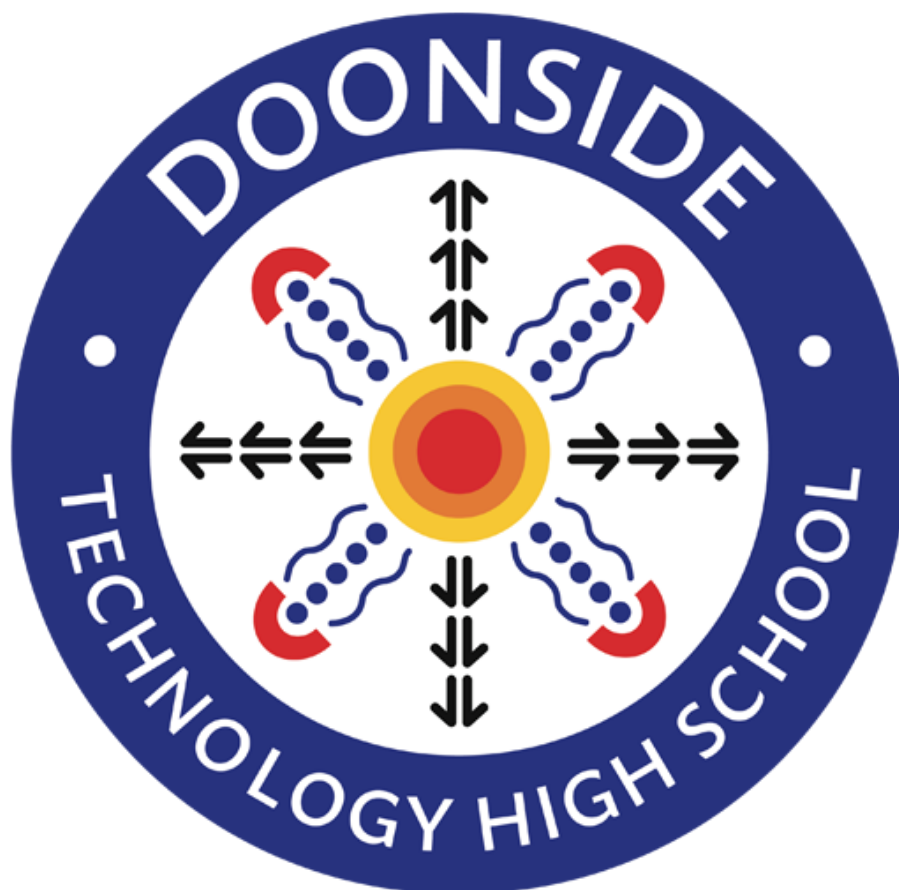


2020 Annual Report

Doonside High School



8399

Introduction

The Annual Report for 2020 is provided to the community of Doonside High School as an account of the school's operations and achievements throughout the year.

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

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Message from the students

RESILIENCE AND SOLIDARITY AMIDST STRUGGLE is what comes to mind when thinking about DTHS during the hazy spectacle of 2020. Overridden with constantly impeding obstacles, from the height of the pandemic and lockdowns, to climate emergencies, to international political tension, students, teachers, and parents within the community carried one another towards an unforeseeable end goal. Initially, when lockdown occurred, I will admit -- I did see it as a bit of a break. Now, as I write this in hindsight of course it was the opposite of that; what appeared to be an attractive prospect was quickly downpoured by neverending piles of catchup work and unfit study habits. On the eleventh of May, two days before we would physically come back to school, I wrote about this particular low point here:

'But honestly I don't know/am not the most confident in that I can do everything I need to do (a lot) today. Like there's quite a lot of it and it feels overwhelming… I really hope this serves as a valuable lesson to not leave everything to last minute.'

However, it's important to note that Doonside Tech during 2020 was not definitively consumed by the pandemic, and although we're still recovering from the rubble of 2020, we are recovering together. I believe the best part of our school is the people within it, and I can't reflect on 2020 without mentioning the teachers who helped us through and through, despite I'm sure teaching-during-a-year-like-2020' wasn't part of the course requirements. Of course, I'll reserve particular bias towards my own teachers, from Mr Elphege and his dinosaur figures, Mr Culhane and his waffles, to Mr Metzke and the esteemed Big World, however I'm extremely grateful to all members of our staff.

In 2020, we proved that as a community we can band together and support one another when facing collective struggle. Although peace and love isn't promised in 2021, I have hope in our students, staff, and school that we can get through whatever we need to. As a lasting piece of universal advice, regardless of whether you're a nervous student taking exams like I was, or a tired adult keenly awaiting the weekend,

'You got this! Good luck! Wishing you the best! Drink water and sleep well! Wake up to alarms! But in all seriousness, you have got this. This isn't the end but a checkpoint!'

School vision

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

School context

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



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning That Matters

Purpose

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

Improvement Measures

Class Profiles and Targeted Interventions

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

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

Literacy and Numeracy

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

Student Wellbeing

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

Progress towards achieving improvement measures

Process 1: Differentiation and Personalised Learning

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

Construction of classroom profiles.

Evaluation	Funds Expended (Resources)
<p>To ensure each and every student is met at their point of need, DTHS has invested in two major initiatives that have been complemented by professional development led by the Learning and Support Team.</p> <p>The Learning and Support faculty has designed a safe learning environment that provides integrated learning support for literacy and numeracy (including the completion of assessment tasks) to meet students at their point of need and thereby, re-engaging them in their learning.</p> <p>Launching in Term 3 of 2019 after visiting local schools and investigating the Universal Design for Learning (UDL), Semester 2 saw 266 students referred to the Learning Hub and a 50% reduction in N Warnings between Terms 3 and 4. In its first year of operation, the Learning Hub contributed to an 11% decrease in N Warnings from 2018 to 2019. Disappointingly, however, there</p>	<p>Head Teacher Wellbeing</p> <p>School environment GA</p> <p>Media Officer</p> <p>Community Liaison Officer</p> <p>Classroom Teachers</p> <p>School Learning Support Officers</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background

Progress towards achieving improvement measures

has been an increase in N Warnings in 2020, with a 22% increase from 2018. It must be noted, however, that the severe interruptions to the learning routines of students caused by COVID-19 have led to a substantial increase in N-warnings and the learning hub has played a significant role in assisting students to meaningfully resolve these in a supportive learning environment.

The Learning and Support Faculty has collated learning and wellbeing data for every student across the school to the details of which are filtered down into scaffolded class profiles completed by each classroom teacher on Staff Development Day 1 of 2020.

The implementation of meaningful class profiles has ensured teaching staff across the school refocused their attention to the importance and legal obligation of meaningful differentiation to maximise the potential of all students. Despite interruptions due to COVID-19, 95% of class profiles have been completed across the course of 2020, and members of staff annotate and adjust their teaching and learning programs according to the needs of their students as outlined in class profiles. The shifting culture around supporting students of diverse abilities and backgrounds from an informed perspective is evident in the External Validation justification of 'Sustaining & Growing' in the SEF concerning 'Effective Classroom Practice' and 'Data Skills & Use'.

(\$627366.00)

Process 2: Literacy Initiatives

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

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

Implementation of Stage 4 Reading program.

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

Evaluation	Funds Expended (Resources)
<p>The research, design, implementation and evaluation of Literacy strategies has been an integral part of teaching and learning at DTHS under the 2018-2020 School Plan.</p> <p>Shifting to a more specific focus in 2019, our school invested in embedding the Super 6 Reading and Comprehension strategies into teaching and learning programs across all KLAs. Staff surveys and sample teaching and learning programs from all KLAs in Term 4 of 2020 indicated high usage rates of the Super 6 strategies with all faculties providing programs that evidence the integration of Super 6 strategies. In 2019, this resulted in 72.6% of Year 9 students at or above expected growth (higher than 39.2% in SSSGs and the State mean of 35.7%). Moreover, in 2019, the average reading score for Aboriginal students at DTHS was higher than for non-Aboriginal students and reflects state-wide education goals in closing the gap. In 2018, the average reading score was 45.2% and in 2020, the average reading score (Check In Assessment in lieu of NAPLAN) was at 52.55% - an increase of 7.35%.</p> <p>In 2020, the integrated implementation of the Super 6, complemented by the Learning and Support team's comprehensive reading and writing program has seen every student in the HSC graduating class of 2020 meet both the reading and writing standards. The effectiveness of this strategy is further reinforced with 98% of Year 10 students meeting the HSC Minimum Standard for Reading on their first attempt, with all remaining students meeting the standard on their second attempt this year.</p>	<p>Head Teacher upgrade</p> <p>SLSO</p> <p>Learning Hub resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$67346.00)

Progress towards achieving improvement measures

In 2020, The DTHS Literacy strategy evolved to extend the impact of the Super 6 into a Stage 4 Accelerated Reading Program and the implementation of target intensive Literacy lessons into the curriculum. Coordinated by the Library and Learning and Support Faculty, an accelerated reading program for all Stage 4 students that targeted fluency, comprehension and inference skills was implemented. Despite interruptions to the program, Year 7 classes have seen on average 40% of students exceeding growth expectations in Semester 1 of 2020. With final assessments for the year being completed in the first 5 weeks of Term 4, current results (as of Week 4) indicate 66% of students have exceeded growth expectations in the reading program.

The Literacy intensive periods for Stage 4 students designed and implemented by the Relieving Head Teacher of English focused on grammar and punctuation for Year 7 students with Year 8 focusing on comprehension and inference. Between Semester 1 and 2, summative assessments indicated 7% of Stage 4 students improving in literacy skills aforementioned. Reflecting on this minor improvement, the appointment of one Stage 4 literacy teacher in 2021 will have greater influence and quality control of literacy lessons to ensure their effectiveness across the year.

Process 3: Student Wellbeing

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

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

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

Evaluation	Funds Expended (Resources)
<p>The improvement measure of progressing 60% of Year 7 students at least one level against the DTHS Personal and Social Capabilities continuum was achieved in 2020.</p> <p>The DTHS Personal and Social Capabilities Handbook was developed, which contains a curriculum and structure to ensure sustainability. All Middle School staff received professional learning and Middle School meetings were utilised to measure progress. Teachers reported the program was easy to implement and student focus groups showed that they enjoyed the lessons, saw real-world relevance and felt that it supported learning in the classroom. The program was deemed a significant success, with 88% of students involved in the program moving up at least one stage on the continuum, with many students demonstrating growth of two stages.</p> <p>Stymie has been a great success, with 60 notifications to date (05/11/2020). The majority of reports made have been pertaining to bullying, with several relating to domestic violence, illegal activity and self-harm. The Stymie Policy and Procedure was effectively implemented, ensuring all notifications were addressed effectively within 24 hours. Student focus groups indicate Stymie provides them with a valuable support mechanism within the school, particularly due to the anonymity and quick response rate from the wellbeing team. For a more detailed report, see the attached evidence.</p> <p>The CORE Skills class has been finalised is ready to be implemented in 2021. Learning programs were designed using Trauma-informed Positive Education lens, in conjunction with an emphasis on the General Capabilities. The program's scope and sequence was designed utilising staff and student feedback, as well as suggestions from alternative education providers. Professional leaning was delivered to staff to ensure they were upskilled and felt prepared to teach the class. All students involved were interviewed, as were their parents and carers, to ensure they were well informed and signed off on a Life Skills pattern of study for their child. Furniture was purchased to</p>	<p>Head Teacher Wellbeing</p> <p>Personal and Social Capability Handbook - SAO & printing</p> <p>\$2,800 for induction and a one-year subscription to Stymie</p> <p>Week 7 TPL to instruct staff on anti-bullying policy and the Stymie program. Week 6 Year 7 TPL to instruct staff on the Personal and Social Capabilities.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$153674.00)

Progress towards achieving improvement measures

create a flexible learning space.

Process 4: Numeracy Initiatives

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

Evaluation	Funds Expended (Resources)
<p>The Numeracy Team used Numeracy progressions to assist staff in meeting students at their point of need. Overall results of the implementation of additional numeracy strategies across the school:</p> <p>Numeracy - Growth - increase 1.2% of students achieving at or above expected growth</p> <p>Numeracy - top 2 bands - increase 2% of students in the top 2 bands</p> <p>In 2020 we have worked hard to achieve an improvement in whole school numeracy. This has been implemented in two major areas. The first area was running numeracy classes across stage 4 to improve our basic skills and introducing Newman's Error Analysis into our everyday teaching practices. The classes were lead by maths trained teachers and science teachers. We used these lessons to build on what students had already learnt in mathematics classes to support and assist their ongoing development.</p> <p>Numeracy teachers met regularly to evaluate the effectiveness of lesson content and the benefits of improving basic literacy and numeracy skills.</p> <p>The second area that was developed was to address the 'whole school numeracy' program by embedding numeracy focus areas into programs and classroom lessons in all faculty areas. This required each faculty to work with a numeracy expert and develop lessons mapped against the numeracy progressions. Faculties created, developed and evaluated numeracy lessons that improved student understanding and assisted teachers in building the skills needed to teach numeracy effectively at DTHS. Faculties consistently evaluated and reflected on their practice to find new methods of incorporating numeracy skills.</p>	<p>\$1200 for the numeracy resources</p> <p>\$1100 for the casual cover- A. Elphage to meet with the Numeracy Consultant</p> <p>Time allocation for coordinators - 16000</p> <p>Professional Learning time allocation: 3 hrs in a term + 1.5 hrs External Presenter Cost \$699 & \$1500</p> <p>Time allocated during the executive team meetings</p> <p>6hrs NESA registered PL was developed for the whole staff and staff meetings were used to deliver this.</p> <p>Numeracy meetings</p> <p>After-school meetings</p> <p>Allocated PL time for the faculties</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$2700.00) • Socio-economic background (\$20500.00)

Next Steps

Differentiation: Moving into the next cycle of school planning (2021-2024), DTHS will continue to refine the processes and effectiveness of the Learning Hub, supported by the recent implementation of the 'After School Tutoring Program' facilitated by SLSOs two days a week. Differentiation will continue to be underpinned by extending the use of class profiles to ensure clear, accurate and meaningful adjustments are made for students of diverse abilities and reflected in curriculum planning. DTHS will move to use both the Learning Hub and class profiles to develop formative assessment strategies and meaningful feedback approaches to support the individualised learning of students.

Literacy: Moving into the next cycle of school planning (2021-2024), DTHS will continue and refine the Stage 4 reading program, supported by intensive literacy periods for Years 7, 8 and 10 students. This will be complemented by a whole school extended writing strategy that familiarises students with a common language and approach to constructing analytical and evaluative writing.

Wellbeing: Moving into the next cycle of school planning (2021-2024), DTHS will continue to refine the Personal and Social Capabilities program in Year 7, by adding additional lessons and resources for staff to implement. In 2021, each Year 7 class will have a P&S lesson at the same time, to ensure consistency, ease of tracking and accountability and the option to collaborate between classes. The CORE Skills class will be constantly reviewed to track the students' progress in this program.

Numeracy: In 2021, we are working towards the goal of improving whole school numeracy. Numeracy lessons will be created in stage 4, in addition to a year 10 numeracy class taught by one teacher. Numeracy classes will be taught by

Maths trained teachers. The numeracy classes will be scope and sequenced against the mathematics stage 4 and 5 scope and sequences to build continuity in each stage and streamed classes with withdrawal of learners for intensive numeracy support.

Strategic Direction 2

Innovative Quality Teaching

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Technology Community for Teaching & Learning

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

Evaluation	Funds Expended (Resources)
<p>In 2019, we had mandated for 80% of the teachers and students at DTHS to be using Canvas as our major online learning platform. At the end of the year, Canvas analytics indicated we had achieved a saturation point of 89% (62 teachers and 584 students). According to the faculty tracking rubric 30% of the faculties have uploaded their entire program for their yearly curriculum, with 65% of faculties having made some progress in terms of uploading some learning material. To achieve this we invested large amounts of resources in the form of after school PL, faculty focused workshops, twilight sessions, etc. Qualitative data in the form of online surveys indicated that the response from students was overwhelmingly positive. However, teacher survey responses were more mixed.</p> <p>By the end of term 1 2020, there were only 28 teachers consistently still using Canvas (48%) with 15 active courses. Student usage had continued to climb to 639. It was at this time that data from Google Classroom was also being used to paint a more complete picture of Canvas uptake and online learning platform preferences. This indicated that a large number of teachers were using Google Classroom (topping 40 active classes as of 11th February).</p> <p>At the end of term 2 2020, there was a shift in goals for SD2. Due to COVID-19, there was a spike of online remote learning. PLC sessions were held to assist staff in online remote learning. At this time there were 34 teachers and 630 students using Canvas. Google Classroom topped out at 234 active classes on May 2nd. It was clear at this point that Canvas should not be mandated as the sole online learning environment, as many teachers were actively using Google Classroom at this time. It was decided that moving forward, the technological focus would be directed by staff. PLC sessions were to have a broader technology focus (instead of just Canvas), driven by teacher demand. Subsequently, PLC sessions for ClickView Google Classroom, Zoom, Google Drive and other learning tools were held.</p> <p>In term 3, a survey was sent out to determine what direction PLC sessions would take for the rest of the year. There was an overwhelming demand for professional learning on virtual reality, as the school had recently acquired a kit. There were 3 sessions held in term 3, and 1 in term 4, with a day</p>	<ul style="list-style-type: none">• PLC Sessions• VR Kit• Omen laptop• Maker Space room• professional Learning <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$132756.00)

Progress towards achieving improvement measures

dedicated to a PLC showcase. According to PLC exit slips teacher confidence and proficiency had increased in the use of the VR itself as well as it's associated apps, however more training needs to be done in terms of setting up the VR itself.

Process 2: New Ways of Teaching & Learning

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

Evaluation	Funds Expended (Resources)
<p>As part of our School Plan Improvement measures for 2020, one achievement measure was to- 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. We did not exceed the mean in 2019: the school mean was 7.7 and the NSW govt Norm was 7.8. However, the mean was improved from the base of 7.5 in 2018 to 7.7 in 2019 and 2020.</p> <p>As part of our School Plan Improvement measures for 2018- 2020, one achievement measure is: A 25% increase in the number of staff trialing new evidence-based teaching strategies from the 2018 baseline, extending to 50% in 2020. Data from surveys indicate:</p> <p>90.7%% of respondents (39/43) said that they had trialled a new way of teaching & learning in 2020, with majority of responses identifying they trialled it in year 7 (59 %), Year 8, 9, 10 and 11 (35.9%), and Year 12 (25.6%). New ways of teaching and learning included: Quality Teaching Rounds, Joint programming, ALARM, CANVAS, PBL/Design process and Feedback practices.</p> <p>In order to assist with this process, all faculties collaboratively devised 5 dot plans indicating the five innovative strategies to be implemented and discussion was facilitated at executive level. During Term 3, 2020, staff engaged in formal and informal observations focused on a targeted strategy.</p> <p>As part of the Year 7 Middle School Program, teachers continued to engage in collaborative programming & planning.. This has been evidenced in the Middle School team Drive with access for all teachers to access and a number of resources developed for cross-curricular projects including planning documents, joint programs, work booklets and resources.</p>	<p>Head Teacher upgrade 33,000</p> <p>Period allocation 1 pd to each teacher in middle school - 39 =1 additional teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$154000.00)

Next Steps

In the next planning cycle we plan to introduce an increase in the focus on technology in Middle School classess with a new STEM class in Year 7. We aim to purchase new technology resources and develop the Maker Space classroom so that it is utilised by more students and teachers. In addition we will contiune the focus on new and different ways of engaging students and continue implementation of Passion Projects in Year 9.

Strategic Direction 3

Effective Proactive Leadership

Purpose

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

Improvement Measures

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

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

2020 Improvement Measure

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

2019 Improvement Measure

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

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

Progress towards achieving improvement measures

Process 1: Effective Evaluation & School Planning

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

Evaluation	Funds Expended (Resources)
<p>As a result of the work that has been undertaken in 2020, the process of Effective Evaluation and School Planning has met the improvement measure outlined in the 2018-2020 School Strategic Plan. As of Week 10, 2020, 100% of Professional Learning workshops delivered to staff are being delivered using the DTHS Professional Learning Presentation Proforma. This ensures that all professional learning delivered explicitly reflects the school's strategic directions. All professional learning at DTHS also incorporates an Entry and Exit ticket, utilised by presenters to evaluate the impact of workshop activities. In Week 10 of Term 3, a survey was sent out to all staff who have utilised the DTHS Presentation Proforma and Entry & Exit ticket. The results of this survey indicate approval and acceptance of this form of evaluation.</p> <p>The DTHS School Planning & Reporting Policy has continued to underpin the work that our school is doing in terms of evaluating our progress.</p> <p>Our DTHS Teacher Professional Learning Calendar for Terms 3 & 4 further reinforces the important position that our school plan has across all aspects of learning. As evidenced by the Term 3 & 4, 2020 TPL calendar, Numeracy (SD1) and Professional Learning Communities (SD2 and SD3) are frequently featured. This ensures that essential components of the School Strategic Directions are frequently communicated to the whole staff and that teachers across the school are up-skilled in these areas.</p> <p>The DTHS External Validation team presented their submission to the External Validation committee. Upon review, the structures and evidence submitted that reinforced the support and systems designed to enhance</p>	<p>Head Teacher allocation</p> <p>Conference</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$34781.00)

Progress towards achieving improvement measures

school planning and reporting, the committee agreed with the school self-assessment that we are operating at Excelling.

Formal evaluation processes have been embedded in 90% of whole school projects at the end of 2020, a shift from the base of 100% informal in 2018.

Process 2: Instructional Leadership

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

Evaluation	Funds Expended (Resources)
<p>Teacher feedback collated on PDP process indicates 96% of faculties have their PDP aligned with the Standards. It also indicates that 96% of headteachers have led collaborative reflective conversations with their team members to support them with their professional goals.</p> <p>The Professional Practice Policy and the Handbook indicates the school vision and support structure created for the pre-service teachers. The applicability of the policy, as well as the handbook was evaluated by teachers and preservice teachers with 100% positive responses for its usefulness and inclusion of all requirements.</p> <p>The school Executive undertook extensive training in Instructional Leadership and as a result determined that it operates as an effective team who acts as mentors and coaches and are collaborative in nature. In addition the professional learning for the school planning process leaders, responsible for their respective areas of SPaRO proved to be highly effective as was their professional learning in use of data to determine success of the current school plan. Professional Learning for the executive team was delivered at the end of Term 1, 2020 to enable all leaders in the school to develop a deeper understanding of SPaRO. This is especially essential for the development of the new three year school strategic plan (2021-2023).</p>	<p>Professional Learning</p> <p>Head Teacher allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$137104.00)

Process 3: Future Leaders

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

Evaluation	Funds Expended (Resources)
<p>To ensure a 30% increase in student participation in programs to build and demonstrate leadership skills, the following processes were successfully implemented throughout 2019 - 2020</p> <p>Every stage 6 student participated in subject selection and an Individual Education & Transition Plan (IETP) review interview with their parent. During this interview, the student's academic progression was reviewed to ensure strategies are in place to provide every student the support at their time of need. The parent and the student are also involved in the mapping of the post-school pathways to ensure the student is working positively to achieve the set transition goals. Positive parental feedback indicated parents have developed an improved awareness of the ways to support their Year 12 student during their HSC journey and also have a better understanding of the</p>	<p>Administration support .6 SAO</p> <p>Head Teacher upgrade</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$54000.00)

Progress towards achieving improvement measures

HSC rules and regulations. Every IETP is shared with the teaching staff to ensure that the teaching and learning activities are designed to meet the individual learning needs of the Stage 6 students.

Stage 6 students studying an ATAR pattern have been involved in online and face to face workshops to develop a better understanding of effective ways of studying, extending understanding of the content and attempting HSC exam-style questions. In addition to this, the Year 12 mentoring program has ensured that every Year 12 student is developing skills to responsibly engage in their HSC studies and this involves setting a timeline for the term assessments, reflecting on the individual performance in assessments and developing subject based improvement goals. The mentoring program has ensured that 100% of Year 12 students are working one on one with a mentor to achieve their academic and transition goals from their IETP. Also, every Year 12 student has access to the after-school homework hub two days each week. Student surveys indicate a 76% increase in student motivation and 80% increase in student engagement.

New partnerships with external providers have been created and others have been strengthened such as WSU; UNSW; USYD; Options Ability; Job Quest and Macquarie University. This has enhanced student leadership opportunities for them to become actively involved in various academic, cultural, career, and transition fields. As a result of the support provided to students particularly with regards to the technical resources, 90% of the Stage 6 students attended the workshops with the external providers. Student feedback has communicated that their engagement with the online workshops and virtual careers expos has resulted in them feeling well supported academically and increased their ability to make informed decisions on their tertiary pathways. This ensured that each student with an ATAR pattern was involved in the Early Entry application process. As a result, the Year has seen a massive increase in the early entry offers. 28 ATAR students have in total received 63 Early Entry offers, an increase of 125% from 2019.

A streamlined subject selection process has been developed where the parent of every student is actively involved. This has ensured 100% student satisfaction of their chosen senior study pattern. Student and parent feedback indicated a 75 % increase in their understanding of the requirements for senior subjects after the school implemented online subject information videos. Student surveys have clearly indicated the increased levels of confidence in their ability to make decisions, participate in leadership and extracurricular initiatives such as attending work experience.

Next Steps

In the future the focus will be on refining this policy to ensure alignment with the new School Improvement Plan Policy and that it reflects the Four Year strategic planning cycle. This will ensure that Process and Key Funding Initiative Leaders are equipped with the tools and support needed to report on the system-negotiated and school determined areas of focus.

With the professional learning by Executive and process leaders for the 2018-2020 plan, leadership around the targets for the 2021-24 School Improvement Plan should build on the work of 2020 to create a more targeted approach and enable larger involvement of more teachers engaging in its creation and implementation and recording using the DoE's designated application SPARO.

Continuation of parent student interviews for senior subject selection and ongoing IETP process with mentoring of each Year 12 student by a staff member.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal teacher coordinator</p> <p>Aboriginal Education Officer</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$132 106.00) • Low level adjustment for disability (\$10 000.00) • Socio-economic background (\$62 000.00) 	<p>Engagement with the community, parents/carers, as well as, programs with external providers except for the Possums art group was halted from late Term 1 due to COVID-19. Possums Art group was reinstated in Term 4 and has been successful with 12 students attending regularly. Possums' staff have had conversations with students and parents/carers and verbal indications to date are positive with evaluations from staff and students indicating a high level of support and success in engagement with the program. Students reported improved ability to talk about their issues and seek support in seeking resolutions.</p> <p>Engagement in the fortnightly attendance meetings is ongoing. There are a number of chronic absentee students who, despite ongoing efforts to re-engage with school, again have been unsuccessful and have been referred to the Aboriginal School Liaison Officer (ASLO).</p> <p>The number of Aboriginal students at risk of not receiving HSC or RoSA has decreased once we were back at school and engagement in the Learning Hub and support of Aboriginal Education Officer was again available to students. An initial increase in numbers of students at risk in Term 2 can be attributed to COVID-19 and students have not returned since the break.</p> <p>The appointment of a new Teacher Coordinator for 2021 has been well supported by students and staff.</p>
English language proficiency	<p>1.0 EALD Teacher appointed</p> <p>EAL/D SLSO</p> <p>PLC resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$123 327.00) 	<p>As part of the 2018-2020 School Plan a number of support mechanisms have been implemented under the English Language Proficiency key initiative. EAL/D students identified as requiring additional support to acquire English were provided with in class support. Team teaching occurred with classroom teachers to implement EAL/D strategies into their teaching practice. Refugee education plans have been designed and developed on sentral and all refugee students have an educational plan on sentral. Students who required additional support to successfully complete their HSC minimum standards testing were provided with withdrawal group study sessions and practice sessions. Refugee week was celebrated at DTHS by refugee students developing a video to raise awareness and celebrate refugee week. The Department of Education's reporting requirements have been met as students who received in class support in 2020 were provided with an English and an Additional Language and/or Dialect (EAL/D) report. All identified targets for the English Language Proficiency key initiative have been met for 2018-2020.</p>

<p>Low level adjustment for disability</p>	<p>Head Teacher</p> <p>School Learning & Support Officer X2</p> <p>Specialist staff X2.3 teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$371 953.00) 	<p>The Learning and Support Faculty has implemented a number of support mechanisms and assessments to ensure students of a diverse range of abilities are supported in their learning. To assess students' current skills and understanding in literacy and numeracy, the Learning and Support faculty have implemented and analysed the results of a multitude of assessments including NAPLAN, HSC Minimum Standards, Best Start Year 7, Year 9 Check-in Assessment, special provisions for examinations including the HSC, YARC reading assessments, CELF language assessments and Functional Behaviour Assessments. The results of these assessments provided a foundation through which to provide appropriate support to students including the LaST Co-teaching program, SLSO support in class, reading and numeracy intervention workshops, the development of school support plans, behaviour management plans, risk management plans, individual education plans (reviewed bi-annually), partial attendance plans and access requests for additional funding or alternative placements. These systems were built upon in the 2018-2020 School Plan under SD1 - Differentiation through the introduction of the Learning Hub and learning and wellbeing class profiles.</p>
<p>Socio-economic background</p>	<p>Additional Head Teacher</p> <p>School Administration Officer</p> <p>Community Liaison Officer</p> <p>School Learning & Support Officer</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$334 194.00) 	<p>The attendance coordinators have implemented a myriad of strategies to improve the overall school attendance, individual student attendance and increase the percentage of students attending 90% of the time.</p> <p>This year at Doonside Technology High School a mandated milestone set by the department, to increase the percentage of students with a 90% or higher attendance percentage by 2.3% each year until 2022. In 2020 there has been a 5% improvement in whole-school attendance when compared to 2019. This improvement was due to initiatives such as the weekly attendance award at assemblies, weekly focuses for year advisors, use of social media account to explain the importance of attendance, weekly attendance meetings, year 7 middle school attendance targets, attendance improvement plans and professional learning to staff. In addition there have been significant additional staff employed to support attendance and student wellbeing, Community Liaison Officer, School Learning and Support Officers, Haed Teachers Administration and Wellbeing, time allocations to Wellbeing team. As a result of higher expectations on attendance at school there has been an increase in school wide attendance percentage by term. In 2020 there was a 2.13% increase in whole school student attendance compared to 2019 and a 2.45% increase in student attendance compared to 2018.</p>

Socio-economic background	<p>Additional Head Teacher</p> <p>School Administration Officer</p> <p>Community Liaison Officer</p> <p>School Learning & Support Officer</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$334 194.00) 	<p>In 2020 students at Doonside Technology High School had increased the percentage of students above 90% of the time by 8%. Therefore in 2020, 60% of students had a attendance percentage of 90% or higher compared to 2019, 52% of had a attendance percentage of 90%.</p>
Support for beginning teachers	<p>Head Teacher Mentor release</p> <p>Release time for beginning teachers</p> <p>professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$114 365.00) 	<p>In 2020 a range of processes and practices have been implemented to support eight (inclusive of beginning teachers who joined throughout the year) beginning teachers. This has been achieved through mentoring structures and collaborative practices which has supported their transition into teaching and has ensured their ongoing development and improvement in their teaching practices. Specific support provided includes a school induction, targeted professional learning sessions, one on one formal meetings and observing experienced staff to engage in reflective practice. AS a result surveys have indicated a 100% satisfaction of the program and sense of collaboration and support. 100% of the casual teachers have continued to place DTHS as their preferred school and remained employed at the school.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	340	332	345	341
Girls	302	285	286	304

Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.7	88.2	88.3	89.3
8	83.5	83.7	83.9	88.3
9	80.4	82.6	79.7	85.6
10	74	74.5	74.6	80.2
11	85.5	71.6	70.2	84.5
12	84.3	83.8	84.1	84.7
All Years	82.7	80.5	80.5	85.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	3.66	0	11.42
Employment	5	1.8	27.14
TAFE entry	3.66	0	8.57
University Entry	0	0	44.28
Other	2.75	4.34	5.71
Unknown	2.75	2.17	2.85

The 3 employment placements achieved in Year 10 have been the result of the RoSA@Work program. These students had demonstrated their reluctance to engage in the traditional curriculum and often failed to complete their assessment tasks. In addition they truanted regularly and generally appeared as unhappy students. The RoSA@Work program addressed student disengagement by providing a personalised approach to help students understand themselves as learners and develop informed post school pathways. Students were provided support by the careers adviser to gain real world experience through the work placement to develop employment skills and this resulted in the students gaining permanent employment placement. In 2020 there was a massive increase in the Early Entry to University offers for the 28 ATAR students. There were 63 university offers made to the students, in particular there was an offer made for the Dean's scholar, an offer for the honours degree and 4 offers were made for the double degree programs. Of the 31 university placements, 28 placements were taken up from the early offer courses.

Year 12 students undertaking vocational or trade training

64.38% of Year 12 students at Doonside High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

98.6% of all Year 12 students at Doonside High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.7
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	15.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	921,518
Revenue	10,403,122
Appropriation	10,344,787
Sale of Goods and Services	32,941
Grants and contributions	22,315
Investment income	2,979
Other revenue	100
Expenses	-9,920,309
Employee related	-9,040,475
Operating expenses	-879,834
Surplus / deficit for the year	482,813
Closing Balance	1,404,331

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	57,952
Equity Total	1,820,142
Equity - Aboriginal	117,739
Equity - Socio-economic	1,189,312
Equity - Language	154,668
Equity - Disability	358,423
Base Total	7,791,442
Base - Per Capita	165,823
Base - Location	0
Base - Other	7,625,619
Other Total	427,359
Grand Total	10,096,895

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

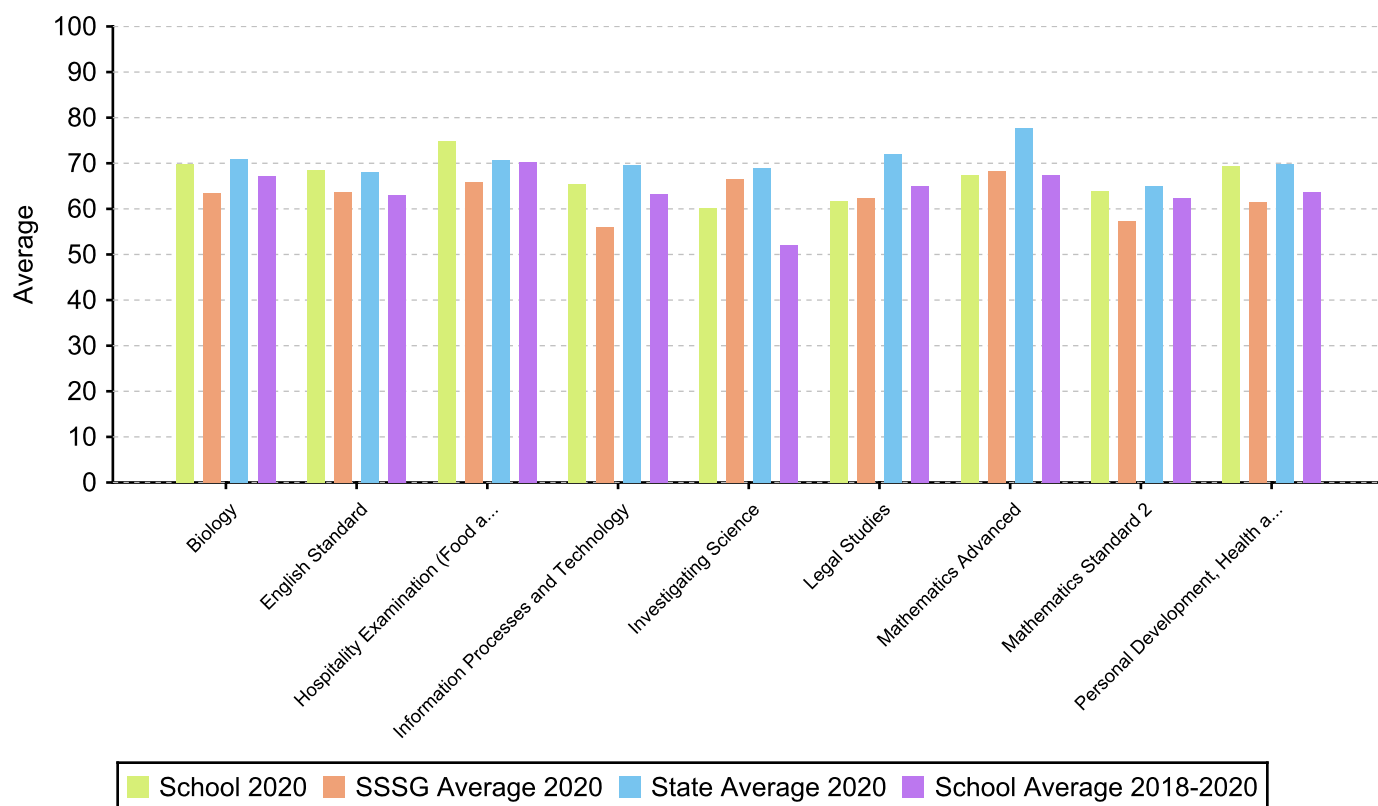
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	69.9	63.4	70.8	67.2
English Standard	68.5	63.7	68.1	63.1
Hospitality Examination (Food and Beverage)	74.8	65.9	70.8	70.3
Information Processes and Technology	65.4	56.1	69.6	63.3
Investigating Science	60.2	66.5	69.0	52.0
Legal Studies	61.7	62.3	72.1	64.9
Mathematics Advanced	67.4	68.3	77.7	67.4
Mathematics Standard 2	64.0	57.2	64.9	62.5
Personal Development, Health and Physical Education	69.4	61.4	69.9	63.7

Parent/caregiver, student, teacher satisfaction

The school uses the Tell Them From Me Survey each year to gauge overall satisfaction with our school. Throughout the year the school surveys students, staff and parents about a range of topics and the information gained from these smaller surveys provide us with data to inform adjustments to our school improvement plan and or programs. From 2018 to 2020 there has been an increase in advocacy at school reported by students in the Tell Them From Me Survey and we are ahead of Similar Schools in terms of Advocacy, Expectations for Success and a Sense of belonging. Teacher surveys have indicated significant growth. Parent engagement is improving and we have been well supported for our Information evenings that ran throughout 2019 with COVID causing cancellations of most of these in 2020. To compensate for this our Head Teacher Senior Studies conducted one on one interviews with all parents of Year 10 students for subject selection into Year 11 and we trailed ZOOM meetings with many parents and students as part of our transition to high school program.

The school has continued its focus on the promotion of achievements to the community through the Newsletter and social media accounts. There has been a significant increase in the images of student successes in the school and with that came reports of increased satisfaction from parents at the number of students appearing in print in the newsletters. . Parents were surveyed at various events throughout the year and indicated strong support for the school. In addition have been ongoing positive reports from agencies and visitors to our school of the positive atmosphere and welcoming feel. Out students have been praised for their dedication and positive engagement in classrooms and extra curricula activities throughout the year.

Student Responses - Life In DTHS 2020

1. Being a student in 2020 is one of the memories I will never forget, from coming to a new school, to working from home. It was, all in all, a good experience. During the first days of school I didn't know anyone, but the welcoming community made me feel like I had been studying here for years. In the first few weeks of school we got our assignments. Lucky we had enough time to work on them during class. When Covid got serious it was a bit harder to adjust at home since we were not used to it. We got a lot of help online but it was hard to get a response from your teachers straight away and usually we would have to wait a few hours for a reply because our teachers were even busier than usual and had different classes at the same time.

The positive thing about being a student at Doonside Technology High School is we have amazing facilities like cricket nets, tennis courts, basketball courts and volleyball courts. During lunches most of the students in our class, including me, like going to the library to play chess. There were many social justice days that were held to raise students' awareness such as White Ribbon Day (stand against domestic violence), Wear it Purple Day, RUOK day. These events taught us to value all people the same whether they were women, men or kids and to treat them equally and with respect. During these events teachers would hold teacher versus student competitions like handball, volleyball, basketball, chess, ping pong and many more. All the teachers we had demonstrated the CORE values through their leadership and, when they taught, this gave us a better understanding of the values.

Overall, my first year of high school was one I will never forget and I'm glad that I go to DTHS.

2. Being a student in 2020 was weird, the entire year felt like it was both on fast forward and in slow motion. It was as if you blinked it would already be the end of a term and after what felt like hours of lessons, would turn out to be only one period of learning. The year also had a rollercoaster of ups and downs. Some of the biggest ups were Wear it Purple day and an art excursion. Lessons also were less chaotic and I even learnt to slightly enjoy sport more because of the new ping pong tables. There were a few negatives too, excluding the extended break. One of the problems for me was the change of teachers and our science class in particular had a lot of teacher changes. Overall, the year was just a little all over the place with teaching.

Some of the positives of being at Doonside Tech are definitely the art lessons, with them being educational as well as fun. I also enjoyed some of the social justice days we had with things like sport competitions occurring. Sport was another fun addition with different sports groups being set up, it allowed for more freedom for what you wanted to do and it wasn't always football or basketball. For me though, the best thing of 2020 Doonside were the passion projects, specifically the one I chose for the second semester, Build a Go-Kart. It was fun, hands on and even made me realise my passion for engineering. These are some of the positives of Doonside Technology.



Woodcroft Excursion - into the community



Year 7 - Day 1. Happy to be here!!



Year 12 fundraiser



Wear It Purple Day - organised by our students



We do love our sport!



Year 7 Food Truck - Yum

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.