

# Mount Annan High School

## Annual Report



2016



8286

## Introduction

The Annual Report for 2016 is provided to the community of Mount Annan High School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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4648 0111

### Message from the Principal

2016 has been a year of considerable achievement for Mount Annan High School. These achievements include:

- High quality professional learning for all staff that has focussed on HSC achievement, community engagement and leadership.
- A wonderful partnership with Mount Annan, Currans Hill and Oran Park Public Schools.
- Our membership of the Australian Business and Community Network which provides our students with opportunities and access to companies such as Microsoft (IT), Ernst and Young (accountancy) and Gilbert and Tobin (law), making us unique among the high schools in this area.
- During the year we underwent External Validation by the Department of Education, where two principals from other schools examine the evidence we have collected around different aspects of school improvement, as well as visiting the school and meeting with a team of staff to discuss their findings. It was extremely pleasing that the visiting panel not only validated what we were doing at the school but actually gave us a higher rating in the areas of leadership and school planning.
- Fantastic showcase events throughout the year that have highlighted the amazing talent of our students and the hard work and commitment of our staff. These have included the Year 12 Drama night, the Superheroes Music Night which raised money for HeartKids, the wonderful Science Fair which gets better every year, our 'Back to the Future' Careers Day, the Sport Presentation Dinner and our highly engaging and successful Diversity Day.
- The introduction of the Learning Centre for our Year 12 students, where they receive support and assistance with their work, assessment tasks and study from our full-time co-ordinator Ms Sheetal Krishnan, as well as working towards their academic and career goals through their Personalised Learning Plans. The HSC Class of 2016 was the first to access this fantastic resource and their evaluations of how it supported their learning were overwhelmingly positive.
- The introduction of our Boy's Group, under the wonderful guidance of Mr John Hughes. The group provides a number of our boys with the opportunity to discuss a range of issues, such as masculinity and respect, as well as getting them involved in physically challenging activities and community service work.
- A combined tour group of students from Mount Annan and Elizabeth Macarthur High Schools to some of the great cities and historic sites of Europe. The tour, which took in Italy, Austria, Germany and France was an amazing experience for all who took part and will provide the memories of a lifetime for our students. The emotional highlight of the trip would have been laying a wreath on behalf of our school community at the dawn service on ANZAC Day at Villers Bretonneux in Northern France, to commemorate the thousands of young Australians who had laid down their lives in that area of the Western Front during WW1.

These are just a few of the significant achievements of a very busy year, which is reflected in the Annual Report that follows.

Brad Mitchell

Principal

# School background

## School vision statement

All within the school community share in a collective responsibility for the care and the education of our young people. By working closely together and supporting one another we can help our students by identifying their talents and ability and promoting and developing their strengths. We can also help our students to acquire the values, the skills and the knowledge that enable them to live rich and fulfilling lives and contribute actively to building better communities and societies.

## School context

Mount Annan High School is a comprehensive co-educational school offering an extensive curriculum. Our school motto is 'Be the best you can be' and our core values are: Strive, Respect and Co-operate. Student leadership is constantly supported through the SRC and our students have a very high positive profile in the community. Our school is situated on a beautiful treed site and was established in 2003. We are very well supported in our community by our parents and local organisations, our P&C continue to work tirelessly by raising funds to improve resources in our school for student and staff. Whilst we constantly strive for excellence, we test ourselves against our annual school targets and communicate via evaluation and feedback with our community on a regular basis. We aim to build a curriculum path that is as individualised as a student needs, striving to set attainable goals and moving all students forward to achieve these goals. Our school is committed to providing rich programs to develop higher order skills in analysing, critical thinking, problem solving and technology enabling all students to 'Be the best they can be'.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the following.

- **Learning** – The results of this process indicated that in the School Excellence Framework domain of Learning, Mount Annan High School has made steady growth throughout the last twelve months, with all five elements now seen as well within the 'Delivering' stage. The growth of an educational culture based on high expectations and ongoing improvement, supported by a more individualised approach to learning, was a key focus of the School Plan 2015–2017 and has been a priority of the school leadership team over the past year.
- **Teaching** – The results of this process indicated that in the School Excellence Framework domain of Teaching, Mount Annan High School has made significant progress over the past twelve months, with substantial growth in four of the five elements. This reflects a deliberate strategy by the leadership team to build the capacity and confidence of the staff, as a vehicle to foster a more positive school culture. Improvement in teacher quality has been a focus of the 2015–2017 school plan, with the growth in collaborative teacher professional learning strongly supported by the leadership team of the school.
- **Leading** – The results of this process indicated that in the School Excellence Framework domain of Leading, Mount Annan High School has made steady growth throughout the last twelve months, with three of the elements now seen as within the 'Delivering' stage and one as 'Sustaining and Growing'. The growth of an educational culture where everyone sees themselves as a leader and where strong relationships are built across the wider school community was a key focus of the School Plan 2015–2017 and has been a priority of the school leadership team over the past year.

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

For more information about the School Excellence

Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.



## Strategic Direction 1

Motivated , confident, creative and tolerant students who are striving for success

## Purpose

To provide all students with meaningful learning opportunities, which will enable them to achieve their potential and become life-long learners and active citizens. Students will strive for academic success and intrinsic and extrinsic motivation will be fostered. Students will engage in authentic learning experiences that will equip them for future pathways, with the skills to be confident, critical and creative adults.

## Overall summary of progress

- Focus on excellence in HSC teaching – An improvement in value added data across all subjects in the HSC by 0.1 of the 'value added effect'.
- Establishment of the Year 12 Learning Centre – high levels of satisfaction amongst outgoing Year 12 group with the service the Learning Centre provided.
- Literacy Focus 7–10 – Year 9 NAPLAN data shows an improvement of 0.1 of the 'value added effect' in growth for 'Spelling, Writing, Punctuation and Grammar'.
- Science Fair/ Science Gifted & Talented – Maintenance of high levels of motivation, confidence and creativity of students in Science.
- Y11 Learning Centre – Students commencing their Year 12 studies (in Term 4) with enhanced time management skills and increased use of study materials.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. Improved outcomes and success for all students by value adding across all subjects in the HSC improving school trends by 10% 2. Personal Learning Plans developed for 10% of each cohort. 3. Post-school destination survey demonstrates an increases in employment and training engagement by 15% 4. Students will exceed expected growth in NAPLAN by value adding for Year 9 in Spelling, Punctuation and Grammar and Writing by 10%.	HSC Seminars – An improvement in value added data across all subjects in the HSC by 0.1 of the 'value added effect'.  Literacy Focus 7–10 – Year 9 NAPLAN data shows an improvement of 0.1 of the 'value added effect' in growth for 'Spelling, Writing, Punctuation and Grammar'.  Science Fair G&T – Maintenance of high levels of motivation, confidence and creativity of students in Science.  Y11 Learning Centre – Students commencing their Year 12 studies (in Term 4) with enhanced time management skills and increased use of study materials.	Total cost for resources \$200 (HSC Seminars) + \$2000 (Science Fair) + \$56,785 Y12 Learning Centre (Co-ordinator's salary) \$2000 Y11 Learning Centre Total = \$4200 + \$56,785

## Next Steps

- Creation and resourcing of a Year 11 Learning Centre.
- Junior Literacy initiative making outcome sheets available for all topics across all KLA's.
- Head Teacher, Teaching and Learning to co-ordinate Gifted and Talented activities in the school.
- Strengthening of processes around Personalised Learning Plans.
- Expansion of ABCN (Australian Business and Community Network) programs to include the business partnership with Gilbert and Tobin law firm.
- Expansion of university and TAFE access programs.
- Guest speakers from the business, trade and employment sectors, as well as a continuation of utilising the stories of ex-students to motivate the current student body.

## Strategic Direction 2

### Excellence in Teaching and Dynamic Leadership

#### Purpose

To build a dynamic culture of innovation and best practice in teaching and leadership through ongoing quality professional learning and mentoring.

Leaders and teachers will maintain high expectations of themselves and their students in order to foster sustained school improvement and achieve ongoing improvements in student learning outcomes.

#### Overall summary of progress

- Higher levels of accreditation – 4% of staff have begun higher accreditation process.
- Professional Learning Team – Professional learning team formed and meets regularly, professional learning application processes and individual applications reviewed by the team, team strategically plans all staff professional learning including school development days and twilight sessions.
- Early career teachers – Review of Teacher accreditation packages for early career and 1st maintenance period teachers.
- Lesson observations – Review of lesson observation practices across the school, creation of a more effective observation sheet, staff professional learning around effective observation and feedback..

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. 100% of staff members will be meeting their professional learning goal. 2. School based professional learning programs will be increased by 10% and registered on MyPL 3. 10% of staff will achieve accreditation at the Highly Accomplished and Lead levels of the Professional Standards 4. There will be a 10% increase in staff members taking up leadership roles within the school.	Gifted & Talented Coordinator completed teacher and parent assessment of targeted students. Learning Centre Coordinator developing Year 12 PLP's for all students..  Data base of all students with IEP's& PLP's ongoing..  Year Advisers developing PLP's for targeted students.	2016 Professional Learning funds = \$50892.94 (All expended.)  Early Career Teacher Funds = \$30836.51

#### Next Steps

- Professional learning networks established with other local schools.
- Head Teachers use the AITSL self-assessment tool in preparation for the first executive conference.
- Early career teachers are mentored by the Head Teacher, Teaching and Learning.
- First executive conference.
- Staff given opportunities to present individualised professional learning to colleagues.
- HSC compliance recommendations implemented across the school.
- Professional learning based on the Quality Teaching model.

## Strategic Direction 3

### Inclusive and Collaborative Learning Community

#### Purpose

To build an educational community that further develops the schools partnerships with the community through comprehensive educational experiences. Enhancing the profile of the school through meaningful community endeavours and building an understanding of diversity and inclusivity which will enrich cultural awareness, creating a stronger link between the school and the community.

#### Overall summary of progress

- Community information – E noticeboard purchased and displaying events to parent/community about MAHS., Website refurbishment to ensure more current and useful information is available to the school community, HSC Parent Information Night run for the first time for the students and parents of the incoming Year 12 group which was positively evaluated by all participants.
- Community events – Kirinari BBQ for Indigenous parents involved to introduce them and their students to the homework centre, taster afternoon for parents of Year 6 into 7 students for 2017, meet the teacher community BBQ for incoming Year 7 parents.
- Student support – Interview process strengthened with parents and students regarding stage 6 subject selection, resulting in more appropriate subject choices being made, development of Personalised Learning Plans for stage 6 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. To improve parent participation in our school-home partnerships by 20% increase in parents attending P&C meetings and supporting the P&C. 2. An increase in school promotion articles in local papers by 10%. 3. 75% of parents indicate they have a good – excellent understanding of school processes and procedures. 4. 75% of parents indicate they are happy ~ very happy with the schools culture of inclusion and respect.	Parent survey completed –school plan “Communication and Family Engagement” Survey Review of social media policy for staff feedback. Review of number of views of Facebook page. Feedback from staff Survey from students Survey from parents Increased participation of students and staff.  Decreased incidents of discriminatory behaviour recorded on SENTRAL	2 staff, released for 2 days @ \$1600 for resource development

#### Next Steps

- Introduction of 'Year 7 Meet the Teacher' afternoon.
- Continuation and broadening of parent HSC workshops.
- Broadening of Diversity Day and implementation of Harmony Day.
- Parent focus groups run by Communication and Engagement officers from the Department to provide feedback on parent satisfaction.
- Promotions team established.
- Community Liaison Officer employed to help facilitate improved communication with the community.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Evaluations completed by staff from Partner Primary schools about the effectiveness of the Junior AECG program were extremely positive. Students and tutors also evaluated the Kirinari Homework program.	Aboriginal Education Co-ordinator (0.1) – Renee Eagles. Release from face to face teaching to co-ordinate programs.
<b>Low level adjustment for disability</b>	Minutes from weekly Learning and Support Team meeting outlined growing numbers of students given support and the nature of that support.	<p>\$132,627 1.3 FTE Learning and Support Teacher allocation</p> <p>\$46,058 Integration Support from SLSO's (0.8)</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$132 627.00)</li> <li>• Low level adjustment for disability (\$46 058.00)</li> </ul>
<b>Socio-economic background</b>	Learning Centre evaluations done by all exiting Year 12 students and staff were overwhelmingly positive. HSC results for first Learning Centre cohort showed a marked increase in the number of subjects with mean results above state average.	<p>\$56,785 Learning Centre – 1.0 FTE Co-ordinator.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$56 785.00)</li> </ul>

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	349	326	324	341
Girls	341	323	330	339

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.9	94.5	92.9	93.2
8	92.3	90.7	93.8	89.1
9	90.6	90.6	89.4	91.2
10	89.4	86.7	88	87.3
11	92.5	90.4	87.9	88.7
12	90.8	90.3	90	88.4
All Years	91.6	90.4	90.3	89.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	35.3
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	13.28
Other Positions	4.7

\*Full Time Equivalent

In 2016 Mount Annan High School had two teachers of Aboriginal background.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30



## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>444 779.17</b>
Global funds	543 636.58
Tied funds	363 138.75
School & community sources	213 581.82
Interest	10 475.61
Trust receipts	55 418.19
Canteen	0.00
<b>Total income</b>	<b>1 631 030.12</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	126 048.93
Excursions	34 604.05
Extracurricular dissections	72 310.39
Library	8 492.77
Training & development	9 903.62
Tied funds	274 712.39
Short term relief	162 646.68
Administration & office	166 238.31
School-operated canteen	0.00
Utilities	99 040.38
Maintenance	88 940.38
Trust accounts	114 490.19
Capital programs	19 100.00
<b>Total expenditure</b>	<b>1 176 528.09</b>
<b>Balance carried forward</b>	<b>454 502.03</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

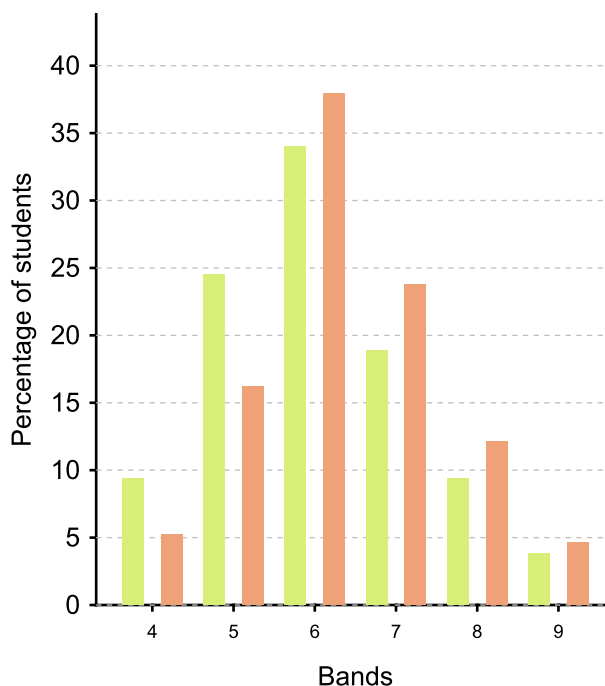
## School performance

### 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.

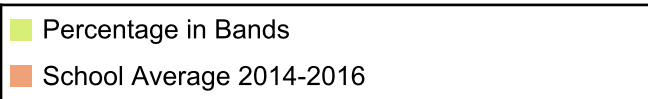
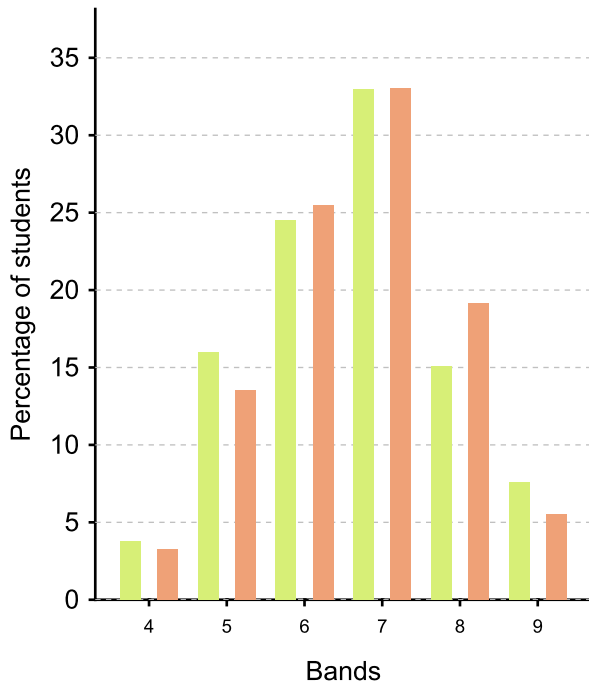
NAPLAN Literacy is supported differently in each of the first three years of high school. Year 7 starts the year with a short story unit to develop their skills in narrative and then move into a unit on persuasive writing to conclude term 1, in preparation for the NAPLAN text types. In Year 8 there is a focus on reading. Teachers explicitly teach the "Super Six" reading strategies and have developed a unit of work based on Greek Myths which has a NAPLAN-style reading booklet used to develop the students' reading strategies. The focus on narrative writing also begins in Year 8. Year 9 undertake a unit on persuasive writing in term 1. Both Year 7 and 9 spend time at the start of Term 2 revising past NAPLAN papers so they are familiar with the structure.

**Percentage in bands:**  
Year 7 Reading

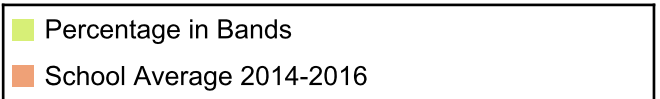
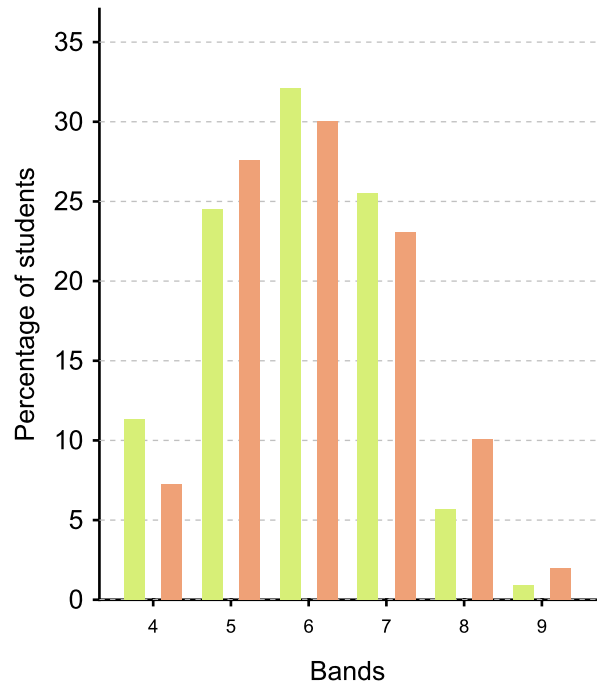


Percentage in Bands  
School Average 2014-2016

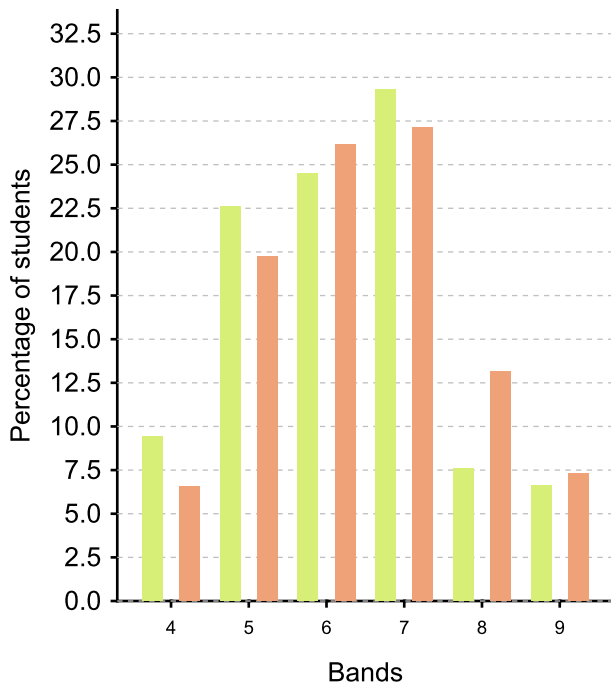
**Percentage in bands:**  
Year 7 Spelling



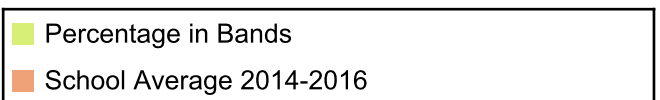
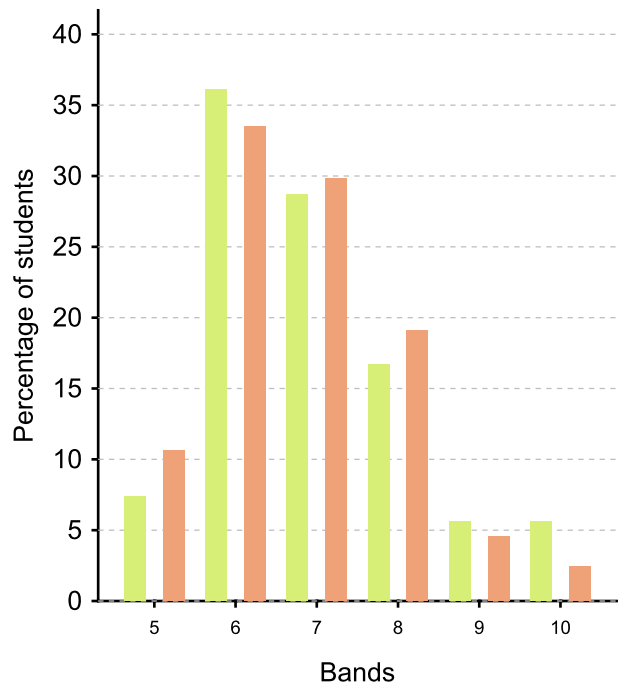
**Percentage in bands:**  
Year 7 Writing



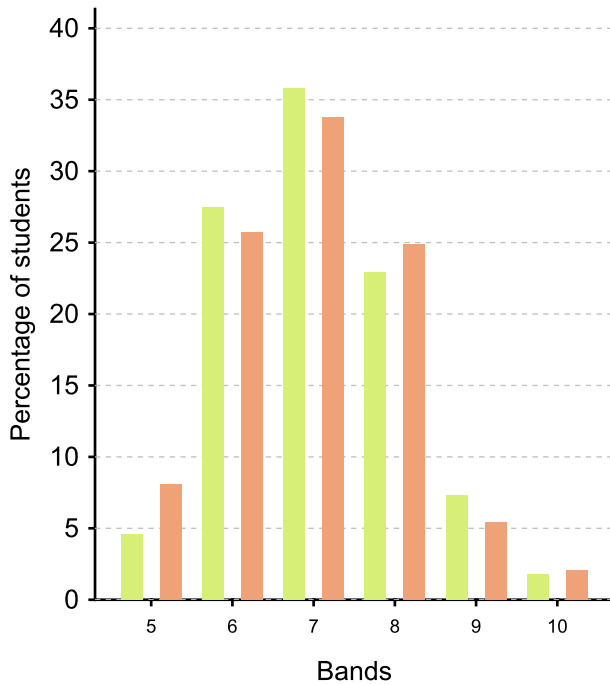
**Percentage in bands:**  
Year 7 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Grammar & Punctuation

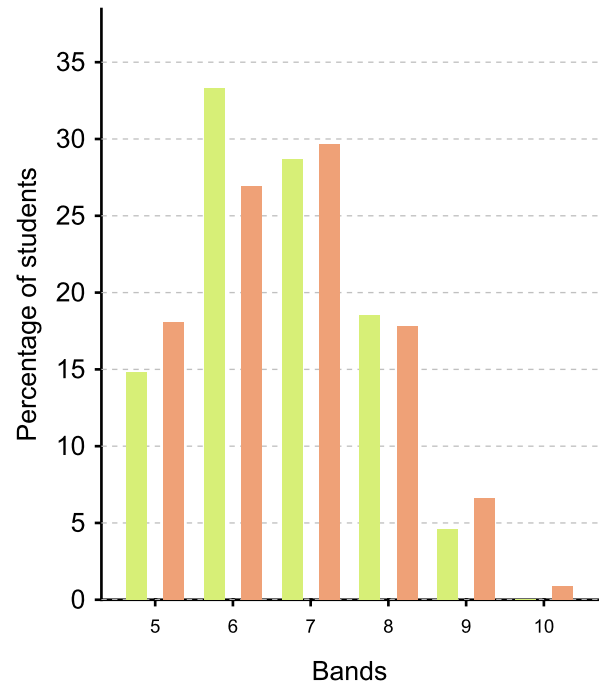


**Percentage in bands:**  
Year 9 Reading



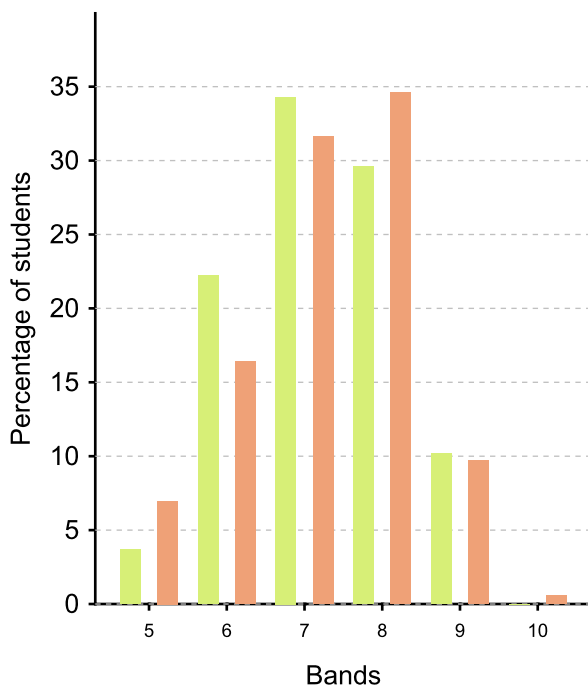
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2014-2016

From 2016 NAPLAN numeracy is supported by the implementation of the Stage 3–4 Mathematics Transition Project, which has seen teachers from our high school working closely with their colleagues from the primary schools in our Community of Schools group on a regular basis. This has allowed greater consistency in areas such as programming and pedagogy from the primary to the high school, as well as 'breaking down barriers' that may have hindered a smooth transition in numeracy development for our students. This work has included a large number of classroom visits and the sharing of resources for the teaching of numeracy and mathematics.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Higher School Certificate (HSC)

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

In the 2016 HSC there were eight subjects with mean results above state average:

Chemistry – (9.01 above, 84.60% mean)

Food Technology – (7.84 above, 79.33% mean)

Mathematics – (6.02 above, 83.86% mean)

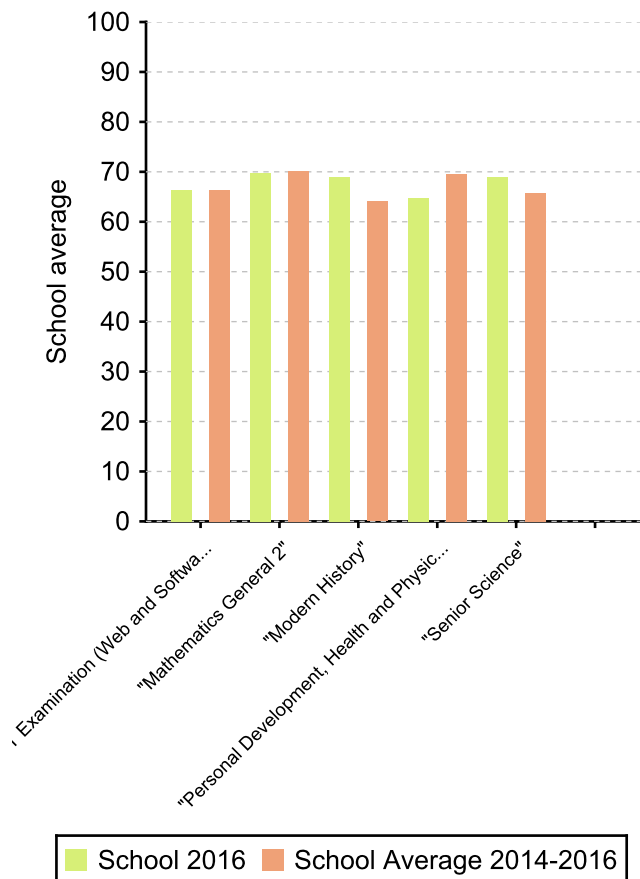
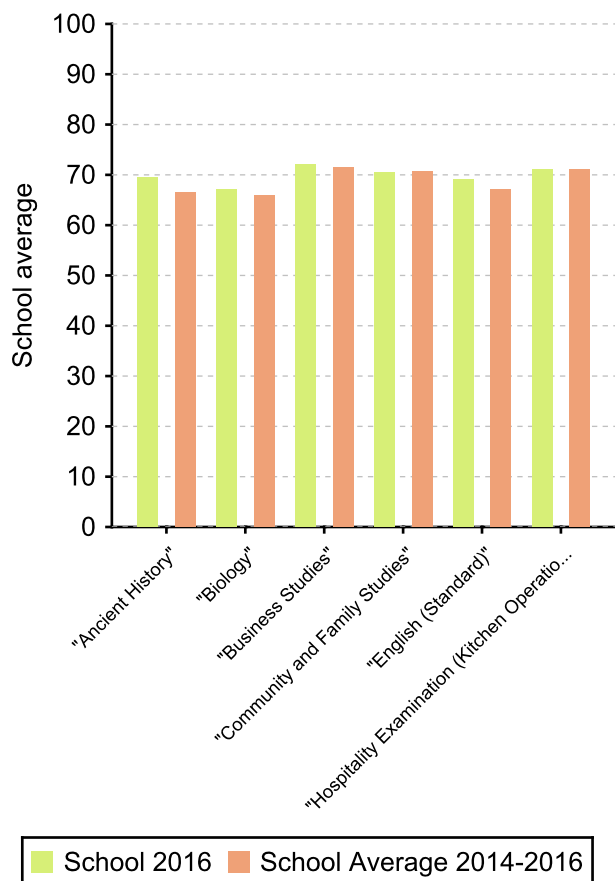
Mathematics Extension 1 – (4.92 above, 84.60% mean)

Visual Arts – (2.93 above, 82.48% mean)

Physics – (2.39 above, 75.04% mean)

Legal Studies – (0.92 above, 75.93% mean)

Mathematics General – (0.86 above, 69.37% mean)



### Improving HSC Results

All staff participated in professional learning during 2016 to develop strategies to further improve HSC results. The strategies to be implemented were:

#### 1. Review Subject Selection

- Closer counselling to ensure more appropriate course selection
- Closer counselling regarding number of subjects with major works
- Non ATAR students to take CEC English.

#### 2. Review SMART data

- Teachers to review SMART data at the start of Year 11 for the students in their class to determine strengths and weaknesses in terms of literacy and numeracy.

#### 3. HSC Examination 'Key Verbs'

- Three key verbs and their meanings taught to every year group through Year 7–10
- Glossary of key verbs issued to every student at the end of Year 10 and start of Year 11 and explicitly taught.
- Laminated copies in every classroom and referred to at regular intervals.

#### 4. Examination Practice Questions

- Time-limited to reflect examination conditions.
- Use of marking guidelines, pre and post answering the exam practice questions.
- Joint deconstruction of Band 6 responses.
- Quality, timely feedback
- Greater focus on written responses in exam preparation. For example, 'flipping' exam papers, so written responses are finished first.

## 5. Increased Parent Involvement

- Develop a script for use in parent phone calls at the start of the course and pre and or post Trial HSC.
- Teachers to make phone or in person contact with all Year 12 students in their class.

## 6. Whole School Approach to Academic Writing

- Use of a 'Writing Mentor' to work with Year 11 to improve their academic writing.
- Research and implement a whole school approach to the teaching of academic writing, such as ALARM.

## 7. Local Study Days

- Liaise with local area high schools to host HSC study days.

## Parent/caregiver, student, teacher satisfaction

In 2016 students, parents and teachers took part in the 'Tell Them From Me' surveys. Some of the results were as follows:

### Student Satisfaction:

#### Students with a positive sense of belonging

*Students feel accepted and valued by their peers and by others at their school:*

- 68% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 66%
- 65% of the girls and 71% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 62% and for boys is 69%.

#### Students with positive relationships

*Students have friends at school they can trust and who encourage them to make positive choices:*

- In this school, 84% of students had positive relationships. The NSW Govt norm for these years is 78%
- 88% of the girls and 79% of the boys in this school had positive relationships. The NSW Govt norm for girls is 80% and for boys is 77%.

#### Students with positive behaviour at school

*Students that do not get in trouble at school for disruptive or inappropriate behaviour:*

- In this school, 89% of students had positive behaviour. The NSW Govt norm for these years is 87%.
- 93% of the girls and 85% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 92% and for boys is 82%.

### Intellectual engagement:

*Students are intellectually engaged and find learning interesting, enjoyable, and relevant*

- 56% of students in this school are intellectually engaged. The NSW Govt norm for these year levels is 46%.
- 54% of the girls and 59% of the boys in this school were intellectually engaged. The NSW Govt norm for girls is 43% and for boys is 48%.

### Students who are interested and motivated

*Students are interested and motivated in their learning:*

- 28% of students in this school were interested and motivated. The NSW Govt norm for these years is 28%.
- 25% of the girls and 31% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 26% and for boys is 29%.

### Effort

*Students try hard to succeed in their learning. 69% of students in this school tried hard to succeed. The NSW Govt norm for these years is 66%:*

- 70% of the girls and 68% of the boys in this school tried hard to succeed.
- The NSW Govt norm for girls is 67% and for boys is 65%.

### Parent Satisfaction

- 84% of parents agreed or strongly agreed that they were satisfied with the effectiveness of the school's communication with them.
- 34% of parents agreed or strongly agreed that the school had a good reputation in the local community, while 40% neither agreed nor disagreed.
- 66% of parents agreed or strongly agreed that they would recommend the school to primary school parents.
- 70% of parents strongly agreed that the school offered the subjects that their children wanted.

### Teacher Satisfaction

*Teachers ranked the school with the following scores out of 10 for the 'Eight Drivers of Student Learning':*

- Leadership – 5.6
- Collaboration – 6.8
- Learning Culture – 7.7
- Data Informs Practice – 7.8
- Teaching Strategies – 7.7
- Technology – 6.8
- Inclusive School – 8.0
- Parent Involvement – 6.4



# Policy requirements

## Aboriginal education

In 2016 we had an enrolment of 32 Aboriginal and Torres Strait Islander students at Mount Annan High School. Some of the programs that ran in 2016 include Kirinari homework centre which offered small group tutoring for students from year 7 to year 10. Senior Students at Kirinari were provided with tutors who specialised in the subject the senior students were taking. Kirinari ran on Tuesdays in the school's library and provided students with support to complete homework and prepare for assessment tasks. As well as assistance with any areas of class work students needed help with, to improve their knowledge of their subject's content. Junior students also had tutors going into English and HISE classes to further support students.

Students in years 10 to 12 were also given the opportunity to participate in the NRL School to Work program which provides them with opportunities that support them reaching their career and education goals.

At the Annual South Western Sydney Region Aboriginal Achievement Awards we were proud to have 2 students receive awards on the night. Amber Magnussen received her award for her high attendance and Emily Backhouse received hers for Student Leadership.

Emily Backhouse achieved a Nanga Mai award for Student Leadership which was an outstanding achievement. She was also the Aboriginal Student of the Year for our school in 2016.

The commencement of a joint Junior AECG with three of our local primary schools is a new activity that we started in 2016 that has allowed more of our Aboriginal students the opportunity to build and develop their leadership skills. This has meant that members of our schools junior AECG have had opportunities to participate and lead activities organised by our local primary schools.

NAIDOC celebrations in 2016 saw us invite three of our local primary schools to celebrate NAIDOC day with us where students got to participate in Aboriginal and Torres Strait Islander games, Animals of the Dreaming with Uncle Col Hardy and have a yarn with ex NRL Aboriginal player Georgie Rose.

## Multicultural and anti-racism education

Mount Annan High School's current Anti-Racism Contact Officer ARCO, Mr Matthew Stubbs, was appointed in December 2014 and has continued in this role throughout 2016. Mount Annan High School has a diverse and multicultural student and teacher demographic, with a range of nationalities and cultures represented. The role of the ARCO is to ensure students and staff understand the nature and severity of racism and helps enforce a zero-tolerance approach to racism within the school in accordance with DEC

policy and relevant Anti-Discrimination legislation.

MAHS largely enjoys positive and harmonious relations between students and staff of different backgrounds, however, there were several incidents that required the intervention of the ARCO in 2016. All reported incidents related to racism were low-level incidents, such as verbal comments, in the form of name-calling or insensitive comments made out loud. There were no physical altercations related to racism reported to the ARCO in 2016. In those instances where a student did engage in racially or culturally insensitive comments, communication of this to the ARCO was done in accordance with MAHS behaviour policy and, was promptly followed up by the ARCO. For incidents where a student was identified as having made a racist comment to or about another student, the student was counselled about more appropriate behaviours and the necessity of maintaining a racism-free environment at school was reinforced. Students who were the victim of racially insensitive comments were empowered by having someone to act upon their concerns on their behalf. Outcomes of the ARCO's intervention were also communicated back to the reporting teacher and no further follow-ups were required.

In 2016, MAHS initiated its inaugural DiversityDay where the focus was to educate and promote respect for the diversity of individuals within our school community, of which cultural diversity was featured prominently. Students and staff were involved in various seminars and group sessions that communicated the importance of a diverse community and helped educate students on the experiences of diverse students, in particular, the experiences of refugees. In 2017, it is envisioned that Diversity Day will expand and further promote diversity at MAHS.

In addition to these actions, the SRC team was involved in writing a new welcome to country address to recognise the Tharawal people of the Macarthur area upon whose land our school is situated. This team working on this included students of various cultural backgrounds and was approached in an enthusiastic manner. The new welcome to country is said at the outset of all official events such as assemblies and award ceremonies and helps to reinforce respect for the indigenous people of Australia.

## Other school programs

### Student Leadership

The Mount Annan High SRC is comprised of young, like minded leaders from all year groups, who strive to improve their school and the community around them. In 2016 the senior leadership team consisted of two school captains, Vanessa Fryer and Zac Bruce, and school Vice Captains Samantha Kable and Damien Hall. The SRC at Mount Annan is driven by student involvement with a focus on promoting a positive school environment for the benefit of the greater school population.

The SRC as a whole meets weekly on a Wednesday

morning voicing opinions conveyed by the general school population a range of issues, ranging from fundraising ideas to ways to improve the experience of daily school life. These meetings are attended by all members of the SRC and overseen by SRC co-ordinator Mrs Watts.

The SRC was also heavily involved with external school groups like the Parents and Citizens Association and the PBS scheme. They also work on fundraisers like those seen at Mount Annan Botanical Garden Markets, where SRC members gave up their own time to aid with the planning and running of these events, which ultimately benefit the school.

The SRC also made wonderful business links with Ernst and Young Accountancy Firm and Gilbert and Tobin Law Firm during 2016.

Mount Annan High's Student Representative Council has become renowned for its fundraising ability as well as the new and exciting ideas that are brought to the table each year. The SRC have supported the Orange Sky Laundry Foundation, Kids in Macarthur Foundation and the Fight Cancer Footy Colours Day event which consistently raised much needed funds and continued to keep Mount Annan High in the public spotlight of our wider community.

### **Creative and Performing Arts**

Throughout 2016 the Mount Annan CAPA faculty continued to motivate and inspire students to participate in a number of creative activities.

The students continued to demonstrate their talents in the school Super Heroes Musical which once again focused on a community awareness and support for Heart Kids. Having heard that one of our past students had given birth to a daughter with a heart condition the school saw it fitting to raise awareness of the plight of families with children with congenital heart conditions and donated over one thousand dollars to the charity Heart Kids which supports families who find themselves in this difficult and uncertain situation. Students from all year groups came together to perform a number of songs with the super hero theme for a very successful night.

Students interested in Drama were offered a new opportunity to join the Drama Theatre sports club after school to develop improvisational skills and thinking under pressure to perform challenges given as a team.

Music students continue to entertain at school formal events and lunch time concerts which continue to be a tradition for students to gain valuable experience in performing in front of an audience. This venue has also been a platform for teachers and students across faculties who have an interest in music to collaborate and perform together.

Photography students were extensively involved in photographing special events throughout the school calendar and continued to produce a number of photographic and digital works in class. Visual arts

students from all year groups were challenged in the development of a number of art works in a variety of forms throughout the year. From Still life drawings and paintings to ceramic sculptures and mixed media paintings and pastel drawings, all displayed in the Staffroom Foyer Gallery.

HSC results in CAPA were very positive and all students from Visual arts achieved some outstanding results well above the state average. HSC Drama students were very impressive in their showcase night and did very well in their group performances. All HSC music students were heavily involved in lunch time concerts and the school musical and continue to add significant value to the showcase of the talents at Mount Annan High School.

### **2016 Sporting Highlights**

#### **Swimming**

Adam McCarthy :

- Macarthur Zone Age Champion (13 Boys)
- 3 Zone Records (including 200m freestyle which was 36 years old)
- Bronze medal 200m Freestyle at NSWCHS Championships

#### **Athletics**

MAHS finished 2nd at the Macarthur Zone Athletics Carnival

7 Macarthur Zone Age Champions:

- Joshua Leaupepe (13 Boys)
- Benjamin Sams (14 Boys)
- Jacqueline Salmon (15 Girls)
- Lucas Lovric (16 Boys)
- Rebecca Bartlett (16 Girls)
- Renee Fassolis (17+ Girls)
- Jordan Lambiris (17+ Boys)

MAHS finished 3rd at the Sydney South West Athletics Carnival (out of 72 High Schools)

We had two SSW Regional Age Champions:

- Jacqueline Salmon (15 Girls)
- Jordan Lambiris (17+ Boys)

We had 13 individual students and one relay team competed at NSWCHS (State) Athletics

- Joshua Darby (12 Boys) – Gold medal 100m, Silver medal 200m
- Joshua Leaupepe (13 Boys) – Gold medal 90m Hurdles,
- Two of our students competed at NSW All Schools Championships
- Joshua Darby (12 Boys) – Gold medal 100m, Bronze medal 200m
- Renee Fassolis (17+ Girls) – Bronze medal Discus

#### **'Blue' Award Winners**

We had three Macarthur Zone 'Blue' Awards:

- Joshua Darby (Athletics – Track)
- Jack Davies (Softball)
- Adam McCarthy (Swimming)

## **Other**

18 of our students gained selection in NSWCHS squads

MAHS entered 9 teams into CHS Knockouts with Open Boys Soccer being SSW Regional Finalists (0–1 loss to Moorebank HS)

Macarthur Zone Age Champion (13 Boys)

3 Zone Records (including 200m freestyle which was 36 years old)

Bronze medal 200m Freestyle at NSWCHS Championships

MAHS finished 2nd at the Macarthur Zone Athletics