

# Mount Annan High School

## Annual Report



2017



8286

## Introduction

The Annual Report for **2017** 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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### Message from the Principal

It is my great pleasure to present the 2017 Principal's Message. 2017 has been another year of wonderful achievement in which our school has continued to go from strength to strength. We were a bigger school this year, growing to over 750 students and that growth will continue in 2018, where we will be well over the 820 mark. As for highlights at the school during 2017, there were many. They include:

- Increased opportunities for all students through mentoring and leadership development through the Australian Business and Community Network program. This year the school started a special connection with Gilbert and Tobin, one of Australia's biggest domestic law firms, which provided our students with the chance to undertake leadership, legal studies and careers workshops at their new offices at Barangaroo.
- The launch of CREST, our student wellbeing platform which draws heavily on our three core values; Co-operate, Respect and Strive to provide support for the needs of all the students in our school. The students have taken part in events that stress the importance of positive wellbeing, not only for their learning but for their life in general. Workshops and activities in Peer Support, Cyber-bullying and Online Safety, as well the Girls and Boys groups have been some of the support offered under the CREST banner.
- Increased the number of HSC parent workshops to one per term after the success of the earlier nights. Focussing on important issues such as Supporting Your Child through the HSC, understanding HSC scaling, the Australian Tertiary Assessment Rank (ATAR), early entry and access programs at university and the future of careers was seen as beneficial by 100% of parents who attended.
- Improved community engagement with the school by employing a Community Liaison Officer, Ms Kelly Austin who has been working very hard to update and maintain our school app, website and provide content for our Facebook page. The result has been far greater levels of engagement with our school and wider community.
- Completed the first 'Careers Week' Program for our Year 10 students and we were thrilled as a school with how successful it was. The program involved careers talks, past students as guest speakers, Subject Selection Night and student interviews with members of the school executive.
- In terms of individual achievement I would also like to acknowledge two of our staff who received awards at the annual Principals Network Awards for the Campbelltown, Macarthur and Wollondilly areas. Mrs Jennifer Villanueva, our Head Teacher Science received an award for her work in Science education, with a particular emphasis on her incredible leadership of the Community of Schools Science Fair and Mrs Michelle Woolley was rewarded for her outstanding work as a VET Hospitality teacher over many years.

This was just a few highlights from what was a highly successful year at Mount Annan High School.

Bradley 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. 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.

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 four elements now seen as well within the 'Delivering' stage and the 'Curriculum and Learning' element has moved into the Sustaining and Growing 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, with both 'Learning and Development' and 'Professional Standards' sitting in the Sustaining and Growing stage. 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 one of the elements now seen as within the 'Delivering' stage and three 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 process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence

Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-g>

## 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 in average student scores in Reading, Writing and Numeracy over the 2015–2017 period.
- 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)	Funds Expended (Resources)	Progress achieved this year
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%.	Overall Resourcing – Full time employment of a Learning Centre Co-ordinator to staff the Year 12 Learning Centre. Stronger HSC – Possible utilisation of period allocations devoted to teaching NAPLAN style Literacy and Numeracy to Years 7–10.	Literacy Focus  – Faculty end of year evaluation of the improved readiness for examination and increased examination results across years 7–10.  – Student and parent evaluation of the improved readiness for examination and increased examination results across years 7–10.  – Annual Milestone Improvements in student employability demonstrated by employment and training rates (TAFE or uni etc)

### Next Steps

- Stage 4 Literacy initiative called SPARK to be implemented in timetabled Year 7 and 8 classes, taught by teachers from 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.
- Careers Week strengthened with 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)	Funds Expended (Resources)	Progress achieved this year
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.	Funding – Professional Learning Budget	At the end of the year all faculties have demonstrated QTF projects that are embedded in Stage 6 programs. All staff have completed their accreditation training that encompasses the QTF and standards in action.

#### Next Steps

- Professional learning networks established with other local schools.
- Head Teachers use the AITSL self-assessment tool at the second executive conference.
- Early career teachers are mentored by the Head Teacher, Teaching and Learning.
- Second executive conference.
- Staff given opportunities to present individualised professional learning to colleagues.
- HSC compliance recommendations fully 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 Liaison Officer employed to co-ordinate the school's community engagement and communication programs.
- Community information – Parent App revamped by CLO, Facebook page successfully launched, E noticeboard displaying events and videos to parent/community about MAHS., Website is kept current by CLO and useful information is available to the school community, HSC Parent Information Night is now embedded for the students and parents of the Year 12 group.
- 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 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Community engagement funds used for the employment of a Community Liaison Officer.	Evaluation undertaken through the 'Tell Them From Me' survey to parents shows increased levels of satisfaction.  Increase in the number of parents attending P&C meetings on a regular basis.

#### Next Steps

- Continuation and broadening of parent HSC workshops.
- Broadening of Diversity Day and implementation of Harmony Day.
- Communication and Engagement report published partly based on parent focus groups run by Communication and Engagement officers from the Department.
- Promotions team established.
- Community Liaison Officer role broadened to include extra days to allow the roll out of improvements such as a new parent app, the Rapport Facebook program and closer networking with the primary partner schools.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Education Co-ordinator (0.1) – Renee Eagles. Release from face to face teaching to co-ordinate programs.	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.
<b>Low level adjustment for disability</b>	\$132,046 1.3 FTE Learning and Support Teacher allocation  \$46,058 Integration Support from SLSO's (0.8)	Minutes from weekly Learning and Support Team meeting outlined growing numbers of students given support and the nature of that support.
<b>Socio-economic background</b>	\$228,629 – Learning Centre – 1.0 FTE Co-ordinator employed to support HSC students.  Head Teacher Teaching and Learning – 1.0 FTE employed to mentor early career teachers, run staff professional learning, co-ordinate literacy, numeracy and gifted and talented programs.	Learning Centre evaluations done by all exiting Year 12 students and staff were overwhelmingly positive. HSC results for second Learning Centre cohort showed a marked increase in the number of subjects with mean results above state average.



# Student information

## Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	326	324	341	381
Girls	322	328	339	379

Mount Annan High School has experienced rapid growth since 2015, where our total school numbers have increased from 652 in 2015 to 680 in 2016 and to 760 in 2017. This is a testament to the hard work of the staff in making Mount Annan "the school of first choice" for the students of our area as well the arrival of a growing number of students from new housing estates like Gregory Hills and Gledswood Hills.

## Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.5	92.9	93.2	92.2
8	90.7	93.8	89.1	91.4
9	90.6	89.4	91.2	88.8
10	86.7	88	87.3	88.5
11	90.4	87.9	88.7	86.1
12	90.3	90	88.4	88.4
All Years	90.4	90.3	89.6	89.3
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

## Management of non-attendance

### Rationale

**Student Attendance is essential for learning vital information and their ability to maintain good learning routines. Non or poor attendance can result in a loss of confidence and missing out on forming vital friendships at school.**

Attendance is recorded each day at Mount Annan High School. Parents are responsible for ensuring their child attends school every day, including sports days. The only acceptable reasons for student absences are–

1. An unavoidable medical or dental appointment {preferably these should be made after school or during holidays}
2. Attendance at a recognised religious holiday
3. An exceptional or urgent family circumstance (such as attending a funeral)
4. Sickness, or the child has an infectious illness.

## Strategies and Implementation

**The following strategies are employed at Mount Annan High School to encourage and monitor student attendance and fractional truancy. A combination of many of the strategies has found to be successful in improving the attendance rates of the students consequently maximising their learning opportunities in the classroom. These practices align themselves to the current Department of Education policy– School Attendance Policy(PD/2005/0259/V07)**

### SMS Attendance Notification

Mount Annan High School notifies the parents of all students who are absent from school on any given day. Parents are encouraged to return an SMS message to the school to explain the absence and many parents choose to do so. Parents are also able to provide explanation of their child's absence via the Mount Annan High School App. Feedback from parents on this procedure is very positive

### Regular PhoneContact with parents

The school has an Administrative staff member who aids in the process of attendance. Their role is to communicate with parents of the students with unexplained absences, the necessity to attend school and provide a reason for their absence. This communication is done by phone and mail. This highly successful strategy has aided the school reducing unexplained absences and informing parents of their child's attendance patterns.

### Attendance Meetings with the HSLO

On a fortnightly basis structured meetings are held with the HSLO, Head Teacher Administration and students with attendance rates below 85% and high levels of unexplained absences. These meetings are aimed at improving student attendance by discussing the barriers preventing or discouraging student attendance and informing them of the necessity to attend school. These initial meetings with students form Stage 1 of the school HSLO referral procedures. Students are provided with their attendance information requiring parental explanation and a formalised letter to parents explaining the reason why this student has been interviewed by the HSLO.



## HSLO Referrals

If the strategies employed by the school are unsuccessful in improving the rates of attendance a referral to the Home School Liaison Officer occurs. This involves the expertise of the HSLO in formal home visits to parents to discuss the barriers preventing their child from attending school and the law in regard to compulsory school attendance. The Head Teacher administration, HSLO and parents construct an Attendance Improvement Plan to improve attendance and student monitoring at the school level takes place for the subsequent 20 days.

## Attendance Monitoring Cards

These monitoring cards are used to track attendance at school for students who display discrepancies in the daily attendance or for students with poor attendance. These cards are checked by the HT Administration on a daily basis, informing parents or senior executive of any problems in the monitoring process.

## 'Don't be late to school' weeks

Throughout the year a number of 'Don't be late to school' weeks are held. These weeks are publicised in advance to students encouraging students to arrive at school on time and if that is not possible provide explanation from their parents for their lateness. Consequently disciplinary action is provided to students who fail to attend school on time without an explanation from their parents. This is issued and administrated by the HT Administration.

## Non-Attendance Interview Program and Support (NIPS)

Throughout the year Mount Annan High School conducts Non-Attendance Interview Program and Support (NIPS) days with the support of numerous Home School Liaison Officers. On these occasions students are surveyed on their concerning attendance patterns, interviewed and strategies devised to support their ongoing attendance and learning at school. Parents are notified of any student interview in writing and provided with a copy of their child's absence report. Minutes of each interview are kept for the Head Teacher Administration, Year Adviser and HSLO.

## Parent Meetings

The school holds meeting with parents to discuss attendance concerns. These meetings aim to identify barriers and provide working solutions to counteract the student's non attendance. Documented minutes are kept and plans established to return a student to fulltime attendance.

## Positive Attendance Awards

Mount Annan High School rewards outstanding attendance by providing students with a 100% Attendance Award for Semester 1 and the whole year. These awards are distributed at a whole school

assembly and annual presentation evenings to celebrate and recognise the outstanding achievement of these students.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	10	2
Employment	100	80	27
TAFE entry	0	0	15
University Entry	0	0	35
Other	0	0	0
Unknown	0	10	21

As the majority of Year 10 students are under the official school leaving age of 17, only those who are able to provide documentation that they are going into full time employment are permitted to leave school. This is a similar situation with Year 11, though a small number of students do leave school after 17 to seek employment and another small group leave with their destination unknown. With Year 12 a pleasing 50% of the cohort has gone on to further study at either university or TAFE and another 27% of the group has gone straight into employment. This includes one student who has moved into the IT industry as a result of his participation in the ABCN 'InRoads' Program whilst he was in Year 12.

## Year 12 students undertaking vocational or trade training

In 2017 30 of our Year 12 students undertook Vocational training at TAFE or other Registered Training Organisations, while another three Year 12's completed School-based Apprenticeships.

## Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 100% of our Year 12 cohort who completed the year attained a HSC or equivalent vocational qualification.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	43.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	14.08
Other Positions	1

\*Full Time Equivalent

In 2017 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

## Professional learning and teacher accreditation

### Professional Learning

The Professional Learning committee met each fortnight to assess teacher applications to attend professional learning events. Feedback from staff revealed the process was too time consuming resulting in some staff members missing out on courses. The committee acknowledged this and proposed to allow Head Teachers to manage a budget for their staff from the commencement of 2018. Staff unanimously supported the proposal.

School based professional learning was aligned to all areas of the school plan. Some of these sessions included mandatory CPR and anaphylaxis face to face training, learning about Aboriginal and Torres Strait Islander education in our area, literacy and the new literacy program for Stage 4, local school collaboration

on improving teaching and learning programs, familiarising staff with the Australian Professional Standards for teachers and the new teacher accreditation process to be implemented for all staff from 2018.

Individualised school based professional learning sessions were implemented throughout 2017. Staff were able to present in an area of interest and expertise and remaining staff were able to choose professional learning according to their individual needs and interests. Staff attendance was mapped and transparent with 50 staff engaging in these sessions and 36 attending six sessions throughout the year.

One school development day was submitted through the Department's online portal, MyPL and other mandatory training was completed which accrued registered hours for teacher accreditation.

### Teacher Accreditation

A formal fortnightly meeting for 10 conditional/provisional staff was created. Staff in the early maintenance phase were also invited to attend.

In 2016, two staff members submitted their conditional or provisional accreditation evidence report and are now in the proficient maintenance phase. During 2017, three conditional or provisional staff submitted their accreditation report and evidence seeking proficient status, one staff member is now maintaining, the other two are still having their submission assessed.

An Induction professional learning day was provided by the Head Teacher Teaching and Learning held at Mount Annan High School. Six funded ECT staff attended the whole day, four non-funded staff attended sections of the day. All staff have access to information provided in a cloud account.

Formal mentoring days were coordinated by the Head Teacher Administration. First year staff who attract funding accessed an in-school mentor, providing face to face formal mentoring once a month. The early career teacher was provided another day release from teaching once a fortnight to work on their programs, class room observations, differentiation and class work. Second year funded staff had release from classroom teaching once a month.

A Highly Accomplished and Lead Teacher Network was created for the Macarthur area, meeting twice a term. This network accommodates primary and high school staff, and approximately 10 staff attended each session. The sessions provided information about requirements, clinics of support for staff discussing specific evidence, talks from staff who have completed either Highly Accomplished or Lead. Mount Annan High School hosted these meeting in consultation with the Teacher Quality Advisor – Kira Bryant. Network meetings are published in Schoolbiz.

# Financial information (for schools using both OASIS and SAP/SALM)

## Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>454,502</b>
Global funds	380,168
Tied funds	302,179
School & community sources	106,741
Interest	6,141
Trust receipts	69,137
Canteen	0
<b>Total Receipts</b>	<b>864,367</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	71,196
Excursions	22,614
Extracurricular dissections	54,421
Library	18,402
Training & Development	4,458
Tied Funds Payments	245,236
Short Term Relief	57,192
Administration & Office	102,256
Canteen Payments	0
Utilities	67,611
Maintenance	35,115
Trust Payments	29,934
Capital Programs	9,800
<b>Total Payments</b>	<b>718,234</b>
<b>Balance carried forward</b>	<b>600,635</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,289,611</b>
Appropriation	1,145,069
Sale of Goods and Services	23,532
Grants and Contributions	120,345
Gain and Loss	0
Other Revenue	0
Investment Income	666
<b>Expenses</b>	<b>-630,375</b>
Recurrent Expenses	-612,830
Employee Related	-243,734
Operating Expenses	-369,096
Capital Expenses	-17,545
Employee Related	0
Operating Expenses	-17,545
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>659,236</b>
<b>Balance Carried Forward</b>	<b>659,236</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Mount Annan High School conducts a weekly Management Team meeting to ensure financial management processes and governance structures meet financial policy requirements. During these meetings our financial position is tabled, as are any requests for funds that are outside the bounds of normal spending, such as whole school projects or expenditure of larger sums of money.

During 2017 the school undertook the refurbishment of two computer labs from school funds.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	6,663,620
Base Per Capita	108,592
Base Location	0
Other Base	6,555,028
<b>Equity Total</b>	439,777
Equity Aboriginal	24,657
Equity Socio economic	228,629
Equity Language	5,843
Equity Disability	180,648
<b>Targeted Total</b>	919,337
<b>Other Total</b>	101,954
<b>Grand Total</b>	8,124,688

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.

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.

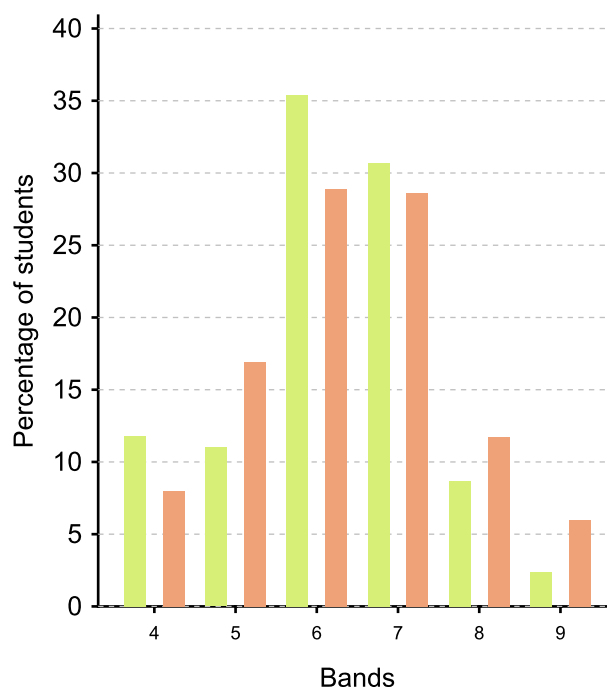
## School performance

### 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.

Mount Annan High School has achieved substantial improvements in student literacy outcomes, as demonstrated by Year 9 NAPLAN results over the past three years, due to the implementation of explicit literacy strategies across all teaching and learning programs. Since 2015, there has been a 7.20% improvement in Reading and a 2.10% improvement in Writing. During the same period there has also been a significant improvement in the 'Premier's Priority' of the percentage of students in the top two bands from Year 7 and 9 for Reading and Numeracy, which has risen steadily from 11.09% in 2015, to 13.32% in 2016 and 14.09% in 2017. With the introduction of the SPARK Literacy program in 2018, we are confident this trend will only strengthen in the coming years.

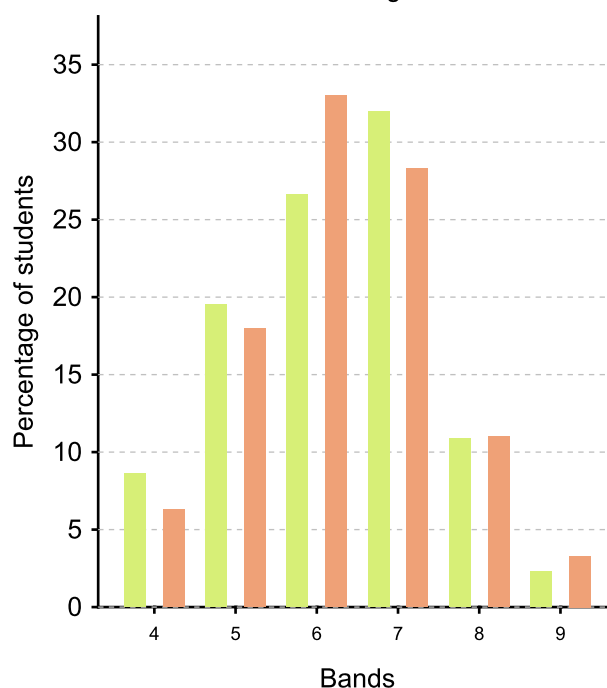
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	11.8	11.0	35.4	30.7	8.7	2.4
School avg 2015-2017	8.0	16.9	28.9	28.6	11.7	6.0

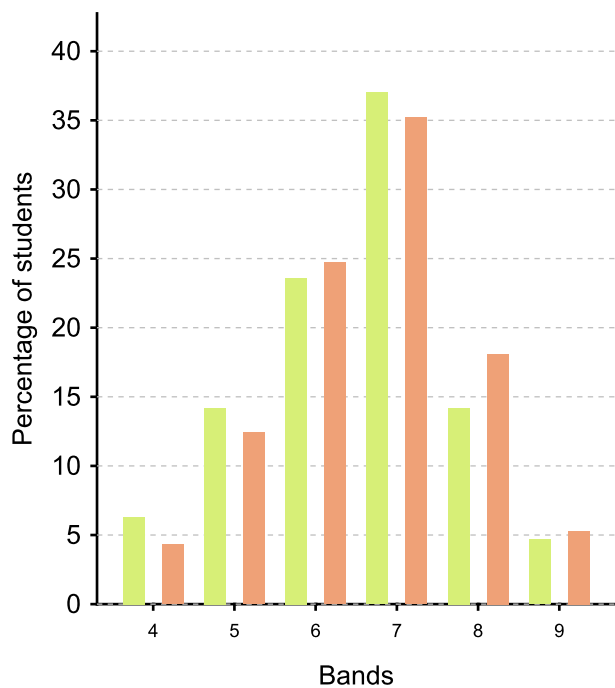
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	8.6	19.5	26.6	32.0	10.9	2.3
School avg 2015-2017	6.3	18.0	33.0	28.3	11.0	3.3

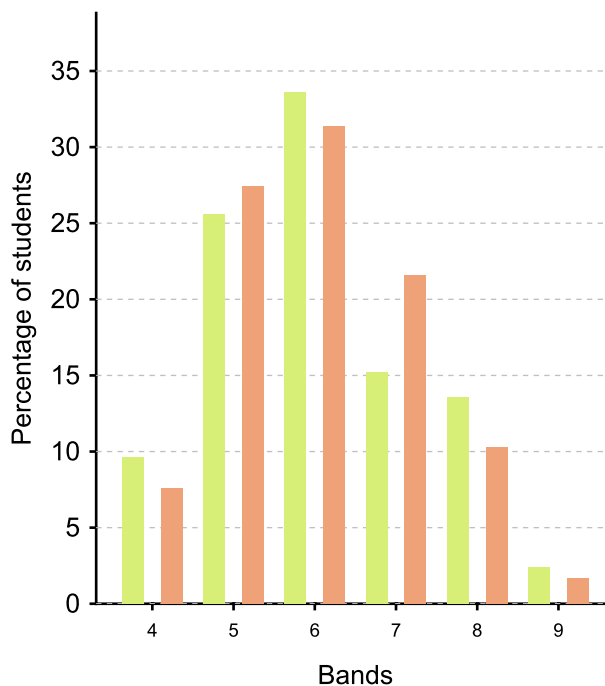
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	6.3	14.2	23.6	37.0	14.2	4.7
School avg 2015-2017	4.3	12.4	24.7	35.2	18.1	5.3

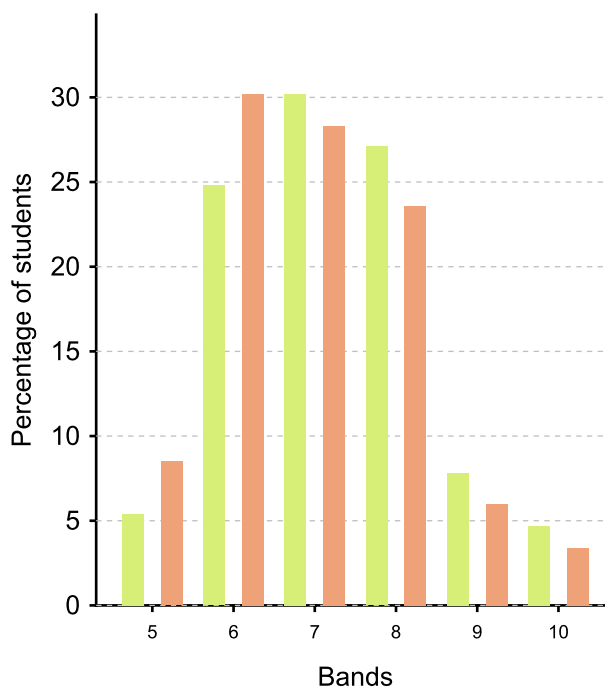
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	9.6	25.6	33.6	15.2	13.6	2.4
School avg 2015-2017	7.6	27.4	31.4	21.6	10.3	1.7

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

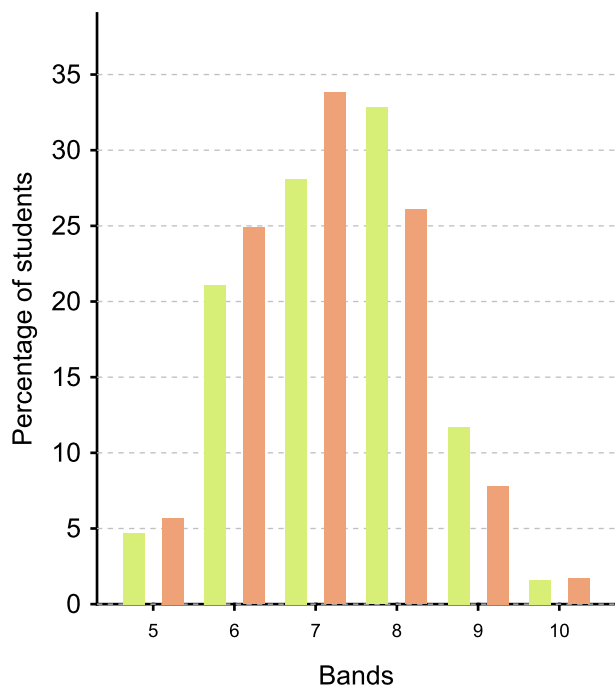


Percentage in Bands  
School Average 2015-2017



Band	5	6	7	8	9	10
Percentage of students	5.4	24.8	30.2	27.1	7.8	4.7
School avg 2015-2017	8.5	30.2	28.3	23.6	6.0	3.4

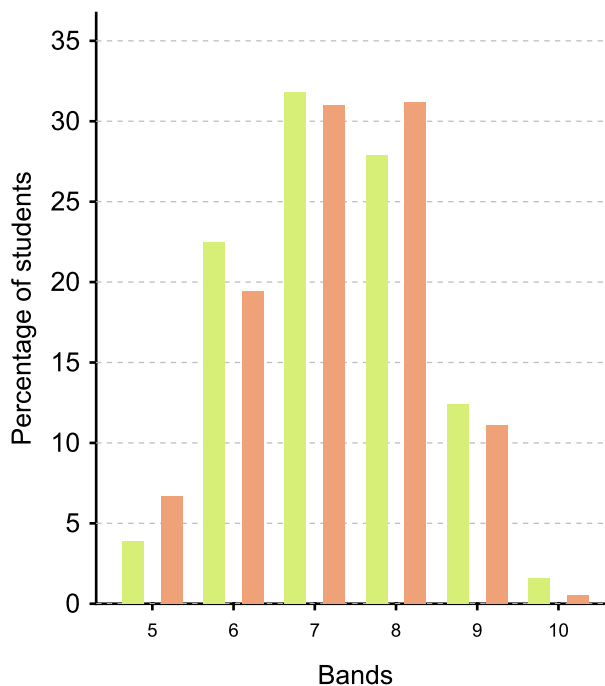
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	4.7	21.1	28.1	32.8	11.7	1.6
School avg 2015-2017	5.7	24.9	33.8	26.1	7.8	1.7

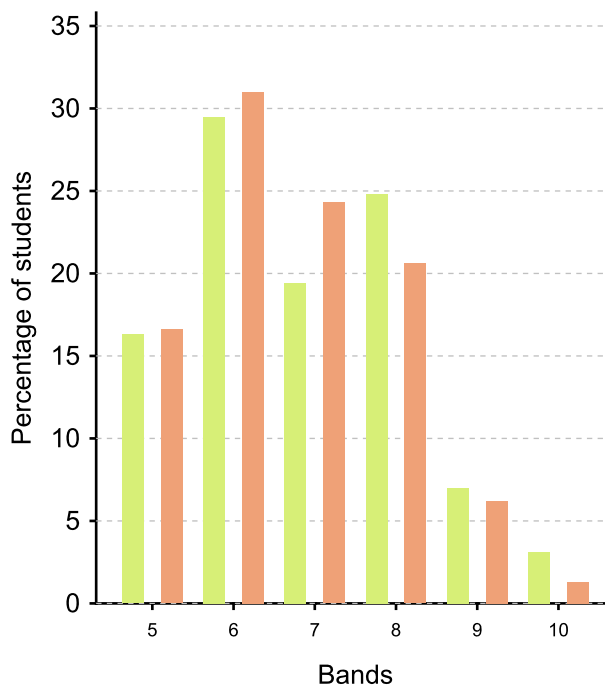
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	3.9	22.5	31.8	27.9	12.4	1.6
School avg 2015-2017	6.7	19.4	31.0	31.2	11.1	0.5

**Percentage in bands:**  
Year 9 Writing

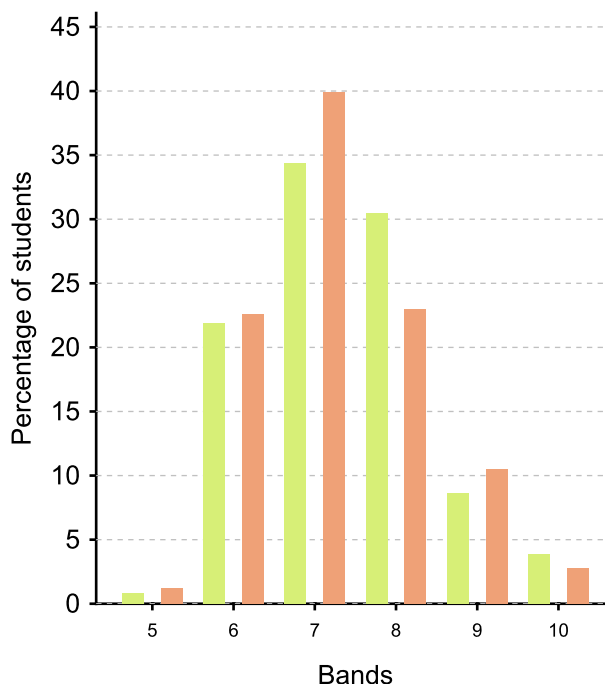


Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	16.3	29.5	19.4	24.8	7.0	3.1
School avg 2015-2017	16.6	31.0	24.3	20.6	6.2	1.3

Mount Annan High School has achieved significant improvements in student numeracy outcomes, as demonstrated by Year 9 NAPLAN results over the past three years. There has been a 1.5% rise in the number of students achieving in the top two bands of Year 9 Numeracy and a 13.2 point rise in the average mark in the same test over the past three years.

**Percentage in bands:**  
Year 9 Numeracy



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.8	21.9	34.4	30.5	8.6	3.9
School avg 2015-2017	1.2	22.6	39.9	23.0	10.5	2.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

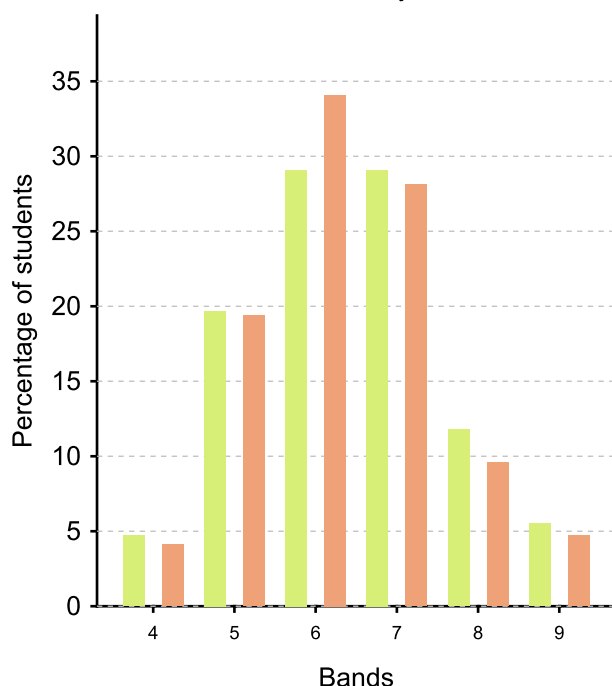
During the period from 2015–2017 there has also been a significant improvement in the 'Premier's Priority' of the percentage of students in the top two bands from Year 7 and 9 for Reading and Numeracy, which has risen steadily from 11.09% in 2015, to 13.32% in 2016 and 14.09% in 2017.

### Higher School Certificate (HSC)

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

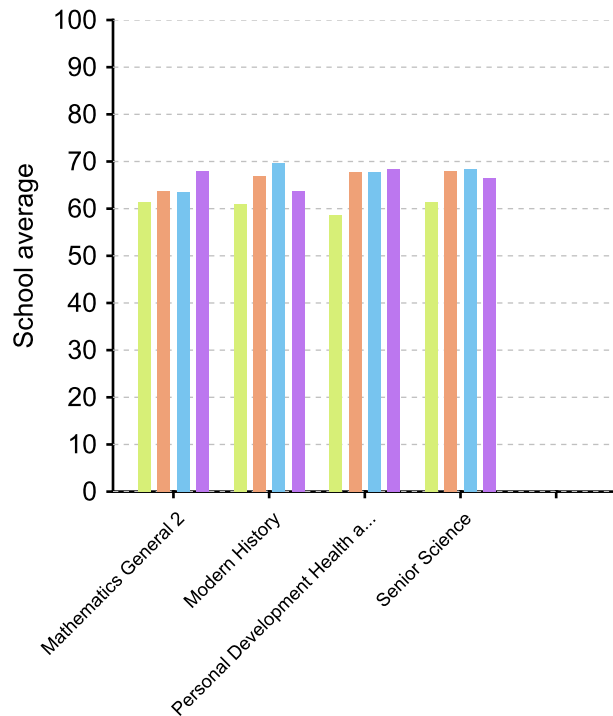
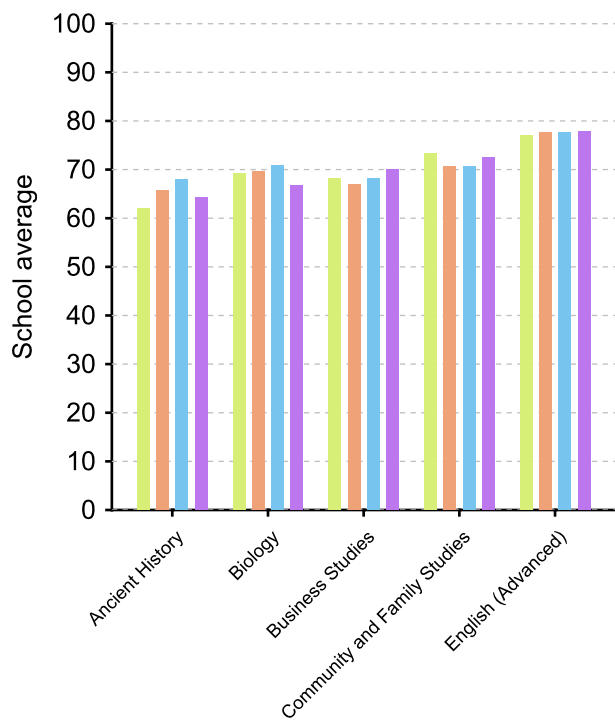
Overall, Mount Annan High School achieved 48 Band 5's (up from 45 in 2016), with 2 Band 6 scores across 2 subjects (down from 3 in 2016); one in Community and Family Studies and one in English Standard.

**Percentage in bands:**  
Year 7 Numeracy



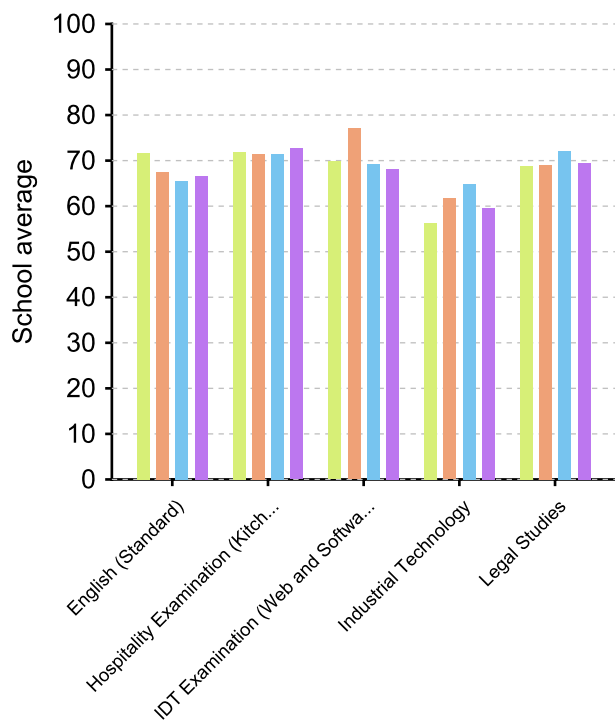
<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	4.7	19.7	29.1	29.1	11.8	5.5
School avg 2015-2017	4.1	19.4	34.1	28.1	9.6	4.7



School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017

School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017



School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	61.9	65.7	68.1	64.3
Biology	69.2	69.7	70.9	66.8
Business Studies	68.2	66.9	68.2	70.1
Community and Family Studies	73.4	70.6	70.7	72.4
English (Advanced)	77.0	77.6	77.6	77.8
English (Standard)	71.6	67.5	65.6	66.7
Hospitality Examination (Kitchen Operations and Cookery)	71.8	71.5	71.5	72.7
IDT Examination (Web and Software Applications)	69.8	77.1	69.3	68.1
Industrial Technology	56.3	61.7	64.8	59.7
Legal Studies	68.8	69.1	72.1	69.4
Mathematics General 2	61.3	63.8	63.6	67.9
Modern History	61.0	66.9	69.6	63.8
Personal Development Health and Physical Education	58.6	67.8	67.7	68.5
Senior Science	61.4	67.9	68.3	66.6

In the 2017 HSC there were four subjects with mean results above state average and two subjects extremely close to state average. Special mention goes to the following courses:

English Standard – (1.65 above, 70.84% mean)

Mathematics 2 Unit – ( 0.72 above, 78.68% mean)

English Extension 2 – ( 0.62 above, 39.30/50 mean)

Community and Family Studies – ( 0.44 above, 73.15% mean)

Drama – ( 0.04 below, 77.64% mean)

English Extension 1 – ( 0.86 below, 40.40/50 mean)

## Parent/caregiver, student, teacher satisfaction

In 2017 Mount Annan High School students, parents and teachers participated in the Tell Them From Me survey to inform planning and reflect on current practices. The student survey includes ten measures of student engagement alongside the four drivers of student outcomes. The ten measures of student engagement include:

Social engagement – Sense of Belonging, Participation in Sports and Clubs and Positive Relationships

Institutional Engagement – Values School Outcomes, Attendance, Positive Behaviour at School, Homework Behaviour

Intellectual Engagement – Interest and Motivation, Effort, Appropriately Challenged.

The Drivers of Student Engagement include Quality instruction, Positive Teacher – Student Relations, Positive Learning Culture, Expectations for Success. Areas for development were identified including Sense of Belonging, Values School Outcomes and being Appropriately Challenged.

To improve our students sense of belonging and to value school outcomes in 2018 we will increase our Community Liaison Officers role to further promote student success and achievement. We are also employing a Head Teacher Wellbeing to work with students and staff on embedding our CREST Wellbeing Platform. To ensure that students are appropriately challenged in 2018 we will be introducing a literacy program for Year 7 & 8 called SPARK which will engage students at their appropriate literacy level and strives to improve their literacy outcome in an appropriately challenging environment. The data informs the school that the school is above state average in all four areas of Quality Instruction, Positive Teacher – Student Relations, Positive Learning Climate and Expectations for Success. This positive indication of drivers of student engagement coupled with new initiatives being introduced aim to improve student engagement across the school.

The parent survey included our own question on communication between home and school. Parents indicated that they would like greater communication on when assessment tasks are due and what the tasks are. To address this we plan to set up year group specific pages on our Facebook page which will provide assessment information to parents of the year group. The page will also allow parents to ask questions and receive specific year group information.

The teacher survey asked the question what area of the school plan 2015 – 2017 did they see as having the most impact on our school. The majority of teachers have seen the introduction of the community liaison officer coupled with a greater connection with our partnering primary schools as having the greatest impact.

## Policy requirements

### Aboriginal education

In 2017 we had an enrolment of 35 Aboriginal and Torres Strait Islander students at Mount Annan High School. Some of the programs that ran in 2017 include NRL School to Work and Pathways to Dreaming. The NRL School to Work program provides students in year 11–12 with opportunities that support them reaching their career and education goals. The Pathways to Dreaming program has a cultural knowledge and career aspiration focus, along with monthly mentoring visits for our year 8 students.

Emily Backhouse achieved a Nanga Mai award for Student Leadership which was an outstanding achievement for Emily and her second consecutive Nanga Mai Student Leadership Award. She was also the Aboriginal Student of the Year for our school in 2017.

The Junior AECG involves three of our local primary schools and it's members went on a camp to Taronga Zoo Sydney during Term 4. The Mount Annan High School students worked on their leadership, communication and teambuilding skills during the camp. The Mount Annan Junior AECG members ran various activities at our NAIDOC day celebrations for all the Aboriginal students from all four schools as well as various other activities throughout the year.

An Aboriginal Leadership team shirt was provided to the students as a reward for being part of the team. The students get to wear their shirts during various Aboriginal programs and events throughout the school year.



### Multicultural and anti-racism education

Mount Annan High School has a diverse and multicultural student demographic, with a range of nationalities and cultures represented. The ARCO works to ensure students and staff understand the nature and severity of racism, and enforces a zero-

tolerance approach to racism within the school in accordance with DEC policy and relevant Anti-Discrimination legislation.

Racism has damaging effects on individuals, families and communities and the teaching and learning environment. Racism can adversely affect:

- educational outcomes
- individual happiness and self-confidence
- school climate
- cultural identity
- school and community relations
- student behaviour

To combat instances of racism within schools, the Anti-Racism Contact Officer (ARCO) is involved with incidents of racism. The role of the ARCO is to support, educate and monitor instances of racism to ensure a positive learning environment. Over the past 12 months, as ARCO I have fortunately had minimal instances of racism reported to me. These instances were mostly verbal and involved racial taunts aimed at another student. In all instances, cases of racism were investigated and mediated between the students in a prompt manner.

Mount Annan High School continues to provide a positive educational environment by upholding and promoting the values of a cohesive and tolerant multicultural society in accordance with the DEC policy and Anti-Discrimination legislation. Two of Mount Annan High Schools core CREST values are '*respect*' and '*cooperate*' which are important aspects that promote tolerance and inclusivity within our school community.

Mount Annan promotes acceptance of and respect for Australia's cultural, linguistic and religious diversity by integrating education within our teaching and learning programs. In particular, education of the diversity of Asian cultures is prevalent with students undertaking studies of Australia's engagement with Asia across all key learning areas as part of the National Curriculum. Respect, cooperation and inclusivity of our culturally diverse school community was demonstrated on Diversity Day, with the inaugural flag parade which represented the many nationalities and cultures from which our school community is comprised of.