

# Davidson High School

## Annual Report



2017



8479

## Introduction

The Annual Report for **2017** is provided to the community of **Davidson** 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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Principal

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# School background

## School vision statement

A community school, Davidson High School is committed to providing an inclusive educational environment that is supportive, innovative and engaging. We believe that by working strategically and collaboratively we will inspire and develop future focused students who are active and connected learners and critical and creative thinkers.

## School context

Davidson High School is a comprehensive, co-educational and inclusive secondary school that provides an education for 860 students on the Northern Beaches of New South Wales. The school is gender balanced and shares a close relationship with its partner schools. It is committed to providing an educational environment that challenges and inspires each child to achieve their personal potential. A diverse curriculum is provided including a wide range of extra curricula activities. The school fosters positive partnerships with parents, partner primary schools and the local community. Current school priorities include quality teaching and learning, strategic feedback, community partnerships, leadership development and a diverse curriculum. The school is highly valued and supported by its community. Focus programs include performing arts, student leadership and cultural exchange.

# 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.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

### SEF – Learning

Learning Culture. Staff understand the importance of learning and engagement and support the notion of innovative curriculum delivery. The variety of opportunities that are available to students supports our learning culture through extra curricular activities. This is best exemplified in initiatives like Duke of Edinburgh, SOPA, Leadership Challenge just to name a few. Positive, respectful relationships are evident among students and staff and this is supported through school interviews and the collection of data. These relationships are the cornerstone of learning in our school.

Wellbeing. Through student interviews which are conducted each year with each year group, the overwhelming majority of students cite helpful and encouraging relationships as one of the things they like about Davidson HS. They also believe staff and students within the school support and care for one another. Student interviews provide the school with a barometer about student learning and wellbeing. It provides a student voice to school focus and direction as well as allowing students' time to reflect on their learning and progress. The school has in place a comprehensive and inclusive framework to support students. There is a scope and sequence of all welfare activities in the school and this can be accessed on the school website. There has been an increase in wellbeing workshops for both students and parents which have been highly valued by the school community.

Curriculum and Learning. The Davidson Circle of Practice directs learning and the curriculum in the school. It is a tool that brings all our current practice into one simple document. Teaching practice and innovative delivery in the school is underpinned by a strong focus on evidence based research. The school actively collects and uses information to support successful student transitions. There are strong links between our partner primary schools that helps us to know the students who are transitioning to Davidson. The Learning Support Team work with parents and students to support students in their learning journey. There are processes in place to disseminate information that will help students develop in the classroom.

Assessment and Reporting. As part of our Strategic Plan there has been a focus on feedback and reflection at Davidson HS. Reflection is an important part of moving learning forward. At each reporting period we provide time for students to stop and reflect upon their achievements and to devise a plan for their future learning based on teacher's comments. Student interviews each year also provide students opportunities to engage in a conversation about their performance. Faculties also have systems to provide feedback and reflection to students using two way feedback, exit slips and peer feedback. Staff have access to a central file of ideas and proformas for feedback and reflection.

**Student Performance Measures.** RAM funding has contributed to the provision of ESL and Aboriginal support within the school. This has seen a growth and development in the performance of these students. Students have been provided with more individualized tuition which suits their stage of learning. The school achieves good value added results across all areas. 2017 HSC results were pleasing with Davidson achieving excellent results across the board. For the first time students received nominations in all HSC major works.

#### SEF – Teaching

**Effective Classroom Practice.** Teachers are provided with time to review student performance data and to evaluate their programs and the effectiveness of delivery. The focus for professional learning across the school is based on school needs and evidence based best practice. One focus area for 2017 was on vocabulary and staff were provided with professional learning to support them with their implementation in the classroom. The Marzano's Institute Six Step Vocabulary guide was used across the school as a tool to develop vocabulary. Staff are committed to identifying and implementing the most effective teaching methods to enhance student success.

**Data Skills and Use.** Formative and summative assessment is used by teachers to understand the learning needs of their students, to program appropriately and to inform future practice. There has been a greater focus on data collection and staff have been provided with professional learning to assist them in understanding data analysis and how they can incorporate it into their learning plans.

**Collaborative Practice.** We believe that we have expertise in our school that is valued and should be shared. Good to Great groups provide opportunities for staff to learn, collaborate, observe, discuss and feedback. Good to Great groups in 2017 were led by experts and based on staff needs. We have specific structures to facilitate cross faculty collaboration. Discussion in these groups plays a major role in helping staff understand what is happening across the school in terms of classroom practice and strengthens the collaborative culture of the school.

**Learning and Development.** Professional learning for staff is focused on improvement, effective teaching strategies and evidence based research. The school uses a range of strategies to deliver professional learning to the staff – workshops, forums, discussion groups, speakers, market place and speed dating. Teachers plan their own professional development through the PDP process. This information is then collated to inform professional learning over the school year. There are systems in place to support early career teachers and the school takes a lead position in their development not only at Davidson but also the Warringah Community of Schools hosting an induction conference and follow up workshops each term.

**Professional Standards.** The professional standards are evident in professional learning sessions at both a whole school level and a faculty level. PDPs are linked to the standards and the Strategic Plan and staff have collected evidence to support their professional learning goals. The school has hosted events for the Region on all areas of the accreditation process with staff from within the school attending to gain a greater insight into the process. Teachers have been given opportunities to work beyond their classroom to contribute to broader school programs and have taken on whole school responsibilities such as Good to Great leaders, Yr 5 Enrichment Program and workshops for the Warringah Community of Schools. Early Career teachers have had the standards and the accreditation process unpacked for them by experts from regional office ensuring that the accreditation process is thoroughly understood.

#### SEF – Leading

**Leadership.** Leadership development for the Executive has been critical to the school's capacity building. Specific time is built into Executive meetings for professional discussion that promotes reflective and innovative conversations. Professional learning also occurs in the meeting time using a range of strategies including presentations, professional readings and workshops. The Executive Conference supports and directs school improvement and is held once a year. Ideas, research and planning are at the core of this important conference. Focus areas and improvement measures are refined and feedback is then sought from the school community to achieve educational priorities.

**School Planning, Implementation and Reporting.** The Strategic Plan was created with the input of staff, parents and students. Through meetings, interviews and focus groups they set the future directions for the school. During 2017 the Executive have monitored and evaluated the plan at key points throughout the year. School activity has been directed at delivering the Strategic Plan and our progress has been mapped against the milestones. Professional Development Plans reflect the school goals and the Davidson Circle of Practice.

**School Resources.** The school uses resources to continually improve student outcomes, physical spaces and the functionality of the school. Resources are targeted to support the strategic directions of the school. School leaders are an important resource in the school. Staff have then been provided with opportunities to take on leadership roles with accompanying professional support to assist with the undertaking of their role. Expressions of interest were sort for all leadership positions and all interested staff have been provided with the opportunity to lead. An extra HT position has also been created to drive aspects of the Strategic Plan. In 2017 it was a Head Teacher Teaching and Learning position that focuses on improving student outcomes. The cost of this position has been assumed by the school.

**Management Practicesand Processes.** Students, staff and parents are provided with opportunities to provide feedback, direction and evaluation to the school. The student interview processes each year gives students a voice in the school and the opportunity to discuss their learning and welfare within the school. The School Interview service has also been expanded to allow parents to respond to school events online. Parent engagement has been strengthened by using this service. Parents have also been surveyed over a range of issues asking them for constructive feedback related to school improvement.

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

### Effective Empowered Leaders of Learning

#### Purpose

To develop our capabilities, learn from others, reflect on our own teaching practice and respond to feedback by evaluating and adapting our teaching. This will inspire and develop future focused students who are active and connected learners and critical and creative thinkers.

#### Overall summary of progress

Collaborative practice, feedback and research based best practice was the focus for professional discussion and learning in 2017. Marzano, Hattie, Visible Learning and reflective practice framed the discussion between staff in Good to Great groups and within faculties.

Through a collaborative process the staff developed the Davidson Circle of Practice which outlines the main initiatives in the school and how they all work together to improve student outcomes.

All staff were trained in literacy strategies for the classroom with a focus on vocabulary. Marzano's Six Step Process to teach academic vocabulary was the model used to deepen student and staff understanding of how vocabulary is constructed.

The Warringah Community of Schools provided other valuable opportunities to further professional learning and discussion through the Early Career Teacher network, the Accreditation network, the Visible learning projects and Instructional Rounds.

The Senior Executive ensured a high level of professional discussion was undertaken in Executive meetings exploring professionally developed workshops, professional readings and discussion on core educational issues to develop the leadership skills of the Executive.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of staff produce Professional Learning journals that reflect their professional growth in identified areas.	\$325	All staff completed a professional learning plan and reflected on their progress at determined times throughout the year. All staff have an observational partner. All staff were given Professional Learning journals to support their collection of evidence for areas identified in their professional development plan. Evidence is discussed when reflecting on their progress towards their goals.
100% of teaching programs explicitly embed strategies from evidence based research in their programs.	\$8000	All faculties worked on programming in 2017 embedding strategies from a range of evidence based research including, Hattie, Quality Teaching and Marzano. Further support and discussion around the implementation in the classrooms was followed up in faculties during professional learning time and through cross faculty groupings during meetings and staff development days.

#### Next Steps

This concludes our 3 year plan. Collaboration across the school community informed the next 3 year plan 2018 – 2020. The focus for staff will be on improving literacy across the school and further developing the staff's capacity to deliver high quality literacy sessions. 6 Instructional Leaders have been chosen to develop staff across the school using the school plan as their guide. Three Instructional Leaders will assist staff in developing their literacy skills and provide resources for staff to use in their classrooms. The other three Instructional Leaders will work on developing classroom practice using a coaching/mentoring model using the Marzano model.

## Strategic Direction 2

Active Engaged Learners

### Purpose

To foster an environment that supports student learning through collaboration, authentic experiences, high expectations and engagement within the school and the wider community. To build the capacity and confidence of students to think critically and creatively and to take responsibility for their learning becoming active and informed citizens.

### Overall summary of progress

Students are given the opportunity to use reflection on assessment and reporting processes and feedback to improve and plan their learning. Staff use a range of strategies including assessment and report reflection, exit slips, goal setting and two way feedback. A Literacy Project was introduced to staff and students that focused on vocabulary. This year we have implemented other Student Support Sessions to help students move their learning forward using Elevate, ACE, ACE It and ACE in the Arvo.

Positive, respectful relationships are evident amongst students and staff, promoting student wellbeing and an encouraging environment for student learning. Through student interviews we have identified that students have a strong sense of belonging at school, positive relationships with their peers, and that teachers are encouraging and responsive to their needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students achieving in the top 3 bands on external testing with 20% of students achieving at a high level.	Student Support Programs including ACE programs \$20000	<p>On average 35% of students performed in the top 2 bands in NAPLAN in Yr 7 in the areas of Reading, Spelling, Grammar and Punctuation and Numeracy. In Yr 9 the areas were Numeracy, Reading and Grammar and Punctuation.</p> <p>In the HSC most subjects had a minimum of 30% in the top 2 bands. The majority of subjects had between 40% and 80%. Some subjects had 100% in the top 2 bands.</p>
Students are 10% more engaged than the state cohort in terms of their engagement in their learning.	Student Interviews \$10,000	<p>Student attendance is significantly higher at Davidson than across the state in every year group significantly more so in the senior years.</p> <p>Students indicate through student interviews that their school experience is supportive, relationships between staff and students are strong and that they feel happy and safe at school.</p>

### Next Steps

Literacy sessions will be created to ensure students have appropriate literacy skills beyond school and in preparation for the HSC Minimum Standards. Lit Fit will be implemented across the school. This will be in the form of small group literacy sessions held once a week for Yrs 7 –10. The project will be overseen by 3 Instructional Leaders who will be responsible for the resourcing of the project and the training of staff. Formative and summative assessment will occur to monitor student progress.

The Resilience Project will be introduced to support and enhance student learning and wellbeing. External providers will work with staff to deliver programs that are specifically designed for our unique situation. Student workbooks around resilience will be developed for our students in the context of our school community. Student interviews and focus groups will support the project.

## **Strategic Direction 3**

### **Proactive and Positive Partnerships**

#### **Purpose**

To ensure staff and the wider community are engaged in effective, proactive and positive partnerships that support and improve student learning outcomes.

#### **Overall summary of progress**

Leadership development is central to building school capacity for both students and staff. Student leadership capacity has been enhanced through the development and implementation of the Student Leadership Challenge in Years 7 – 11 as well as a revised plan for senior leaders. The introduction of the School Service medal has provided students with the opportunity to give back to the school community.

There are opportunities for students, staff and the community to provide constructive feedback to the school on practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. Focus groups, interviews and surveys were used to get student feedback.

As a growing school we have had a focus on physical spaces during 2017. Strategic financial management has been used to gain efficiencies and maximise resources available to the school. Using RAM funding, maintenance, grants provided by the Department of Education and partnering with the P and C we have built new Science laboratories, an Outdoor Covered Learning Area and an outdoor gym.

#### **Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
A 20% increase in students participating in programs that facilitate the development of their leadership capacity.	\$3000 for teacher relief	20% increase was achieved in the first year of the school plan. There has been a further increase in student participation in leadership activities each year. The introduction of the School Service Medal further enhanced the student leadership program.
20% increase in community involvement in student events and the celebration of student learning.	\$15,000 for creation of publicity materials to enhance the school profile and strengthen community engagement.	20% increase was achieved by the second year of the school plan. New sessions for parents were introduced in 2017. This led to a further increase in community engagement at school events.

#### **Next Steps**

To promote a strong collaboration between parents, students and the school to support continuity of learning we will use a variety of technologies including School Bytes app, class group emails to parents, increase parent/community support sessions and programs and review and refine our student interview process.

We will work in collaboration with our school community to improve learning and leisure areas for students. These will include bus bay safety, water stations, renewed outdoor learning area, water tanks, technology equipment, updates in key learning areas and public artwork.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3628.95 for ATSI Mentor	<p>Sessions with new and existing Aboriginal and Torres Strait Islander students Year 7–12 was a priority at the beginning of the year to help students settle into the school routine, explore their Indigenous culture and help with school work. The senior years in particular, focused on ascertaining that the students were engaged and that their progress reflected their goals and aspirations. A number of strategies were used to support the students including: contact with parents either in person or emails, mentoring and counselling, extra assistance from teachers, Learning Support staff and tutoring. The Careers Advisor worked with students to explore interest and opportunities for life after school (Work/TAFE/University).</p> <p>Students were given the opportunity to meet other Aboriginal students from the area and explore their culture and heritage with the Northern Beaches Aboriginal education and engagement officer. Staff and students worked with the Warringah Community of Schools to plan and implement NAIDOC week celebration within the school.</p>
<b>English language proficiency</b>	\$25,456.32 for ESL teacher.	<p>In 2017 there were one hundred and sixty seven students with a second language background. A smaller portion of these students received weekly support and the majority of these were international students, who intend to remain for the HSC and future studies.</p> <p>All new students and those requiring support were tested a minimum of twice a year according to the EAL/D Learning Progression and the ESL reporting scales. Students are tracked across a number of KLA's throughout the year in all modes. There were ESL English classes for years 10,11,12.</p> <p>Small group workshops focused on pronunciation, grammar, English expressions and idioms, the reading of texts, the reviewing of subject topics or modules and assessment preparation. Students were able to access one on one tutoring for assistance with individual difficulties or assignment tasks.</p> <p>The International Coordinator and the EAL/D teachers, collaborated with all staff to ensure there was a program in place to support students with their language ability, their academic ability, their mental health and any well being issues arising from social, cultural or homestay difficulties.</p> <p>All students were interviewed, encouraged to discuss issues, set goals and reflect on their learning. An international student survey is undertaken annually, with the majority of students responding with positive outcomes. Any areas of concern that are raised in the</p>

<b>English language proficiency</b>	\$25,456.32 for ESL teacher.	survey are investigated and workable solutions implemented.  International students are encouraged to be an integral part of the school community. Consequently one of the students was elected vice captain and several were in the top 10% of the state.
<b>Low level adjustment for disability</b>	\$29,344.81 for Teachers and SASS Learning Support.	Learning and Support has continued to develop students through an inclusive model of education that provides equitable access to all areas of the curriculum. With regular classroom LaST and/or SLSO support and provisions offered for exams and assessment tasks, students with additional needs are empowered to achieve learning outcomes to the best of their ability. The introduction of the literacy program, WordFlyers, was a successful addition for selected students and will continue to be implemented as a part of the whole school literacy project.  Communication with parents and staff continues to play a significant role in Learning and Support. The implementation of an accessible, updateable spreadsheet to communicate student needs is available to all staff and regularly updated. This includes links to individualised strategies used to support students across a wide range of tasks. This also includes information for the National Consistent Collection of Data (NCCD) for students with a disability. The Learning and Support Team continues to monitor students, meeting three times per term and assessing teacher and parent referrals as well as share professional learning experiences. Further professional development on 'Differentiation and Adjustment' was also provided for staff in specialised training sessions and the Learning Support Toolbox is available for all.
<b>Socio-economic background</b>	\$22090.87 for improved learning spaces.	In 2017 funds were used to improve learning spaces in the school.  An outdoor gym was designed and built to encourage students to be more active.  The school has a focus on the Creative and Performing Arts. Their creative space was enhanced with a new sound system to improve the quality of sound for performance items.  Students were also provided with assistance to further their studies accessing the Student Assistance Scheme.
<b>Support for beginning teachers</b>		Early career teachers indicated they felt supported and prepared for their first year of teaching. They valued the collegiality and the opportunity to have input into their professional development.

<b>Support for beginning teachers</b>		<p>Beginning teachers both permanent and temporary participated in the Warringah Community of Schools Beginning Teachers Network which held an initial conference and then met for a ½ day each term to participate in professional learning in the areas of accreditation, classroom management, differentiation, GATS and a range of classroom strategies.</p> <p>Early career teachers were provided with a reduced teaching load, a mentor and a range of professional learning opportunities.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	424	427	418	431
Girls	354	371	394	413

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.2	95.2	95.6	94.9
8	92.7	93.5	94	92.8
9	93.3	92.5	93.8	91.8
10	90.9	93.3	91.7	91.3
11	92.8	92.8	96.5	94
12	93.4	93.3	96.3	96.1
All Years	93	93.4	94.7	93.5
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

Attendance is monitored on a daily basis. Roll marking occurs each lesson. Parents are notified of their child's absence via SMS. Deputy Principals take responsibility for the overall monitoring of the individual year groups. When school attendance becomes a concern parents are contacted in the first instance and an interview is arranged to identify appropriate support mechanisms to improve attendance. If attendance continues to decline the Home School Liaison Officer is contacted and a referral is made.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	0	6
Employment	2	1	20
TAFE entry	1	0	6
University Entry	0	0	52
Other	0	0	13
Unknown	0	0	3

### Year 12 students undertaking vocational or trade training

19% of Year 12 students undertook a vocational subject either through TAFE or VET delivery at school.

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

100% of students attained a HSC or equivalent vocational educational qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	42.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	10.88
Other Positions	1

\*Full Time Equivalent

We have one Indigenous staff member.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

## Professional learning and teacher accreditation

Collegial discussions between staff and professional learning are valued at Davidson High School as a means to improving the quality of teaching and learning outcomes in the classroom as well as supporting the overall wellbeing of our students.

Staff development days were held in terms 1–3. In term 1, there was a focus on updating staff in areas of mandatory training such as CPR, Code of Conduct, Child Protection as well as an update on the learning needs of our students. During terms 2 and 3, we implemented the literacy focus for 2017 after analysis of NAPLAN data and discussion with literacy leaders from each faculty. As a result of this process we introduced explicit instruction of vocabulary across the school using a dedicated literacy group to drive the implementation of Marzano's 6 steps instruction. Professional learning and collegial discussions developed teacher skills to deliver the process in all classrooms, gather data, and develop leadership skills to assist the literacy leaders in their role. In term 2, a representative from the Marzano's Institute provided professional development on best practice research from the Art and Science of Teaching. In term 3 faculties developed a program of professional development to meet their needs which included a focus on the new senior syllabus to be implemented in 2018.

Extended Faculty professional learning sessions were conducted in each term focusing on the modification of practice based on data analysis, skills, programming, assessments development of literacy templates to support the implementation of explicit instruction of vocabulary. Teachers were supported in their professional dialogue with colleagues, focusing on working towards their identified goals in PDPs.

All staff participated in a range of professional learning activities, whether they were offered at the school level or through external providers. \$55,244 of TPL funds were spent on professional learning, across the school. The P&C supported 3 staff to attend a conference in Melbourne and Sydney at a cost of \$4500. The school hosted workshop for the Warringah Community of Schools for Early Career Teachers and Accreditation.

There were 4 teachers in 2017 working towards BOSTES accreditation at Proficient. Mentors were

provided for teachers in their first year and ongoing support from Head Teachers in their second year. They were supported by Head Teachers and Senior Executive through classroom observations. Support was also provided from more experienced teachers in gathering evidence and working towards the accreditation report. In 2017, there were 18 teachers maintaining accreditation at proficient. There are 2 teachers seeking accreditation at Highly Accomplished and/or Lead in 2017, and we have introduced a regional Highly Accomplished /Lead Network to support teachers in this area.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Voluntary School contributions received from parents are used to supplement the government grants provided to purchase textbooks and teaching resources, it provides additional funding to maintain the technology in the school and to support the maintenance of grounds and buildings.

This financial year, we had a significant increase in expenditure due to the construction and completion of the Basketball court COLA and maintaining the current standard of technology within the school with devices, wifi and support from the computer technician.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>937,182</b>
Global funds	379,023
Tied funds	159,316
School & community sources	619,890
Interest	6,929
Trust receipts	39,315
Canteen	0
<b>Total Receipts</b>	<b>1,204,472</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	229,534
Excursions	105,552
Extracurricular dissections	77,893
Library	4,881
Training & Development	2,095
Tied Funds Payments	147,705
Short Term Relief	35,144
Administration & Office	109,467
Canteen Payments	0
Utilities	60,074
Maintenance	25,118
Trust Payments	63,827
Capital Programs	350,000
<b>Total Payments</b>	<b>1,211,289</b>
<b>Balance carried forward</b>	<b>930,365</b>

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.

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

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	0
<b>Revenue</b>	2,131,101
Appropriation	1,491,325
Sale of Goods and Services	106,293
Grants and Contributions	519,585
Gain and Loss	0
Other Revenue	10,050
Investment Income	3,849
<b>Expenses</b>	-1,367,968
Recurrent Expenses	-1,367,968
Employee Related	-470,293
Operating Expenses	-897,675
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	763,133
<b>Balance Carried Forward</b>	<b>763,133</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial management of the school is maintained and monitored by the Principal and the Administrative Manager. All the schools financial management processes and procedures are in accordance with the Department of Education financial policy requirements. A Finance budget committee comprised of the Principal, Administrative Manager, members of the school Executive, teaching staff and P&C Association support the financial management process in the school.

Our intended use of funds and planned expenditure in the following areas;

- Upgrading the lighting the MPC
- Increase school security with additional surveillance cameras and the potential for security fencing in the bus bay
- Improvement in Staff facilities

- Upgrade of the oval with the replacement of turf and the installation of a sustainable watering system

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	7,576,055
Base Per Capita	124,156
Base Location	0
Other Base	7,451,899
<b>Equity Total</b>	212,737
Equity Aboriginal	4,554
Equity Socio economic	27,793
Equity Language	71,391
Equity Disability	109,000
<b>Targeted Total</b>	40,390
<b>Other Total</b>	105,956
<b>Grand Total</b>	7,935,138

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.

In Year 7 NAPLAN our best result was in Spelling. 49% of students performed in the top 2 bands on the test. Compared to 41% which was the state average. In Reading and Grammar and Punctuation 33% of students performed in the top 2 bands, 2–3% above the state average.

In Year 9 our best result was in Reading where 37% of students performed in the top 2 bands. Compared to 23% which was the state average. Grammar and Punctuation was 3% above the state average.

### Percentage in Bands:

#### Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	0.0	6.7	17.0	27.3	33.3	15.8
School avg 2015-2017	1.1	7.4	19.0	27.4	32.5	12.7

### Percentage in Bands:

#### Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	1.6	8.9	23.6	29.3	24.4	12.2
School avg 2015-2017	2.1	13.3	24.6	29.8	22.5	7.7

Our Numeracy results in NAPLAN were the schools great success. In Year 7 43% of students were in the top 2 bands compared to 35% across the state. In Year 9 37% of students were in the top 2 bands compared to 24% across the state.

### Percentage in Bands:

#### Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.0	7.8	12.7	36.8	22.9	19.9
School avg 2015-2017	0.7	5.5	18.4	30.0	28.6	16.9

### Percentage in Bands:

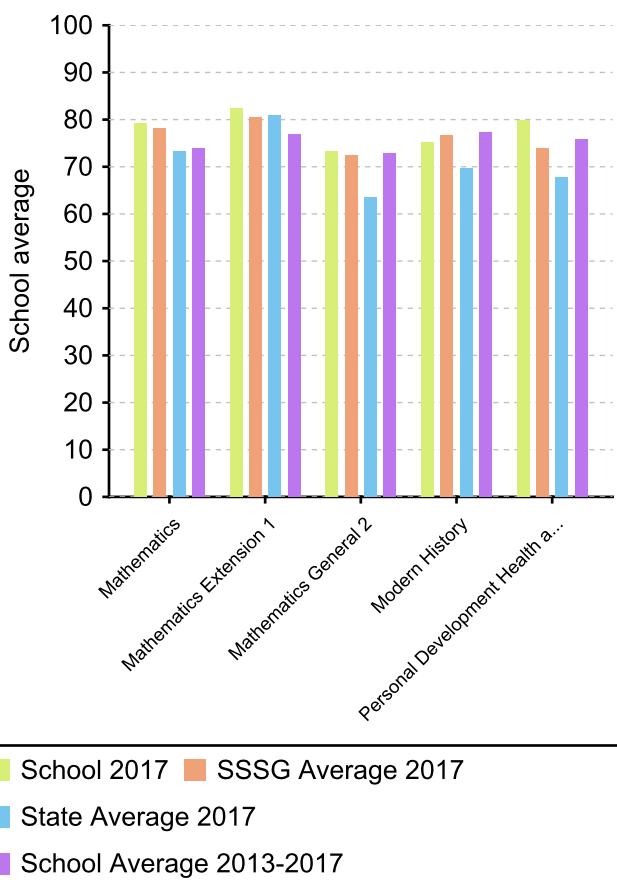
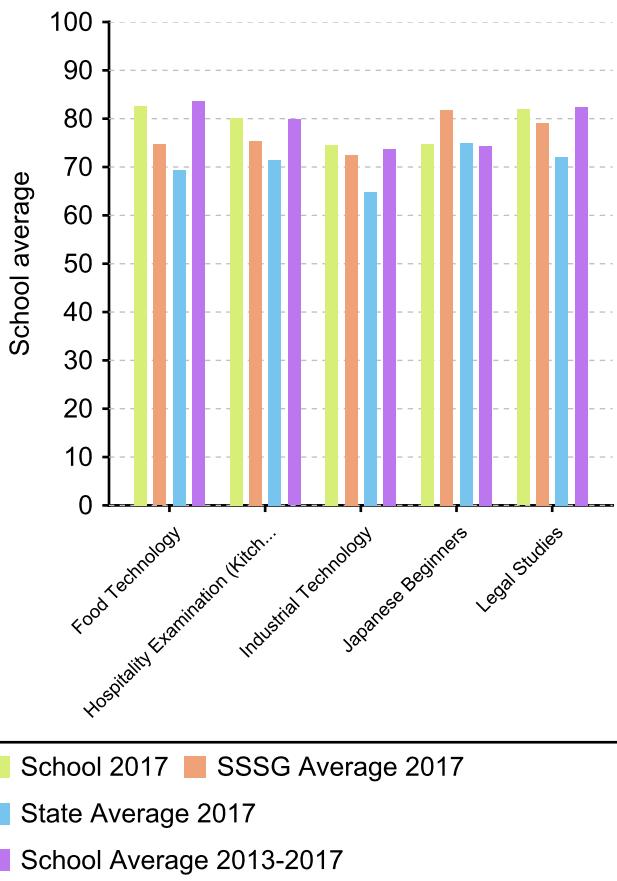
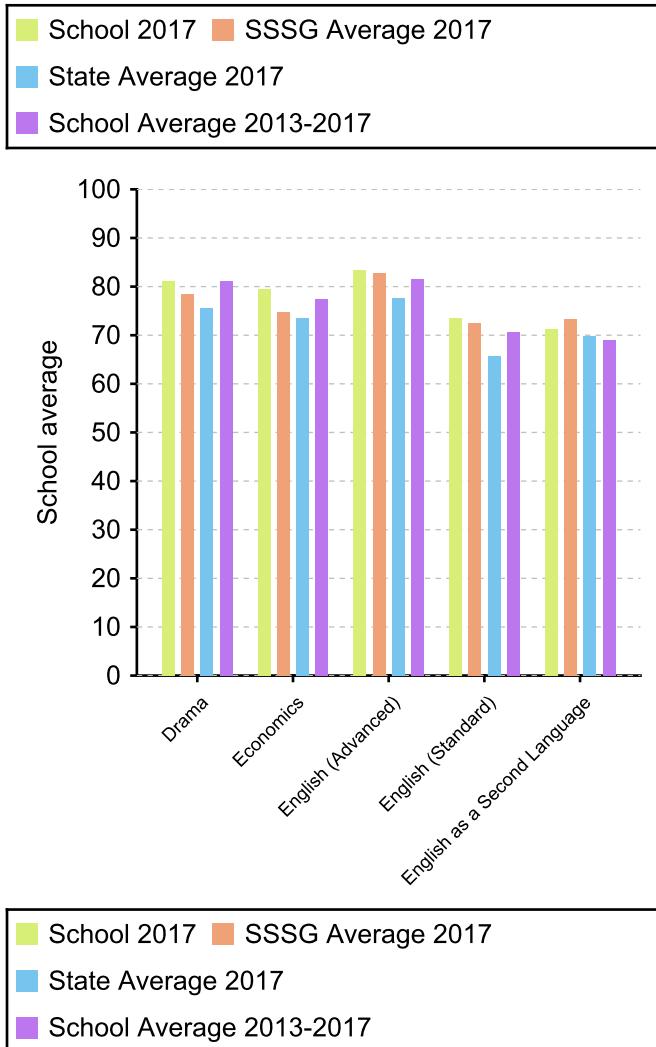
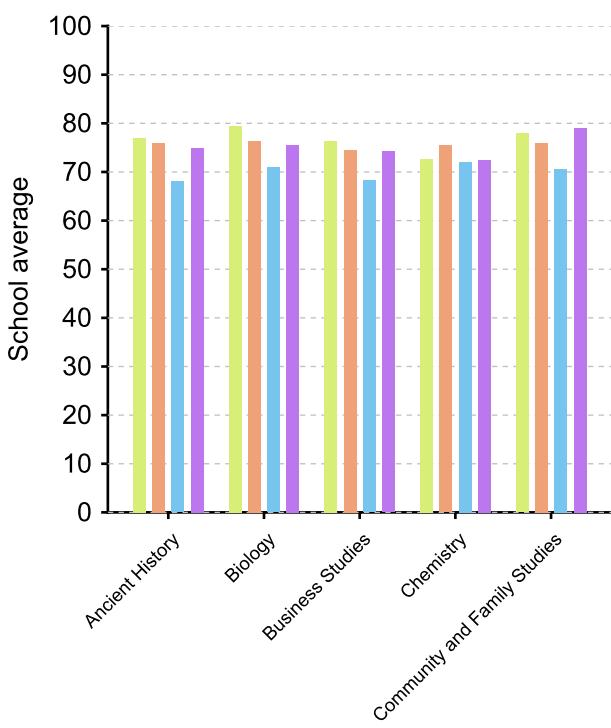
#### Year 9 - Numeracy

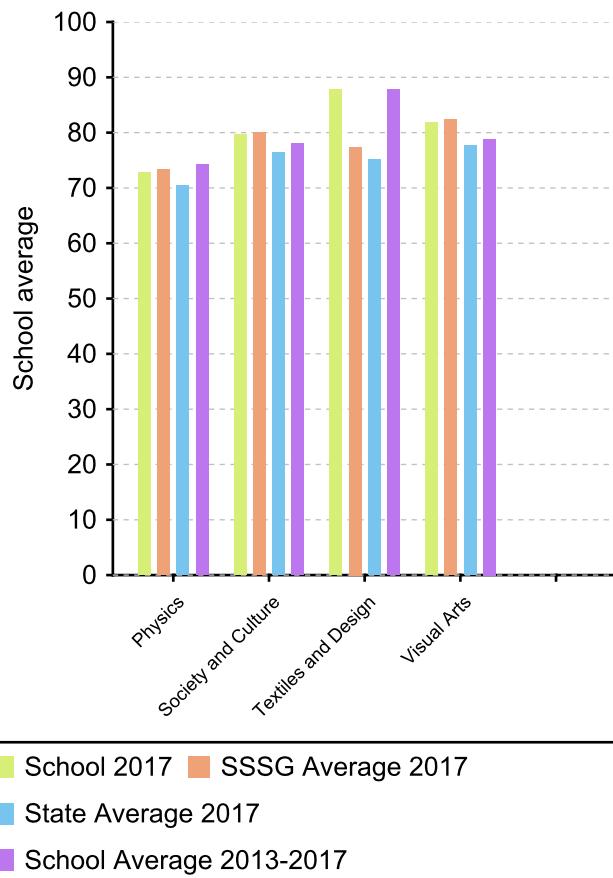
Band	5	6	7	8	9	10
Percentage of students	0.0	4.0	18.6	40.3	25.8	11.3
School avg 2015-2017	0.5	4.7	21.3	36.6	26.2	10.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

## 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 2017 HSC results were very pleasing with a large percentage of students performing in the top 2 bands. All students in Dance, English Extension 1, Maths Extension 1, Music 1, Music Extension, Japanese Continuers, History Extension and Textiles performed in the top 2 bands. The highest ATAR result was 98.1. Students received HSC Nominations for their practical work in Dance, Music, Textiles, Timber, Multi Media, Visual Arts and Drama.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are below;

- Parents were given the opportunity to provide feedback to the school through surveys. 97% of parents fully supported the development of a class email system to increase parent engagement in their children's learning.
- More than 80% of parents said that they felt there were positive relationships between staff and students and that the staff at Davidson were genuinely interested in their children's education.
- The increase in support programs offered for parents in order to build their capacity in supporting their children's learning and welfare has been positively received. There has been a 100% increase in the number of parents attending sessions on Literacy, resilience and organisation sessions held at the school.
- Through student interviews and focus groups,

students have been provided the opportunity to give feedback to the school on a range of areas. Over 80% of all students feel connected to, and a part of, their respective year groups.

- Just over 90% of students feel valued and supported by staff at Davidson High School.
- 97% of staff felt they had been provided the opportunity to contribute to school future planning, including technology and Literacy.
- More than 80% of staff gained positive and productive experiences through professional development delivered through staff development days, staff meetings and external providers.

## Policy requirements

### Aboriginal education

Davidson High School is meeting the expectations and outcomes outlined by the Aboriginal Education Policy as well as the syllabus demands of understanding cultural sensitivity and inclusivity.

With the framework established by the Aboriginal Education Policy, faculties across the school have programmed their units of work to incorporate the need for students to learn and understand a variety of cultures and in particular those of the indigenous peoples of Australia.

Both Aboriginal and non-Aboriginal students are provided with a range of activities, including a site study, across the stage 4/5 History and Geography courses to explore Aboriginal history and understand its perspectives. The ultimate aim of all courses is to ensure that the cultural and linguistic diversity of Australian society is not ignored or denied in the learning process of all students at Davidson High School. In addition to this, all students are assessed and outcomes reported on to encourage the evaluation of student knowledge and understanding by both Aboriginal and non-Aboriginal students.

The school participates in NAIDOC week activities with Warringah Community of Schools. This helps to deepen student's understanding of Aboriginal culture. Our Indigenous staff member mentors our Indigenous students and helps them to set and reach their goals.

### Multicultural and anti-racism education

Davidson High School offers three languages, Japanese, Italian and French, within a vibrant languages faculty. Language students are encouraged to engage in overseas language experiences and regular tours are provided for them.

Davidson High School regularly welcomes International students from a diverse range of cultural backgrounds. In 2017, 40 International students were enrolled at Davidson. These students came from a variety of countries such as China, Japan, Korea, Vietnam, Sweden, Switzerland and Germany. Davidson accepts both study abroad and long term International students.

Davidson High School also has Inter Cultural Education Today on school premises. 30 students come from Japan each year to study in both Japanese and English.

These students assist the students in understanding the world beyond Davidson. As a whole school community we celebrated Harmony Day focusing on the diversity that our International students provide to our school.

The school has had a focus on the Quality Teaching model in the school Strategic Plan. Staff have embraced the concepts of inclusiveness, knowledge integration, cultural knowledge and connectedness.

We have an Anti Racism Contact Officer however no reports were taken during 2017.