

2020 Annual Report

Davidson High School



Davidson
HIGH SCHOOL

8479

Introduction

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

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

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Message from the principal

2020 was certainly a year like no other and it placed enormous challenges upon the Davidson school community. I have seen the resilience and resourcefulness of our students first hand and despite the adversity and frustrations many experienced, they have grown as young people and that is fantastic for our school and wider community. All groups responded with dedication and an unwavering focus on student learning and wellbeing. This period also illustrated the ability of staff, students and parents to be flexible, creative and compromising in the way learning occurred and remain connected at all times.

Out of all challenges comes success stories and many of the new systems and processes adopted during 2020 have remained after consultation with all stakeholders. As a school new ideas and strategies were employed by staff with strong professional learning delivered by staff to support digital online learning. As a result, a wealth of knowledge and skills was shared and a positive collegial atmosphere developed quickly. Staff ensured regular connections with students and families and the relationships built during this time simply reinforced the unique nature of our community school.

The school was incredibly proud of the amazing achievements of year 12 during an unprecedented year for senior students and these results were not possible without the drive and motivation of staff to support students and build resilience in learning. The cohort produced the most impressive results for the past decade and saw Davidson jump from 217nd in the state to 122th. 44% of results were in the top 2 bands and Mathematics and Extension 1 and 2 Maths ranked Davidson at 4th in the state for comprehensive coeducation high schools. It was an amazing achievement that illustrates the ability of the school community to work together to foster student growth in learning.

It is important to also recognise the effort and professionalism of staff in planning and developing the next school plan. Hours of professional discussion around educational research and evidence-based practice led to the construction of a clear direction for 2021, building on the data and experiences of staff and students in 2020.

A new school vision was drafted with attention given to staff professional growth, student attainment and positive behaviour. Davidson finished the year united by the events of 2020 but also with an eye to an exciting future and I am very proud to be leading such a positive and inclusive community school.

David Rule

Principal

School vision

Davidson High is an inclusive community school, committed to fostering strong, trusting and positive connections between students, staff and parents that develop confident, independent and resilient young people. We believe a collaborative approach to learning in the classroom will support and develop risk taking in learning and inspire students to strive for excellence. Our staff reflect upon their practice and build their capacity to deliver quality teaching that grows student attainment.

School context

Davidson High School is a comprehensive, co-educational and inclusive secondary school that provides an education for 900 students on the Northern Beaches of New South Wales. The school is gender balanced and shares a close relationship with its partner schools. It is committed to providing an educational environment that challenges and inspires each child to achieve their personal potential. A diverse curriculum is provided including a wide range of extra curricula activities. The school fosters positive partnerships with parents, partner primary schools and the local community. Current school priorities include quality teaching and learning, strategic feedback, community partnerships, leadership development and a diverse curriculum. The school is highly valued and supported by its community. Focus programs include performing arts, student leadership and cultural exchange.

Self-assessment and school achievement

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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Create

Purpose

To continue to build on teacher capacity where personal reflection and feedback on quality teaching practice leads to challenge, engagement and innovation for students within a supportive learning framework.

Improvement Measures

30% increase in opportunities for professional discussion that directly informs and improves classroom practice.

Increased proportion of staff report improved confidence and capacity to deliver the explicit teaching of literacy in their classrooms.

Progress towards achieving improvement measures

Process 1: Lit Fit

Formation of a Literacy team to write and direct whole school literacy program.

The Literacy team will deliver high quality TPL designed to foster in staff a deep understanding of how to analyse student writing and explicitly teach core literacy skills.

Dedicated time for staff to engage with literacy through Lit Fit.

Opportunities are provided for staff to create programs with embedded literacy strategies.

Literacy leaders provide support to teachers in classroom implementation.

Leadership opportunities are developed for students to be Lit Fit Mentors/Coaches.

Evaluation	Funds Expended (Resources)
<p>Over 80% of staff felt more confident in delivering explicit writing practice in their lessons by the end of the school plan. There was also a 17% increase in the number of students in year 9 achieving in the top two bands for Naplan..</p> <p>All HSC students for 2020 achieved the HSC minimum standards in reading and writing.</p>	<p>Timetabled periods</p> <p>Professional learning</p> <p>SDD</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$63932.00)• Professional learning (\$5000.00)

Process 2: Improved Classroom Practice

The Davidson Circle of Practice is developed to reflect our priorities and guide our practice.

Upskilling of staff through the development of explicit professional learning sessions.

Identifying expert teachers to be Instructional Leaders.

Instructional leaders lead and develop staff's classroom practice through coaching and mentoring.

Instructional leaders provide professional learning for individual staff in targeted areas.

Explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback are developed and implemented.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>100% of staff engaged in the IL program saw growth in their teaching practice and utilised the feedback process to support their teacher accreditation.</p> <p>Two staff engaged with the program accepted the opportunity to develop into Instructional leaders and will commence 2021 in that capacity, further building the number and quality of instructional leaders at Davidson High School</p>	<p>Period allocations in the timetable</p> <p>Professional learning for Instructional leaders</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$42591.00)

Strategic Direction 2

Thrive

Purpose

To build resilient and confident learners who are focused on continual improvement and the achievement of personal success within a supportive learning environment.

Improvement Measures

An increased proportion of students will achieve the minimum HSC standard prior to commencing their senior studies.

An increase in the number of students participating and engaging in support programs and reporting an increased sense of wellbeing, belonging and success.

Progress towards achieving improvement measures

Process 1: Lit Fit

All students 7 to 10 engage in a designated weekly literacy session.

Students will be provided with opportunities to demonstrate their understanding of the literacy sessions in their classroom experiences.

Students will monitor their progress and track their improvements.

Students will provide feedback about the program to staff.

Students can engage in extra support sessions eg Literacy Lunch, ACE It

Workshops will be provided for students targeting NAPLAN preparation.

Evaluation	Funds Expended (Resources)
All students who sat the 2020 HSC all achieved the HSC Minimum Standards in Reading, Writing and Numeracy	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$76569.00)• Integration funding support (\$148012.00)

Process 2: The Resilience Project

Students participate in a range of programs that support and enhance their learning and wellbeing.

External providers will work with staff to deliver programs that are specifically designed for our unique situation.

Implementation and development of the Resilience Project.

Student workbooks around resilience developed for our students in the context of our school community.

Student interviews/ focus groups to support the project and receive feedback to inform future workshops.

Evaluation	Funds Expended (Resources)
All students 7-12 completed the Resilience program.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)
In a difficult year for year 12, 81% of students surveyed believed that were	

Progress towards achieving improvement measures

more resilient as a result of the support and programs offered during the COVID period..

Despite gains in student well being and self confidence the decision was made not to continue with the program into 2021.

Strategic Direction 3

Connect

Purpose

To further develop and strengthen relationships between students, parents and our community to ensure effective communication and collaborative practices both in and beyond the classroom.

Improvement Measures

Increased communication between the school community through the use of a variety of technologies.

Parents have an improved understanding of the programs the school is implementing and how they can best support their child in their learning.

Progress towards achieving improvement measures

Process 1: Community Communication

To promote a strong collaboration between parents, students and the school to support continuity of learning we will:

Introduce School Bytes app

Increase proportion of class group emails to parents

Increase parent/community support sessions and programs

Launch parent portal

Continue to work with Belrose Rotary on community projects

Review and refine student interviews.

Evaluation	Funds Expended (Resources)
<p>School bytes has proven successful in improving communication between the school and families. It has been successful in supporting excursion and sport payments and notes and significantly decreased the quantity of paper notes needed to be given to students and returned.</p> <p>The Parent portal was received positively by the community, particularly given the nature of 2020 and the need for increased communication while students were not at school.</p>	

Process 2: Learning Environments

Working in collaboration with our school community to improve learning and leisure areas for students. These will include:

Bus bay safety

Water stations

Outdoor learning area

Water tanks

Returfing the oval

Progress towards achieving improvement measures

Process 2: Technology equipment updates in key learning areas

New flag pole

Public artwork.

Evaluation	Funds Expended (Resources)
The two established water tanks have been set up to support the returfing of the oval in 2021.	

Process 3: Working With Our Community of Schools

Building a shared understanding of STEM and developing leadership capacity in our students.

Meet with teachers from WCoS to discuss syllabus and scope and sequence of STEM.

Upskill our student's leadership capacity to deliver STEM in primary schools.

Write a program for the delivery of STEM in primary schools.

Use digital technologies as the main form of delivery of STEM in primary schools.

Evaluation	Funds Expended (Resources)
Due to Covid in 2020 this element of the plan was not able to be completed. It was not possible to move staf and students across multiple school campuses.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$3 054.00) 	All Indigenous students identified worked successfully to the goals of the Individual Learning Plans.
English language proficiency	Staffing EALD teacher Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$63 932.00) 	All EAL/D students sitting the 2020 HSC achieved the HSC Minimum Standards. For the first time in 3 years an EAL/D student achieved a band 6 in English in the HSC.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$137 941.00) 	All students worked to their individual learning plan and were able to access curriculum being delivered in their lessons. All assessment tasks were completed and students improved their learning outcome over the course of the year.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$30 907.00) 	Increased inclusivity for 17 students who were able to purchase the correct school uniform. Improved attendance for at risk students engaged in the mentoring. Greatly increased communication between year advisers and parents through increased allocated time.
Support for beginning teachers	Timetabled period allocations Instructional Leaders Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$42 591.00) 	Beginning teachers attended professional learning that enhanced their teaching capacity. All Beginning teachers funded were provided a period allocation to adjust to the role and gain a deeper understanding of what their role is as a classroom teacher. All beginning teachers were provided a mentor engaging with lesson observations with the end result being all beginning teachers remained employed and confident in their practice at Davidson.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	431	438	453	464
Girls	413	405	427	423

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.9	93.9	94.2	95
8	92.8	92.1	90.9	93.8
9	91.8	91.9	89.7	92.9
10	91.3	88.3	90.7	92.3
11	94	93	91	93.8
12	96.1	93.6	91.4	95.3
All Years	93.5	92.1	91.4	93.8
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	0	0	8
Employment	0	8	24
TAFE entry	1	2	9
University Entry	0	0	48
Other	11	1	0
Unknown	0	0	8

Year 12 students undertaking vocational or trade training

26.42% of Year 12 students at Davidson High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Davidson 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)	45.3
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.37
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.

Professional learning in 2020 was based on the strategic directions set out in the 2018 - 2020 School Plan: Student Learning, Leadership and Curriculum and Assessment. Professional Learning occurred on 5 School Development Days, and weekly on each Wednesday afternoon. All permanent and temporary teachers engaged in these sessions. These sessions were built around the renewed Professional Learning Strategy, which launched in 2020. This strategy employs a three-layer structure with whole school, faculty, and personal priority areas accommodated and resourced. Our wholeschool literacy focus included whole school

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	941,314
Revenue	10,339,506
Appropriation	9,365,163
Sale of Goods and Services	15,899
Grants and contributions	841,081
Investment income	2,705
Other revenue	114,659
Expenses	-9,934,646
Employee related	-8,729,631
Operating expenses	-1,205,016
Surplus / deficit for the year	404,860
Closing Balance	1,346,173

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	142,508
Equity Total	235,834
Equity - Aboriginal	3,054
Equity - Socio-economic	30,907
Equity - Language	63,932
Equity - Disability	137,941
Base Total	8,503,515
Base - Per Capita	211,547
Base - Location	0
Base - Other	8,291,968
Other Total	347,943
Grand Total	9,229,799

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

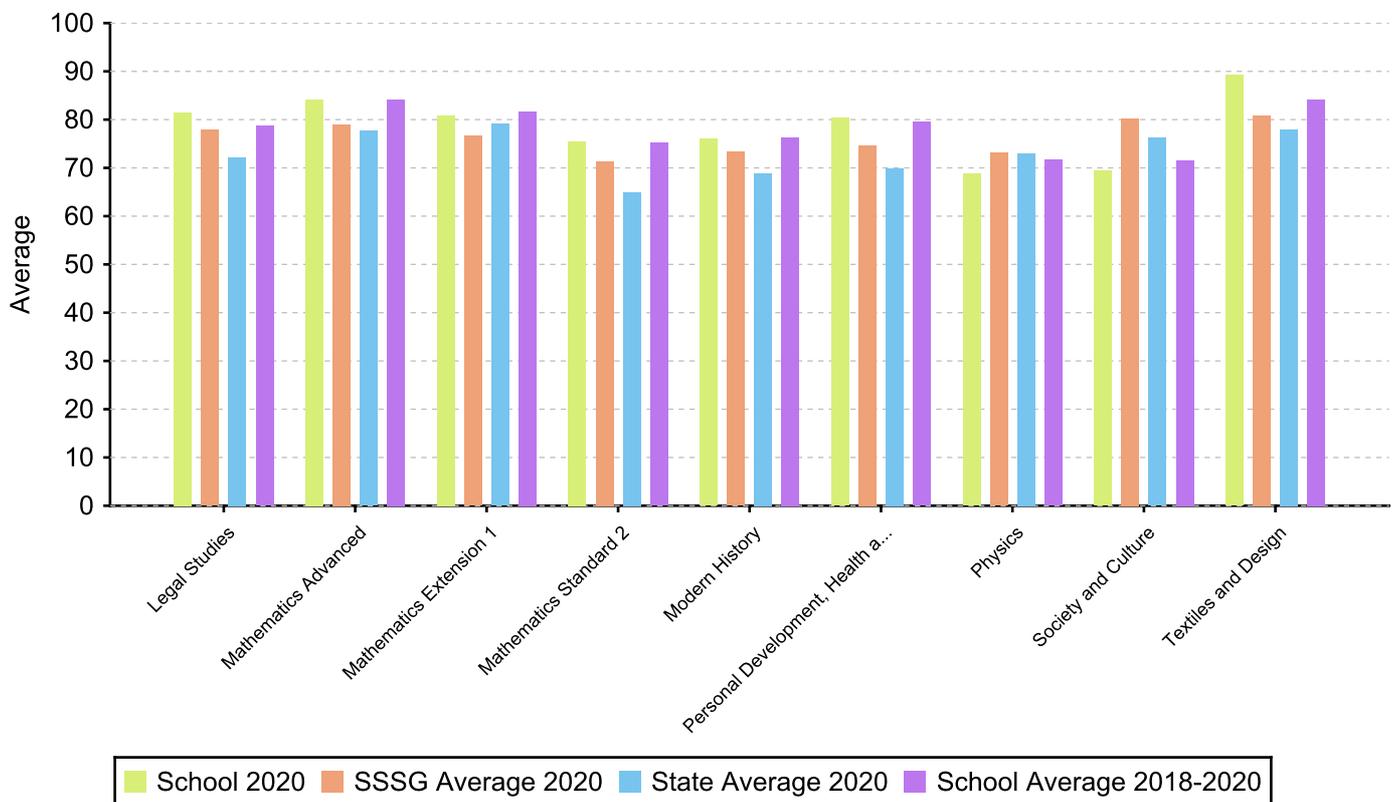
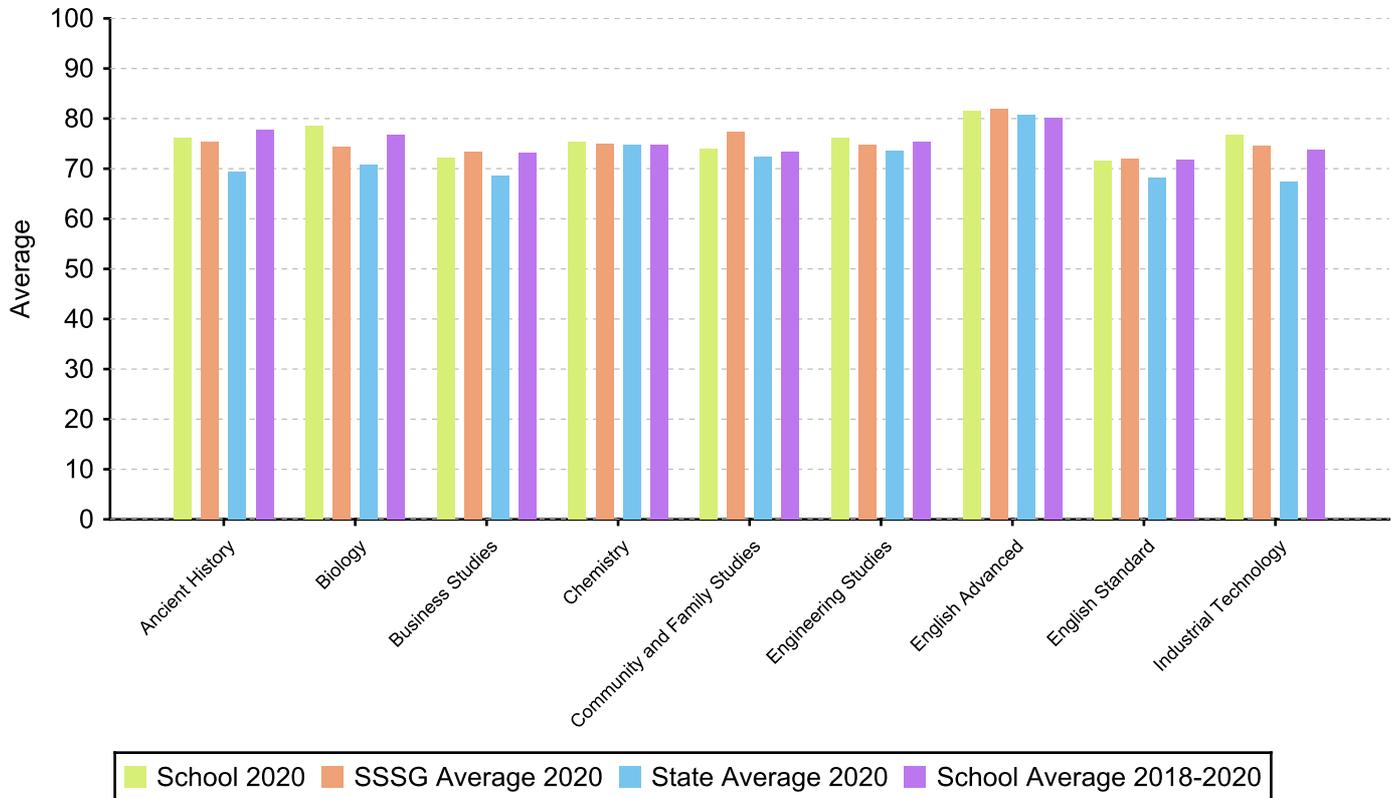
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Ancient History	76.1	75.4	69.4	77.7
Biology	78.6	74.3	70.8	76.8
Business Studies	72.1	73.3	68.6	73.2
Chemistry	75.4	74.9	74.8	74.7
Community and Family Studies	73.9	77.4	72.4	73.3
Engineering Studies	76.1	74.7	73.6	75.3
English Advanced	81.6	82.0	80.8	80.1
English Standard	71.6	71.9	68.1	71.8
Industrial Technology	76.8	74.6	67.5	73.7
Legal Studies	81.5	77.8	72.1	78.7
Mathematics Advanced	84.2	79.1	77.7	84.2
Mathematics Extension 1	80.8	76.6	79.1	81.7
Mathematics Standard 2	75.5	71.4	64.9	75.1
Modern History	76.0	73.3	68.9	76.3
Personal Development, Health and Physical Education	80.3	74.6	69.9	79.6
Physics	68.8	73.1	73.0	71.7
Society and Culture	69.4	80.2	76.2	71.5
Textiles and Design	89.2	80.8	77.9	84.1

Parent/caregiver, student, teacher satisfaction

2020 continued with a process of evaluation in order to align with the school Strategic Plan around developing and strengthening relationships between students, parents and the community.

One particular area that was a key focus for the year was resilience. The Resilience Project allowed students to respond to questions and scenarios in order to build a picture of where they thought they were at, both at home and at school, in regards to well being, support, mental health, bullying and coping strategies. Students across years 7-10 engaged with the project and survey. Only 12% of students said they had been bullied either at school or online and almost 80% of students felt they had staff who cared about them and would help them. Notably on average 40% of students felt they could not control their worrying and 60% of them were unable to find or develop solutions to their problems. Covid saw the school have to reduce parent engagement on school grounds but managed to provide access to a range of online welfare programs and sessions that were available to all of the parent community. As a result the evaluation of the welfare programs across the period of the school plan were not as complete as hoped with data not being available due to the unprecedented circumstances of 2020.

Staff have continued to focus on Literacy as the area they can provide extra support for students using the Lit Fit sessions as the mode of delivery. Staff have undergone considerable professional learning in this area to be able to support the students and the Literacy Team in their delivery of their goals. The majority of staff not only indicated that their understanding of teaching literacy had improved significantly, but they also felt considerably more confident in delivering literacy in the classroom.

2020 and COVID also provided the school with an opportunity to increase communication between parents and staff and the transition to online learning provided a platform for parents to be involved in their children's learning. Staff provided parents access to google classrooms and were able to monitor and support their children's learning during the home schooling period. Over 80% of parents believed they were well informed of all elements of the learning process during this period. Feedback was also given by parents and this led to a constant evaluation of the online delivery of learning and resulted in multiple systems established post home schooling.

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.