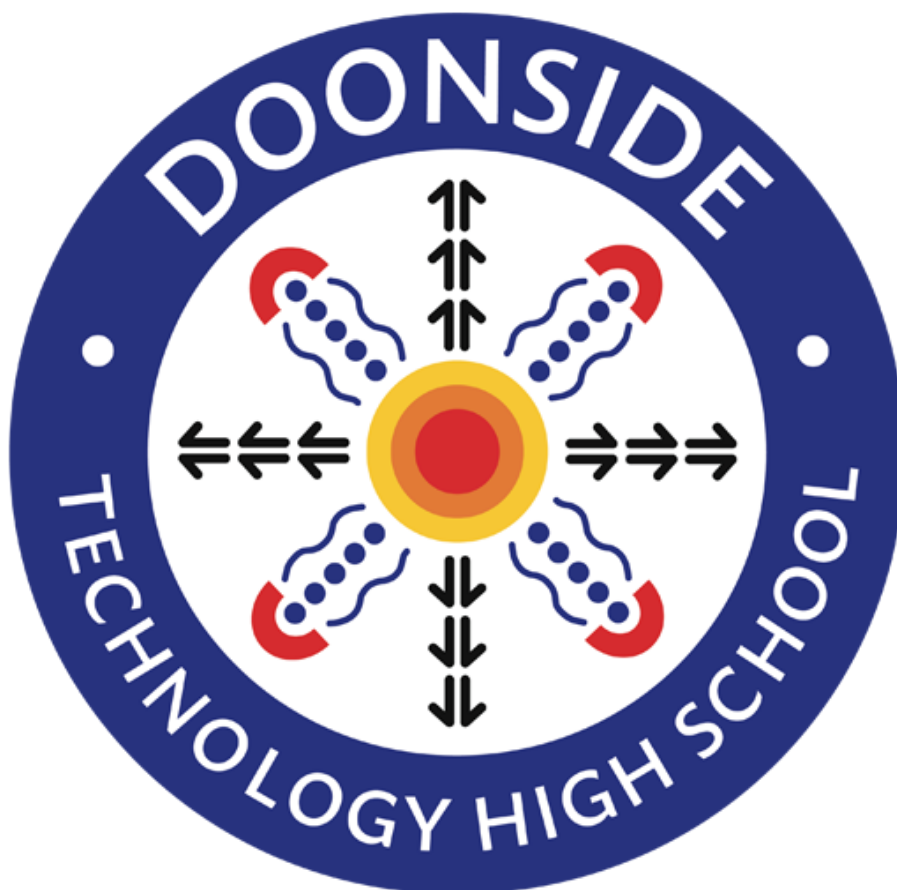# 2021 Annual Report

Doonside High School

8399

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

The vision for Doonside Technology High School is that every student reaches his or her full potential. Student success will be underpinned by innovative quality teaching, explicit instruction, student voice and a determination to identify the unique needs of every student. We aim to foster a culture of high expectations, collaboration and a shared commitment from all members of our school community to wellbeing, engagement, learning and success in and beyond school. Above all we will, with the support of community engagement, provide quality education that enables our students to develop attributes and skills to succeed at school and in their post school endeavours.

School context

Doonside Technology High School is a co-educational 7-12 comprehensive high school with a specific focus on the use of innovative and cutting edge learning technologies. The school serves the communities in the areas of Doonside, Marayong and Woodcroft but students are also enrolled who travel from a wider catchment area. The school has an ICSEA of 924 and a FOEI value of 152. There is a significant enrolment of Aboriginal students, 18% of the student population in 2021, and 29% of students have a background where English is an additional language or dialect. We have a diverse student population, an enrolment of 704 students and with enrolment numbers growing steadily over the last few years. Our support unit caters for the needs of 74 students with mild and moderate intellectual disabilities. The school acknowledges and celebrates the wide diversity of cultures within the school and broader community and is proud of the inclusion of all students in all aspects of the school.

The school's staffing entitlement in 2021 is 60 full time teaching staff plus 16 non-teaching staff. The school also employs a Head Teacher Wellbeing and a Head Teacher Middle School, an additional School Administrative Support Officer, a Media Officer and an additional teacher to support the Middle School program from Equity funds. There is good stability in the executive, permanent classroom teachers and school administrative staff with an average length of service for executive of 8 years, classroom teachers of 10.5 years and 9 years for administrative staff. There are 8 additional full time staff on temporary contracts.

Wellbeing and Student Learning Support have been key drivers for strategic improvement at Doonside Technology High School and, as a result, a number of programs have been acknowledged with Secretary and Minister's Awards. These programs and initiatives - Berry St, Life Education, RoSA@Work, Learning Support Hub and Middle Schools have been established in recent years and are having a positive impact on wellbeing, engagement and retention in the school. We are developing an alternate curriculum program, CORE Skills, to better cater for students requiring a non academic pathway.

As a result of the school's situational analysis, it has been determined that a whole school approach, including all members of the school community, is required to achieve improvement in school performance. This approach will include:

- Literacy and Numeracy skills embedded in all school programs
- Faculty based Higher School Certificate improvement plans
- Development of processes for differentiation and explicit teaching practices
- Development of staff evaluative practices, data use and skills
- Development of assessment and effective ongoing feedback practices
- Developing and embedding whole school and community practices to improve student attendance
- Engagement of parents, carers and community as drivers of student engagement and success

Beastman Mural/School Grounds

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
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	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and build strong foundations for success by developing and refining data-driven practices and embedding explicit teaching of literacy and numeracy strategies that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching of Literacy (Stage 4 and 5 classes)
- Explicit Teaching of Numeracy
- Attainment of HSC Results

Resources allocated to this strategic direction

Socio-economic background: $335,620.66
Professional learning: $20,900.00
Low level adjustment for disability: $173,891.40
English language proficiency: $50,456.09
Aboriginal background: $22,299.85

Summary of progress

Strategic Direction 1 is focused on maximising student learning outcomes and building strong foundations for success by developing and refining data-driven practices and embedding explicit teaching of literacy and numeracy strategies that are responsive to the learning needs of individual students.

In 2021, a number of Literacy and Numeracy initiatives were implemented that included a targeted Literacy program in Language Fundamentals and the Reading & Comprehension Program for Stage 4, the targeted Literacy program in building writing skills for Stage 5. Furthermore, a whole-school strategy for improving writing skills for Year 10 was introduced that specifically focused on creative and persuasive writing to align with the HSC Minimum Standards in writing. These initiatives helped in building students' skills in spelling, punctuation, grammar, word-building and sentence structures, and composing complex sentences that further built their confidence to independently analyse a variety of text types.

In Numeracy, a number of teaching and learning resources were made available that included 30 Chromebooks, a 2-year subscription to Smarter Maths, and 3 planning days for the numeracy team to help execute the initiatives. As a result, the team led a number of initiatives including student data analysis to design specific numeracy lessons, the whole-school professional learning on how to integrate numeracy skills as part of the learning sequence, and the reinforcement of embedding numeracy skills into all teaching and learning programs in Stage 4. This has led to the implementation of subject-specific strategies to stimulate student growth.

After evaluation, the next steps to achieve the progress measures will be through the refinement of the implementation processes of all initiatives started in 2021. A specific focus will be on the implementation of the tutorial groups for identified Aboriginal students, and on upskilling staff on data-reflective practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Literacy - Reading • Increase the % of students achieving the top two bands in Reading from 7.8% to 9.8 % • Increase % of results for Aboriginal and Torres Strait Islander students in Top 3 Bands in Reading from 21.9% to	• 7% of students are in the top two skill bands for reading, indicating progress yet to be seen toward the annual progress measure. • 25% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading exceeding the lower bound target of 24%.

lower bound negotiated target of 24%	
Expected Growth Literacy • Improvement in % of students achieving NAPLAN expected growth in Reading increases from 59.4% to 61.9%	• Percentage of students achieving expected growth in literacy decreased by 20.6% indicating progress yet to be seen toward the system-negotiated target.
Numeracy • Improvement in the % of students achieving the top two bands in Numeracy increases from a baseline of 5.4% to 8.3% • Increase % of results or Aboriginal and Torres Strait Islander students in Top 3 Bands in Numeracy from 8.8% to lower bound negotiated target of 11.8%	• In numeracy, 2% of students are in the top two skill bands indicating a decrease against baseline data. • 15% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement EXCEEDING the lower bound target of 11.8%
Expected Growth Numeracy • Increase % of students achieving NAPLAN expected growth in Numeracy from 2019 baseline of 70.5% to a target of 71.0%	• Percentage of students achieving expected growth in numeracy decreased by 5.71% indicating progress yet to be seen toward the system-negotiated target.
HSC Achievement • Increase % of results in Top 2 Bands HSC from 14.5% to target of 19.5% • Increase % of results of Top 3 Bands HSC from 41.1% to target of 43%	• 20.36% of students attained results in the top two bands demonstrating achievement of the lower bound target. • 43.1% of students attained results in the top three bands demonstrating achievement of the lower bound target.
Aboriginal student HSC Attainment • Increase proportion of Aboriginal and Torres Strait Islander students attaining HSC whilst maintaining their cultural identity increases by 10% from a baseline of 27.75% to at or above 37.75%	• Percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased by 90%.
Internal measure • 100% of faculty plans have one general component focusing on improving HSC results • 75% of HSC teachers use scaffolds to support students unpack HSC questions	• All faculty plans indicate one general component focusing on improving HSC results. • 75% of HSC teachers used scaffolds to support unpack HSC questions as indicated by the PDP goals.

Ex student, Deanna Arenas HSC Band 6 Artwork that was displayed in Artxpress NSW

Strategic Direction 2: Quality teaching

Purpose

To improve student learning outcomes through the implementation of teaching practices inclusive of explicit teaching, differentiation, formative feedback and assessment, allowing for students to understand where they are in their learning, what success looks like and what they need to do to improve. Teachers employ evidence-based teaching strategies and effective methods are identified, promoted and modelled. Students' learning improvement is continually monitored, demonstrating growth and adjustments to meet their needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching and Differentiation
- Formative Assessment and Feedback

Resources allocated to this strategic direction

Beginning teacher support: $61,036.00
Low level adjustment for disability: $137,575.60
English language proficiency: $72,870.80
Socio-economic background: $119,362.00
Refugee Student Support: $1,846.09
Integration funding support: $13,000.00
Professional learning: $6,600.00

Summary of progress

Strategic Direction 2 is focused on developing quality teaching throughout the school, with a particular focus on explicit teaching, differentiation, formative assessment and feedback.

In 2021, a whole school focus on HPGE students commenced as part of the school's differentiation strategy. Due to the extended remote learning period, face to face TPL was not possible, forcing us to pivot our mode of delivery. By the end of the year, 100% of staff had completed the NSW DoE's High Potential and Gifted Education Policy Tier 1 online learning teachers' course. Three staff leaders also completed the High Potential and Gifted Education Policy Orientation School Leaders training. In addition, all teachers completed class profiles for each of their classes, allowing staff to gain greater insight into their student's strengths and areas for development to ensure differentiation is provided at their point of need. The establishment of a STEM class in Year 7 was also successful, with 23 students selected. In 2022, the focus will be on contextualising the NSW DoE's HPGE policy with whole school professional development, the introduction of domain champions and the construction of a HPGE framework.

The beginning teacher initiative allowed for new and beginning teachers to focus on explicit teaching in 2021. Led by the Head teacher Mentor and Head Teacher LST, all new and beginning teachers partook in professional development focusing on explicit teaching, visible learning and the DTHS learning model. In 2022, this program will continue. To further support this, an 'Open Classrooms' initiative will be launched to support teachers in engaging in peer-to-peer professional development. The co-teaching program for beginning teachers will also continue with each beginning teacher assigned a senior teacher to support them through this process. A focus on explicit teaching will also occur at a whole school level through teacher professional learning.

In 2021, a professional learning community was launched with a particular focus on formative assessment and feedback. Within this group, an analysis of faculty teaching programs was organised to assess the level of formative assessment and feedback explicitly embedded. In 2022, this team will continue with a focus on developing a DTHS Assessment and Feedback framework and the upskilling of staff on formative assessment strategies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

- Formation of HPGE Leadership team of staff. - HPGE Leadership team completes School Leaders Online Policy Training. - 100% of teaching programs have completed class profiles. - Co-teaching program developed and all beginning teachers involved in a co-teaching cycle. - 100% of beginning teachers aligned with a mentor. - Policies and procedures developed to support the development of a year 7 extension class. - Whole school TPL in visible learning and explicit teaching structures. - Professional Learning Communities implemented to support staff development in effective use of explicit teaching.	**Differentiation: Class Profiles** The implementation of meaningful class profiles has continued in 2021 as an aid to enable staff: in getting to know their students, assist in student adjustments, identify wellbeing concerns and provide information in order to differentiate assessments. Despite interruptions due to COVID-19, 95% of class profiles have been completed across the course of 2021, and members of staff annotate and adjust their teaching and learning programs according to the needs of their students as outlined in class profiles. A teacher survey in 2021, showed that the majority of teachers are able to use the class profiles without additional support, that the data provided to them is easy to use and that it helps develop their understanding of their classes needs. In 2022, class profiles will be refined to incorporate identified HPGE students across all four domains. **Co-Teaching program** The Co-Teaching program at DTHS primarily focussed on assisting beginning teachers in 2021, as there had been a significant number of beginning and new teachers to DTHS. The two main initiatives focusing on beginning teachers were the Co-teaching program and the Beginning teacher mentor program. The Beginning Teacher mentor program is a collaboration between HT Beginning Teachers and Learning and Support and has provided an avenue for L&S to discuss the DTHS Learning Model, White Board Configuration (WBC) and Visible Learning as it applies to DTHS. The Beginning Teacher survey demonstrates that beginning teachers at DTHS have a working or proficient knowledge of the DTHS Learning Model, including the WBC. It has seen a significant improvement in the deployment of this model by beginning teachers in terms 1 and 2, 2021. The progress of the co-teaching programming such as further training and identifying classes that require support was greatly impacted by the COVID-19 extended lockdown. In 2022, one initiative that will be implemented as part of the Co-Teaching program will be 'Open Classrooms' that will enable beginning teachers to view classroom practice from the more experienced teachers at DTHS. **Differentiation: HPGE** In 2021, the HPGE Team was established where several staff completed the HPGE Leaders course in terms 1 and 2. Additionally, there were a number of teachers who indicated interest in being part of the HPGE team and have completed the required professional learning on HPGE. As at the end of term 4, 100% of teaching staff will have completed HPGE online training modules. The focus for 2022 will be on the development of a DTHS HPGE Policy and the building of staff capacity in HPGE through High Impact Teaching Strategies and the Quality Teaching Framework.
- School reviews stage 5 teaching programs to identify opportunities for student self-reflection and feedback.	In 2021, an assessment and feedback SIP team was established. As part of this team, programs across all KLA's were reviewed to determine if formative assessment and feedback strategies were embedded. Findings included that teacher to student feedback opportunities existed in up to 85% of teaching programs and assessment tasks where as 36% of programs had peer feedback teaching strategies. A formalised Assessment and Feedback policy will be developed in 2022 with a key focus on student feedback, peer assessment, creation of a DTHS feedback and assessment tool and the upskilling of staff on formative feedback strategies.

Strategic Direction 3: Meaningful Engagement in Learning

Purpose

To develop a school in which parents, carers, students and teachers develop a common approach to and purpose of learning. Additionally student and staff agency and leadership development will ensure opportunities and input into school based decisions.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Parent and Community Partnerships and engagement
- Teacher and Student Agency

Resources allocated to this strategic direction

Socio-economic background: $730,333.00
Aboriginal background: $22,189.00
Flexible Funding for Wellbeing Services: $19,168.80

Summary of progress

Throughout 2021 there have been a range of targeted strategies that have been implemented in order to foster stronger partnerships with parents and the community, develop student agency and increase student attendance rates. While all areas have had a degree of disruption as a result of COVID 19 (particularly those linked with parent and community partnerships and engagement), we were able to be flexible and innovative in our approach in order to ensure that positive steps have been implemented. As a result of the combined effort and resources allocated to the following aspects of the school plan, we have been able to achieve a range of outcomes.

In regards to Parent and Community Partnerships the major focus was on increasing the number of parents/carers coming on school grounds and engaging in the learning process of our students. However, due to the COVID related restrictions there was a significant need to pivot our approach during the learning from home period. As a result, DTHS designed and implemented practices and processes that ensured regular phone contact with parents/carers, touching base multiple times per week regarding both academic and wellbeing progress. Unfortunately, due to the extended nature of the restrictions preventing members of the public entering school grounds, all other planned activities were not able to be go ahead. This significant impediment to community engagement is the perceived reason for a decrease in TTFM parent involvement data from 6.4 to 6.3.

A concerted effort was made to utilise the school's social media outlets to engage with parents in order to enhance their understanding of the importance of student attendance. Regular posts were made that emphasised the need for students to attend over 90% of the time. These posts were done in conjunction with regular phone contact with parents/carers of students who were proximal to the 90% attendance target. Data for 2021 shows that the percentage of students attending over 90% of the time was 57%. This significantly exceeds the system negotiated target of 50.4%. We acknowledge that this data is not 100% accurate due to the nature of attendance requirements during the learning from home period.

Over the course of the year, staff were supported in engaging with the implementation of the School Improvement plan and our target of 40% of staff engaged in or leading SIP activities was achieved. This has resulted in a broader understanding the staffing body around school priorities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Parent & Community Partnerships and Engagement • To meet the system negotiated lower bound target of students attending over	COVID has had direct and significant implications on the school's capacity to implement the planned initiatives designed to increase engagement with parents and community based agencies. As a result the forecast goals have been difficult to attain.

90% from 46.4% to 50.4% • Increase of parent involvement at school in TTFM survey (teacher perception) from baseline of 6.4 to 6.6 • Increase the number of ATSI family and community members engaged in school events from baseline of 5% to 10%. • Annual increase in the number of community based agencies who engage with Doonside Technology High School students.	However, in order to maintain our focus on developing partnerships with families and the wider community we were agile in our approach and effectively implemented a number of initiatives to great effect. We turned towards social media (via the school Facebook account) as well as direct contact with home via phone calls/emails in order to ensure that our community were consulted and engaged throughout the learning from home period as well as the subsequent restricted access brought on by governmental regulations. Processes were implemented that ensured that parents were communicated with regularly throughout the learning from home period. One such initiative was allocating each student to a teacher mentor who would call home every fortnight to check in on the wellbeing and academic progress of the student. As necessary, this communication would be disseminated to relevant school staff to ensure that students and their families were supported. Other implemented initiatives included: - the provision of laptops and data as required - positive letters being sent home - focus groups - translating important information into multiple languages to support community understanding. Throughout the Learning from Home period 99% of families were contacted and 95% of surveyed parents were appreciative of the comprehensive wellbeing and academic support provided. The target of 6.6 for parents involvement (teacher perception) in the TTFM survey was not achieved this year. Rather a decrease to 6.3 was recorded. This is due in significant part to a low score in teacher perception linked to 'I ask parents to review and comment on students' work'. A process that was made significantly more difficult compared to 'standard' educational settings. In order to ensure ongoing improvement with community engagement, DTHS will readjust its focus for 2022 with a narrowing in on internal structures and processes that are less impacted by external changes and restrictions. Such actions as internal stocktakes of support services as well as processes around Aboriginal Education will be the focus. A concerted effort was made to utilise the school's social media outlets to engage with parents in order to enhance their understanding of the importance of student attendance. Regular posts were made that emphasised the need for students to attend over 90% of the time. These posts were done in conjunction with regular phone contact with parents/carers of students who were proximal to the 90% attendance target. Data for 2021 shows that the percentage of students attending over 90% of the time was 57%. This significantly exceeds the system negotiated target of 50.4%. We acknowledge that this data is not 100% accurate due to the nature of attendance requirements during the learning from home period. for 2022, we will redouble our focus on working with families and incentivising positive attendance through awards, prize draws and positive communications.
Teacher and Student Agency • Tell Them From Me student wellbeing data improves from baseline of 68.3% to at or above system negotiated target of 70.5% • Increase student agency as measured by Tell Them From Me survey in areas of student participation in extra curricular activities from baseline of 25% to 30%	Due to the impact of the restriction and lockdowns implemented as a result of COVID 19, many of the planned initiatives were not able to be implemented and the data that was forecast to be used as a progress measure is not necessary a true indication of the progress that as been made. However, those aspects that were within the control of DTHS staff has seen positive growth with the allocated progress measures being exceeded. As a result of restructuring our school plan development and implementation as well as aligning key school procedures, all staff are now actively involved

• Increase in number of teachers engaged in or leading initiatives linked to the School Improvement Plan from 25% to 40% • An increase in parent/carer engagement with their child's learning	and have direct responsibility for the implementation of initiatives designed to accomplish school goals. approx 85% of staff have elected to engage in Professional Learning Communities that focus on a collaborative approach towards to the construction of specific initiatives directed towards SD1, SD2 and SD3. Throughout 2021 there was a committed focus towards increasing the communication between the school and its parent/carer community regarding student learning. While we were not able to hold on site functions as initially planned, DTHS was able to implement a number of remote initiatives that ensured that increases communication was achieved. Throughout the learning from home period, each student and their parent/carers were contacted multiple times per week (with both a wellbeing and academic focus) through phone calls from staff. During this time there was also a significant increase in the number of positive letters being sent home in recognition of student achievement. DTHS also utilised the school Facebook page to communicate regularly with the community. Through this avenue we were able to keep parents/carers informed about school based opportunities as well as opportunities that were available through other community agencies. TTFM data highlights the positive impact of the personalised and targeted approach to student wellbeing throughout the learning from home period and beyond. The initiatives outlined above, inclusive of mentors, regular phone calls, positive letters etc enabled DTHS to reach a student wellbeing percentage of 79.8% exceeding the system negotiated target of 70.5%.
Attendance • Proportion of students attending > 90% of the time increases from baseline of 46.4% in 2020 to 50% • Proportion of students attending <80% of the time decreases from baseline of 26.3% in 2019 to 24.5%	Strong progress has been made towards achieving the system negotiated target of students attending over 90%. While Covid has skewed the data, it can be deduced that the strategies that have been implemented, have increased the focus on improved attendance with a specific focus on encouraging students to strive for attendance above 90%. The pre COVID strategies such as the attendance bus and attendance awards were proving to be successful in both enabling student to arrive to school on time (with student numbers increasing to near capacity) as well as incentivising all students to either strive for 100% attendance or to simply show an improvement in their attendance. Due to the success of the strategies they will be again be implemented in 2022 once COVID restrictions are reduced.

Funding sources	Impact achieved this year
Refugee Student Support $1,846.09	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching and Differentiation **Overview of activities partially or fully funded with this targeted funding include:** • assistance with equipment, resourcing, stationery and uniforms. **The allocation of this funding has resulted in:** Refugee students in both the beginning and emerging phases received targeted in class support through an EAL/D Student Learning Service Officer (SLSO). This impacted on EAL/D students' participation and engagement in learning and formal assessment strengthened English language support for refugee students. Refugee students who required additional support to successfully complete their HSC minimum standards tests were provided with withdrawal group study sessions and practice sessions. During the COVID-19 learning from home period in Term 3 and Term 4, Week 1 - 3 refugee students received EAL/D modified work booklets and direct support via phone calls and zoom co-teaching lessons. In term 3-4, refugee students were provided with laptops that were sponsored by an outreach agency for refugee students. The funding has also provided refugee students access to school equipments (books, pens, textbooks etc) and uniform. For our senior refugee students fundings has provided them to be able to purchase senior jackets and school formal attendance fees. **After evaluation, the next steps to support our students with this funding will be:** Refugee students both the beginning and emerging phases to continue to receive targeted in class support through an EAL/D Student Learning Service Officer (SLSO).
Integration funding support $78,107.00	Integration funding support (IFS) allocations support eligible students at Doonside High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching and Differentiation • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • In-class SLSO support **The allocation of this funding has resulted in:** Provision of SLSO in-class support for IFS students in mainstream classes. **After evaluation, the next steps to support our students with this funding will be:** Continuation of in-class SLSO support, students will also receive on-on-one support for assessment via the Learning Hub and special provisions (if required) for exams.
Socio-economic background	Socio-economic background equity loading is used to meet the additional

$1,185,315.66	learning needs of students at Doonside High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching of Numeracy • Explicit Teaching of Literacy (Stage 4 and 5 classes) • Attainment of HSC Results • Explicit Teaching and Differentiation • Parent and Community Partnerships and engagement • Teacher and Student Agency **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement wellbeing teamwork inititives with CLOs to support identified students with additional needs • supplementation of extra-curricular activities • staff release to increase community engagement • employment of additional staff to support Core Skills program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • provision of additional staff to create positive media profile • additional staff for student wellbeing **The allocation of this funding has resulted in:** Socio-economic background equity loading is used to meet the additional learning needs of students at Doonside High School who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: Explicit Teaching of Numeracy Explicit Teaching of Literacy (Stage 4 and 5 classes) Attainment of HSC Results Explicit Teaching and Differentiation Parent and Community Partnerships and engagement Teacher and Student Agency Overview of activities partially or fully funded with this equity loading include: additional staffing to implement wellbeing teamwork inititives with CLOs to support identified students with additional needs supplementation of extra-curricular activities staff release to increase community engagement employment of additional staff to support Core Skills program implementation. resourcing to increase equitability of resources and services providing students without economic support for educational materials, uniform, equipment and other items provision of additional staff to create positive media profile additional staff for student wellbeing **After evaluation, the next steps to support our students with this funding will be:** Continue to place a focus and targeted approach to focus on explicit teaching of Numeracy and Literacy with a specific emphasis on Stage 4 & 5 classes. Continue to evaluate using data driven practices to enhance and further develop our achievement in HSC Results. Explicit Teaching and Differentiation Parent and Community Partnerships and engagement will continue to be a focus in 2022 and particularly in light of much disruption in this area due to COVID. Teacher and Student Agency will continue to be a focus in 2022 with a particular emphasis on the enhancement of our procedures and practices around the Student Leadership Body.

Aboriginal background $122,149.85	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Doonside High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Attainment of HSC Results • Teacher and Student Agency • Parent and Community Partnerships and engagement • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in:** 25% of Aboriginal students achieving results in the top 3 NAPLAN bands in reading 15% of Aboriginal students achieving results in the top 3 NAPLAN bands in numeracy **After evaluation, the next steps to support our students with this funding will be:** Implementation of the tutorial groups for identified Aboriginal students
English language proficiency $123,326.89	English language proficiency equity loading provides support for students at all four phases of English language learning at Doonside High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching and Differentiation • Explicit Teaching of Literacy (Stage 4 and 5 classes) **Overview of activities partially or fully funded with this equity loading include:** • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in:** 7% of students are in the top two skill bands for reading 25% of Aboriginal students achieving results in the top 3 NAPLAN bands in reading **After evaluation, the next steps to support our students with this funding will be:** refinement of the implementation process of all initiatives started in 2021 Implementation of the tutorial groups for identified Aboriginal students, and upskilling staff on data-reflective practices
Low level adjustment for disability $364,711.00	Low level adjustment for disability equity loading provides support for students at Doonside High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching of Literacy (Stage 4 and 5 classes) • Explicit Teaching of Numeracy • Attainment of HSC Results • Explicit Teaching and Differentiation • Formative Assessment and Feedback • Other funded activities

Low level adjustment for disability $364,711.00	**Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in:** 7% of students are in the top two skill bands for reading 2% of students are in the top two skill bands for numeracy 25% of Aboriginal students achieving results in the top 3 NAPLAN bands in reading 15% of Aboriginal students achieving results in the top 3 NAPLAN bands in numeracy 100% faculty plans have specific focus on improving HSC results **After evaluation, the next steps to support our students with this funding will be:** refinement of the implementation process of all initiatives started in 2021 Implementation of the tutorial groups for identified Aboriginal students, and upskilling staff on data-reflective practices
Flexible Funding for Wellbeing Services $19,168.80	The flexible funding for wellbeing services allocation is provided to support student wellbeing at Doonside High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teacher and Student Agency **Overview of activities partially or fully funded with this initiative funding include:** • staffing release for case conferences and developing intervention strategies • staffing release to provide individual transition preparation support to identified students • staffing release to provide individual transition preparation support to identified students • employment of Student Support Officer to support vulnerable students **The allocation of this funding has resulted in:** Number of teachers in a leadership position. Staff Survey data related to agency. Continued mentoring of staff across the school to foster a cohesive enviornment which provides opportunity to grow. **After evaluation, the next steps to support our students with this funding will be:** Continue to look at impementing and enhancing support structures to support at our staff. Continue to provide opportunities to staff through PL and mentoring programs.
COVID ILSP $456,757.44	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities

COVID ILSP $456,757.44	**Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators **The allocation of this funding has resulted in:** - The majority of the students in the program achieving significant progress towards their personal learning goals. - There was a 40% increase across years 7, 8 and 9 COVID ILSP students in one of the main focus areas 'understanding texts' , particularly around literal comprehension, connecting ideas and main ideas and vocabulary building. - There was a 35% increase across years 7, 8 and 9 COVID ILSP students in one of the main focus areas of Measurement In Numeracy, particularly around perimeter, area, mass and volume. **After evaluation, the next steps to support our students with this funding will be:** To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Beginning Teachers enjoying our DTHS Colour Run

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	332	345	341	349
Girls	285	286	304	325

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.2	88.3	89.3	87
8	83.7	83.9	88.3	84.2
9	82.6	79.7	85.6	81.6
10	74.5	74.6	80.2	78.8
11	71.6	70.2	84.5	72.3
12	83.8	84.1	84.7	84.4
All Years	80.5	80.5	85.7	81.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	1.98	3.57	5.41
Employment	0.99	8.33	55.41
TAFE entry	0	0	6.76
University Entry	0	0	27.02
Other	6.93	5.95	0
Unknown	0	0	5.40

The student retention rate has improved in 2021 and this has led to an increase in the number of students successfully completing the HSC course. RoSA@Work continue to support the disengaged students in exploring employment pathways and making informed decisions regarding their post-school destinations for Year 10 students. In addition, the school has launched the Ready 4 Work program for Non-ATAR students in their senior years. The aim of the program is to allow the students to gain first-hand exposure to the world of work to develop their employability skills. This has effectively resulted in an increase in the percentage of students who have gained employment placements after completing their HSC.

Year 12 students undertaking vocational or trade training

72.09% of Year 12 students at Doonside High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

94.8% of all Year 12 students at Doonside High School expected to complete Year 12 in 2021 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)	41.7
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	16.28
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	1,404,331
Revenue	11,226,744
Appropriation	11,146,814
Sale of Goods and Services	22,217
Grants and contributions	55,131
Investment income	1,181
Other revenue	1,400
Expenses	-11,072,024
Employee related	-9,736,562
Operating expenses	-1,335,462
Surplus / deficit for the year	154,720
Closing Balance	1,559,051

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	79,953
Equity Total	1,795,503
Equity - Aboriginal	122,150
Equity - Socio-economic	1,185,316
Equity - Language	123,327
Equity - Disability	364,711
Base Total	8,050,006
Base - Per Capita	172,458
Base - Location	0
Base - Other	7,877,547
Other Total	493,626
Grand Total	10,419,088

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.


Students working in our Learning Hub to access support for areas of concern in their learning.

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.
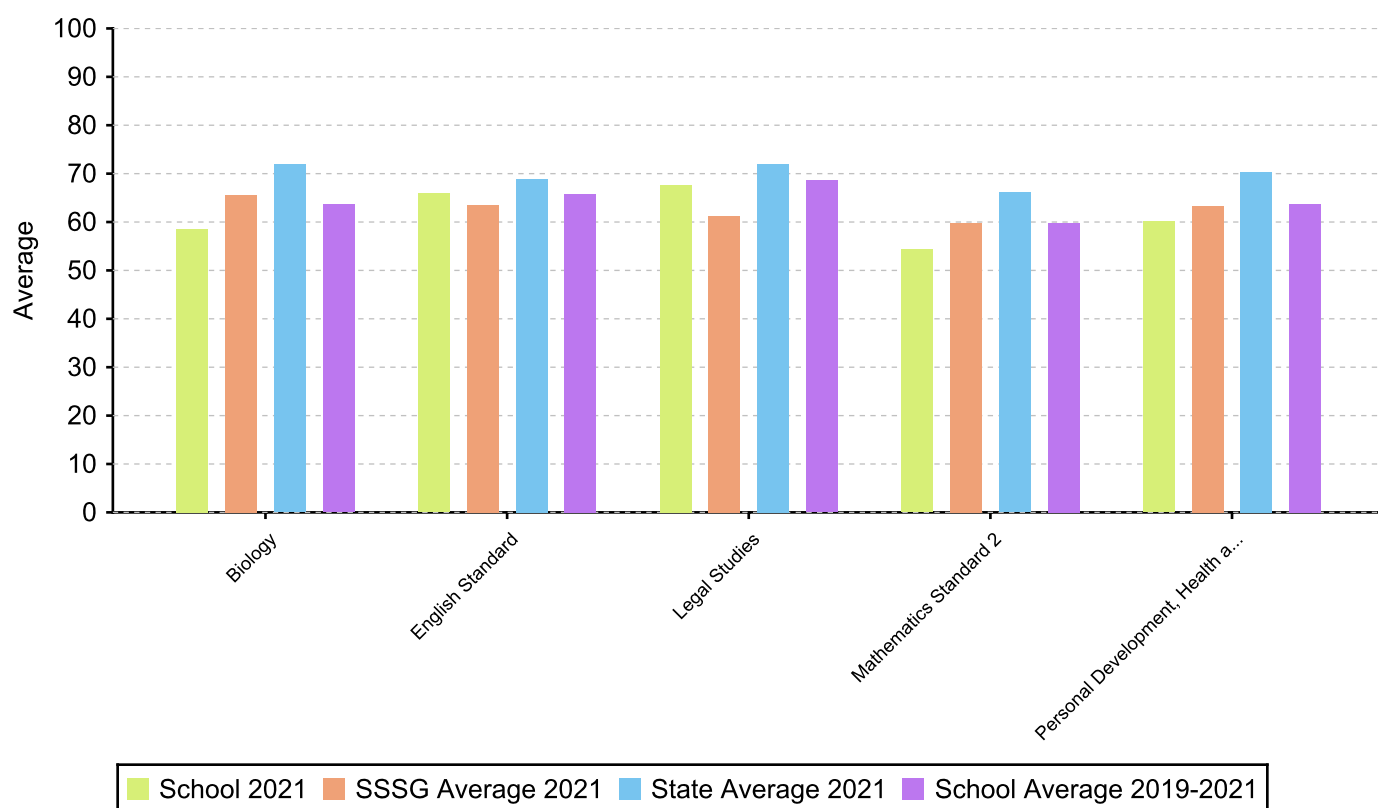
Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	58.5	65.6	71.9	63.6
English Standard	65.9	63.5	68.8	65.8
Legal Studies	67.7	61.3	72.0	68.6
Mathematics Standard 2	54.3	59.8	66.1	59.8
Personal Development, Health and Physical Education	60.1	63.4	70.3	63.7

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 2021 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 attempted to communicate with the school community as best we can with COVID causing cancellations of many event in 2021. 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.

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. Our students have been praised for their dedication and positive engagement in classrooms and extra curricula activities throughout the year.

- 466 students completed the TTFM survey in 2021, approx 70% of the school population. The number of survey participants was impacted by remote learning.
- The overall theme that was noted in the TTFM data was that DTHS is largely comparable with the state average across most measured areas.
- % of students responding they had positive relationships - 83%. This is higher than the NSW Govt Norm of 78%
- TTFM - Students that value schooling outcomes. 76% School Mean. 72% Govt Norm. This is an area that we have focused on closing the gap, using strategies/initiatives which has allowed a shift upwards.
- TTFM - Students with positive behaviours at school. 90% School Mean. 87% Govt Norm. This indicates that the wealth of wellbeing initiatives and focus on this area at DTHS has had a significant impact on student behaviours.
- 58% of students believe that working as part of a team will be important for future career plans.
- Throughout the online learning period of time, we surveyed parents regularly to receive feedback and recommendations for improving the online learning experience. There were also regular emails from parents with positive comments about staff and school procedures.
- The majority of the feedback was positive with parents really appreciating the time, effort and commitment of our staff to ensuring the overall wellbeing of their children. Feedback was in relation to the online learning classes, the support provided through the Learning Support staff and zoom rooms, wellbeing and counsellor support and the social support provided through a variety of fun activities for the students to be involved in over the period of time in lockdown. Parents really appreciated the positive letters emailed and certificates that were sent home acknowledging the hard work of their children.
- Some feedback provided allowed us to improve on some of our procedures and learning experiences to better enhance the wellbeing of the students and their families.
- Wellbeing has always been a strong focus at Doonside THS. We are currently placed at excelling for Wellbeing and will continue to look at ways to support and maintain this position. We use TTFM data, Sentral and attendance data to measure some of these aspects of wellbeing.

Students participating in the colour run.

Student participating in the CORE Cafe which operates on Thursdays.

Doonside High School 8399 (2021)

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Support Students learning about Aboriginal Cultural practices.

Pacific Islander students perform a traditional dance at Harmony day
2021

Pacific Islander students perform a traditional dance at Harmony day
2021