

Doonside High School

Annual Report



2017



8399

Introduction

The Annual Report for 2017 is provided to the community of Doonside Technology High School as an account of the school's operations and achievements throughout the year. In 2017 the school has demonstrated commitment towards providing high quality educational opportunities for all students, as set out in the school plan. The Annual School Report outlines the findings that reflect the impact of key strategies for improved learning and from the expenditure of resources, including equity funding.

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Message from the Principal

Doonside Technology High School offers high quality learning that enables the next generation to develop attributes and skills to achieve their full potential. We focus on delivering innovative teaching and learning activities to all students to maximise engagement. 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 well resourced 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 we adopt a middle school approach to junior years of high school. This approach provides a supportive environment for students transitioning to high school that is focused on engagement and the building of strong foundational skills which will serve students throughout their schooling and life beyond school. In the senior school, we provide tailored support for students undertaking the HSC and all the available pathways to further study or work. 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 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 which are experiencing huge growth in employment opportunities now in our economy and will continue to be so well into our future.

We pride ourselves on having 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. We are currently undertaking work with the Berry Street Organisation to build an educational model at Doonside Technology High School that will ensure students develop a growth mindset and processes that promote student wellbeing to maximise student's academic achievement.

Mrs. Donna Loughran

Principal

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

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 pathways. 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
- Providing high quality teaching and learning that reflects cutting edge pedagogical research.
- the implementation and use of technology innovation across the school, to increase engagement for 21st Century learners
- commitment to ongoing professional learning to enhance teacher quality

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 671 students in 2017, with 15% Aboriginal students. The school is also located on Darug land. 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 AITSL requirements for teaching in NSW public schools and are accredited at proficient or above. 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, problem-solving, leisure and creative skills. Doonside Technology High School has made significant progress 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

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.

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.

Progress Achieved in the Domain of Learning – Delivering

Within this domain, Doonside Technology High School has been delivering in the areas of learning culture, assessment and reporting, curriculum, in addition to student performance measures. In the sub domain of wellbeing, the school has made significant progress with staff evaluating our progress at sustaining and growing.

During 2017, the school focused heavily on getting 'back to basics' and ensuring much effort was directed on our core business of teaching and learning. The school established and implemented well-developed policies designed to assess, monitor and meet student-learning needs. Commitment to improving learning outcomes is demonstrated by the whole school development and implementation of the 'DTHS Learning Model' together with the school's adoption of visible learning strategies including whiteboard configuration highlighted for staff and students learning intentions and success criteria. Teachers are continually developing their practice in curriculum differentiation to cater for the learning needs of all our students. Parents are partners in learning through the provision of a variety of information nights, forums, surveys and information they can access through Facebook and Twitter. Teachers are developing their skills in evaluating their impact of their teaching on student's learning with the collection and analysis of data informing curriculum delivery and the school has a clear focus on improving student outcomes. There has also been a strong focus on student wellbeing, with the introduction and implementation of the Berry Street Educational Model (BSEM), providing

students with the opportunity to connect, succeed and thrive. The School Wellbeing Team and Learning Support Team meet fortnightly with a focus on evidence and continuous improvement, in addition to all staff supporting our students to develop a growth mindset and crucial self-regulation strategies to create optimum learning conditions. Additional resources have been steered toward strengthening the role of Year Advisors and their assistants to ensure students are provided personalised support with a clear focus on the young person as the key stakeholder.

Progress achieved in the domain of Teaching – Sustaining and Growing

The sub-domains of Teaching include effective classroom practice, data skills and use, collaborative practice, learning and development and professional standards. Doonside Technology High School has made significant progress across all sub-domains with staff evaluating our progress at sustaining and growing.

During 2017, staff are continuing to engage in Action Learning and develop skills in analysing data with staff actively engaging in planning their own professional development to improve their performance. Staff evaluate the effectiveness of teaching practice use performance data regularly. This performance data is also used to inform future school directions teachers have collaboratively evaluated teaching and learning programs with their supervisors and made adjustments and modifications to develop fresh, new learning programs that incorporate innovative teaching strategies, particularly in the Middle School. There has been a particular focus throughout 2017, to improve teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective strategies in these areas. Individual students are provided with learning plans that have been collaboratively developed, to ensure they are achieving to their potential. Teachers clearly understand and utilise assess meant for learning, assessment as learning and assessment of learning in determining future learning experiences. The data from teachers' Professional Development Plans has been fundamental in determining the direction for whole school professional learning. Collaboration between staff is a priority and there are embedded systems to identify teachers' expertise in order to ensure improvement in student learning outcomes and teaching practice. Staff are encouraged to apply for a range of professional learning experiences that meets PDP goals/ SMP targets.

Progress achieved in the domain of Leading – Sustaining & Growing

Within this domain Doonside Technology High School has been sustaining and growing in the sub domains of leadership, school planning, implementation and reporting, school resources, while the staff evaluated our progress at delivering in the sub-domain of management practices and processes.

During 2017, opportunities were provided for staff to develop and enhance leadership capacity. Succession planning and explicit leadership professional development of the DTHS executive team to ensure commitment to distributive leadership and best operational practice. The development of whole school leadership roles in the areas of student wellbeing, teacher professional learning and student engagement has resulted in a marked improvement in organisational best practice. External agencies and the wider school community also support students and staff in promoting learning, leading and innovation with the creation of our new Secondary Studies faculty and a focus on real-world projects across the school. The ongoing membership and collaboration with the Colebee Learning Community has strengthened with the development of the DTHS Middle school and the revised transition program. New regional relationships have been cultivated to ensure students opportunities that would not otherwise be possible in the areas of Vocational Education and digital technology. The *Tell Them From Me* surveys provided the school with a comprehensive set of benchmark data that will support the evaluation of programs implemented as part of the strategic directions. All staff and students were involved in the evaluation of the 2015–2017 school plan and achievements of both individuals and groups acknowledged and celebrated. Staff, students and members of our parent community were involved in the development of the new 2018–2020 school plan including the school vision and strategic directions. Staff are committed to and can articulate the purpose of each strategic direction of the new school plan and a calendar of monitoring, evaluation and review was developed to be implemented in 2018. There has been a significant investment made to the physical learning environments to allow for flexible, modern and student centred middle school. While, administrative and financial processes and structures to support ongoing school improvement have been strengthened, with the school leadership team creating an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

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/sef-evidence-guide>

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; thus enabling a smooth transition between school and the world of work.

Essential literacy and numeracy skills for all students ensure students are essential to empower students 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 and to make a genuine contribution to our school and our community.

Overall summary of progress

Engagement in effective and innovative learning continues to remain at the forefront of core business at Doonside Technology High School.

2017 saw the introduction of the DTHS Middle School initiative in which staff worked collaboratively to implement cross-curricular learning experiences which emphasised engagement as well as the integration of ACARA capabilities and effective communication skills. Students were given opportunities to showcase their learning in a range of real-world contexts and made active contributions to furthering the improvement of the school and increasing community involvement at Doonside. In 2018, the DTHS Middle School Initiative will be expanded into Year 8 which will see the introduction of Languages Other than English (LOTE lessons) and SPARK lessons which integrate a STEAM based approach to learning.

To facilitate the improvement of student literacy and numeracy development, the *Literacy and Numeracy Improvement Strategy (LANIS)* was implemented which provided daily exposure to NAPLAN-style activities to Year 7 and Year 9 students in Term 1. This project led to a significant improvement in student performance (see NAPLAN component of this Annual School Report).

The *DTHS Literacy and Numeracy Framework* was also developed which integrated a cross-curricular approach to the development of writing scaffolds and explicit learning strategies.

To coincide with Doonside's work with the Berry Street Education Model (see Wellbeing below), the *DTHS Learning Model* was developed and implemented to ensure learning was facilitated with a consistent approach to lesson design across all KLAS. Implementation of the *DTHS Learning Model* has led to increased levels of student engagement across 7–12.

Wellbeing: 2017 saw student wellbeing being placed at the forefront of all that we do. We saw significant changes to how the school views and approaches student wellbeing. A significant investment in professional development ensured wellbeing became a whole school priority with all teachers beginning their training in the Berry Street Education Model (BSEM). This model will ensure all staff have the skills and knowledge necessary to best meet the cognitive, social and emotional needs of each of our students. This training complemented the implementation of the DoE Wellbeing Framework and the professional development being conducted within the wellbeing team around positive psychology.

Targeted wellbeing programs (P.R.I.D.E, GROW, RAGE, LEAPS, ABCN initiatives) continued for at-risk students as well as new programs (Connected Resiliency Program, All Sorts) initiated in order to meet the growing needs of the students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy and Numeracy – sustain expected growth above state of 75% of cohort Increase engagement of students in literacy and numeracy	\$71 728	222 LAMS activities were facilitated across years 7 and 9 which lead to a marked improvement in student literacy and numeracy capabilities with the Literacy & Numeracy continuum being superseded by the ALARA progressions, Doonside participated in the Learning Progressions trial and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Literacy Continuum – move students to at or above current level</p> <p>21st Century Learners – implementation of New 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>made active contributions to its design nationally.</p> <p>Doonside was a successful applicant for the Elevate – Agile Design for High Potential Learners project. This saw us work with a community of practice and industry experts to investigate ways to revolutionise learning at DTHS.</p> <p>Doonside adopted the Berry Street Education Model which led to the implementation of a systematic approach to supporting student wellbeing through resilience and de-escalation strategies.</p>

Next Steps

In 2018, staff will continue their professional development in the Berry Street Education Model. As part of the implementation of the Doonside Technology High School Wellbeing Framework, whole school pastoral care lessons will be implemented reflecting the BSEM and our work in the field of positive psychology. With an increased focus of personalised learning, all students will work collaboratively with staff to develop Personalised Learning Plans and Resiliency Plans. Strengths based assemblies will be implemented to celebrate student success. This will coincide with the re-writing of our school behaviour and discipline procedures which will focus on reflection, self-regulation and embracing and celebrating student success.

In 2018, a greater emphasis will be placed on the integration of explicit numeracy strategies across the curriculum. This will be supported further through the introduction of the ACARA Literacy and Numeracy Learning Progressions. In 2018 staff professional learning will support a collaborative approach to support student learning and engagement.

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

2017 saw the appointment of a HT Professional Practice whose role was to develop the capacity of staff and explore creative and innovative pedagogical approaches to increase student engagement. This appointment, combined with the appointment of a HT Student Engagement, whose role was to develop teaching practices around curriculum development, literacy and numeracy resulted in extensive professional learning in data analysis, integrated programming and personalised learning.

A restructured timetable was implemented in 2017 which allowed all staff greater access to professional learning. Weekly faculty meeting time was embedded into the timetable to allow staff to build their capacity within their curriculum areas. A structured and systematic approach to these staff meetings meant that professional learning opportunities provided to staff supported the achievement of our strategic directions.

A whole school approach to professional learning with the introduction of a Teacher Professional Learning (TPL) Committee, streamlined the processing of professional learning applications and the linking of PDP goals to professional learning resulted in greater transparency and an efficient use of professional learning funds to ensure we gained the greatest leverage for improved student outcomes and quality teaching. All staff continued to participate in the process of Action Learning research which was introduced in 2016. This method allowed teachers to investigate and deliver innovative pedagogies and then evaluate the impact of their action. The findings of individual teacher research were again shared with all staff at our Action Learning, Teach meet at the start of 2018, building the capacity of all involved.

The introduction of our Year 7 Middle School Program saw significant improvement in student engagement and better transition to high school for our Year 7 students. Negative behaviour referrals in Year 7 were reduced by 55% compared to 2016, with raw data indicating a significant decrease from 1627 to 728. Truancy decreased by 78.5% from 481 recorded incidents in Year 7 in 2016 to 103 incidences in 2017. Suspensions decreased by 72% with only 12 suspensions issued in 2017 compared to 43 in 2016, further examination of this data showed that most suspensions processed were not from incidents in the learning environments. The most significant impact however was in positive behaviour referrals issued by teachers increasing by 588% from 95 rewarded in 2016 to 654 rewarded in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
AITSL – progress and completion rates of accreditation levels Pedagogical practices – SMART2 and RAP data Quality Teaching Framework surveys Quality Teaching Rounds	Improvement measures (these were new measures developed for 2017) are shown in the progress for this year column. Funds Expended: \$206 025	85% of all staff are regularly using internal and external data to inform pedagogical practices In 2017 individual faculties accessed SMART and RAP data to inform teaching and learning. An improved school programming proforma which incorporated an evidence of learning section meant that teachers were regularly utilising formative assessment to inform their teaching practices and assess student learning. Performance markers from NAPLAN data was used by staff in targeted activities to improve literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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</p>		<p>Flexible pedagogies improve engagement Year 7 students</p> <p>2017 saw the establishment of our Year 7 Middle School program which focused on delivering curriculum aimed at improving student engagement. 29 planning days were provided to our Year 7 teachers in 2017 to allow teachers to engage in professional learning and collaborative discussions with colleagues to develop projects that targeted student engagement; were student centred and utilised flexible pedagogies.</p> <p>Significant improvement in engagement was achieved in our Year 7 Middle School program with data demonstrating sizeable reductions in negative behaviour referrals, suspensions and improvement in attendance. Substantial growth of 588% occurred in positive behaviour referrals. 80% of all Year 7 students (60) at the end of the year indicated that enjoyed starting high school the same or more than they expected indicating a smoother and more settled transition to high school for a larger proportion of students.</p> <p>2 school leaders commence their accreditation toward their higher levels accreditation</p> <p>Whilst several teachers have expressed interest in examining attaining their accreditation at higher levels no staff made progress towards this in 2017. 2017 saw one of our Deputy Principals selected to be part of the DET's Leadership Development Initiative (LDI) which saw them act as a mentor for a staff member in another school attaining higher levels of accreditation. This will now allow for greater support to be offered to teachers at Doonside Technology High School interested in working towards accreditation at a higher level.</p> <p>School leaders and aspiring leaders develop their understanding of leadership and build capacity of themselves and their teams</p> <p>In 2017 an executive professional learning program was introduced which saw structured and planned professional learning delivered by our senior leadership team to our head teachers and aspiring leaders to build leadership capacity in all those involved. Succession planning was facilitated through the introduction of 2ICs.</p> <p>School wide professional learning processes are developed that are personalised and link to strategic directions</p> <p>Action Learning introduced in 2016 continued to provide staff with greater autonomy over their development. The development of a new TPL application form focused on ensuring professional learning accessed with school funds was linked explicitly to individual teacher's goals or to the school's strategic directions.</p>

Next Steps

In 2018, the HT Student Engagement and HT Professional Practice will continue to develop and improve teaching practices in the areas of innovative and creative pedagogies, curriculum differentiation, literacy and numeracy to increase student engagement. This will continue to involve extensive professional learning focused on integrated programming and personalised learning through an evidence-based approach that is informed by data.

The TPL application process will be further streamlined through an online application process, making it less time consuming for staff to apply for professional learning and allow for a more efficient way to collect data on professional learning. Professional learning events in 2018 will continue to focus on the school's strategic directions and be informed by staff voice through survey data collected from staff at the end of 2017. This survey data will help to inform the establishment of the twilight PL calendar for 2018.

One deputy principal has been successfully accepted into the Leadership Development Initiative for 2018 which will see them work towards gaining accreditation at lead level. Executive professional learning will continue in 2018, with more opportunities being provided for our aspiring leaders and our faculty 2IC's as we continue to focus on building staff capacity and succession planning.

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 learning 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 2017, this strategic direction continued to focus on promoting collaboration and commitment to the shared vision from all relevant stakeholders. The school plan, the strategic directions and key management structures of the school were developed and implemented and embraced by staff, students and the parent community. Many initiatives were commenced to strengthen connection with our Colebee Learning Community; comprised of our partner primary schools, local businesses, universities, community organisations and inter-agencies. The Parent and Community group was invited to be part of our Action Learning Research and provided feedback to a range of key projects occurring in the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality and range of communication systems with parents and local community	\$0	Developed DTHS careers website. Panel training for our community. 2017 School Facebook page was developed.
Increase the involvement of parents/carers via the P&C	\$15 000	Action Learning incorporated parent involvement and feedback on projects well received. P&C Head Teacher subject presentations continued to be well received. Parent Forums for parent feedback on school planning and initiatives.
Business involvement – number of business/level of involvement	\$4 412	KPMG facilitated a leadership development program with executive staff.
CLC combined P&C/school performances/musicals	\$3 904	Transition program for partner primary schools. Successful maths accelerated program with Marayong South PS developed to facilitated student engagement in numeracy.

Next Steps

In 2018, there will be a coordinated approach to the implementation of effective writing structures to help develop student communication skills and in turn, improve student capacity to articulate their understanding in the Higher School Certificate. As a school, we wish to build on and develop the new connections made in 2017 and this will continue to be a major focus of the 2018 annual plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$104 113	<p>In 2017, the employment of a full-time Aboriginal Education Teacher assisted in closing the gap between indigenous and non-Indigenous students in relation to retention rates, attendance data, literacy, numeracy value added data and the attainment of post-school pathways. There was also an emphasis on developing an increased celebration of Aboriginal culture across the school community.</p> <p>Moving into 2018, the Aboriginal Education Teacher, in conjunction with the Aboriginal Education Officer will work collaboratively with students and their families to improve learning outcomes. Through a continued culture of high expectations, students will reflect on their Personalised Learning Pathways (PLPS) following each semester report and implement targeted strategies in relation to attendance and engagement to enhance retention to the Higher School Certificate.</p>
Low level adjustment for disability	\$208 226	<p>In 2017, two full time Learning and Support teachers in conjunction with an EAL/D teacher were used to provide effective personalised learning adjustments for students with a range of disabilities and learning difficulties. This was evident through the implementation of stage coordinators whereby each staff member worked closely with a designated cohort. Low level adjustments for disability were also demonstrated through the implementation of two full time and one part time School Learning and Support Officers (SLSOs) which were made available through RAM supplemented integration funding.</p>
Socio-economic background	\$115 000	<p>Additional teaching staff were employed to reduce class sizes and allow for the continuation of innovative processes to be trialled. This also provided an opportunity to run a greater number of electives in Stage 5 and 6. Our Middle School program in Year 7 will continue into year 8 in 2018. To support students with learning difficulties in the classroom a School Learning and Support Officer (SLSO) was also employed.</p>
Support for beginning teachers	\$206 025	<p>In 2017, a Head Teacher Professional Practice was appointed to support and mentor beginning teachers. The HT Professional Practice supervised and supported 16 beginning teachers throughout 2017</p> <ul style="list-style-type: none"> • 5 Permanent • 7 temporary and • 4 Casual <p>We received funding for two beginning teachers in 2017.</p> <ul style="list-style-type: none"> • 1st year funding for a temporary teacher and • 2nd year funding for a permanent staff member.

Support for beginning teachers	\$206 025	<p>A targeted teacher induction and mentoring program (TIMP) was introduced in 2017. This was achieved by the employment of a casual staff member 2 days a week to provide release time for beginning teachers and their mentors. This was a multi-faceted program which comprised:</p> <p>1. Targeted fortnightly professional learning sessions that were aimed at providing resources and knowledge on policies and procedures to better guide and modelling support beginning teachers as well as teaching and learning strategies and resources. Some topics of these sessions included:</p> <ul style="list-style-type: none"> • Risk management plans • Excursion policies and procedures • Work, Health and Safety Guidelines • Getting to know the AITSL professional standards for teachers • Classroom management <p>2. All beginning teachers were allocated a mentor from a pool of 9 experienced teachers. Mentors and beginning teachers met weekly over two terms where they participated in classroom observations which allowed them to gain feedback, reflect on and improve their practice.</p> <p>3. Beginning teachers also accessed professional learning from external providers.</p> <p>In 2018, the TIMP program will continue with a planned greater emphasis on supporting all permanent and temporary teachers in achieving accreditation at proficient level. To support this process at the end of 2017, the HT Professional Practice co-ordinated an accreditation resources for all beginning teachers which provided them with comprehensive information on gathering and annotating evidence and completing the accreditation report.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	340	346	367	340
Girls	324	320	321	302

Student attendance profile

School				
Year	2014	2015	2016	2017
7	89.2	89.4	87.3	89.7
8	87.1	83.9	85.2	83.5
9	86.6	84.4	82	80.4
10	78.3	81.7	79.1	74
11	70.2	80.4	76.4	85.5
12	82.9	81	84.3	84.3
All Years	81.9	83.3	82.3	82.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Our school saw a 0.4% increase in overall attendance in previous calendar year – this occurred in the attendance rates of Years 7, 11 & 12 whilst the attendance rates of Years 8, 9 & 10 did see an overall decrease. In the past year we have implemented a new attendance policy, the LAMP (Lateness & Attendance Monitoring) program for year advisors to streamline early intervention processes, automated the SMS and email messaging process to parents when their child is absent, provided real-time parental access to attendance data through the Sentral portal as well as a touch screen attendance kiosk in order help improve attendance rates.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5
Employment	4	0	28
TAFE entry	0	0	4
University Entry	0	0	40
Other	0	0	10
Unknown	0	0	13

There were 78 students who completed Year 12 in 2017. The male to female ratio numbered 43 females and 35 males. At the time of the destination survey, the following information was recorded:

A total of 27 Year 12 students were offered places at university; of which 26 accepted the offer and are currently pursuing tertiary education. Health courses such as Nursing, Exercise science and Engineering along with Law and Psychology were the most popular. This year also saw an increase in the entry into double degree courses.

In addition to this, a total of 8 students are pursuing alternative entry to tertiary pathways through a diploma course. Of these, 3 are studying at TAFE and 5 students are doing a diploma course at university. The students expressed their intention to further their education after completing the diploma course. There were 4 students recorded as seeking alternative training options at private colleges or similar institutions. The type of training undertaken included Hospitality, Business Services and Administration. There are 5 students involved in a full time traineeship and apprenticeship in the following areas; Plumbing, Electrical and Business Administration.

Students entering full time or part-time work made up 22% of the total leavers. Employment options (gained locally) ranged from retail, industry and health related areas.

Students unknown or undertaking other projects comprised of only 10% of the total cohort. These students are travelling, taking a gap year, involved in volunteer work, have relocated or did not return the survey.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	39.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.7
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	15.88
Other Positions	1

*Full Time Equivalent

The Aboriginal composition of the workforce is:

- 1 Head Teacher
- 3 Classroom Teachers
- 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	33
Postgraduate degree	67

Year 12 students undertaking vocational or trade training

Framework	Student Numbers
Entertainment Industry	11
Hospitality	15
IDT	9
Metals & Engineering	6
Primary Industries	9

In 2017, Doonside Technology High School provided invaluable opportunities for 44.44% of Year 12 students to develop their workplace skills through the range of Vocation Education and Training (VET) frameworks that are run at school by trained Vocational Education and Training teachers. A vast proportion of the HSC students accessed a VET course at school, and this resulted in the students receiving dual qualification. Student participation in work placements through VET frameworks gave them an opportunity to connect to the real world and resulted in them becoming work-ready. For many students this resulted in an effective transition from school as they gained part-time employment opportunities as a direct consequence of their placement.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 85 students who enrolled in Year 12 in 2016, 78 students successfully completed their HSC journey. In 2017 a total of 78 Year 12 students graduated from Doonside Technology High School and received their HSC qualifications.

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, achievement of the school's strategic directions and a substantive aspect of the school's budget.

In 2017, Doonside Technology High School was committed to the provision of meaningful professional learning responsive to key aspects of the school's strategic directions and the complex professional needs of staff.

Staff at Doonside Technology High School participated in three School Development Days on the first days of Term One, Two and Three in 2017. The focuses of these events included; school planning, design thinking, integrating technology, effective programming as well as staff and student wellbeing.

In addition to these days, two Saturday professional learning days were held where staff participated in training on the "Berry Street Education Model" (BSEM). This model is designed to improve a school's capacity to address school engagement of vulnerable and disadvantaged youth so they can achieve their personal and social potential through educational achievement. Strategies from the BSEM have been implemented in all Doonside Technology High School's classrooms and have been supported with the development of a school learning model.

2017 saw a restructuring of our staff meetings to ensure that they were devoted to staff professional development. These meetings focused on Action Learning, literacy and numeracy strategies, technology workshops, student wellbeing and included mandatory training requirements for Anaphylaxis, CPR, Code of Conduct, child protection and fraud and corruption.

In 2017, Doonside Technology High School introduced weekly sessions of targeted professional learning for our executive staff and aspiring leaders. The focus of these sessions included; the analysis of data, classroom observation, managing change, evidence and the school's excellence framework. A key component of these sessions was the establishment of an executive mentoring morning program with an external partner KPMG to build our executive leaders management skills. Further professional learning was provided to our leadership team through their attendance in our annual executive conference which focused on communication styles and the formation of the school's strategic directions for 2018 – 2020.

Within the Performance and Development (PDP) framework, individual teachers continued to take responsibility for the direction of their professional learning. Application processes ensured close alignment of professional learning with staff PDP goals. 45 teachers accessed 234 professional learning opportunities provided to them by external providers, both in and outside of school, and online learning. The establishment of new professional learning application systems saw the establishment of a TPL Committee,

the publishing of weekly meeting minutes and the entry of all TPL onto the school's calendar which ensured greater transparency and accountability of funds. In addition to this, 52 staff participated in 62 planning and programming days (on site) which were provided to faculties and middle school teachers to build capacity and which focused on improving teaching and learning.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	744,040
Revenue	9,480,318
Appropriation	9,323,723
Sale of Goods and Services	21,846
Grants and Contributions	123,654
Gain and Loss	0
Other Revenue	2,134
Investment Income	8,961
Expenses	-9,196,275
Recurrent Expenses	-9,196,275
Employee Related	-8,304,863
Operating Expenses	-891,412
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	284,043
Balance Carried Forward	1,028,084

The balance carried forward of \$1 028 084 includes: \$105 954 of fundraising, Lead Psychology Practice funds and LDI funds and \$64 639 of Trust account funds. DTHS had disruptions during terms 3 & 4 due to closure of blocks and classrooms for major unscheduled maintenance. During this time many intended projects were unable to be completed. This resulted in a higher balance carried forward than that of previous years.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,071,479
Base Per Capita	114,143
Base Location	0
Other Base	5,957,336
Equity Total	1,619,024
Equity Aboriginal	103,094
Equity Socio economic	1,055,276
Equity Language	64,641
Equity Disability	396,013
Targeted Total	1,097,389
Other Total	182,638
Grand Total	8,970,530

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.

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.

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.

2017 NAPLAN results demonstrate a significant improvement in student results across a range of areas.

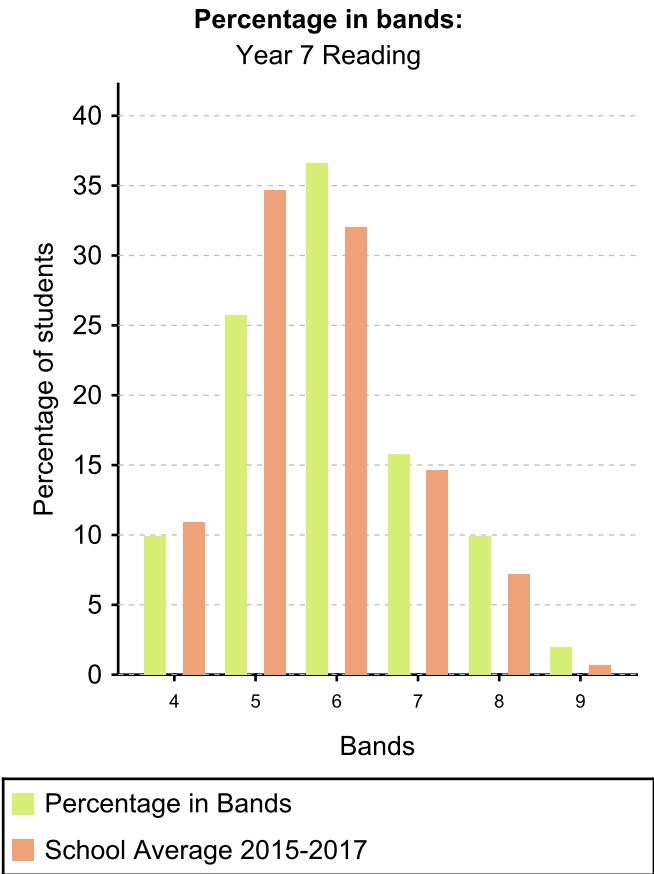
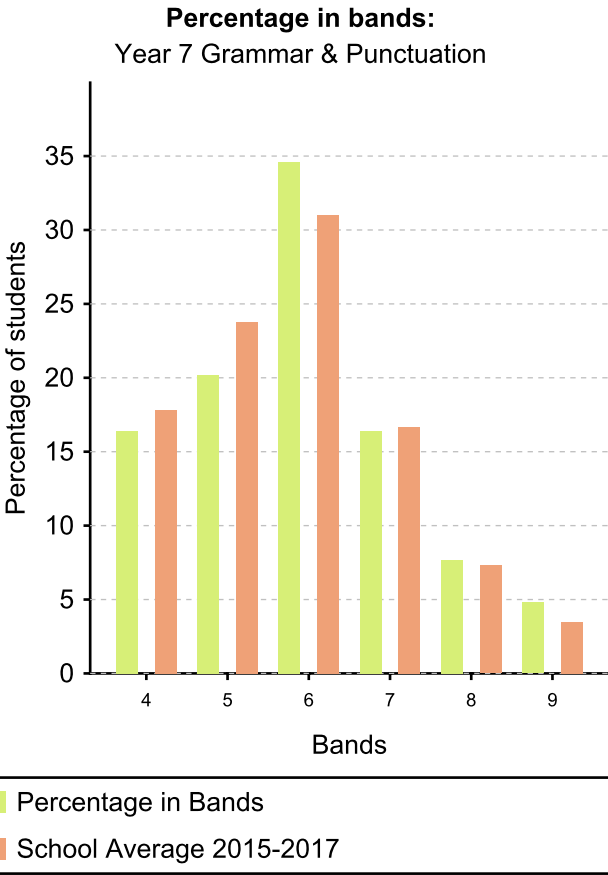
Students in Year 7 and Year 9 participated in a school based intensive literacy and numeracy project called the *Literacy and Numeracy Improvement Strategy (LANIS)*. The LANIS project saw students undertake NAPLAN-style, skills-based tasks on a daily basis in Term 1. This project, in conjunction with faculty-based strategies has led to an overall improvement in student NAPLAN results.

Year 7 students demonstrated strong levels of improvement across Language Conventions, Spelling, Reading and Numeracy with increased percentages of students pushing into the top performance bands.

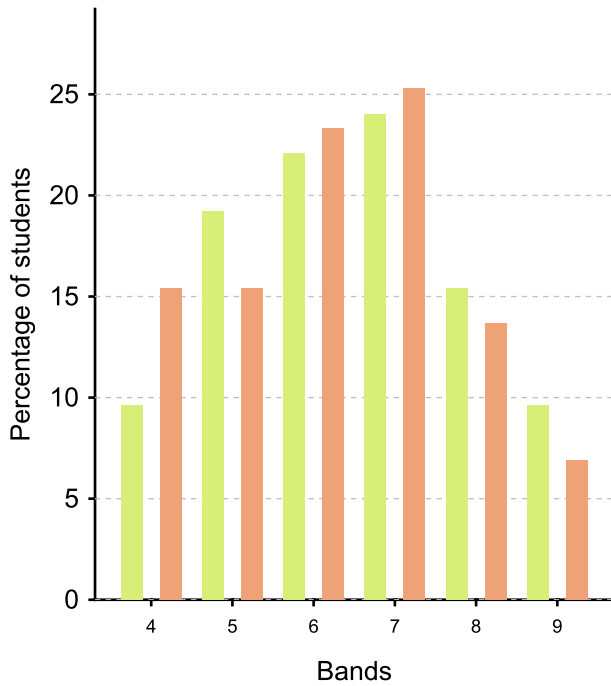
An area for student development in 2018 is Writing. Following 2017 results, students required greater assistance in the development of persuasive texts which will be addressed in 2018 through the *DTHS Literacy and Numeracy Framework* and the implementation of faculty-based writing strategies.

In 2017, Year 9 students also demonstrated improved performance across Reading, Language Conventions, Spelling and Numeracy.

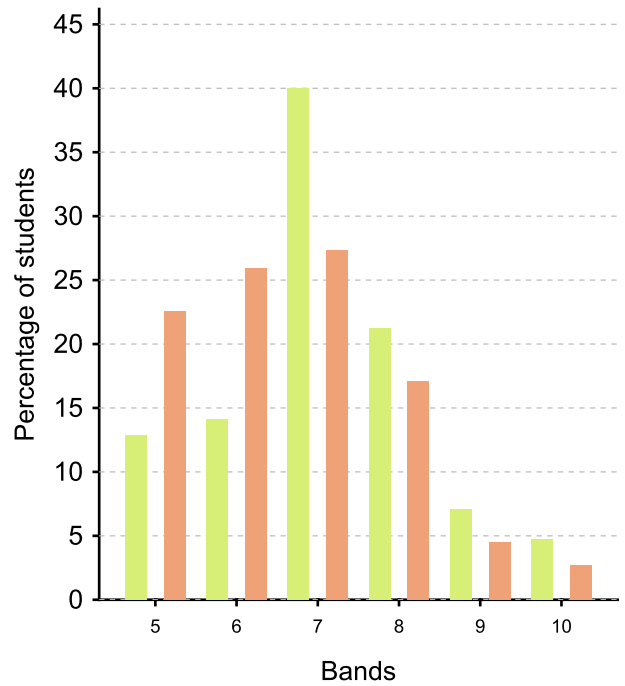
Individual item analysis of student performance against specific NAPLAN markers indicated that Year 9 students demonstrated high levels of improvement with 56% improvement in student's ability to identify the main purpose of a text (Language Conventions) and a 36% improvement of students to be able to solve linear equations (numeracy). Such significant improvement is attributed to the LANIS project, integration of explicit learning strategies and faculty based initiatives such as the use of Maths Online by the Mathematics faculty. Integration of these initiatives in 2018 will see continued improvement in student performance in NAPLAN.



Percentage in bands:
Year 7 Spelling



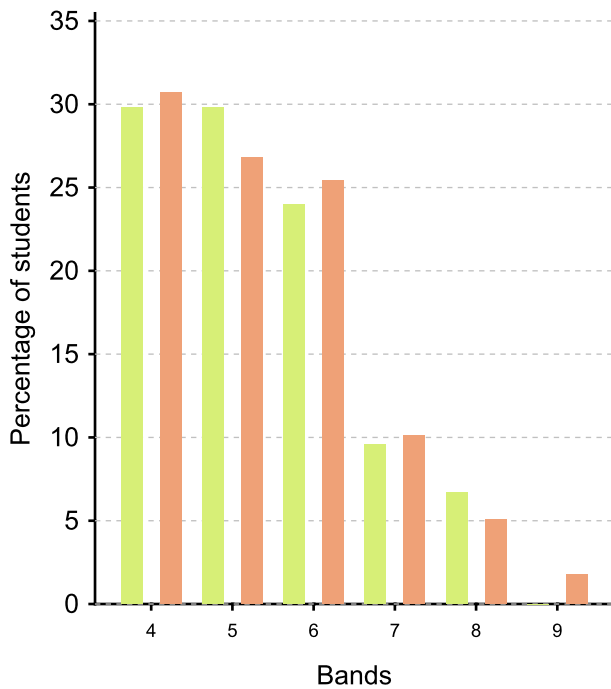
Percentage in bands:
Year 9 Grammar & Punctuation



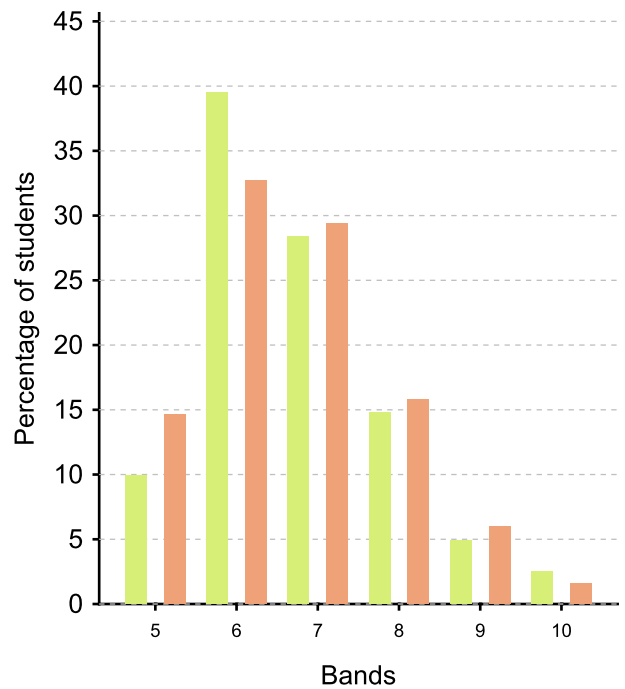
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



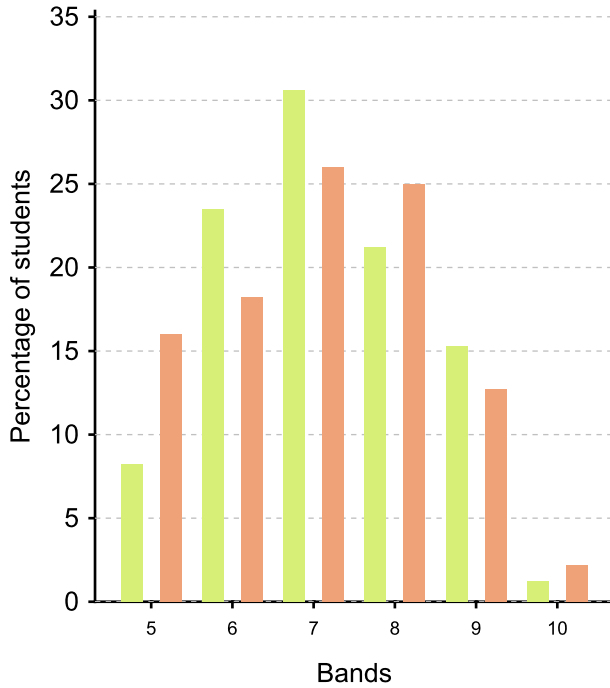
Percentage in bands:
Year 9 Reading



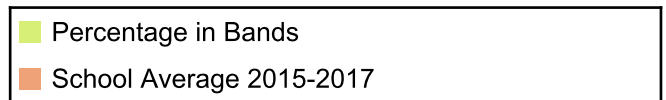
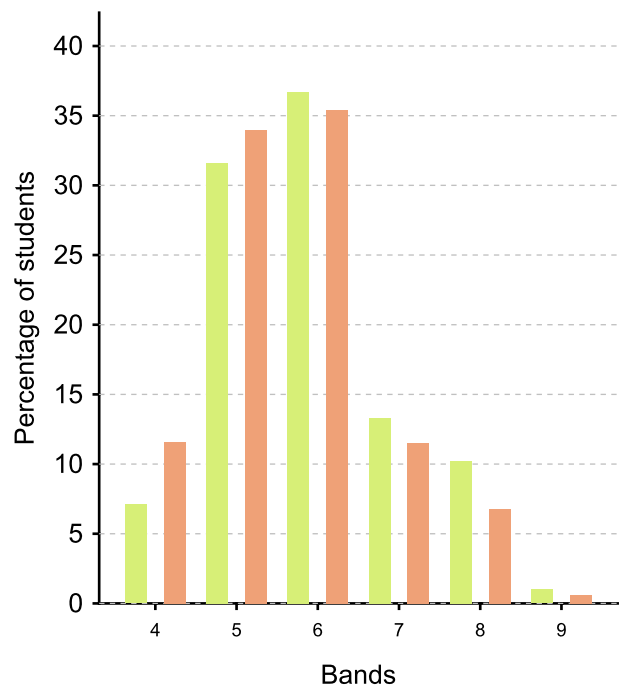
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

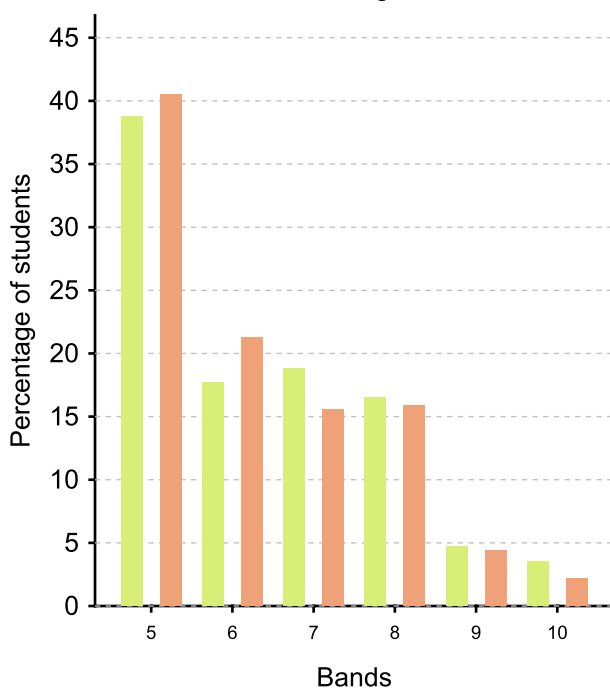
Percentage in bands:
Year 9 Spelling



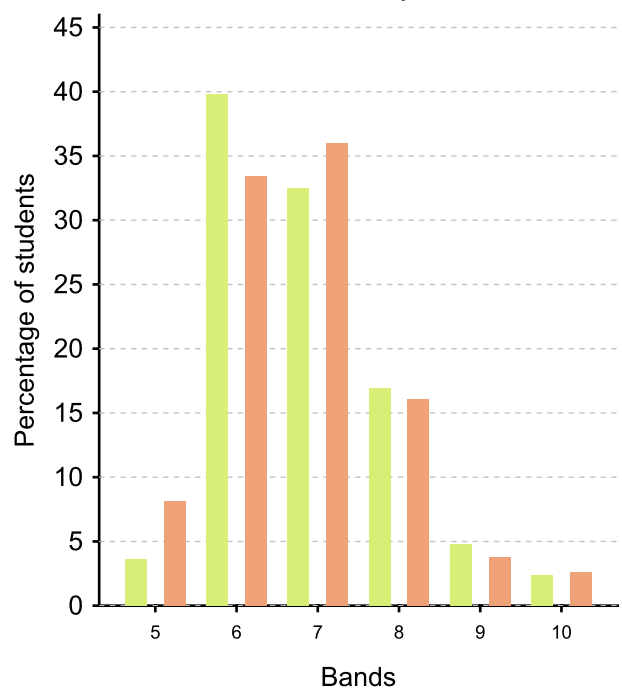
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



In 2017, students demonstrated pleasing performance in the Higher School Certificate with students attaining high academic results across Biology, English (Standard), Senior Science, Visual Arts, Mathematics and Music.

Across most subjects, there was also a significant

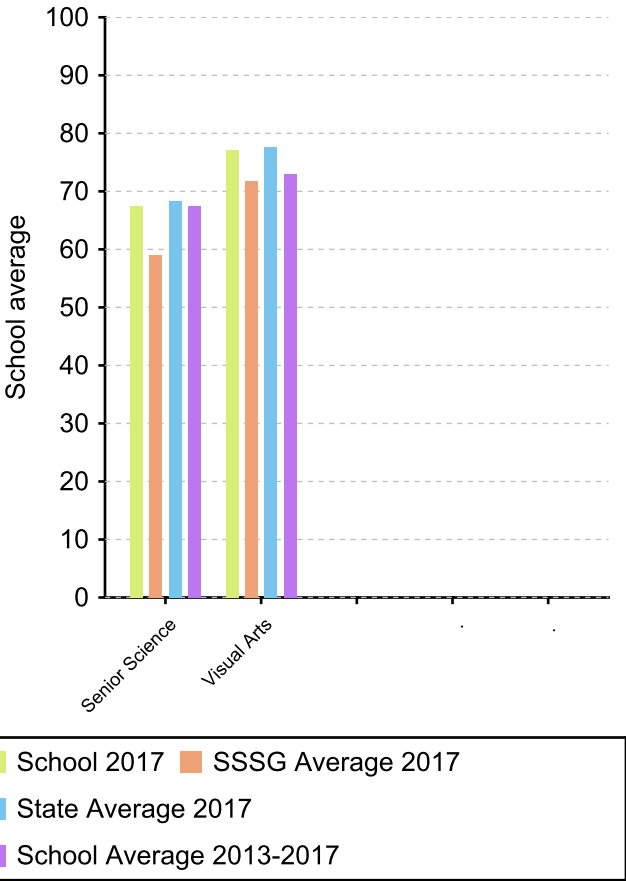
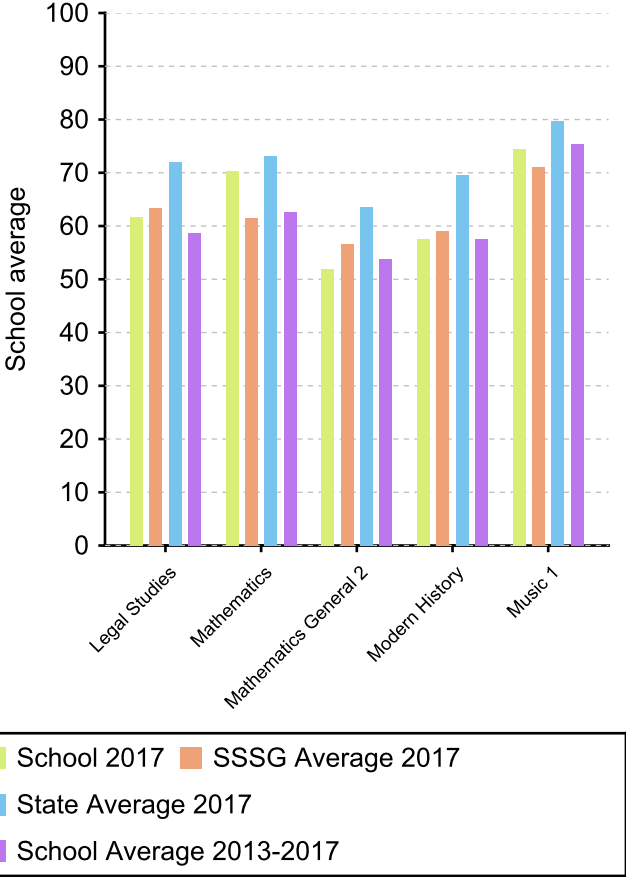
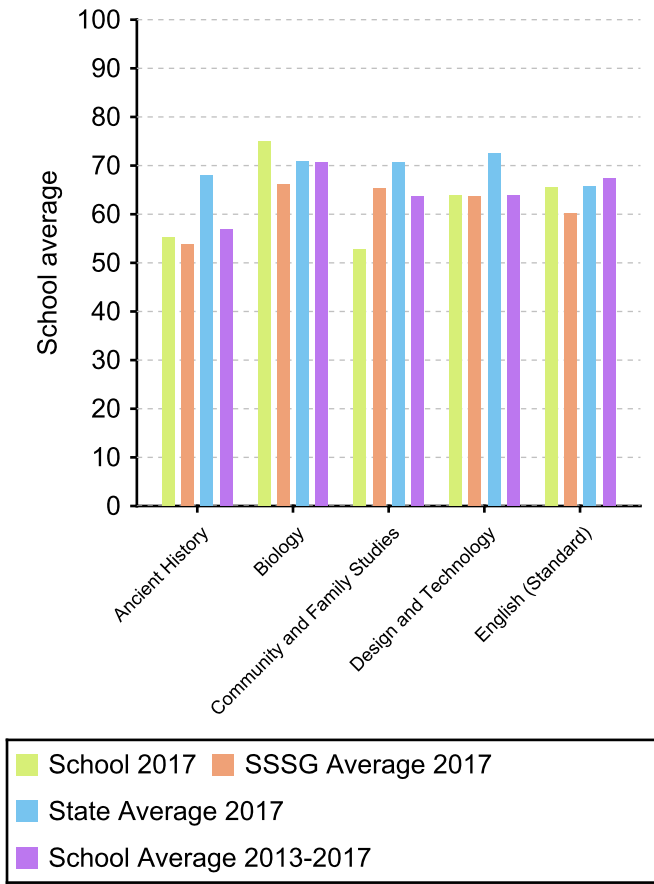
improvement in the school average for 2017 in comparison to its 2013–2016 performance. The continued improvement in student results is attributed to explicit faculty based strategies which aimed to improve student knowledge retention and examination–based performance. Additionally, school based approaches through the careers advisor and Head Teacher (Secondary Studies) enabled students to effectively identify subjects which reflected their interests and post–school pathways.

Higher School Certificate (HSC)

In 2017, students demonstrated pleasing performance in the Higher School Certificate with students attaining high academic results across Biology, English (Standard), Senior Science, Visual Arts, Mathematics and Music.

Across most subjects, there was also a significant improvement in the school average for 2017 in comparison to its 2013–2016 performance. The continued improvement in student results is attributed to explicit faculty based strategies which aimed to improve student knowledge retention and examination–based performance. Additionally, school based approaches through the careers advisor and Head Teacher (Secondary Studies) enabled students to effectively identify subjects which reflected their interests and post–school pathways.

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



In 2018, there will be a coordinated approach to the implementation of effective writing structures to help develop student communication skills and in turn, improve student capacity to articulate their understanding in the Higher School Certificate.

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 with a strong emphasis on celebrating Aboriginal identity. 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 (AECG), 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 demonstrated 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 demonstrate an ongoing commitment to professional learning. 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.

Multicultural and anti-racism education

Doonside Technology High School is a community that values and promotes cultural inclusivity and diversity. The school has 41.68% of students from a language background other than English. We embrace and celebrate cultural diversity and provide proactive programs promoting respect, tolerance and anti-bullying which together with a caring allows students to feel safe, happy and committed to achieving their best.

Difference is celebrated, enriching the school's culture and backgrounds of students. There were a number of special activities such as Harmony day and Multicultural day held during the year to enhance and celebrate the school's cultural identity and diversity.

To cater for our growing Pacific Islander population the school employed the services of CLO/Community Representative to implement culturally appropriate wellbeing programs for our targeted students.

The Anti-Racism Contact officer (ARCO) at the school actively promotes an atmosphere of harmony and