Doonside High School

Annual Report

2018

8399

Introduction

The Annual Report for **2018** is provided to the community of Doonside Technology High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

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

School context

Doonside Technology High School is a comprehensive high school with a focus on the use of innovative and cutting edge learning technologies to best engage our students. We have a diverse student population with an enrolment of 604 students, with 15% aboriginal. Our support unit caters for the needs of 74 students with mild and moderate intellectual disabilities. Our staff are highly professional and are dedicated to working diligently to improve the learning opportunities and life options of our students. We promote academic and vocational excellence, strong community links to provide a caring, secure and cooperative environment in which students develop responsibility and resilience.

Self-assessment and school achievement

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.

Progress achieved in the domain of learning – Sustaining and Growing

Within this domain, the school has been assessed as delivering in the areas of reporting and student performance measures; sustaining and growing in the areas of curriculum, learning culture and assessment; and excelling in the area of wellbeing.

In 2018, Doonside Technology High School continued its commitment that all students will progress in their learning. A key element of this has been the continued application of the 'DTHS Learning Model' and visible learning strategies. Teachers continue to develop their practices in regards to curriculum differentiation so that we are able to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Teachers at DTHS have maintained their commitment to use reliable assessment strategies to capture information about student learning and share this with parents/carers through reports and parent/teacher interviews. In the area of wellbeing, the school continues to implement the Berry Street Education Model to enable students to connect, succeed and thrive at Doonside Technology High School. This has involved the creation of resources that assist in self–reflection and restorative practices so that the focus remains on student learning.

Progress achieved in the domain of teaching – Sustaining and Growing

Within this domain, the school has been assessed as sustaining and growing across the areas of effective classroom practice, data skills and use, professional standards and learning and development.

Throughout 2018, teachers at Doonside Technology High School continued to collaborate across faculties and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement. This informed the development of programs and lessons which meet the needs of all students and ensures that optimum learning is taking place. Teachers again engaged in professional learning that improved teaching and learning in classes, year groups, stages, faculties, and for particular student groups. This was particularly evident in the DTHS Middle School classes where innovative, project based learning activities helped students connect concepts learned in a classroom to real–world contexts. All teachers at Doonside Technology High School contribute to gathering and analysing student progress and achievement data and this is used by the leadership team to determine future professional learning opportunities.

Progress achieved in the domain of leading – Sustaining and Growing

Within this domain the school has been evaluated as sustaining and growing in the areas of educational leadership, implementation and reporting, school resources and management practices and processes.

The teaching and non–teaching staff at Doonside Technology High School proactively seek to improve their performance. The school supports collaborative performance development and continuously monitors improvement. Regular feedback on school performance from students, staff, parents and the broader school community is crucial in this endeavour. The leadership team has created, modified and embedded clear processes, with accompanying timelines and milestones so that school activity can be directed toward effective implementation of the school plan. Resources, including technology, are readily available and are used in a manner that clearly supports student learning. The school continues to evaluate all systems and processes, ensuring that they are delivering anticipated benefits to the school community and make changes when required.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education for 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

Learning That Matters

Purpose

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

Overall summary of progress

Whole school approaches to literacy and numeracy were developed and implemented throughout 2018. Literacy and Numeracy Intensive Strategies (LANIS), aimed at improving our students' skills in areas of weakness identified in NAPLAN, were delivered across the school on a weekly basis during semester 1.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Class Profiles and Targeted Interventions All Key Learning areas using class profiles to inform the development of meaningful and inclusive programs and assessment tasks. Programs and learning experiences demonstrate teacher expertise in modifying learning to suit the needs of identified students.	3.3 FTE teachers employed to support all 3 processes in SD1. Allocated as required throughout 2018 ($344K) $62K – Equity Socio–economic funding – Teaching resources, welfare programs, classroom environment resources and computing hardware were purchased to support teaching and learning. This supported all three processes in SD1.	In 2018 all KLA's completed the initial phase of class profile implementation. The Learning Support Team collated and made available data related to disability for the school. This data was made available to staff and accompanied by appropriate Professional Learning. This process enabled staff to effectively differentiate the teaching programs. Teachers were able to create partial class profiles by mapping students into their class roles. In 2018 all student with high and medium levels were mapped and supported using this process.
Literacy and Numeracy 100% of Teaching and Learning Programs will reflect the meaningful integration of school – wide strategies, specifically the Literacy and Numeracy Framework, PEEL/PEAL and Super 6. 100% of Middle School (Year 7) Programs will demonstrate meaningful integration of identified whole school numeracy strategies.	3.3 FTE teachers employed to support all 3 processes in SD1. Allocated as required throughout 2018 ($344K) 1.85 FTE teachers employed from Aboriginal Background and Socio–economic funding ($192K) See link to SD3 Stage 6 Transition. 0.6 FTE ESL Classroom teacher under staffing entitlement is employed from Equity Language Funding ($62K) 0.5 FTE SLSO supporting literacy and numeracy ($30K) and additional SAS Staff provided administrative systems that support numeracy and literacy ($54K)	Program snapshots were obtained from 6 curriculum areas. Targetted literacy strategies are clearly evident in 100% of programs. Teacher evaluations indicated that staff are still developing their capacity to support literacy strategies with explicit teaching. What was ascertained from this reflection was that whole school approaches such as PEEL and text types from the Literacy and Numeracy Framework were implemented. Numeracy strategies were minimal in all samples. Cross KLA collaboration on numeracy skills was a feature of the Middle Schools project in year 7. 1.85 FTE teachers were employed to facilitate the delivery of middle schools project, well–being initiative, teacher professional learning accreditation, literacy/numeracy and VET/transition. Overall school performance for value added has been evaluated at "Excelling" for assessment in Years 5–7, 7–9 and 9–12.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student Wellbeing All staff trained and updated in the Berry Street Education Model (BSEM). Teachers create teaching and learning programs which embed a range of proactive, trauma–informed strategies to maximise student attendance, engagement and achievement.	3.3 FTE teachers employed to support all 3 processes in SD1. Allocated as required throughout 2018 ($344K) 0.5 FTE SLSO supporting literacy, numeracy and engagement ($30K) 1.0 FTE Aboriginal Education Officer is employed. The role works as part of a team to develop partnerships and understanding between the Aboriginal community and the Department of Education at all levels, thereby helping to improve the outcomes for Aboriginal school students (67K) An Aboriginal Community Liaison Officer was employed for the second semester supporting engagement and literacy / numeracy ($20K)	All staff were professionally developed in the Berry Street Education Model (BSEM) domains 3–5. Staff surveys and feedback reflected the conclusion that staff now have a greater understanding of trauma informed practices and how to engage students who present with behavioural issues. Staff feel they have implemented BSEM practices into their classroom and that it is having a positive impact with the students. TTFM survey reports that DTHS students feel they have someone positive at school they can turn to for support and encouragement greater than compared to the state average. This reflects the work conducted with the BSEM around relationship development between staff and students. Staff reported requiring ongoing PD to keep them up to date and setting of school wide norms to be established. Student Discipline Team was established and re–developed the approach to whole school discipline. Staff focus groups provided positive feedback as did whole school surveys at the end of 2018. School values were designed in consultation with staff and students. All students in years 7–10 were given explicit lessons for each of the values in Life Education lessons. Student focus groups showed that students liked the values, found them easy to remember and saw them as important values for students at DTHS. TTFM surveys report that 90% of students and 99% of staff are familiar with the new school values. The Life Education Curriculum for Stages 4 and 5 students, was designed and embedded into the students pattern of study. Student surveys and focus groups demonstrated that students felt the lessons were enjoyable and relevant and had a positive impact in their lives. TTFM survey results indicate that DTHS students are above the state average in their sense of belonging at school and

Next Steps

Staff will engage in professional development activities in the creation and use of class profiles to cater for students' well being and academic needs. Integration of the Super 6 reading strategies across stage 4 and stage 5 programs will provide staff with a common language and a whole school approach to literacy. Recommendations for the delivery of literacy and numeracy support in 2019 relate to the implementation of more explicit strategies such as explicit teaching and scaffolding of critical thinking.

DTHS will develop their own model of a combined PEEL/PEAL/ALARM structure to be adopted across all key learning areas to improve comprehension and writing in Stages 4 and 5 in preparation for the demands of Stage 6.

Staff to receive training in 2019 around trauma informed practices and resiliency plans and how to effectively utilise them in the classroom. Berry Street Educational Model interventions integrated in teaching and learning programs.

School discipline procedures designed to reflect restorative practices and the development of student capacity.

Strategic Direction 2

Innovative Quality Teaching

Purpose

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

Overall summary of progress

The school is focused on and passionate about connecting and engaging students in real world learning experiences. In particular, as a technology high school, a strong focus has emerged in 2018 to increase staff capacity to provide real world learning experiences through the utilisation of technology. As a result, various professional learning events supported staff to build their understanding and knowledge in a range of technology in order to modify teaching and learning programs so they can include technologies that support the delivery of authentic learning experiences.

Across 2018 students were engaged in a range of extra–curricular activities that were connected to the real world. These involved students participating in research to carry out scientific and geographical inquiry investigations where they were taught explicit skills in using subject specific equipment and research skills. Students attended a range of visits to events held at the Art Gallery, Museums, Universities and Educational Centres where they experienced examples of authentic artworks, artefacts and products related to concepts being studied in order to provide meaningful relevance to the real world. With these experiences students were able to develop an understanding of applicable STEAM careers available to them, further connecting them to the real world and the identification of future career goals.

There is a strong focus on providing opportunities for staff to adopt new teaching strategies. This is underpinned by whole school professional learning that targets new ways of teaching and learning beginning in 2018. The establishment of a 'New Way of Learning' Action Research team in 2018 enabled evidence based research around the design process in order for the development of cross curricula units of work.

Responding to research released from the Foundation for Youth Australia, a strong need has emerged in 2018 to increase staff capacity in the delivery and implementation of new ways of learning to support the delivery of curriculum whilst developing 21st century skills such as collaboration, communication, critical and creative thinking. There has been a particular focus within the Middle School program to encourage the adoption of new ways of learning to support an integrated curriculum . As a result, various professional learning events were held which supported staff to build their understanding and knowledge in a range of new pedagogical approaches to implement into teaching and learning programs.

Schools rise and fall based on the quality of the teamwork that occurs within their school grounds. Well–functioning teaching teams are essential to the continuous improvement of teaching and learning at Doonside Technology High School where we are committed to establishing a professional .learning community across the school that promotes collegial discussion and supports the development of teachers to improved educational outcomes of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 25% of assessment tasks in Stages 4 and 5 have real–world connections in 2019, increasing to 50% in 2020.	$5K from professional learning funds was used to provide staff release time in order to up–skill and attend professional learning events relevant to authentic learning experiences. $2.1K from professional learning funds was used to cover costs of staff attendance at courses relating to authentic learning experiences.	In 2018 a wide range of opportunities were provided to staff and students to engage in authentic learning allowing all staff to to trial assessments and teaching strategies with real world connections. Professional learning was delivered to staff in 3 technologies; ozobots, thinkershields and Minecraft for Education. Baseline data was collected for current assessments in stage 4 and 5 with authentic learning experiences. 34 different authentic learning experiences were provided to students across all stages in the form of excursions, fieldtrips, incursions and online events.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
At least 25% of assessment tasks in Stages 4 and 5 have real–world connections in 2019, increasing to 50% in 2020.	$1.7K was used from a range of faculty budgets and whole school funds to provide assistance to students in the form of subsidies to support student attendance in authentic learning experiences. Equity Socio–economic Funding – 80 Teacher casual days provide opportunity for teachers to engage in teacher professional learning in the areas of literacy and numeracy and student wellbeing ($40K)	25% of staff attended extended learning experiences at conferences delivered at other schools. Their feedback to whole school provided increased commitment and confidence in teachers' ability to deliver project based learning and technology.
A 25% increase in the number of staff trialing new evidence–based teaching strategies from the 2018 baseline, extending to 50% in 2020.	$16.5K from professional learning funds was used to provide staff release time in order to up–skill and attend professional learning events relevant to new learning pedagogies. $6K from professional learning funds was used to cover costs of staff attendance at courses.	40% of teachers indicated intentions to engage in one or more new strategies in their classrooms. Initially only 20% of staff were implementing new strategies– this increased to 40% at the end of 2018. Professional learning was delivered to staff in project based learning (PBL), design thinking and self organised learning environments (SOLE) to support the implementation of new ways of learning into the classroom. New teaching strategies being adopted by staff. developed from whole school professional learning targeted at new ways of teaching and learning. Teacher research projects investigating and trialling new strategies and approaches provided context for these strategies. Baseline data was collected for current staff implementation of the design process, PBL and SOLE strategies in current teaching and learning programs. and informed the percentages reported above.
Meet the NSW Govt mean in the Collaboration driver of the Focus on Learning teacher survey (TTFM), from a base of 7.5 in 2018 and improving to exceed the mean in 2019.	$10K to support Action Learning projects $612 for course fees, catering and printing	All indicators were that staff collaboration had increased by 15% across a range of measures. this was achieved through: A cycle of informal staff collaboration activities was established to gauge staff readiness to engage in more formal professional collaboration. Four whole school events were organised to build staff collegiality. Staff collaboration continued to build and be encouraged through combined faculty meetings, Middle School faculty meetings, various teams including action learning teams.

Next Steps

In 2019, professional learning will continue to be provided to staff around various technological tools and software programs that can support the delivery of authentic real world learning experiences. Teachers at DTHS will ensure authentic learning experiences that connect students to real world experiences are integrated into teaching programs. This will be supported with the development of quality assessment strategies that include connections to the real world. Evidence will be gained through the collection of assessment task notifications and exemplar student work samples that demonstrate how students connect to the real world through their learning experiences.

Likewise, professional learning will continue to be provided to staff around various new ways of teaching an learning with particular focuses on project based and inquiry based learning and the design thinking process. These pedagogies will complement the school's focus on providing authentic real world learning experiences for students. All Year 7 classes will undertake a thematic approach towards assessment to enable staff collaboration and provide support to implement PBL tasks as summative assessments across each Year 7 class. This will be supported with fortnightly team meetings, twice a term Yr 7 Faculty meetings and the creation of a Yr 7 Head Teacher for 2019. Additionally, the formation of professional learning communities will see staff engage in professional readings and collaboration around new pedagogies.

Evidence will be gained through the collection of assessment task notifications and exemplar student work samples and photographs and showcase events at the end of each term that will demonstrate how students have engaged in cross–curricular project–based learning experiences.

After a foundation year in 2018 of building staff collegiality and collaboration, in 2019 staff will participate in a number of professional learning communities where they will engage with evidence based research and round table discussions on topics that support the 2018–2020 school plan. These collaborative learning experiences will build teacher knowledge and understanding as they are exposed to a range of teaching and learning topics. It is hoped that these PLC's will encourage staff to collaborate more with others and try new strategies to improve student outcomes.

Strategic Direction 3

Effective Proactive Leadership

Purpose

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

Overall summary of progress

Process – School Planning & Evaluation

In 2018, the school reviewed its school planning and reporting policies and organisational structure. The school redeveloped its organisational chart to ensure a correct alignment of roles and responsibilities at all levels with the projects that are being worked towards in the school plan. 100% of school projects have been successfully reported into SPaRO.

Significant professional learning on effective evaluation, use of data and the School's Excellence Framework was invested by the school to train the executive and all project leaders in effectively managing whole school projects.

As a result, a School Planning Policy for 2019 was created to ensure that the school is cyclically working towards continuous improvement and that evaluation becomes an embedded part of our practice.

Process – Leadership Development

In 2018, the school has increased opportunities by embedding multiple processes for developing leadership at all levels. This can be seen through the integration of Action Learning in our TPL calendar, where staff would meet every 3 weeks and work on projects that were related to whole school improvement and development. In addition, PDP processes continued to be strengthened with 100% of teachers demonstrating goals that effectively targeted improvement in their professional practice and to build individual teacher capacity.

The 2018 executive conference was used to offer school leaders an opportunity to develop themselves in the leadership space and contribute to the school plan.

The 2018 Tell Them From Me Teacher Survey reflected that approximately 50% of the teaching staff felt that school leaders were leading improvement and change. This is a key area for improvement in 2019.

Two members of the senior executive were selected to be mentors in the LDI program, which supported teachers working towards lead accreditation across the state.

The school also created Leadership roll call groups for students in each year group, strengthening the leadership opportunities for students. This resulted in the organisation of whole school events such as R U OK? Day.

After careful evaluation of this process against educational research conducted by CESE and the School's Excellence Framework, there will be a clearer focus on developing instructional leadership in our school community in 2019.

Process – Collaboration With community

In 2018, there was significant progress in expanding our school's collaboration with the wider community. Firstly, the Colebee Learning Community was strengthened through increased transition workshops which ran throughout the year, including a DTHS School's on Tour which performed concerts to over 1000 students in our partner primary schools. In addition, the learning community applied for a $50,000 grant through Schools Plus to develop and deliver STEM education skills across all schools and stages.

Our partnerships with external industry organisations were also strengthened resulting in improved pathway and employment opportunities for our students. In 2018, over 30 early entry applications for university were submitted. Out of this, 29 were successful. The school's RoSA @ Work program resulted in 2 students effectively completing their RoSA whilst being involved in real–world learning opportunities. Our partnerships with Max Solutions has resulted in the employment of 4 long–term disengaged students. In addition, this has further developed our partnership with — which will result in further opportunities in 2019 to effectively engage students. JobQuest ran workshops for our students which

allowed our students to obtain additional qualifications, improve their literacy & numeracy skills and employment prospects.

Our school expanded its VET curriculum by adding the Sports Coaching framework to the existing frameworks being offered. In addition, we ensured that 100% of VET students complete their exit survey. This feedback will inform future directions for VET in 2019.

We were able to successfully develop links with the alumni of North Sydney Boys Technical High School who has partnered with DTHS by offering an annual scholarship program valued at $100,000 to support the engagement of students who are financially disadvantaged. This commitment will have ongoing benefits for our students in perpetuity.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Embed effective and ongoing evaluation processes in 90% of whole school projects.	HT Mentoring provided by visiting consultant 18 days at DP equivalent. (11K) Professional Learning provided relief or staff to attend professional learning ($5K) Annual Executive Conference ($5K)	1) School Planning Policy for 2019 onwards created documenting procedures and processes around school planning and reporting. Feedback from consultant and CESE officials are positive. 2) 12 staff attended 5 different TPL sessions relating to the effective use of data, evaluation, SPaRO and the school's excellence framework. 3) 90% of leadership roles in the school now have clear lines of succession with clearly identified 2ICs. 4) There has been substantial realignment of the 5Ps for this direction for 2019. This process is now called Effective Evaluation & School Planning and its role will be to embed ongoing school planning and evaluation processes to realise a high–quality school plan at the end of 2020
Instructional Leadership development opportunities are offered annually to 100% of school leaders.	0.723 FTE Deputy Principal is employed under the staffing entitlement – from Socio–economic funding. (115K) An additional Deputy Principal for second semester FTE 0.2 supporting school planning and evaluation. (23K) HT Student Engagement, HT Secondary Studies and HT Professional Practice continue existing 3 year contracts. These positions support all three strategic directions with an emphasis on literacy and numeracy, transition and teacher professional learning. (304K) 0.6 FTE Business Manager supporting the planning and evaluation processes. (68K)	1) Action Learning successfully ran in 2019, with 10 different sessions in total. 100% of teachers presented their research at a teach meet in term 4. 2) 100% of teachers successfully completed their PDP process 3) 50% of teachers believed school leaders were leading improvement and change. This is an area for further improvement. 4) Two senior executive members were selected for the LDI program, which mentors teachers seeking Lead accreditation 5) All year group leadership teams in Years 7 to 12 ran whole school events promoting student leadership development. 6)Business Manager lead program evaluation/alignment with school budget and analysis of Business Intelligence.
30% increase in student participation in programs to build and demonstrate leadership skills.	SchoolsPlus Grant – $50K shared across 5 local schools. Also supported by funds	1) Schools on Tour – 1000 students were performed to by our transition concert tour. 2) SchoolsPlus Grant – $50K towards makerspace project with Colebee Learning Community

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30% increase in student participation in programs to build and demonstrate leadership skills.	allocated to the employment of Aboriginal Education Officer and Aboriginal Community Liaison Officer Also supported by additional teachers resource detailed in SP Literacy and Numeracy.	3)29 successful early entry applications with partner universities such as Macquarie and Western Sydney University 4) 4 students obtained a certificate of obtainment towards Cert II qualifications through Max Solutions 5) Expanded our total VET course offerings from 6 to 7

Next Steps

In 2019 there has been a revision to the 5P's to better align the goals to the purpose of the strategic direction. As a result, the names of the process have been adjusted to better reflect the goals of the school.

Process – Effective Evaluation & School Planning

In 2019, our new school planning and reporting policy will be implemented to ensure that our plan becomes a natural extension of the work that is being undertaken at the school and to provide direction to all school teams. In addition, professional learning will be conducted with all leaders of whole–school projects around effective evaluation practices and the use of SPaRO as a school planning tool.

Process – Instructional Leadership

In 2019, there will be an increased focus on developing the instructional leadership capacity of our executive team to better support the development of our staff. This will be accomplished through the provision of professional learning around instructional leadership and providing quality and targeted feedback during the Professional Development Plan (PDP) process.

Process – Future Leaders

In 2019, the school will continue to work closely with external providers and institutions to offer student leadership opportunities and effectively link them to post–school destinations to create the leaders of tomorrow. The CORE skills class will be implemented targeting Year 10 students who are actively seeking post–school pathways. Individual Education & Transition plans will be completed for all stage 6 students with a view to successfully increase early entry offers for students in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Aboriginal Equity $112 106** A full time Aboriginal Education Officer under staffing entitlement is employed. The role works as part of a team to develop partnerships and understanding between the Aboriginal community and the Department of Education at all levels, thereby helping to improve the outcomes for Aboriginal school students. ($67K) 0.25 Classroom Teacher is employed as part of the aboriginal team to improve literacy/numeracy of the Aboriginal school students ($25K) CLO Aboriginal Education Officer employed for second semester supporting engagement and literacy / numeracy. ($20K)	All Aboriginal students have a PLP. The proportion of parental involvement in the PLP process has increased. Students acknowledged and celebrated an array of significant cultural events throughout the year, each one designed to enhance the profile of Aboriginal culture within the school. Various programs operated, including the AFL's Indigenous Academy program and Deadly Mentorz transition program. The commencement of the Aboriginal Garden (planning phase) and mural across the school have increased the profile of Aboriginal Education. The school now has a cross–curricular team established to improve the educational outcomes of Aboriginal students at DTHS. In 2019, the Aboriginal Education Team will focus on the areas of attendance, engagement and connection, literacy and numeracy (curriculum), readiness for learning, leadership and positive post school pathways. The team is currently working on the establishment of outcome measures, strategies to achieve and evidence samples required to track the progress. The PLP process will be refined once again, with the emphasis on parental involvement. There will also be mandatory TPL provided to staff on Aboriginal Education pedagogies. The calendar will feature the celebration and acknowledgment of significant cultural events, and students will have the opportunity to engage in a variety of authentic cultural and leadership excursions.
English language proficiency	**Equity Language $97 271** 0.06 ESL Classroom teacher under staffing entitlement is employed ($62K) 0.5 SLSO supporting literacy, numeracy and engagement ($30K) Teaching resources (Photocopying, stationery and Chromebooks) were purchased to support literacy and numeracy ($5K)	All EAL/D students requiring support have been effectively identified and mapped against the EAL/D learning progressions, this data was successfully used to inform team teaching and programming practices. Teacher capacity has been built in the area of EAL/D pedagogy through team teaching practices and the delivery of whole school professional learning and team teaching in the Science Faculty as a result of the 'Investing EAL/D education science' project in conjunction with the University of Sydney . As a result of this years' structured approach to EAL/D education our students have shown a marked improvement in their English language proficiency evidenced by 11 students progressing from the Developing phase to the Consolidating phase of the EAL/D learning progressions. **Future Directions: Team teaching across all Key Learning Areas, staff to be trained in EAL/D pedagogy through TELL, establishment of a year 8 EAL/D class for English and HSIE.**
Low level adjustment for disability	**Equity Disability $355 961**	In 2018 teachers were formally supported to

Low level adjustment for disability	2.3 Classroom teachers under staffing entitlement are employed ($239K) 0.5 SLSO supporting literacy and numeracy ($30K) 0.8 FTE additional teaching position has been appointed for disability support ($86K) **Staff Professional Learning** • Evidence in Programs: • TPL sessions • HT (faculty) allocation / faculty meetings • HT/ class teacher collaborative practice • LaST allocation • HT TL Allocation (From Socio–economic background)	integrate data related to disability into their programs through the initial phases of class profile development. Students with PLP's and IEP's were identified and staff were assisted to create programs that addressed individual student needs. Differentiation needs to be a significant focus for TPL in 2019. Faculties are making progress with regard to providing appropriate adjustment for disability. High quality registration of differentiation that supports accountability and compliance will be supported by ongoing professional learning. Faculties have implemented basic class profiles to identify the specific learning needs of the students and Head Teacher Teaching and Learning/ Learning and Support Team have provided support in the augmentation of programs and assessments to ensure individual needs are catered for. Faculty Head Teachers , when developing the Faculty Management Plan with their teams integrate specific differentiation targets for 2019. In 2019, the team teaching pilot program will continue with LST working with PDHPE, English, CAPA and Maths to build teacher capacity around inclusive lesson design. The pilot program is designed to be completed within Semester I with the intention that LaSTs will be on identified periods for team teaching. This will also see a shift in the focus of core business of the LST from one of providing extensive administrative support and data collection, to leading quality lesson design, programming and assessing to target specific learning needs of students.
Socio–economic background	Equity Socio–economic funding – 3.3 Classroom teachers under the staffing entitlement are employed ($344k) 1.0 Deputy Principal ($115K) 2.2 FTE creation of 3 HT positions: HT Student Engagement, HT Secondary Studies and HT Professional Practice continue existing contracts ($304K) 80 Teacher casual days ($40K) 0.6 FTE Business Manager ($68K) 1. FTE Additional SAS Staff ($54K) An additional Deputy Principal for second semester ($23K)	Employed 3.3 FTE teachers through staffing entitlement and equity funding to support literacy and numeracy directly in the classroom and through professional learning across strategic directions 1 and 2. 1.0 FTE additional Deputy Principal supporting leadership development and school planning through strategic direction 3. Funding through a combination of entitlement and equity funding. An additional Deputy Principal upgraded from Head Teacher to support leadership and school planning. Funded through equity funding. 2.2 FTE Head teachers created 3 Head Teacher positions, (Secondary Studies, Professional Practice and Teaching & Learning) These Head Teachers supported Professional Learning, Teacher accreditation, differentiation, disabilities and transition to the world of work. 80 Teacher casual days facilitated Professional Learning in the areas of literacy, numeracy and well being. The Business Manager supported school

Socio–economic background	HT Mentor program provided by visiting consultant ($11K) $62K various resources purchased to support all three strategic directions.	planning and, financial coordination that focuses on alignment with strategic directions outcomes. Providing on going reports to assist the Senior Executive to effectively manage school funds. Various SASS positions totaling 1.0 FTE provided administrative systems and literacy and numeracy in the classrooms. HT Mentor program provided by visiting consultant. DP equivalent 18 days. Teaching resources, welfare programs, classroom furniture and computing hardware were purchased to support teaching and learning across all three strategic directions.
Support for beginning teachers	$77 976 funding for Beginning Teachers was received in 2018 Casual Teacher 0.3 FTE ($30K) Head Teacher from Socio–economic Background ($130K)	One staff member was engaged on a temporary contract for 3 days per fortnight to release beginning teachers for a range of support which included; meetings with mentor/s or HT Professional Practice, time to work on collection of evidence and annotations, reflecting and getting feedback on evidence and annotations collaboratively with HT Professional Practice, personal planning time, reflection and readings. 7 beginning teachers attended targeted professional learning – 2 attended the Early Careers Teacher Conference, 1 attended Teaching CAFs for the time course, 1 attended the Shine and Strength program training, one staff member was involved in the Elevate program, one attended the EALD information session and one staff member attended the 2 day Mental Health in Schools Conference

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	346	367	340	332
Girls	320	321	302	285

In 2018 the school saw a decline in enrolments from 642 to 617 which impacted the school's overall staffing entitlement. Due to stronger transition programs and links with our Colebee Learning Community schools we are anticipating increased enrolments for 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89.4	87.3	89.7	88.2
8	83.9	85.2	83.5	83.7
9	84.4	82	80.4	82.6
10	81.7	79.1	74	74.5
11	80.4	76.4	85.5	71.6
12	81	84.3	84.3	83.8
All Years	83.3	82.3	82.7	80.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The attendance pattern in 2018 has demonstrated a decline in attendance in Years 11 & 12, whilst there have been small improvements in Years 8, 9 & 10. As a result, our attendance policies and processes will be reviewed for Stage 6 students in 2019 to ensure that school–based strategies for supporting student attendance are achieving maximum impact as students undertake their preliminary & HSC courses.

Student non–attendance is managed through a variety of methods such as automated SMS messaging to parents, fortnightly analysis of year groups and attendance improvement plans by Year Advisors, weekly attendance meetings with the Home School Liaison Officer (HSLO) and referrals to the Learning Support, Wellbeing and Aboriginal Education teams.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	0	0	22
TAFE entry	0	0	6
University Entry	0	0	32
Other	0	0	2
Unknown	0	0	12

There were 76 students who completed Year 12 in 2018. At the time of the destination survey the following information was recorded:

A total of 28 of our Year 12 students were offered places at University, of which 27 accepted the offer and are currently pursuing tertiary education. Most popular courses included Health areas such as Nursing, Biomedical Science and Nutrition along with Law and Psychology. Entry into a double degree course was once again a trend this year.

In addition to this, 6 students are pursuing the alternative entry to tertiary pathway though the Diploma course at University College. 6 students enrolled to gain trade qualifications. There were 2 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 4 students involved in full time Traineeship and Apprenticeships in the following areas: electrical, customer services and business administration.

Those students entering fulltime or part–time work made up 28% of the total leavers. Employment options (gained locally) ranged from Retail and Industry to Health related areas.

Of students not in the labour market or undertaking further training, figures were consistent with last years' group at 3% of students being unemployed at the time that this destination survey was collated. This is below the current youth unemployment statistical data.

Students unknown or undertaking other projects comprised of only 15% of the total cohort. These students did not return the survey.

Year 12 students undertaking vocational or trade training

In 2018, Doonside Technology High School provided invaluable opportunities for Year 12 students to develop workplace skills through vocational training gained by undertaking Vocation Education and Training (VET) courses run at school by trained Vocational Education and Training teachers (some students took more than one course). Over 60 percent of our HSC students accessed a VET course at school, which skilled the students to leave school with dual qualification and also made them work–ready resulting in an effective transition from school. In addition to this, 3 vocational training courses outside school (at TAFE) were studied by 6 students as part of their HSC program of study.

Year 12 students attaining HSC or equivalent vocational education qualification

76 Year 12 students graduated from Doonside Technology High School and received their HSC. In addition, 4 Students received Cert III in Human Services and one student received Cert II in Business.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	9
Classroom Teacher(s)	37.1
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	15.48
Other Positions	1

*Full Time Equivalent

2018 saw a slight reduction in a staffing entitlement due to reduced enrolments. As a result, a Deputy Principal and Head Teacher position was placed on review. In addition to the appointment of our new Principal, a Head Teacher of TAS was also appointed during this year in addition to the permanent appointments of a Learning & Support Teacher (LaST), ESL/English Teacher and PDHPE Teacher.

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

Professional learning plays an integral role within the school as it is a key aspect of the successful implementation of the school's plan, as well as a crucial and substantive aspect of the school's budget. Doonside Technology High School is committed to the provision of meaningful professional learning that responds to key aspects of the school's strategic directions, is responsive to the complex professional needs of staff and addresses priorities identified by the Department of Education, including mandatory training. The staff of Doonside Technology High School participated in three School Development Days in 2018, as well as a number of twilight professional learning opportunities. The areas of focus of these events included: effective differentiation, student wellbeing, Action Learning, career development, faculty conferences, Quality Teaching framework, Literacy and Numeracy Progressions, Child Protection, CPR and Anaphylaxis Training. Weekly staff meetings were also devoted to staff professional development and encompassed the areas of literacy, numeracy, EAL/D pedagogy, and the Middle Schools Program. The Head Teacher Professional Practice supported our early career teachers with the implementation of the school's Induction Program, with targeted professional learning and timetabled meetings.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	1,028,084
Revenue	9,474,023
Appropriation	9,257,806
Sale of Goods and Services	38,823
Grants and Contributions	154,338
Gain and Loss	0
Other Revenue	12,981
Investment Income	10,075
Expenses	-9,396,640
Recurrent Expenses	-9,396,640
Employee Related	-8,533,091
Operating Expenses	-863,549
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	77,383
Balance Carried Forward	1,105,467

The balance carried forward of $1 105 467 includes: $104 230 fundraising and $66 027 of Trust account funds. DTHS had continued disruptions during 2018 due to closure of blocks and classrooms for major unscheduled maintenance. During this time many intended projects were unable to be completed, however this project has been completed. 2019 will see school costed improvements . 2018 also saw a change of Principal. 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.

	2018 **Actual** ($)
Base Total	5,950,747
Base Per Capita	135,119
Base Location	0
Other Base	5,815,628
Equity Total	1,586,517
Equity Aboriginal	112,106
Equity Socio economic	1,021,179
Equity Language	97,271
Equity Disability	355,961
Targeted Total	1,148,336
Other Total	346,592
Grand Total	9,032,192

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.

The 2018 NAPLAN results demonstrated sustained improvements in Years 7 & 9 compared to the historical averages of the school and state trends.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 the Literacy and Numeracy Improvement Strategy (LANIS) continued.

This project, in conjunction with faculty–based strategies has led to an overall improvement in student NAPLAN results. The LANIS project involved students undertaking NAPLAN style skills based tasks on a daily basis.

Year 7 students demonstrated sustained improvement across Language Conventions, Spelling, Reading and Numeracy with increased percentages of students pushing into the top performance bands. The performance in Writing was addressed with additional strategies and support structures put in place resulting in a 5.5% increase in student performance.

Percentage in bands:
Year 7 Reading
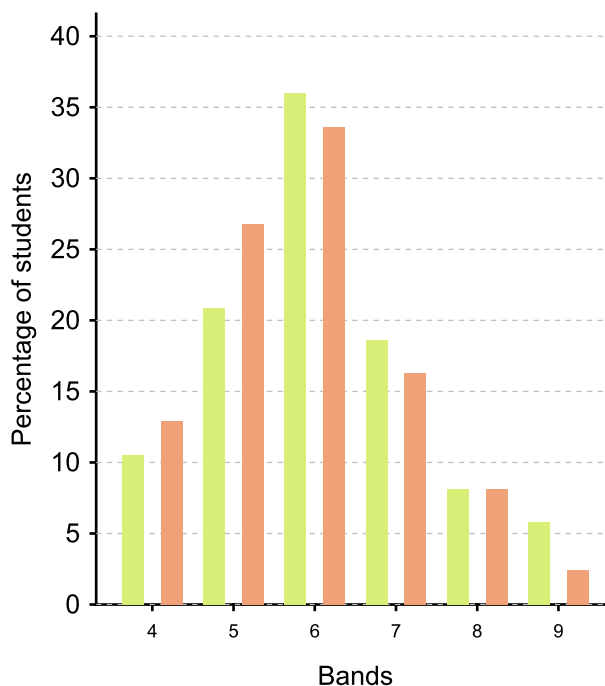
	Band	4	5	6	7	8	9
	Percentage of students	10.5	20.9	36.0	18.6	8.1	5.8
	School avg 2016-2018	12.9	26.8	33.6	16.3	8.1	2.4

Legend: Percentage in Bands; School Average 2016-2018

Percentage in bands:
Year 7 Grammar & Punctuation
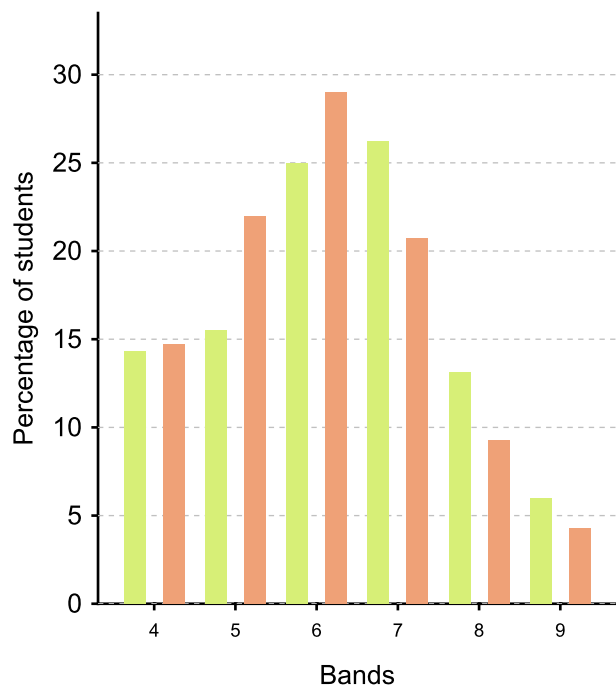
| Percentage in Bands |
| School Average 2016-2018 |

Band	4	5	6	7	8	9
Percentage of students	14.3	15.5	25.0	26.2	13.1	6.0
School avg 2016-2018	14.7	22	29	20.7	9.3	4.3

Band	4	5	6	7	8	9
Percentage of students	7.1	17.9	25.0	20.2	21.4	8.3
School avg 2016-2018	11.3	18.3	23.3	22.3	16	8.7

Percentage in bands:
Year 7 Writing
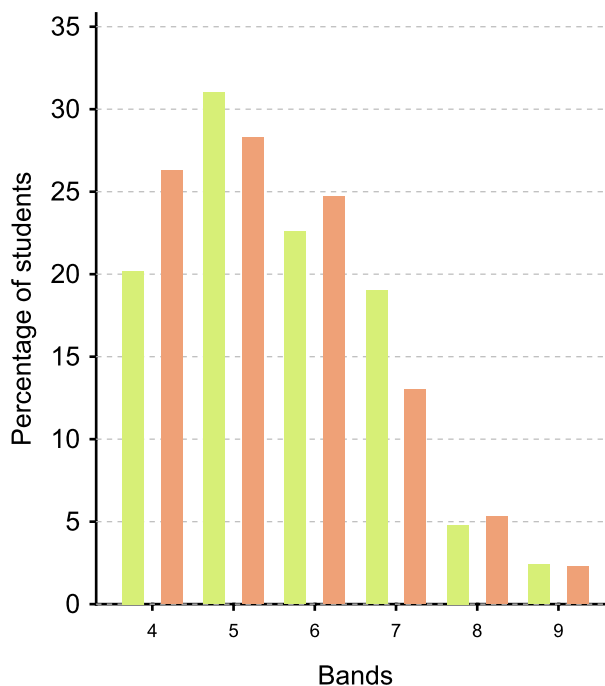
| Percentage in Bands |
| School Average 2016-2018 |

Band	4	5	6	7	8	9
Percentage of students	20.2	31.0	22.6	19.0	4.8	2.4
School avg 2016-2018	26.3	28.3	24.7	13	5.3	2.3

Percentage in bands:
Year 7 Spelling

| Percentage in Bands |
| School Average 2016-2018 |

Percentage in bands:
Year 9 Grammar & Punctuation

Legend:
- ■ Percentage in Bands
- ■ School Average 2016-2018
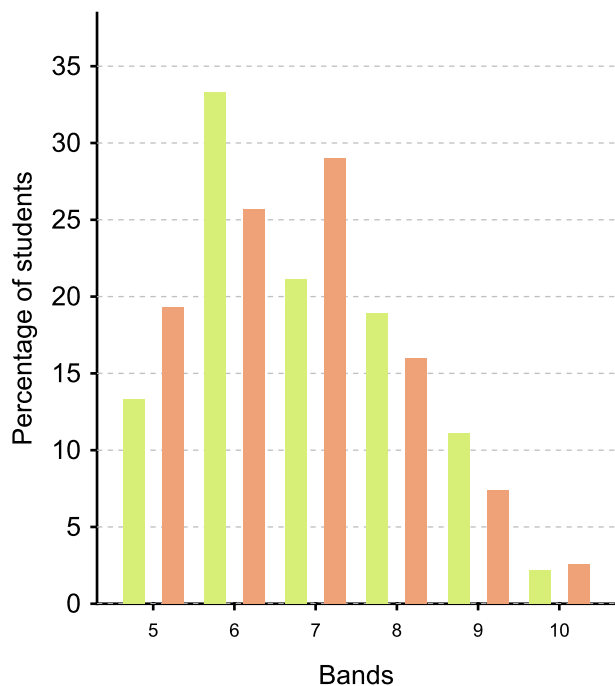
Band	5	6	7	8	9	10
Percentage of students	13.3	33.3	21.1	18.9	11.1	2.2
School avg 2016-2018	19.3	25.7	29	16	7.4	2.6

Percentage in bands:
Year 9 Reading

Legend:
- ■ Percentage in Bands
- ■ School Average 2016-2018
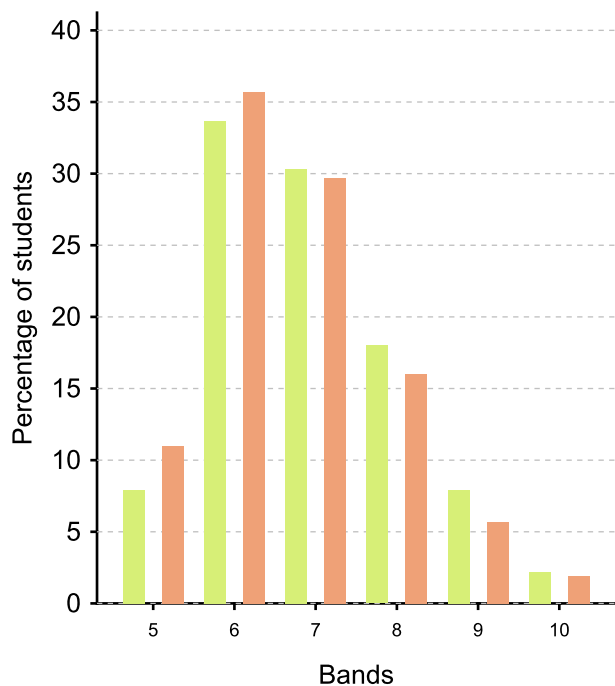
Band	5	6	7	8	9	10
Percentage of students	7.9	33.7	30.3	18.0	7.9	2.2
School avg 2016-2018	11	35.7	29.7	16	5.7	1.9

Percentage in bands:
Year 9 Spelling

Legend:
- ■ Percentage in Bands
- ■ School Average 2016-2018
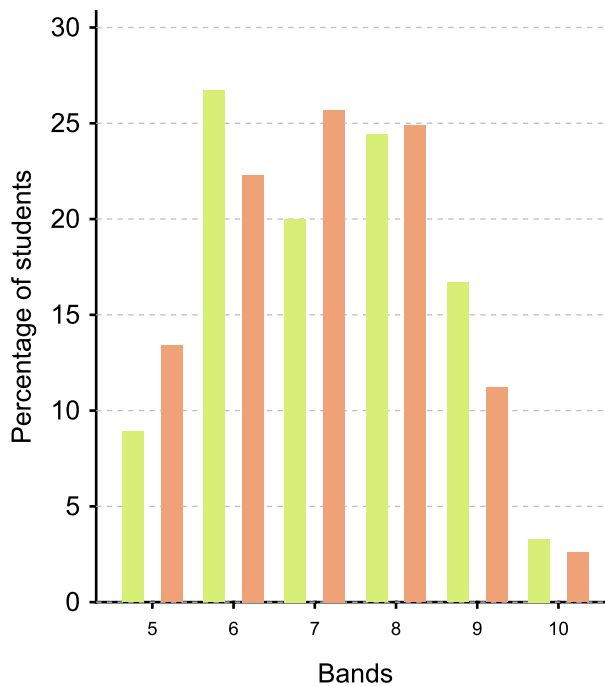
Band	5	6	7	8	9	10
Percentage of students	8.9	26.7	20.0	24.4	16.7	3.3
School avg 2016-2018	13.4	22.3	25.7	24.9	11.2	2.6

Percentage in bands:
Year 9 Writing
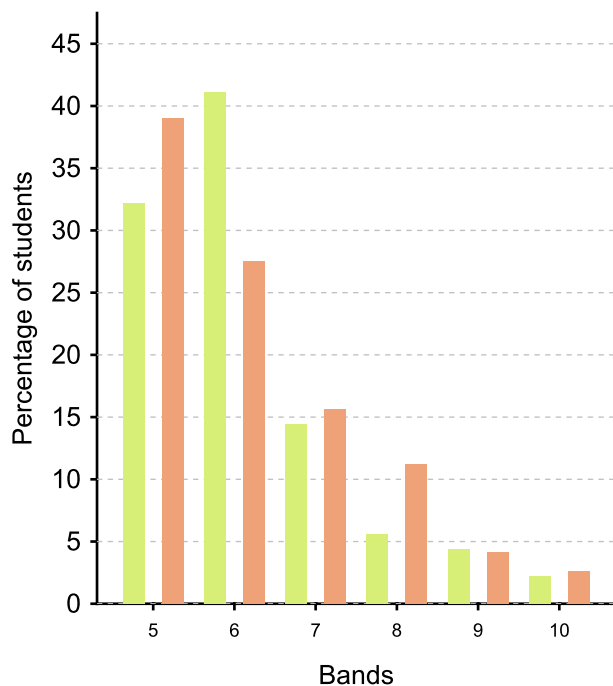
	Percentage in Bands
	School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	32.2	41.1	14.4	5.6	4.4	2.2
School avg 2016-2018	39	27.5	15.6	11.2	4.1	2.6

Percentage in bands:
Year 7 Numeracy
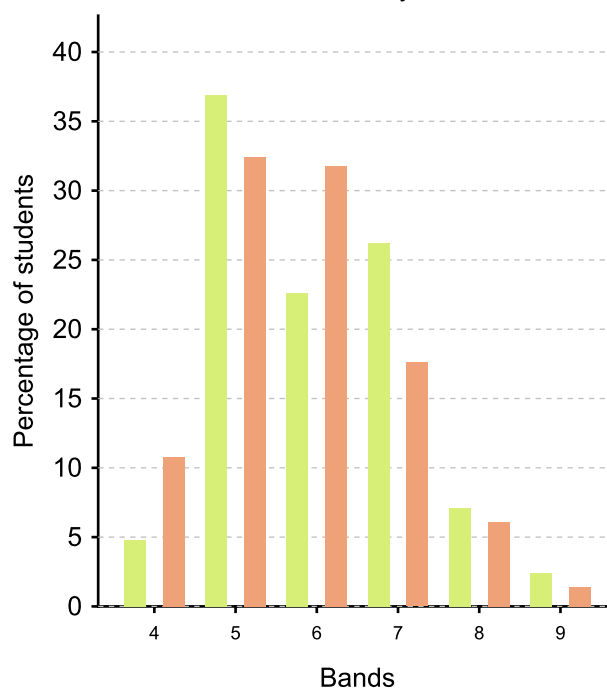
	Percentage in Bands
	School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	4.8	36.9	22.6	26.2	7.1	2.4
School avg 2016-2018	10.8	32.4	31.8	17.6	6.1	1.4

In 2018, Year 9 students also demonstrated improved performance across Reading, Writing and Spelling. Individual item analysis of student performance against specific NAPLAN markers indicated that Year 9 students demonstrated high levels of improvement with 56% improvement in students' 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.
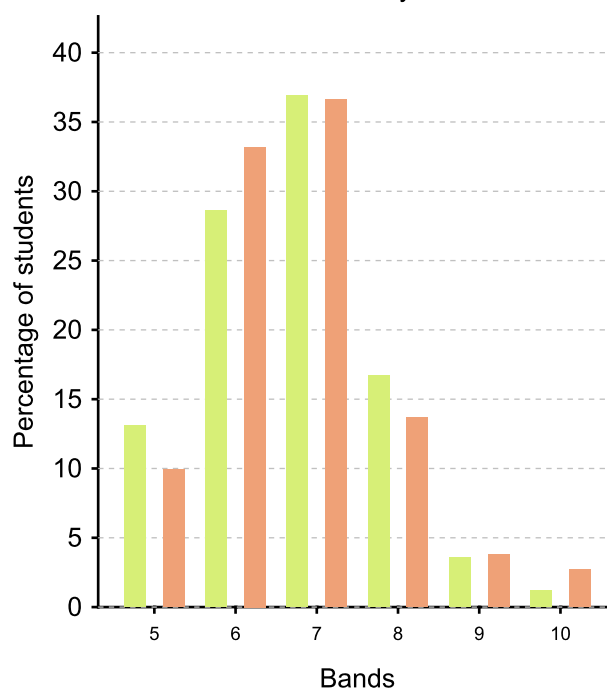
Percentage in bands:
Year 9 Numeracy

	Percentage in Bands
	School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	13.1	28.6	36.9	16.7	3.6	1.2
School avg 2016-2018	9.9	33.2	36.6	13.7	3.8	2.7

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.

Changes in pedagogy have led to improvements in student performance against the top 2 bands of Reading & Numeracy in NAPLAN. In 2018 the school sustained the 4% improvement from 2016 with 9.52% of students achieving the Premier's priorities.

Higher School Certificate (HSC)

English

- 12 students undertook the English Advanced course in 2018. Two students achieved a band 6 result and the examination mean was 82. Students performed above state average in this course by 0.04.
- 42 students undertook the English Standard course in 2018. Over 50% of students achieve a band 4 or higher in this course. Students performed near state average in this course.

Human Society and its Environment (HSIE)

- 6 students undertook the Ancient History course in 2018. The mean examination result for the school was 48.80. Positives included that all students attempted the examination and there was a continued reduction in the number of Band 1 results from 2016. The state examination mean mark was 72.76. Reflection by the delivering teacher has indicated that a review of topics would be beneficial. The implementation of a new Ancient History syllabus has facilitated this.
- 10 students undertook the Business Studies course in 2018. The mean examination result for the school was 75.18. Positives included that students worked closely with two experienced teachers, both HSC markers, to build their skills. The sequence of topics were also rearranged and this provided successful in allowing students to build on their knowledge and understanding in a sequential order. The state examination mean mark was 73.62, placing students at DTHS above the state average. All students scored a Band 2 or higher.
- 16 students undertook the Legal Studies course in 2018. The mean examination result for the school was 57.75. Positives included an increase in the number of Band 5's achieved by students in comparison to previous years. The state average for the examination was 75.05.
- 15 students undertook the Modern History course in 2018. The mean examination result for the school was 63.13. Positives included five students achieving a Band 5 result. Additionally, there was a reduction in the school vs state difference in

comparison to 2017. The average examination mark for the state was 73.88.

- 9 students undertook the SVET Retail Services course in 2018. The mean examination result for the school was 64.51. Positives included that almost all students enrolled in the course chose to complete the examination despite it being optional as part of their Vocational Education & Training pathway. One student achieved a Band 5 result – the first for the school in this subject. All students achieved a Band 2 grade or higher. The state examination mean was 68.99 and there was a reduction in the school vs state difference.
- 4 students undertook the Studies of Religion II course in 2018. The mean examination result for the school was 49.15. Positives included 50% of the cohort achieving a Band 3 or higher. There was one Band 5 result – the highest record of achievement for the course to date for the school. The state examination mean was 74.63.

PDHPE

- 12 students undertook the PDHPE course in 2018. The mean examination result was 59 which was close to state average. The highlight was 2 students scoring band 4.
- 8 students undertook the Community & Family Studies (CAFS) course in 2018. The mean examination result was 60 which was close to state average. Tara Munday scored the highest in this course with a band 4 result.

TAS

- 15 students undertook the Design & Technology course in 2018. 5 students received a band 5 result and 3 students received a band 4 result, meaning that over 50% of the course receive a band 4 or above. The examination mean was 71 for the cohort.
- 5 students attempted the SVET Construction examination in 2018. Over 50% of the cohort received band 4 or above. The examination mean was 70 for the cohort.
- 8 students undertook the Food Technology course in 2018. 50% of the cohort received band 4 and above. Nearly all students reported that this was their best HSC result. The examination mean was 65 for the cohort.
- 7 students undertook the SVET Hospitality exam. Approximately 60% of the cohort received band 4 or above. All students in this course reported that this was their best or equal best HSC result. The examination mean was 70 for the cohort.

Maths

- 12 students completed the Mathematics course. The average school score was 63.17 and the average state score was 77.40. This is a variation of −14.23. Five students achieved a Band 4. 75% of our students (9 students) scored results between 61 and 76. 25% of our students (3 students) scored results of 27, 56 and 58.
- 26 students completed the Mathematics General 2 course. The average school score was 58.62 and the average state score was 66.37. This is a variation of −7.75. The 2018 average school score of 58.62 represents an increase of 6.59
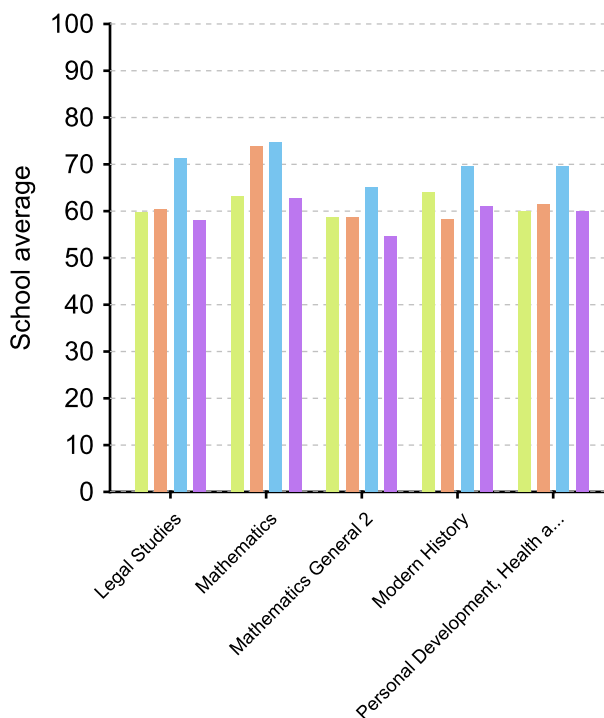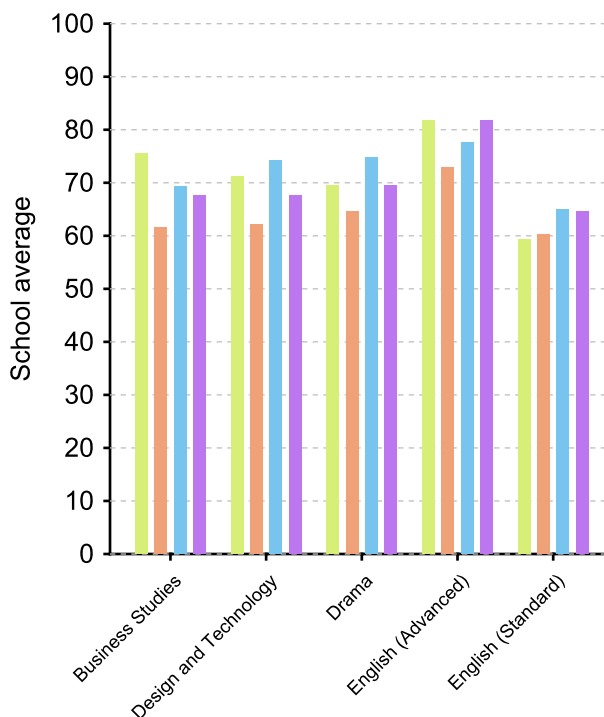
when compared to the 2017 average school score of 52.03. Two students achieved a Band 5 and seven students scored results between 69 and 82. This represents the top 25% of the scores. Fourteen students scored results between 53 and 65. This represents the middle 50% of scores.
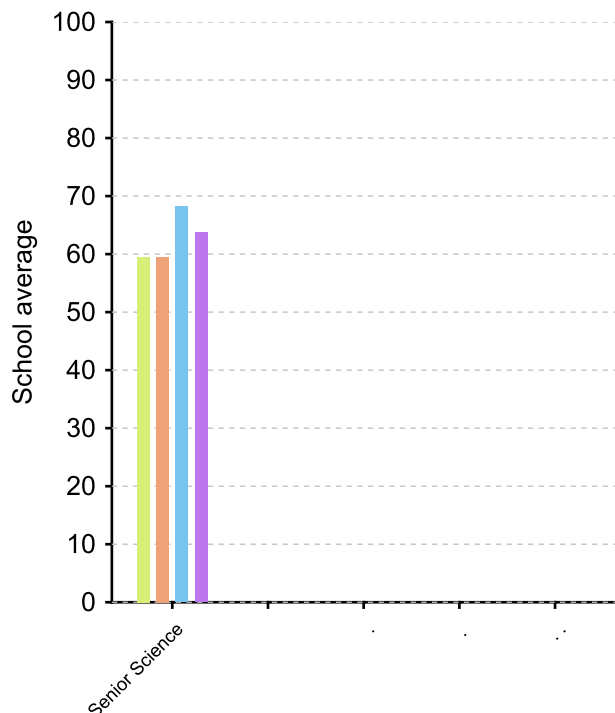
Science

- In 2018, 31 students completed their HSC in a science course including Biology, Chemistry, Physics and Senior Science. The state average score in these courses was 72.39 whereas school's average score was 64.67. The school had 8 students completing Biology, 6 completing Chemistry, 4 completing Physics and 15 students completing Senior Science.
- In Biology, 63% students received a band 4 or above; the mean examination result was 73. In Chemistry, 50% students received band 4 or above; the mean examination result was 71. In Physics 66% student received band 3; the mean examination result was 59. In Senior Science 27% students received band 4 or above and the mean examination result was 58. In total, there were 5 students receiving band 5, 7 students band 4 and 12 students receiving band 3 inclusive of all science courses

Creative & Performing Arts (CAPA)

The 2018 HSC results from the CAPA faculty were excellent. Of the 7 students completing Visual Arts, 4 of them gained a Band 5 and 3 Band 4s. In Music 83% of students or 5 our of 6 gained Band 5 or 4. Of the 6 students who completed the examination for Entertainment 1 gained Band 5 and 3 a Band 4. 18% of the students in the 2018 cohort, a CAPA subject was their best result.

Legend:
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Legend:
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

	School 2018	SSSG Average 2018
■ (green)	School 2018	■ (orange) SSSG Average 2018
■ (blue)	State Average 2018	
■ (purple)	School Average 2014-2018	

Subject	School 2018	SSSG	State	School Average 2014-2018
Business Studies	75.5	61.6	69.3	67.6
Design and Technology	71.2	62.1	74.2	67.6
Drama	69.5	64.5	74.8	69.5
English (Advanced)	81.8	73.0	77.5	81.8
English (Standard)	59.3	60.3	65.0	64.6
Legal Studies	59.8	60.3	71.2	57.9
Mathematics	63.2	73.7	74.8	62.8
Mathematics General 2	58.6	58.7	65.1	54.6
Modern History	64.0	58.2	69.5	61.1
Personal Development, Health and Physical Education	59.9	61.5	69.5	59.9
Senior Science	59.5	59.5	68.2	63.8

Parent/caregiver, student, teacher satisfaction

Our school continually seeks feedback from all members of the school community about the performance of the school.

The Tell Them From Me Survey was run twice in 2018 for parents, students and staff.

Policy requirements

Aboriginal education

In 2018, the employment of a full–time Aboriginal Education Co–ordinator assisted in closing the gap between indigenous and non–Indigenous students in relation to retention rates, attendance, literacy and 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. This was evident in celebrations such as NAIDOC Week.

Moving into 2019, the Aboriginal Education Co–ordinator, 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. There will also be a school–wide Aboriginal Education Team which will oversee various projects across the school. This includes the development of an Aboriginal Garden and Yarning Circle.

Multicultural and anti-racism education

Doonside Technology High School is a community that values and promotes cultural inclusivity and diversity. The school has 41.97% of students from a language background other than English. At Doonside Technology High School we embrace and celebrate cultural diversity and provide proactive programs promoting respect, tolerance and anti–bullying which 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.

During 2018 our school participated in the 'Investigating English as an Additional Language or Dialect (EAL/D) Education in Science' project which was run by the University of Sydney. Teacher participants involved in the project completed the Teaching English to Language Learners Professional Learning (TELL) course to learn a variety of EAL/D teaching strategies. As part of the project, the EAL/D and Science teachers collaboratively designed a Year 8 Science program and team–taught lessons each week. The project was a

great success as students demonstrated a significant improvement in their reading, writing, listening and speaking abilities.

The role of the Anti–Racism Contact officer (ARCO) in the school involves promoting an atmosphere of harmony in alignment with the Multicultural Education and Anti–Racism Policies.