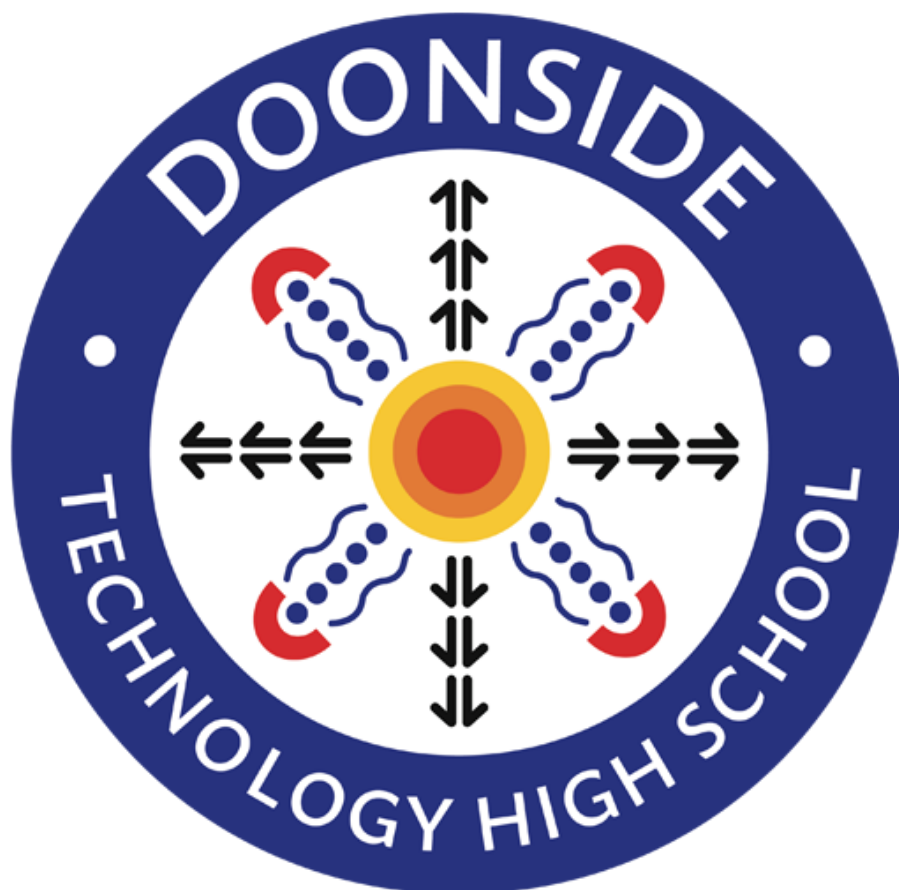


2022 Annual Report

Doonside High School



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Introduction

The Annual Report for 2022 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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Doonside High School

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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



The main entrance of DTHS with our CORE Strengths along the path.

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	2022 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	Excelling
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: \$207,089.70

English language proficiency: \$63,595.21

Professional learning: \$6,600.00

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 2022, 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, and the targeted Literacy program in building writing skills for Stage 5. Furthermore, a whole-school strategy for improving writing skills for Year 10 was continued 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 incorporated as part of the teaching and learning including Chromebooks and Smarter Maths. Furthermore, the numeracy 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.

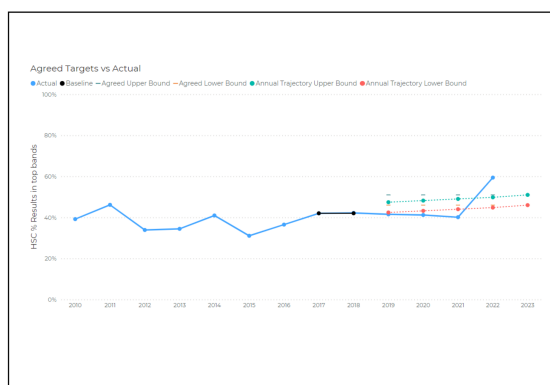
After evaluation, the next steps to achieve the progress measures will be through the refinement of the implementation processes of all initiatives continued in 2022. In 2023, a specific focus will be on the implementation of the tutorial groups for identified Aboriginal students, and on upskilling staff on data-reflective practices to keep improving on the progresses made in 2022. Additionally, all Faculty Management Plan will continue to have explicit focus on the identification and implementation of HSC subject-specific strategies. These strategies will be designed based on the HSC data analysis. Strategies like Data Walls will be created and referred to more regularly and further professional learning will be provided to target big marker questions in order to have a more focused approach to achieving growth in student HSC results.

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 <ul style="list-style-type: none">• Increase the % of students achieving the top two bands in Reading from 7.8% to a target of 13%	<ul style="list-style-type: none">• 2.2% of students are in the top two skill bands for reading, indicating progress yet to be seen toward the annual progress measure.

Expected Growth literacy <ul style="list-style-type: none"> Improvement in % of students achieving NAPLAN expected growth in Reading increases from 59.4% to 64.4% 	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available in 2022.
<ul style="list-style-type: none"> Increase % of results for ATSI students in Top 3 Bands in Reading from 21.9% to a target of 25%. 	<ul style="list-style-type: none"> 10% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress yet to be achieved.
Numeracy <ul style="list-style-type: none"> Improvement in the % of students achieving the top two bands in Numeracy increases from a baseline of 5.4% to a target of 11.2% 	<ul style="list-style-type: none"> 6.1% of students are in the top two skill bands for numeracy indicating an increase from the baseline of 5.4%
Expected Growth Numeracy <ul style="list-style-type: none"> Increase % of students achieving NAPLAN expected growth in Numeracy from 2019 baseline of 70.5% to a target of 72.5% 	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available in 2022.
<ul style="list-style-type: none"> Increase % of results for ATSI students in Top 3 Bands in Numeracy from 8.8% to a target of 12.8% 	<ul style="list-style-type: none"> 18.2% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement EXCEEDING the upper bound target of 12.8%
HSC Achievement <ul style="list-style-type: none"> Increase % of results in Top 2 Bands HSC from 14.6% to a target of 19.1% 	<ul style="list-style-type: none"> 6.01% of students attained results in the top two bands demonstrating progress yet to be achieved.
<ul style="list-style-type: none"> Increase % of results of Top 3 Bands HSC from 42% to a target of 46% 	<ul style="list-style-type: none"> 57.89% of students attained results in the top three bands demonstrating achievement EXCEEDING the upper bound target of 46%.
Aboriginal student HSC Attainment <ul style="list-style-type: none"> Increase proportion of ATSI students attaining HSC whilst maintaining their cultural identity increases by 15% from a baseline of 27.75% to at or above 42.75% 	<ul style="list-style-type: none"> 70% of ATSI students attained HSC whilst maintaining their cultural identity demonstrating achievement EXCEEDING the upper bound target of 42.75%.
Internal measure <ul style="list-style-type: none"> 100% of faculty plans have one specific component focusing on improving HSC results 75% of HSC teachers use scaffolds to support students unpack HSC questions 	<ul style="list-style-type: none"> 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.



The chart represents the percentage of students in the Top 3 Bands for HSC (blue line). The school has EXCEEDED the HSC target in 2022

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

Low level adjustment for disability: \$368,952.50

Integration funding support: \$46,278.00

Professional learning: \$65,142.34

Summary of progress

In 2022, a range of initiatives were rolled out to support explicit teaching and differentiation at DTHS. These initiatives included a whole school focus on High Potential and Gifted Education (HPGE), an open classrooms initiative, a co-teaching program for beginning teachers and promotion of visible learning strategies. In addition, formative assessment and feedback was a focus area for a small group of staff with a whole school approach to be developed in 2023.

HPGE

A whole school focus on professional learning was developed in relation to HPGE. This involved TPL around the DOE HPGE policy, High Impact Teaching Strategies and talent identification. A DTHS HPGE policy was developed to ensure a consistent approach to HPGE and domain champions were identified to support HPGE students through development opportunities. HPGE students were identified across the four domains and class profiles were adjusted.

Open Classroom Initiative

The inaugural DTHS Open Classroom initiative was coordinated with a number of staff volunteering to either share their pedagogical practices or observe a colleague.

Co-Teaching program

Beginning staff were mentored through a co-teaching program by a member of the learning and support team or an experienced staff member. Mentor teachers supported staff with effective differentiation, program writing, utilising the DTHS learning model, behaviour management and explicit teaching strategies.

Visible Learning

An audit of staff utilising visible learning strategies in the classroom was held (specifically the DTHS White Board Configuration). This audit will be utilised as baseline data when implementing a whole school approach to visible learning.

Formative Assessment and Feedback

A PLC was formed to develop and trial a range of formative assessment and feedback strategies. A team was developed to implement a whole school approach to formative assessment and feedback, to be fully implemented in 2023.

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
<ul style="list-style-type: none"> - 100% of staff trained in HPGE pedagogy. Development of a DTHS HPGE Framework policy. - Identification of Domain 'champions.' Development of structures to identify HPGE students. - Class Profiles to include HPGE students. - Beginning Teacher program targets teacher PL in the specific areas of explicit teaching and differentiation. - 25% increase in staff utilising visible white board configuration. - Open Classroom initiative implemented to showcase explicit teaching strategies. - Co-teaching program continues to support beginning teachers. - QTR team developed. 	<ul style="list-style-type: none"> • 100% of staff trained in HPGE pedagogy. • HPGE framework developed and staff consultation held. • Domain champions identified for each HPGE domain and HPGE students identified using a mix of staff feedback and internal and external assessment. • 2023 class profiles proforma updated to include HPGE students. • 100% of beginning teachers participated in workshops with the LST in the areas of explicit teaching and differentiation. • Baseline data collected for use of WBC. 37.5% of classrooms had the visible learning features displayed on the board (LI, SC, Do Now). 6% of staff utilised all facets of the WBC. 25% of staff partially used the WBC. 69% of staff did not utilise the WBC. • Open classroom initiative launched with 16 teachers volunteering to open their classrooms and share their practice. 10 staff members viewed a colleagues lesson. • 5 beginning teachers took part in the co-teaching program with the support of mentor teachers. • QTR team developed and 4 staff members partook in the initial trial.
<ul style="list-style-type: none"> - Development of DTHS assessment and Feedback model. - PLCs implemented to support staff development in effective use of formative assessment and feedback. - Establishment of whole-school formative assessment and feedback focus. Beginning teaching program targets teacher PL in the specific areas of formative assessment and feedback. 	<ul style="list-style-type: none"> • Formative assessment team developed to coordinate a whole school approach to formative assessment and feedback. A DTHS Assessment and Feedback model has undergone staff consultation with an aim to implement in term 4 2023. • Formative assessment and PLC formed. Staff have trialed a range of formative assessment strategies which are to be utilised across the school in 2023.



PDHPE Student Teachers, Miss Takache and Mr Nalbandian held a Soccer Clinic for our HPG Soccer players

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

Aboriginal background: \$128,157.82

English language proficiency: \$22,984.20

Socio-economic background: \$1,038,745.86

Per capita: \$183,945.76

Student support officer (SSO): \$96,058.00

Summary of progress

Parent and Community Partnerships and engagement

Strong progress was made towards the achievement of some of the progress measures in Strategic Direction 3. Significant inroads in community partnerships, specifically with Aboriginal Education inclusive of an increase in engagement with external support services, an increase in contact with families as part of the PLP process and the number of external agencies providing support regarding future pathways. This has been heavily based on the work being undertaken within the Aboriginal Education team (AET) as well as the DTHS AEO in conjunction with AEO's from partner primary schools. The number of external support services more than doubled when compared to 2021. The PLP process has resulted in a significant upturn in engagement between the school and carers of Aboriginal students increasing from an average of 2 calls per year to 8.

Teacher and Student Agency

Whole school processes were developed and embedded that ensured that teaching staff were provided with maximum exposure to, and opportunity to engage with, the school improvement plan. This was inclusive of the faculty management plans, TPL calendar, PDP processes and staff PLC groups. This has resulted in >90% of staff actively engaging with the SIP.

Wellbeing

Emphasis was placed on providing the student leadership team with the opportunity to lead a greater number of social justice days throughout the year in order for them to have greater voice and capacity to guide the direction and focus of school celebrations. Educational Changemakers were engaged to work with the SLT to develop a clear set of guidelines and structures that maximised the SLT's effectiveness and ability to best represent their peers.

Attendance

In order to boost student attendance, a broad range of strategies were implemented emphasising the importance of positive attendance, in addition to improving the attendance of students who were identified as an attendance concern. Activities such as social media posts, positive phone calls home, rewards days and excursions and weekly lucky dip prizes targeted those students who were below the cusp of >90% attendance. In order to target students with attendance concerns the Attendance Team implemented Attendance Improvement Plans, Weekly attendance meetings, parental communication, a Head Teacher Truancy roster and the school attendance bus.

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 and Community Partnerships and engagement <ul style="list-style-type: none"> • Increase the number of opportunities for ATSI parent/carers to engage in the PLP process from 1 p.a to 4 p.a • Increase the provision of opportunities for our ATSI students to engage with external agencies aligned with future pathways from • Annual increase in the number of community based agencies who engage with Doonside Technology High School students from . 	<ul style="list-style-type: none"> • The number of opportunities for ATSI parent/carers to engage in the PLP process increased from 1 p.a to 5 p.a demonstrating the opportunities EXCEEDING the progress measure. • 55 ATSI students across Years 7-12 engaged with external agencies aligned with future pathways that exceeds the participation from the previous years. • 5 external agencies engaged with Doonside Technology High School that exceeds the number from previous years.
Teacher and Student Agency <ul style="list-style-type: none"> • Increase in number of teachers engaged in or leading initiatives linked to the School Improvement Plan from 25% to 55% 	<ul style="list-style-type: none"> • 100% teachers engaged in initiatives linked to the School Improvement plan demonstrating the number EXCEEDING the target of 55%.
<ul style="list-style-type: none"> • Tell Them From Me student wellbeing data improves from baseline of 68.3% to at or above system negotiated target of 72.5% 	<ul style="list-style-type: none"> • Tell Them From Me Student wellbeing data improved to 72.97% demonstrating an improvement EXCEEDING the system negotiated target.
Attendance <ul style="list-style-type: none"> • Proportion of students attending <80% of the time decreases from baseline of 26.3% in 2019 to 23% 	<ul style="list-style-type: none"> • The number of students attending less than 80% of the time has increased significantly to 53%. This is due in significant part to the COVID based restrictions placed on school in Terms 1 and 2.
<ul style="list-style-type: none"> • Proportion of students attending > 90% of the time increases from baseline of 46.4% in 2020 to 53.2% 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time was 38%, however, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.



Social Justice Day - Jeans for Genes organised by Year 11 SRC Students



Social Justice Day - Pyjama Day Organised by Year 7 SRC

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$46,278.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Doonside High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • In-class SLSO support <p>The allocation of this funding has resulted in the following impact: personalised support for IFS students in the classroom via SLSO in-class support.</p> <p>After evaluation, the next steps to support our students will be: to ensure that the IFS students in mainstream receive in-class support and personalised support via the Learning Hub for assessments and provisions for any exams.</p>
<p>Socio-economic background</p> <p>\$1,245,835.56</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Literacy (Stage 4 and 5 classes) • Parent and Community Partnerships and engagement • Explicit Teaching of Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • staff release to design professional learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: - the completion of SCOUT training by most of the staff. This has allowed for the data pathways and other sources of school-based data including BEST Start, Check-in, NAPLAN, Attendance, Enrolment, Suspension, and Wellbeing to set priorities for improving staff data-informed practices.</p> <p>After evaluation, the next steps to support our students will be: - to have a more integrated approach to data literacy and teaching and learning programs. This will be the focus in 2023.</p>
<p>Aboriginal background</p> <p>\$128,157.82</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Parent and Community Partnerships and engagement

<p>Aboriginal background</p> <p>\$128,157.82</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: 70% of Aboriginal students attained HSC whilst maintaining their cultural identity demonstrating achievement EXCEEDING the upper bound target of 42.75%.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide differentiated support to the Aboriginal students in order to increase their achievement.</p>
<p>English language proficiency</p> <p>\$86,579.41</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Doonside High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching of Literacy (Stage 4 and 5 classes) • Parent and Community Partnerships and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: creation of a contextualised reading tool and increased professional learning time to assist staff in supporting all students with differentiated strategies in their classes.</p> <p>After evaluation, the next steps to support our students will be: further support for all KLAs to integrate the reading tool as part of their programming and lesson design.</p>
<p>Low level adjustment for disability</p> <p>\$368,952.50</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 <p>The allocation of this funding has resulted in the following impact: 100% teachers participated in professional learning around class profiles.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$368,952.50</p>	<p>to develop class profiles which will include identified HPGE students to support differentiation for those students. Time will be provided on SDD1 in 2023 to ensure all staff have comprehensive class profiles to guide differentiation.</p>
<p>Professional learning</p> <p>\$71,742.34</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Doonside High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Differentiation • Explicit Teaching of Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning release time was organised or staff to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. • Staff was trained in data-informed practices by the Numeracy team. <p>The allocation of this funding has resulted in the following impact: an overall improvement of 13% between the pre and post test results suggesting that the support was effective in improving analytic writing skills. As a result of the training in the data-informed practices, majority of staff has completed SCOUT training.</p> <p>After evaluation, the next steps to support our students will be: a more structured approach to teaching numeracy, writing and reading as part of the whole school plan.</p>
<p>COVID ILSP</p> <p>\$548,109.00</p>	<p>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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - focus areas for literacy included inferential comprehension and fluency. Numeracy focussed on measurement and geometry and number sense. • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the majority of the students in the program achieving significant progress towards their personal learning goals. - a 30% increase across years 7, 8 and 9 COVID ILSP students in one of the main focus areas 'understanding texts', particularly around literal comprehension. - a 25% increase across years 7, 8 and 9 COVID ILSP students in one of the main focus areas of Measurement In Numeracy, particularly around perimeter and area. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - additional in-class support for some students to continue to meet their personal learning goals was provided to identified students in terms 3 and 4. This strategy will continue into 2023.

Student support officer (SSO)

\$96,058.00

These funds have been used to support improved outcomes and the achievements of staff and students at Doonside High School

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Parent and Community Partnerships and engagement

Overview of activities partially or fully funded with this Staffing - Other funding include:

- Wellbeing support officer was hired.
- Organisation of various activities and promotional programs to improve student engagement.

The allocation of this funding has resulted in the following impact:

- a number of targeted wellbeing initiatives were implemented. This includes triaging issues - referrals to DP/HT Wellbeing as appropriate, or external agencies of support; coordination of BACC program every term; co-ordination of the Youth Week; help with the running of the breakfast club; co-running PRIDE Girls (roll call and one period per fortnight); engagement with the parents.

After evaluation, the next steps to support our students will be:

- to continue to provide targeted intervention opportunities to student as per the need. Continue to engage the community through social media and letters home to inform attendance rates and improved attendance.



Cultural Identity Program run by Meta Tusini, CLO



SLSO Chaula Doshi assisting with NAPLAN

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	345	341	349	354
Girls	286	304	325	329

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.3	89.3	87.0	80.2
8	83.9	88.3	84.2	78.1
9	79.7	85.6	81.6	74.6
10	74.6	80.2	78.8	72.2
11	70.2	84.5	72.3	72.9
12	84.1	84.7	84.4	72.1
All Years	80.5	85.7	81.7	75.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	0
Employment	2	14	36
TAFE entry	0	3	14
University Entry	0	0	35
Other	3	2	15
Unknown	0	0	0

To support our HSC students in their final years of schooling, our school recognised the importance of providing targeted support to meet their needs. We partnered with external providers to conduct tailored workshops that supplemented our existing curriculum and provided additional resources and support for students to prepare for their HSC exams. The feedback from students who participated in these workshops was overwhelmingly positive, with many reporting increased confidence and understanding of the subject matter.

In addition to academic support, our school also recognised the importance of helping disengaged students explore employment pathways and make informed decisions regarding their post-school destinations. To achieve this goal, we used the RoSA@Work program for Year 10 students. This program provided students with the opportunity to engage with industry professionals and gain valuable insights into various career paths.

For Non-ATAR students in their senior years, we also launched the Ready 4 Work program. This program aimed to provide students with first-hand exposure to the world of work, allowing them to develop employability skills and secure employment placements after completing their HSC exams. The program was run in partnership with local businesses and industry professionals who provided students with mentoring and support throughout the program. The feedback from students who participated in the program was overwhelmingly positive, with many reporting increased confidence and understanding of the skills needed to succeed in the workplace.

The success of these programs has been evident, with an increase in the number of students successfully completing their HSC exams and securing employment placements after graduation. We are proud of our students' achievements and grateful for the partnerships we have formed with external providers to make these programs possible. As a school, we remain committed to providing targeted support to our students to help them succeed in their post-school lives.

Year 12 students undertaking vocational or trade training

83.12% of Year 12 students at Doonside High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

82.4% of all Year 12 students at Doonside High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 12 Graduation, 2022



Year 12 Graduation, 2022



Mr. Colin Campbell, Principal, and Mr. Ed Husic MP, Member for Chifley, celebrating student achievement during the annual Presentation Evening

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	42.2
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	17.28
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



DTTH staff gathered to acknowledge student work in Visual Art



DTTH teachers joining the celebrations of the Harmony Day, 2022



Ms Tofa joining our Pasifika students for a traditional dance on Harmony Day 2022

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,090,344
Revenue	12,096,376
Appropriation	11,972,223
Sale of Goods and Services	31,644
Grants and contributions	82,812
Investment income	8,958
Other revenue	740
Expenses	-11,645,518
Employee related	-10,207,183
Operating expenses	-1,438,335
Surplus / deficit for the year	450,858
Closing Balance	1,541,202

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.

	2022 SBAR Adjustments (\$)
Targeted Total	46,278
Equity Total	1,829,525
Equity - Aboriginal	128,158
Equity - Socio-economic	1,245,836
Equity - Language	86,579
Equity - Disability	368,953
Base Total	8,430,009
Base - Per Capita	183,946
Base - Location	0
Base - Other	8,246,063
Other Total	639,817
Grand Total	10,945,630

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.

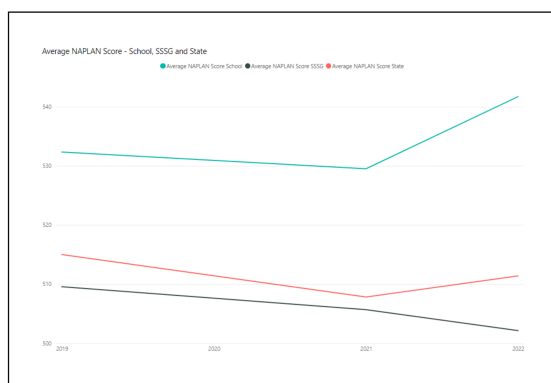
School performance - NAPLAN

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.

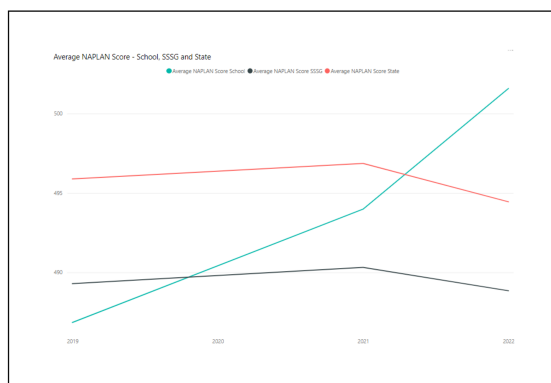
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

In 2022, the school's performance in various components of NAPLAN showed a marked improvement. Year 9 numeracy and writing assessments, and Year 7 writing assessments, all exceeded previous records. In spelling, grammar, and punctuation, both Year 9 and Year 7 students' average was above statistically similar schools. Furthermore, Year 9 Aboriginal students outperformed state schools in all components of literacy.

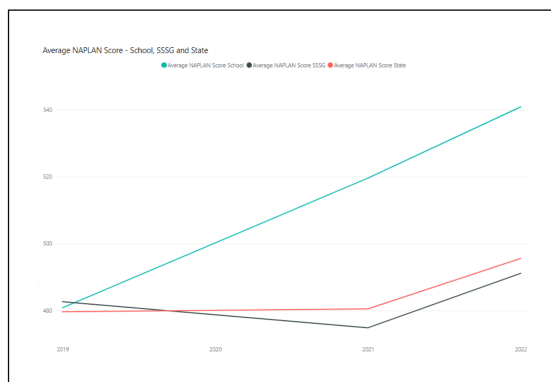
The following graphs are indicative of the achievements in 2022.



Year 9 Aboriginal Students Average Score in Grammar and Punctuation compared to state and statistically similar schools.



Year 7 Aboriginal Students Average Score in Spelling compared to state and statistically similar schools.

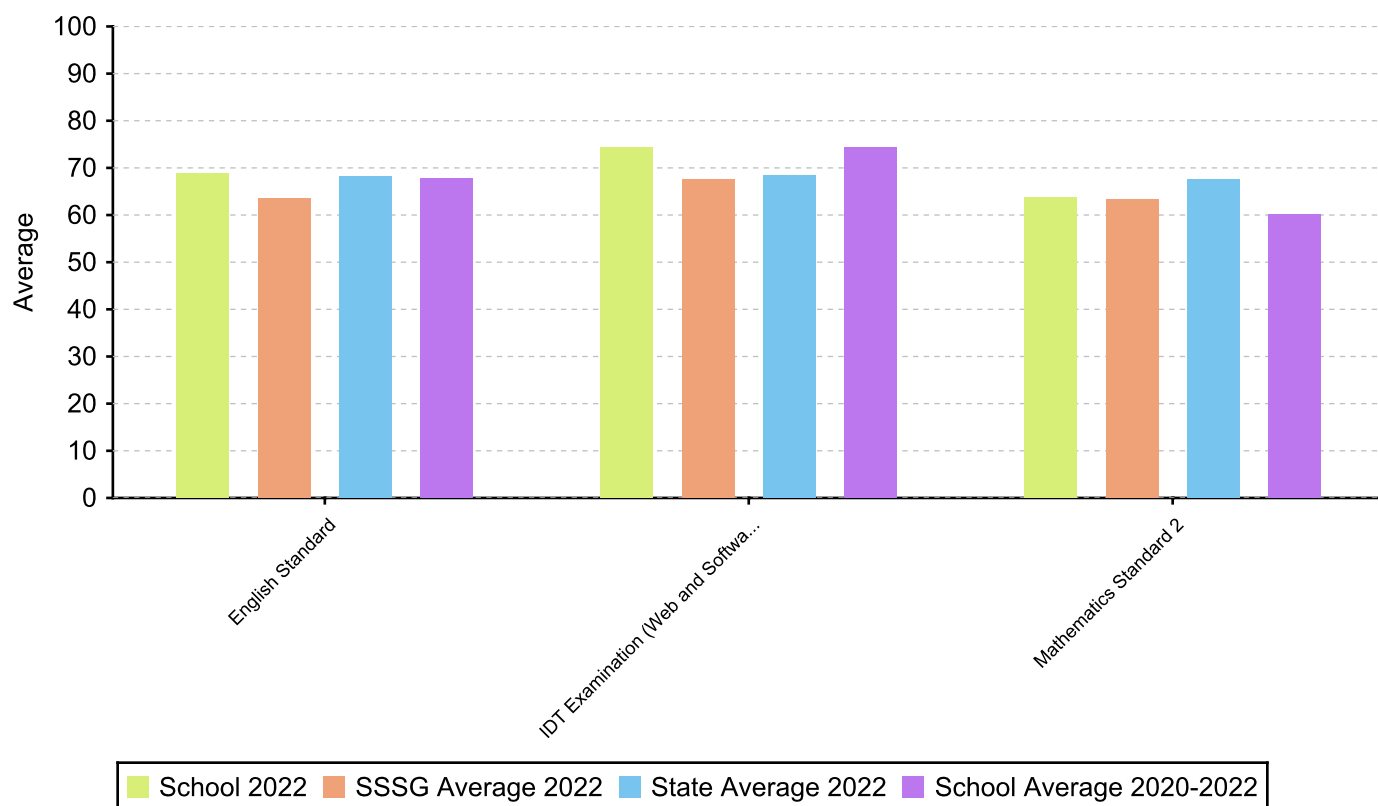


Year 9 Aboriginal Students Average Score in Writing compared to state and statistically similar schools.

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.

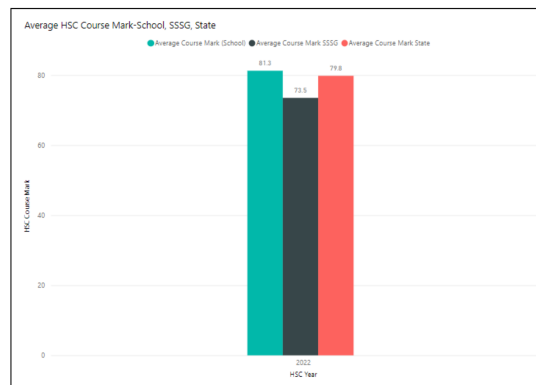


Subject	School 2022	SSSG	State	School Average 2020-2022
English Standard	68.9	63.6	68.1	67.7
IDT Examination (Web and Software Applications)	74.3	67.6	68.4	74.3
Mathematics Standard 2	63.7	63.2	67.6	60.1

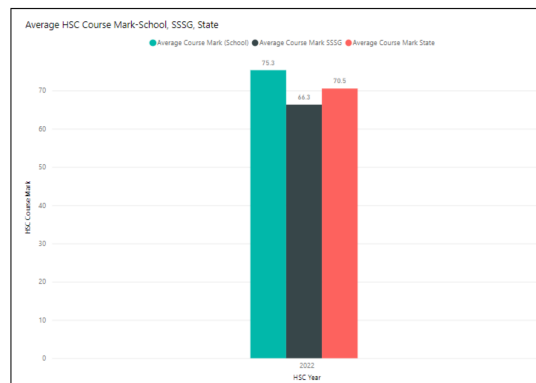
Once again in 2022, the school has achieved some excellent results. 57.89% of students attained results in the top three bands. The school's average score in every KLA was greater than the average score of statistically similar schools. Additionally, the average score in courses including Visual Arts, English Standard, Retail Services Examination, PDHPE, Investigating Science, and IDT Examination was above the state average.

These results are obtained through a rigorous professional learning and ongoing support for staff to align Faculty Management Plans with their PDPs and the SIP's direction 1. All faculties designed HSC subject-specific strategies to integrate in their programs. The strategies were designed as a result of areas identified during Term 1 HSC 2021 data analysis session. 100% Faculty Management Plans incorporated HSC specific goals set by faculties to simulate student growth in their subjects. Some faculties have created Data Walls and explored new ways such as Bubble Theory and targeting big marker questions to have a more focused approach to achieving growth in student HSC results.

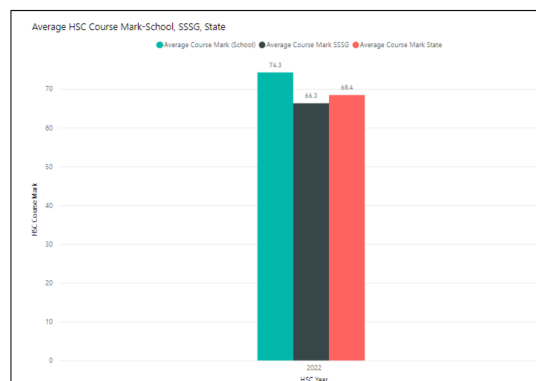
The following graphs are indicative of the achievements in 2022.



Visual Arts Average Score compared to the sate and statistically similar schools.



Investigating Science Average Score compared to the sate and statistically similar schools.



IDT Examination Average Score compared to the sate and statistically similar schools.

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 2022 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.

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.

- 507 students completed the TTFM survey in 2022, approx 72% of the school population.
- The overall theme that was noted in the TTFM data was that DTHS is largely comparable with the state average across most measured areas.
- 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.

People Matters Survey

- Staff wellbeing should remain a focus in 2023 due to the pressures associated with staffing and workload.
- Staff Professional Development should also remain at the forefront of the planning. 2023 TPL plan including the HT release time and curriculum planning days will support this.
- Job purpose and enrichment: one of the best performing areas in 2022: this can be further developed with HT release time to provide feedback, support, training, and development
- Risk and innovation: improved from 2021



Community gathering during the Senior Leadership team selection day.



Community Connections

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.

Aboriginal Education - School statement

Doonside Technology High School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. It is the goal of the school, that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.

The school is committed to:

- increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people as the First Peoples of Australia.
- providing Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business.
- collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities..

The school recognises the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc) as the peak Community advisory body to the school on Aboriginal education and training at all levels and in all stages of planning and decision making.

These commitments affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential.

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.

Anti-Racism - School statement

Racism and racist behaviour are not tolerated in NSW public schools. Doonside Technology High School's Anti-Racism Policy promotes equity and inclusion and aims to ensure that no student, staff member or member of the school community should experience racism at school. This is achieved through:

- openly embracing and celebrating the multicultural background of our students and staff.
- appointment of an Anti-Racism Contact Officer
- delivery of professional development for staff around multiculturalism
- the study of concepts related to multiculturalism and racism in a variety of KLA's and programs
- celebration of Multicultural Day and Harmony Day
- reporting of racism is encouraged and dealt with by the Deputy Principal and ARCO
- annual NAIDOC assembly

We are committed to ensuring that every student is known, valued and cared for. This is the primary focus of our care and decision making. Our aim is to create a school culture which enables students to connect, succeed and thrive.

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.

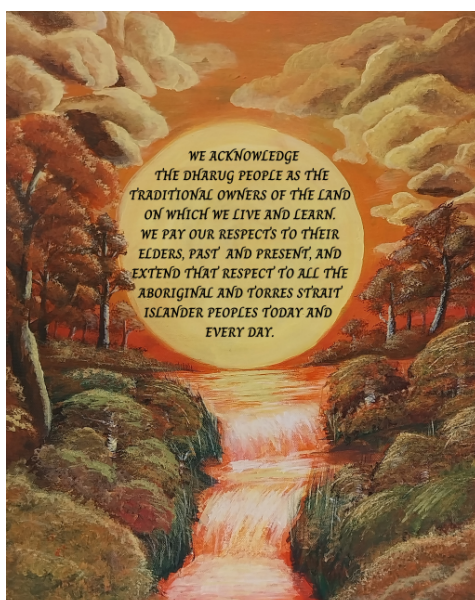
Multicultural and anti-racism education - School Statement

Doonside Technology High School has an EAL/D (English as an Additional Language or Dialect) and LBOTE (Language Background other than English) population in excess of 45%. We also have a significant Aboriginal and Torres Strait Islander population of 14%. This diversity in cultural backgrounds results in differences in attitudes, expectations and value systems. The school therefore provides teaching and learning programs that enable students from all cultures and communities to identify as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active citizens.

The school ensures:

- inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.
- students who are learning English as a second language are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.
- specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.

We are committed to ensuring that every student is known, valued and cared for. This is the primary focus of our care and decision making. Our aim is to create a school culture which enables students to connect, succeed and thrive.



The 2022 Doonside Art Prize winning entry by Justin Sia.
This program recognises and pays respect to the
Traditional owners of the land, The Dharug People.



2022 National Touch Football Inclusion Carnival



Senior SRC students enjoying the 2022 Colour Run activities