

2022 Annual Report

Davidson High School



Davidson
HIGH SCHOOL

8479

Introduction

The Annual Report for 2022 is provided to the community of Davidson High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

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

School context

Davidson High School is a proudly comprehensive, coeducational and inclusive secondary school that provides an education for 900 students. A community school, Davidson High School is committed to providing an educational environment that is flexible, engaging and challenging. Current school priorities include , explicit teaching practice, community connections, leadership development and a diverse and broad curriculum. The school is highly valued and supported by its community. Focus programs include performing arts, student leadership and a wide range of extra curricular activities.

At Davidson, students are afforded a multitude of opportunities to develop their skills and interests through a range of extra curricular activities in the creative and performing arts, technology, sport as well as a range of clubs including chess and debating. Davidson is a member of the Warringah Community of Schools and benefits from the trusting and collaborative relationship it shares with its local primary schools. The school has an engaged P&C that works closely to support school projects and learning pathways. Davidson is an inclusive school which actively promote positive partnerships with all members of the school and wider community.

The school has a core set of values; courage, confidence and compassion based on the the strengths based philosophy of Positive Education. This is embedded in all aspects of the school, promoting a wholistic approach to student growth and well being.

Davidson is committed to ensuring that there is a planned school wide approach towards effective and positive classroom management that creates and fosters learning environments that are productive, safe and promote student engagement. An inclusive process is implemented to ensure all stakeholders contribute to this consistent approach.

The school has a strong focus on providing targeted professional learning for all staff, that explores evidence based teaching strategies. The Strategic Improvement Plan identifies specific areas where this professional learning will be applied to broaden and strengthen key elements of the SEF recognised from the External Validation process. Staff engage with research and evidenced based practices, analysing data and applying school identified strategies for student growth and attainment. This drives continuous student improvement and facilitates the opportunity for staff to reflect on teaching effectiveness.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To continually improve student learning outcomes in Literacy, Numeracy and the HSC. This will be achieved through the implementation of evidence based programs and practices that are data informed, measure and track student performance and embed evaluative and reflective processes.

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.

- Primary School Numeracy transition Plan
- Literacy Initiatives
- Student Improvement

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Low level adjustment for disability: \$61,282.00

Summary of progress

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

2022 witnessed a stable and consistent year that provided the opportunity to take a deep dive into both internal and external data relating to literacy. A whole school literacy audit utilised Naplan, Check In and internal student assessment and work samples. This process was led by HT Student Growth and Attainment. High Impact Professional Learning guided staff through student data and facilitated collaborative discussion that determined the evidence based approaches to be implemented to explicitly teach reading. The literacy audit took place during terms 1 and 2 with staff engaging with the data analysis and professional learning on how to explicitly teach elements of the analysis in terms 3 and 4.

Mathematics staff dissected and analysed year 7 Naplan and Check In data to explore areas of weakness in students mathematics skills and capabilities transitioning into high school. This occurred during terms 1 and 2 and followed the schedule constructed. This initial element of the initiative supported staff in renovating their semester one units of work in line with the results of the data analysis. Terms 3 and 4, as per the schedule had Davidson Mathematics staff visit local primary schools and observe stage 3 mathematics lessons, share year 7 Naplan and Check in data and hold collaborative discussions on professional practice and the explicit teaching of key skills across stages 3 and 4 Mathematics.

2. What did you do well in the initiative/strategic direction? What didn't you do as well as you would have liked in the initiative/strategic direction?

Direction 1 provided a fantastic opportunity for Mathematics staff to build their capacity in data analysis. They were able to work collaboratively in identifying 2 key areas that could be addressed through a partnership approach with our feeder primary schools. This process also facilitated a focus on the identified areas of concern through adjusted tasks, modified assessment and more explicit teaching practice in terms 1 and 2. The collaborative primary school visits have grown positive and constructive professional dialogue as well as fostering trusting and collegial relationships between high school and primary school teachers. Time constraints hindered the number of visits and their timing with this to be addressed in 2023.

The Davidson literacy audit aligned to both multiple elements of the SEF while also linking strategically to Direction 3. By utilising allocated funding to the creation of the Ht Student Growth and Attainment role, time and resources were effectively and efficiently utilised. This initiative used data to illustrate to all staff the strengths of students in reading and so what the school is doing well, while also highlighting areas for needed growth and change. The school leadership team have been exposed to a comprehensive analysis of student progress and achievement, provided extensive opportunities for staff to gather and analyse whole school data.

3. To what extent have changes occurred? How do you know?

A combination of initiatives placed in Strategic Direction 1 have contributed to the school raising the Premiers Priority above 2019 levels. This indicates a shift in trajectory upwards. The changes in stage 4 numeracy programming and

identification of student gaps in skills and knowledge have grown the number of year 7 students achieving in the top two bands in 2022 by 6.2%

Implications for 2023

The data collected from the literacy audit will form the basis for staff Professional learning in 2023 with the goal to develop the capacity of staff to deliver explicit teaching of reading and vocabulary. This is to build upon the growth gained in 2022 in the Premiers 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
By 2022 there will be an uplift of 6.7% in the percentage of students in the top two bands for Numeracy.	19.35% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
By 2022 there will be an uplift of 17.6% in the percentage of students in the top two bands for Reading.	20.78% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
By 2022 an uplift of 5% is expected in the percentage of students achieving expected growth in Reading.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022
By 2022 an uplift of 6% is expected in the percentage of students achieving expected growth in Numeracy.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022
Improvement in the percentage of students achieving in the top two bands in the HSC of 1% to meet the lower bound system-negotiated target.	76% of students attained results in the top three bands demonstrating progress toward the lower bound target.

Strategic Direction 2: Positive Connections to enhance well being.

Purpose

To create a supportive and collaborative community that fosters and supports student well being through the embedding of a culture of positive education. The values of courage, confidence and compassion as well as effective communication skills are enhanced through establishing a reflective learning culture that fosters and supports excellence and independence in our community.

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.

- Embedding a culture of Positive Education
- Learning to learn
- Student well being initiatives

Resources allocated to this strategic direction

Professional learning: \$2,500.00

Summary of progress

What did you do in the initiative/strategic direction? Over what time period did this occur? What changes did you make from your original plan?

2022 saw Positive Education embedded in the whole school merit system. The restructuring of the awards system, including merits based upon Courage, Confidence and Compassion as well as the Bronze, Silver and Gold awards that occurred in 2021 was shared with staff through Professional learning on Term 1 Staff Development Day. This was also revisited in staff meetings during term 1. At whole school assemblies and year group meetings the new system was explained and demonstrated to all students in term 1. This process was led by the Positive Education team and the Deputy Principals. In addition to this the policy was uploaded to the parent portal where the community were shown how to follow their children's achievement and success through the new recognition system.

Initially this plan also involved sport participation at school and representative level, however after term 1 it was evident that the school was not fully prepared to embed this aspect to the new system and so it was decided that it would be explored during the year in preparation for its delivery and implementation in 2023.

Welfare programs, the merit system and regular communication with the community was planned to collectively raise attendance levels in students between 80-90%. This involved positive recognition for consistent attendance as well as supporting student mental health to encourage regular attendance.

What did you do well in the initiative/strategic direction? What didn't you do as well as you would have liked in the initiative?

The new merit system provided staff with an opportunity to really focus on positive success and achievement for students at Davidson. It also provided a platform for the executive to align the initiative to the Learning and Teaching domains in the school excellence framework and strive towards excelling in key elements of effective classroom practice, student performance measures and well being.

The new system was also designed to be very user friendly and that was evident in the over 11,000 merits that were awarded to students over the course of 2022. A key success in the new system was that it also integrated attendance into it and facilitated opportunities to recognise students for excellent and improved attendance. Over 4470 merits were awarded to students for attendance equal to or greater than 85% each term.

Welfare programs were very successful in 2022 under Strategic Direction 2. A community breakfast drew in 152 families to the school, continuing to build positive and inclusive relationships between staff and families. The school continued to reinforce its excellent relationship with the Raise program where students identified through the school counsellor and year advisers, were offered weekly confidential counselling sessions. Students in years 10-12 engaged with the Tomorrow Man and Tomorrow Woman programs, raising student self esteem, confidence and skills to build positive relationships.

To what extent have changes occurred? How do you know?

Positive changes were evident through the number of merits being awarded to students. This demonstrated that the system was user friendly for staff and an efficient use of their time. There was also an 11% increase in the number of students being recognised at the school presentation evening with 138 silver awards and 26 Gold awards being achieved by students across years 7-12. There was also a 250% increase in the number of merits awarded to students over the year.

Internal school survey data illustrated a continual increase in the number of students who were able to identify one or more staff they have a positive relationship with at school.

Implications for 2023

Grow the merit system to include sporting events and achievement while further developing staff understanding of Positive Education through the Well Being Distillery.

Strive to reach Excelling in welfare through the school excellence framework with the addition of a full time SSO.

Establishment of an attendance team with the support of the DoE Guided attendance program.

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
All year 7 and 8 students will have engaged with and completed the learning to learn program	100% of year 7 students engaged with and completed the learning to learn program. No year 8 students engaged or completed the program.
There will be an upwards trend of 8% in the percentage of students who attend school equal to or more than 90% of the time.	There was an upwards trajectory towards the lower bound of students attending at equal to or more than 90%.
By the end of 2022 there will be a 6% increase in the percentage of students reporting engagement in years 7-10.	There was a 2% increase in the percentage of students reporting engagement years 7-10. This was through internal data.
BY the end of 2022 There will be an increase in the amount of positive recognition formally communicated between teachers, students and parents.	Sentral data measurements indicate a 250% increase in the number of merits and letters of commendation communicated between students staff and parents in 2022

Purpose

Our purpose is to ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to inform teaching.

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.

- Executive Professional Learning
- Professional Practice
- Instructional Leaders

Resources allocated to this strategic direction

Per capita: \$22,000.00

Summary of progress

What did you do in the initiative/strategic direction? Over what time did this occur? What changes did you make from the original plan?

The executive engaged with regular professional learning from external and internal leaders in the areas of data analysis, staff performance management, Intellectual Quality and Assessment. This was strategically structured into the executive and faculty meeting schedules to provide consistency in the delivery of the professional learning across 2022. This path was to initially involve term by term sessions with external Professional learning delivered by Brian Miller. This changed as the year progressed and the needs of the executive evolved, to the point where that schedule was completed by the end of term 2.

In addition to this the executive constructed their own HT Role Statement through a collaborative process where they aligned all documents to the Middle Leader Role Description. Regular executive meetings facilitated professional dialogue with both the Middle Leaders document and also shared experiences from the executive involved.

4 staff were identified to build their capacity as educational leaders by engaging with and completing instructional leadership professional opportunities throughout 2022. The 4 staff participated in an Aspiring Middle Leaders program led and directed by Jann Pattinson (PSL). Each staff member was assigned two staff to work with each semester. This process involved lesson observations, feedback sessions and peer assessment. The capacity building of the 4 staff also included professional reading around Vivienne Robinson.

The training of staff with the HPGE policy and documents continued into 2022 with staff working at a network level to share resources and discuss collaboratively the next step in the growth and development of HPGE in schools. Originally there was the target to engage another 8 staff with the program, however this was modified to 4.

What did you do well in the initiative/strategic direction? What didn't you do as well as you would have liked?

Utilising the expertise and skills of external providers to support building the capacity and confidence of the Davidson Executive was a positive and trusting course of action. Two executive meetings were designated to NESA support focusing on HSC data analysis. Timing of the sessions was at point of need, terms 1 and 4. The use of PES leaders to deliver professional learning with a focus on staff meeting the Teaching Standards was a positive and efficient use of executive meeting time and added great value to moving towards excelling in the Teaching domain: Professional Standards

The collaborative approach to the co construction of the Davidson Head Teacher Role statements created ownership and engagement that then was the driver for all executive PDPs. It was anticipated that executive staff would take on specific roles within the School Improvement Program. While that occurred for a percentage of the leaders, it did not eventuate due to significant staffing disruptions.

To what extent have changes occurred? How do you know?

Executive developed a greater capacity and confidence to lead professional learning in their respective faculties. This was evident in 90% of all year 8 programs being renovated to align with the What Works Best: Assessment document as well as including intellectual quality in literacy.

All executive constructed a PDP goal that was driving student growth and attainment in their faculty, in line with the school improvement program and Middle Leaders Role Statement.

Confidence in data analysis grew significantly amongst middle leaders and it led to data informing changes in programming and teaching practice. This was evident in the English faculty where a deeper understanding of HSC Standard results led to backward mapping of skills that informed a new writing program for year 10 English in 2022.

There has been success with the HPGE program in 2022. The skills developed by staff involved with 7E has led to 3 students being accelerated into the year 8 Mathematics course while a challenge of the week was instigated for all year 7 Maths classes to recognise the need to challenge all students at their respective academic levels in Mathematics.

Implications for 2023

Through increased collaboration within the executive and the constant capacity building of staff to analyse data, there will be a strong focus on teacher efficacy and their impact on student growth in both numeracy and literacy. The meeting schedule for 2023 will have more faculty time for Middle Leaders to lead more professional Learning and inspire staff to seek out leadership opportunities. With the increased capacity of the executive, all middle leaders will become involved in one or more of the three strategic directions.

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
All Year 8 programs have been renovated. All executive have completed high impact professional learning in data analysis to inform change.	90% of year 8 programs have been renovated. 100% of executive staff have completed data analysis professional learning in 2022.
100% of staff have engaged with and completed classroom management Professional Learning. 60% of staff are using effective classroom management.	All staff have completed classroom management professional learning with more than 75% demonstrating effective classroom management strategies.
4 staff are Instructional Leaders	4 Instructional leaders have completed training and professional learning.
16 staff have completed HPGE training.	12 staff have completed all HPGE training and engaging with the program.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$237,112.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Davidson 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of [strategy] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. The increased staffing available resulted in all PLSPs being regularly updated and reviewed in consultation with families, staff and external providers where appropriate. Eligible and identified students were able to access curriculum and engage with assessments and exams under modified and adjusted conditions</p> <p>After evaluation, the next steps to support our students will be: Processes and procedures will be reviewed in collaboration and consultation with the Safe Guarding Kids initiative in 2023. The use and application for integrated funding will be constantly adjusted and reviewed based upon individual students needs at any point in time.</p>
<p>Socio-economic background</p> <p>\$32,167.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Davidson 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"> • Other funded activities <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 • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in the following impact: Highly effective and successful process that utilised the skills and knowledge of staff to determine where the school needed to drive forward with literacy and in particular reading at Davidson. The creation of a Head Teacher above established created time and opportunity for a deep dive into all elements of literacy being taught across the school. The end result was a deeper awareness of all staff of the need for growth and change in the explicit delivery of elements of literacy. 100% of staff felt more confident in understanding why there would be a focus on two specific areas of reading moving forward.</p> <p>After evaluation, the next steps to support our students will be: To embed the professional learning delivered in term 4 into teaching and learning programs for 2023 and to ensure that the meetings schedule accommodates the continued delivery of professional learning on the explicit teaching of reading. This schedule will also facilitate collaboration in creating</p>

<p>Socio-economic background</p> <p>\$32,167.00</p>	<p>and sharing resources in both faculties and across the school.</p>
<p>Aboriginal background</p> <p>\$2,889.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Davidson 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: All identified students were able to access curriculum and work towards their individualised learning plans.</p> <p>The one eligible student for the HSC successfully completed the senior pattern of study and was offered placement at a tertiary institution post school.</p> <p>All eligible students met the Minimum Standards.</p> <p>After evaluation, the next steps to support our students will be: Encourage and provide opportunity for First Nations students to proudly identify with their culture and history in school and lead Welcome to Country for assemblies and large meetings. The aim is to also involve them in the creation of an individualised Welcome to Country for Davidson High.</p>
<p>English language proficiency</p> <p>\$35,374.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Davidson 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • 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 <p>The allocation of this funding has resulted in the following impact: Allocated periods that are programmed as specific one on one sessions for the identified students to work with the EALD teacher. This process has increased the accessibility of curriculum and also allowed for a deconstruction of tasks and assessments, increasing student engagement and achievement. It has also increased success at achieving HSC minimum standards.</p> <p>After evaluation, the next steps to support our students will be: Anticipated greater funding from DoE in 2023 SBAR to recognise increase</p>

<p>English language proficiency</p> <p>\$35,374.00</p>	<p>of students identifying as EALD at Davidson High in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$141,727.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Davidson 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"> • Literacy Initiatives • Other funded activities <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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Highly effective and successful process that utilised the skills and knowledge of staff to determine where the school needed to drive forward with literacy and in particular reading at Davidson. The creation of a Head Teacher above established created time and opportunity for a deep dive into all elements of literacy being taught across the school. The end result was a deeper awareness of all staff of the need for growth and change in the explicit delivery of elements of literacy. 100% of staff felt more confident in understanding why there would be a focus on two specific areas of reading moving forward.</p> <p>The employment of an additional Learning and Support Teacher to oversee the matching of increased SLSO time with identified students. This time has been reflected in students being able to access literacy and numeracy elements in their academic tasks as well as to monitor and report on changing behavioural patterns of identified students. The additional funding has ensured that all eligible students have had access to disability provisions where required due to staff supervision or the rigorous process of compiling the applications for HSC disability provisions to NESA.</p> <p>After evaluation, the next steps to support our students will be: To embed explicit teaching practices around reading into teaching and learning programs while knowing that the strategies are being consistently employed by staff across the school. Ensure that the Learning Support Team reviews all PLSPs and collates data that illustrates student growth resulting from the additional funding and SLSO support.</p>
<p>Professional learning</p> <p>\$69,769.00</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 Davidson 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"> • Primary School Numeracy transition Plan • Learning to learn • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$69,769.00</p>	<ul style="list-style-type: none"> • Engaging external providers to unpack evidence based approaches to literacy, classroom management and leadership • Staff connect with KLA associations, DoE and NESAs to build curriculum and assessment knowledge • Efficiently and effectively managing funding to provide staff relief time. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding provided flexibility in supporting staff to both build their capacity in quality teaching practice and also develop a deep understanding of their curriculum. Not only did this align with the 3 strategic directions of the school improvement plan, but also facilitated the PDP process. Staff were able to reach accredited hours with their NESAs accreditation, be it proficient or maintenance.</p> <p>All staff were provided 3 individual Professional Learning opportunities during the course of the year and where linked to the School Improvement Plan, provided feedback and access to resources through faculty and staff meetings. Through the allocated funding for Professional Learning all staff felt they had been actively involved in furthering their knowledge and skills as educators and in doing so, were impacting student outcomes.</p> <p>After evaluation, the next steps to support our students will be: While the majority of professional learning will continue to be aligned with the school improvement program, staff will be surveyed in term 2023 in order to understand in what areas individual staff members wish to grow and build through high impact professional learning.</p>
<p>COVID ILSP</p> <p>\$30,090.00</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: The increased intensive mathematics tutoring for identified students led to an increase in student confidence with their Mathematics. All students demonstrated growth in their internal tests and assessments with 6% moving up one class in the year group</p> <p>After evaluation, the next steps to support our students will be: To identify their achievement in Naplan 2023 to determine growth and success in the selected core topics recognised through data analysis and small group tutoring .</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Davidson 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • SSO facilitates external providers coming to the school to run programs for identified students. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>Greater student access to individualised support in a confidential structure that promotes personal growth and responsibility, both at school and at home. The role of SSO has led to increased connections between the school and external providers. This has seen at risk students participate in opportunities that have developed self awareness and self worth while also developing a greater understanding of their role at school. Initial data from Sentral is suggesting improved attendance rates amongst the identified students working with the SSO.</p> <p>After evaluation, the next steps to support our students will be: To ensure there are timetabled blocks in 2023 for identified students to work with the SSO, both one on one and in small groups.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	453	464	462	473
Girls	427	423	399	383

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.2	95.0	92.5	87.4
8	90.9	93.8	89.5	84.6
9	89.7	92.9	89.9	83.6
10	90.7	92.3	86.9	84.1
11	91.0	93.8	89.8	86.8
12	91.4	95.3	92.1	88.4
All Years	91.4	93.8	90.0	85.7
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	n/a	n/a	n/a
Employment	2	13	22
TAFE entry	2	n/a	8
University Entry	n/a	n/a	70
Other	n/a	n/a	n/a
Unknown	n/a	n/a	n/a

Year 12 students undertaking vocational or trade training

34.40% of Year 12 students at Davidson High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

97.4% of all Year 12 students at Davidson High School expected to complete Year 12 in 2022 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)	42.6
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

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	977,139
Revenue	11,034,972
Appropriation	9,809,523
Sale of Goods and Services	25,957
Grants and contributions	1,167,562
Investment income	8,572
Other revenue	23,359
Expenses	-10,767,773
Employee related	-9,080,551
Operating expenses	-1,687,222
Surplus / deficit for the year	267,199
Closing Balance	1,244,338

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	224,434
Equity Total	212,157
Equity - Aboriginal	2,889
Equity - Socio-economic	32,167
Equity - Language	35,374
Equity - Disability	141,727
Base Total	8,456,794
Base - Per Capita	217,456
Base - Location	0
Base - Other	8,239,338
Other Total	528,125
Grand Total	9,421,509

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

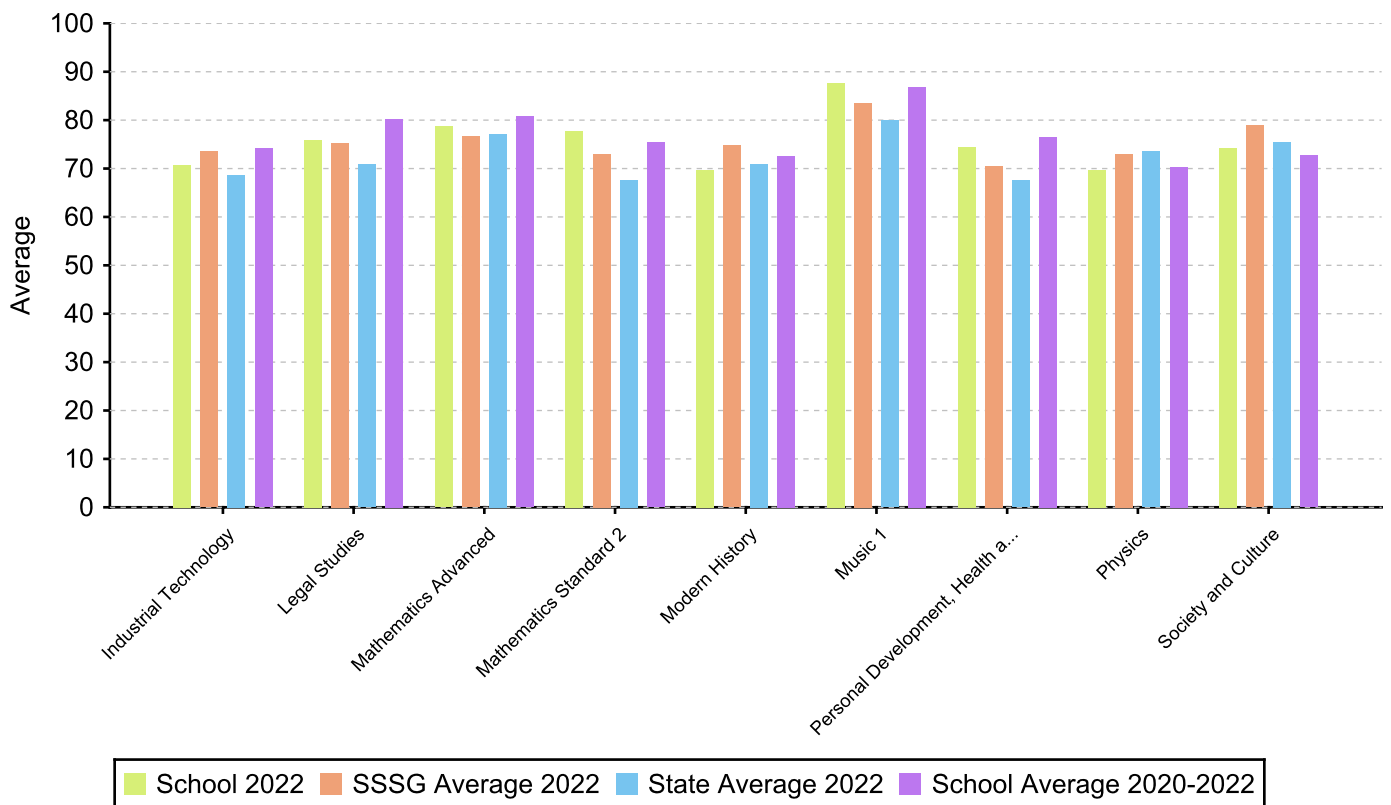
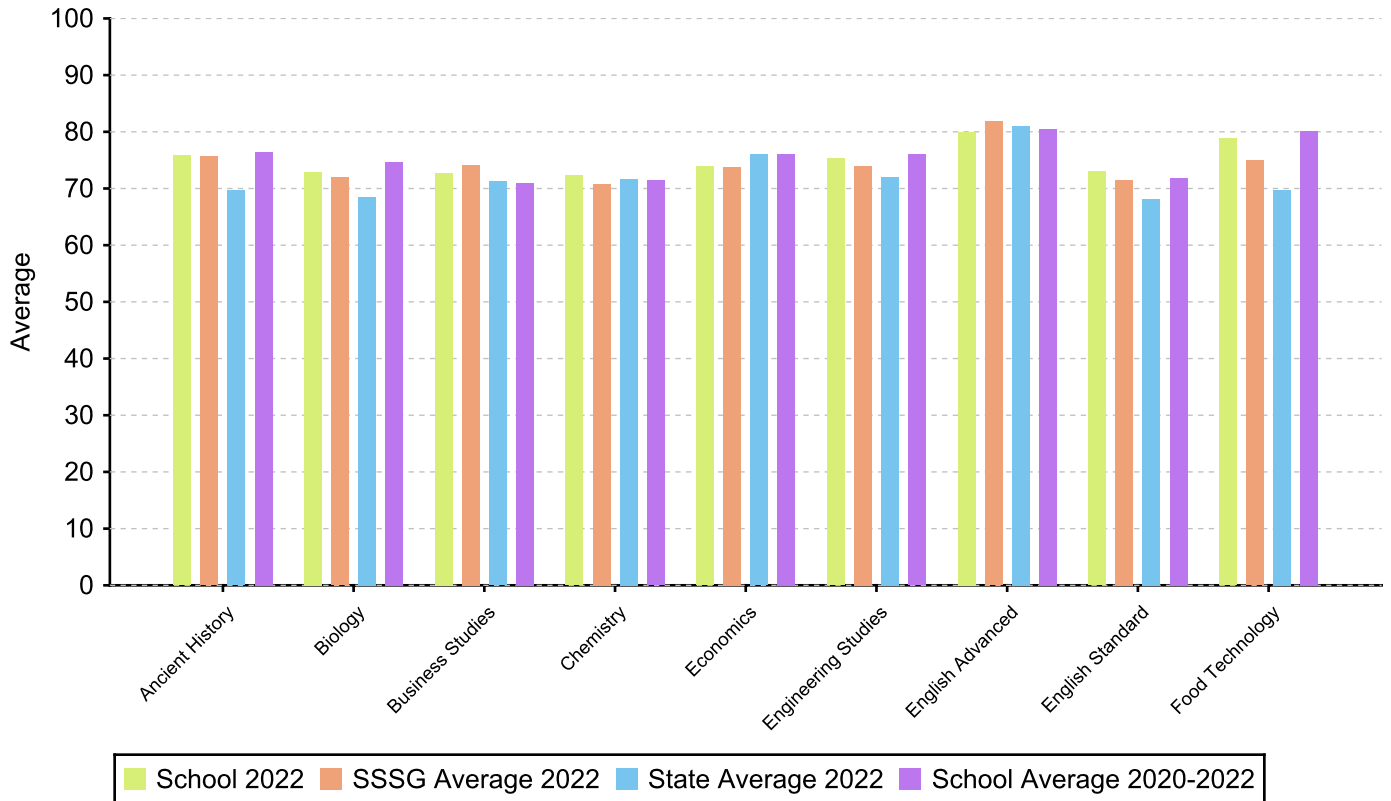
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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
Ancient History	75.8	75.7	69.6	76.4
Biology	72.9	71.9	68.5	74.7
Business Studies	72.7	74.2	71.2	71.0
Chemistry	72.3	70.8	71.7	71.4
Economics	73.9	73.8	76.0	76.1
Engineering Studies	75.3	73.9	72.0	76.0
English Advanced	80.0	81.8	81.0	80.5
English Standard	73.0	71.5	68.1	71.8
Food Technology	78.8	74.9	69.7	80.2
Industrial Technology	70.7	73.6	68.6	74.1
Legal Studies	75.9	75.2	70.8	80.3
Mathematics Advanced	78.7	76.6	77.1	80.7
Mathematics Standard 2	77.7	73.0	67.6	75.4
Modern History	69.7	74.8	70.9	72.6
Music 1	87.7	83.5	79.9	86.8
Personal Development, Health and Physical Education	74.5	70.5	67.5	76.5
Physics	69.7	73.0	73.5	70.4
Society and Culture	74.3	78.9	75.5	72.7

Parent/caregiver, student, teacher satisfaction

2022 was a positive and progressive year academically and socially at Davidson. Each Strategic Direction from the School Improvement Plan was evaluated and assessed off the back of previous Covid impacted years. The delivery of explicit teaching practice, establishing clear behavioural boundaries and expectations in the classroom for students and the drive to build student resilience and positive emotional and social intelligence was at the centre of professional learning and community engagement.

Staff engaged with regular Professional Learning sessions across terms 1 and 2 on classroom management and explicit teaching practices. The connection was made between the two in supporting student achievement and creating a classroom environment conducive to quality learning and teaching. Small professional learning groups promoted a collaborative approach to setting standards and expectations across all classes in the school. Success in this was evident by the over 11,000 merits awarded to students during the course of the year for meeting and working towards the standards and expectations in both learning and behaviour. The first 6 months of 2022 saw a full audit of literacy at Davidson. It explored external and internal data as well as lesson observations and student interviews. Terms 3 and 4 of 2022 saw the results shared with staff on Staff Development days in both terms as well as staff meetings. Exit slips noted that almost 85% of staff could see where literacy impacted their subjects and why there was a need to explore more explicit ways to consistently teach reading and vocabulary at Davidson. Student learning was positively impacted with the school achieving growth in the Premiers targets for literacy and numeracy. In addition to this, with the support of the School Strategic Support program, a group of year 8 students and staff were identified to co construct a vocabulary program focusing on explicit teaching of vocabulary. The conclusion of the program saw 100% staff confident in delivering explicit teaching practice of vocabulary in their specific subject areas as well as 90% of those staff confident in leading professional learning. This is now being embedded into whole school programs for 2023.

Parent engagement with Davidson High grew in a positive and inclusive way in 2022. With a continuation of Positive Education as well as a new rewards system, 2730 letters of commendation for students were sent home. This, along with an increase in student merits, saw another 11% increase in positive communication being sent home to parents. The annual Davidson Community Breakfast continued to connect Davidson families with the school, staff and each other. 2022 saw 152 families attend the event, an increase of 42 families from the previous year. Parent advocacy was also sought by the school on the issue of student access to mobile phones during the school day. Families were provided a survey question to offer their views on a new mobile phone policy. 368 families responded with 88% supporting the policy of students not being able to access their phones while at school. Connections between the school and its community flourished during 2022.

2022 saw students engage in a range of activities, sessions and opportunities that developed their academic and social and emotional intelligence. Students in years 10-12 participated in the Tomorrow Man and Tomorrow Woman program. Over 80% of students believed sessions delivered supported their mental health and gave them a deeper understanding of relationships. This was also supported by student surveys conducted twice during the year for years 7-11. Over 80% of students identified as having a positive relationship with one or more of their teachers. 2022 also provided increased opportunity for student advocacy. 300 students were invited to review their current school uniform and offer advice and thoughts on what could be retained, improved or removed. This led to the introduction of several new clothing items for 2023. Student engagement in the classroom also improved with the removal of student access to mobile phones during lessons. Staff witnessed a 99% reduction in discipline issues related to mobile phones during lesson time.

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.