and Numeracy in 2016.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

In order to further support the literacy and numeracy development of students, the Literacy and Numeracy Improvement Strategy (LANIS) will be launched in 2017. This project will incorporate daily activities designed to support student learning. Enhancement of student's capacity to transfer literacy and numeracy skills will also be supported through the introduction of

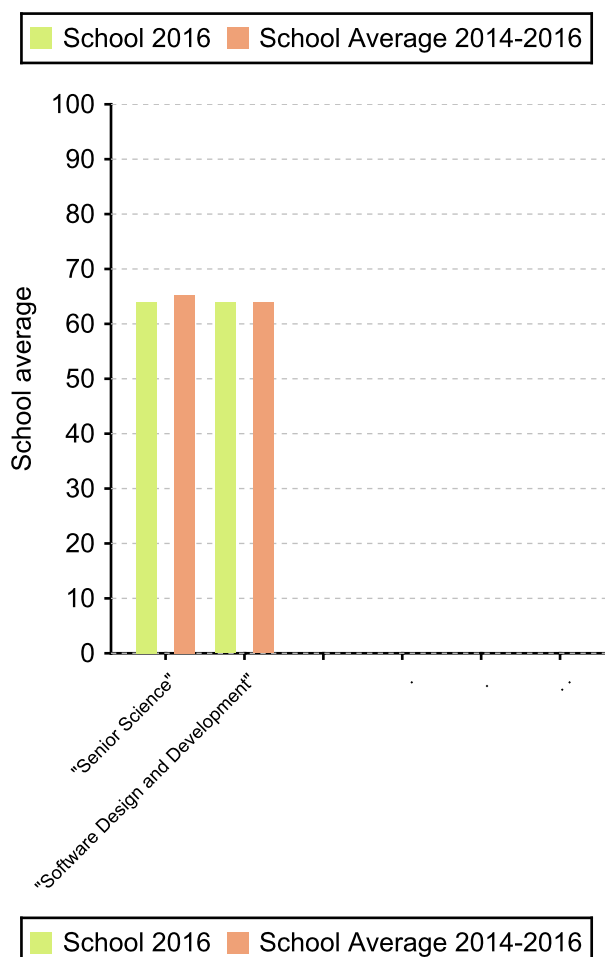
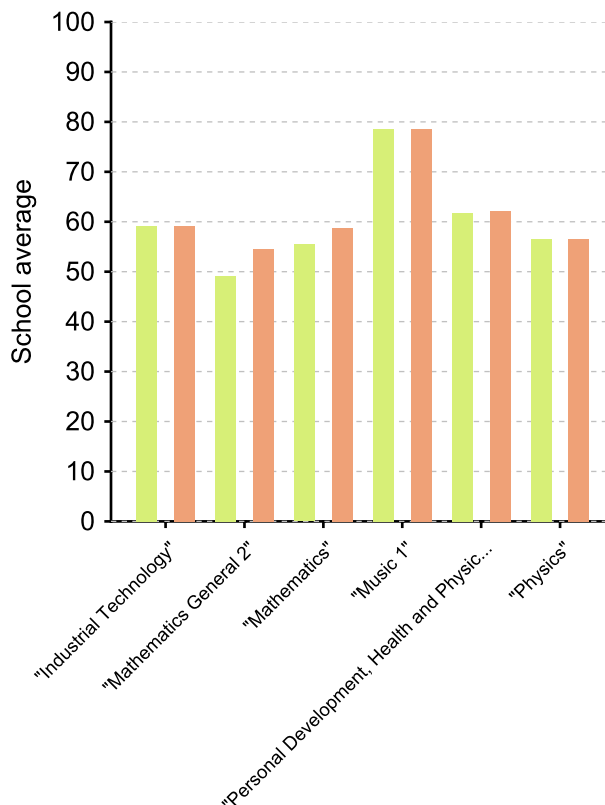
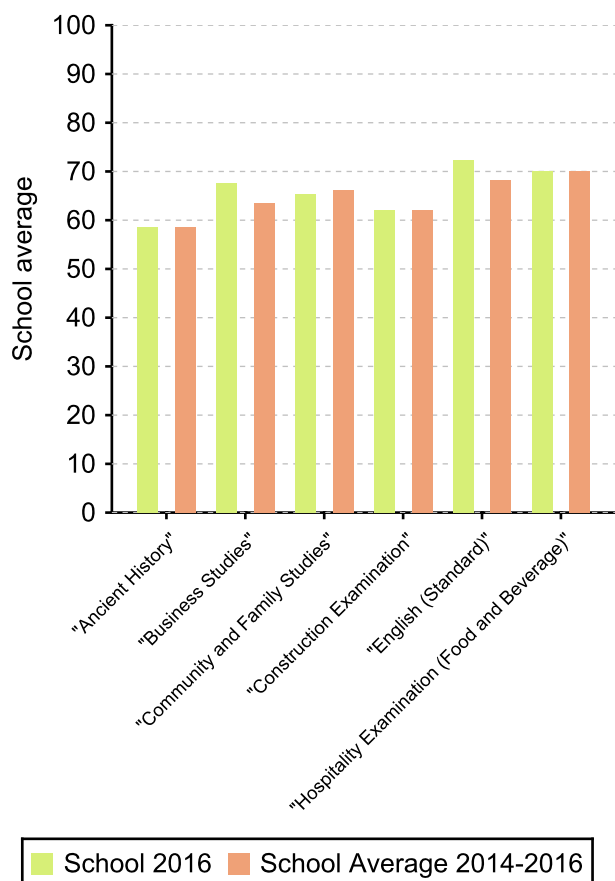
a Literacy and Numeracy Framework.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In order to further support the literacy and numeracy development of students, the Literacy and Numeracy Improvement Strategy (LANIS) will be launched in 2017. This project will incorporate daily activities designed to support student learning. Enhancement of student's capacity to transfer literacy and numeracy skills will also be supported through the introduction of a Literacy and Numeracy Framework.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



The most significant gains were achieved in Legal Studies and Modern History. Legal Studies achieved well above state average and up from 52.5% in 2015 to an impressive 78% in 2016. While in Modern History average results increased to 76.8% up from 61.7% in 2015. The trend data for English was impressive in 2016 – English (Standard) results improved to an average of 72.3% from 61.4% in 2015, achieving above

state average results. Similar improvements were achieved in English (Advanced) with results reaching above state average at 82.3%.

There were significant improvements made in the trend data of the following subjects in 2016:

- Biology – 71.2% (2016) up from 63.3% (2015)
- Business Studies – 67.7% (2016) up from 59.5% (2015)
- Food Technology – 66.7 (2016) up from 55.8%(2015)
- Industrial Technology – 59.2% (2016) up from 48.1% (2015)
- Dance – 68.2% (2016) up from 60% (2015)

There was an increase in the number of students achieving Band 6s in 2016 with 4 students achieving this impressive feat in the following subjects:

- PDHPE (1 student)
- Music 1 (2 students)
- English (Standard) (1 student)

Policy requirements

Aboriginal education

We understand our implementation plan of both the NSW Aboriginal Education Policy and the National Aboriginal and Torres Strait Islander Educational Action Plan needs to about promoting excellence in educational outcomes for all students. All teachers at DTHS ensure that expectations and experiences of students are enhanced, rather than limited, by what it means to be Aboriginal. High quality outcomes for Aboriginal students are achieved through the development of meaningful partnerships of all stakeholders and ensuring curriculum, teaching and assessment are supportive, challenging and culturally appropriate. Building productive partnerships with families and the local Aboriginal Education Consultative Group, members from the P&C and other key stakeholders strongly guide the strategic planning for our school; this ensures we are responsive in determining students' needs and aspirations.

At DTHS, we are passionate about achieving improved outcomes for Aboriginal and Torres Strait Islander students and we have had some success in closing the gap between Aboriginal and Non-Aboriginal students. Teachers understand to improve the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, they must excel and achieve in every aspect of their educational and training. We are committed to and believe the NSW Aboriginal Education Policy and National Aboriginal and Torres Strait Islander Education Action Plan provide direction for ways in which we can facilitate a more inclusive approach to the education of Aboriginal and Torres Strait Islander students and work tirelessly to ensure these policies and strategies are adopted and embedded into the strategic operations of our school.

Here at DTHS, we prioritise the educational outcomes and wellbeing of Aboriginal students by establishing and maintaining effective, respectful and collaborative

relationships with Aboriginal parents/carers and community members, actively involve Aboriginal parents/carers and AECG members in educational decision making. We also ensure that staff are provided with on-going opportunities to access Aboriginal cultural education through professional learning and career development opportunities; while all students develop deeper understandings of Aboriginal histories, cultures, languages and perspectives.

Multicultural and anti-racism education

The Anti Racism Contact officer (ARCO) at the school actively promotes an atmosphere of harmony and ensures all staff and students are regularly updated with the Multicultural Education Policy and the Anti-Racism Policy.

In addition to this, while the concept of wellbeing and its close links with learning are not new, there have been changes to how children and young people learn and how teachers teach. The school environment, and the world in which our children and young people grow and function; there is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. Our understanding of wellbeing needs to be contemporary and forward-focused. Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety. Schools have a pivotal role to play in connecting character development in young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Here at DTHS, teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of young people. We endeavor to create opportunities and experiences that develop character of students by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership. It is paramount we focus on giving young people voice to become active learners and develop strong character qualities that will enable them to succeed, thrive and contribute positively throughout life. All staff understand the potential wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development.