

# Mount Annan High School

## Annual Report



2018



8286

## Introduction

The Annual Report for **2018** 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.

Brad Mitchell

Principal

### School contact details

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## 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 five elements now seen as well within the 'Delivering' stage and the 'Curriculum' element in 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, is a key focus of the School Plan 2018–2020 and has been a priority of the school leadership team over the past two years.
- **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 all four 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 2018–2020 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 all four elements now ranked 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 2018–2020 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-guide>

#### Purpose

Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. From the earliest school days and throughout their time at school, teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing— now and in future years. By sharing information about learning development, teachers engage parents as active participants in their children's education. At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

#### Overall summary of progress

- Year Adviser planning day resulted in a clear themes/focuses for each grade and the booking of workshops for year 7 and year 11 as well as the framework for a Girls Group for year 8.
- Analysis of NAPLAN data showed areas of need for each grade.
- Attendance Policy revised based on current Department of Education policy and current research on school refusal. Approved by P&C.
- Continued support for Year Advisers on implementing whole grade wellbeing programs in alignment with Tell Them From Me data and CREST Wellbeing Platform.
- Communication of student welfare matters has improved through use of SENTRAL with continued streamlining of processes required for student support and communication with counsellor, HT's and DP's. Increase in teacher communication with parents on student attendance and wellbeing as supported through SENTRAL wellbeing entries.
- Enrichment class – STEM and CREATE teams formed. Working party established to design Year 7 PBL Extension material. Collaboration with timetablers to coordinate implementation of units of work for the Self select class. Success of Enrichment class, as indicated by staff/student/parent feedback and future external results.
- The creation of a STEM team, comprised of HT Science, HT TAS and HT Maths and staff from across faculties.
- Year 9 PBL classes commencing and fully resourced.
- STELR Science program with Western Sydney University introduced.
- Executive members have gone through the process of completing the professional learning required to access SCOUT. All other staff are currently being taken through the system by Head Teachers in faculty time.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students with a positive sense of belonging to the school to at or above state average.	<ul style="list-style-type: none"> <li>• Employment of 1.0 Head Teacher, Student Wellbeing to implement CREST Wellbeing platform.</li> <li>• Funds for staff PD on student wellbeing to adequately cater to diverse mental health needs.</li> <li>• PD on school refusal for staff.</li> <li>• Casual relief to cover PD and development of Girls Group program.</li> <li>• Links to Learning funding to be used to provide casual relief for administration work.</li> <li>• Casual relief for wellbeing team involved in CREST.</li> <li>• Funding for girls group excursion.</li> </ul>	<ul style="list-style-type: none"> <li>• CREST values clearly present throughout the school and in school literature.</li> <li>• Year themes and resources available for following year (workshops, community group contacts)</li> <li>• Boys and Girls groups well established.</li> </ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Future focused learning skills of communication, collaboration, critical thinking and cooperation are demonstrated by all students and reported upon.	<ul style="list-style-type: none"> <li>• Relief time provided for resource development and collaborative planning in cross curricular areas for the Year 7 Enrichment Class.</li> <li>• STELR Equipment provided by Western Sydney University as part of the Program and Laptop to go with equipment purchased by the Science Faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful establishment of the Year 7 Enrichment class for 2019.</li> <li>• Structures and resources ready for STELR to be taught in Science classes during 2019.</li> </ul>
Increasing the engagement of students, parents and staff in the development and implementation of differentiated lessons and patterns of study.		<ul style="list-style-type: none"> <li>• PLP's for students done through Plans in Sentral so that all staff have easy access to this information. Hard copy given to Year Advisors.</li> </ul>

## Next Steps

- CREST values clearly present throughout the school and in school literature.
- Year themes and resources available for following year (workshops, community group contacts)
- Year 7 Enrichment class begins in 2019.
- STELR program begins in 2019 in Science classes.
- Once all staff has access to SCOUT, more in depth analysis training for the interpretation of the data and accessing individual students data will occur. Ongoing use of SCOUT throughout each year required.

## Strategic Direction 2

### Teaching

#### Purpose

Student learning is underpinned in excellent schools by high quality teaching and leadership. Teaching in these schools is distinguished by universally high levels of professionalism and commitment.

Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

#### Overall summary of progress

- Smoother processes for application of Professional Learning courses implemented.
- Clear budgets for each faculty to plan appropriate and targeted PL throughout the year linked to PDPs.
- Collaborative leadership between PL and accreditation leader to effectively lead whole school PL at all stages of accreditation.
- PL calendar in Sentral allows HT admin and all staff to see where busy times are and where they may need to select another date to decrease impact on whole school staffing.
- Executive team professional learning at conference on Professional Teaching Standards, PDPs and teacher performance improvement project.
- Spark Literacy Program implemented with year 7 and 8 students. Programs developed and teachers given support for running Spark lessons.
- School plan linked to Professional Teaching Standards.
- Instructional leadership project classroom observation and program feedback for each faculty initiated.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff Performance and Development Plans reflect professional learning that is targeted and connected to both student engagement and the school's strategic directions.	<ul style="list-style-type: none"><li>• \$1000 per person allocated for professional learning.</li><li>• \$2000 per faculty allowance for new syllabus professional learning.</li></ul>	<ul style="list-style-type: none"><li>• Staff PDP's align more closely with the school's strategic directions and the teaching standards.</li></ul>
All staff maintain accreditation and 15% are working towards higher accreditation levels.		<ul style="list-style-type: none"><li>• 7% of staff are working towards higher levels of accreditation.</li></ul>
30% of students achieve a Band 8 in Year 9 NAPLAN in Literacy and Numeracy and all students qualify for the award of a HSC by the start of Year 12.	<ul style="list-style-type: none"><li>• Employment of 1.0 Learning Centre Co-ordinator (Classroom Teacher Level)</li></ul>	<ul style="list-style-type: none"><li>• Year 9 NAPLAN results where students achieved Band 8 or above: Numeracy (32.4%), Reading (33.1%), Spelling (42.3%). Only Writing (27.3%) fell below the benchmark.</li><li>• Year 12 HSC students supported in the Learning Centre with their study and assessments, ensuring that all students qualify for the award of a HSC by the start of Year 12. . This has also been one of the factors in an increase of 69.5% in Band 5 and 6 results between 2015 and 2018.</li></ul>

#### Next Steps

- Online platform for registering Professional Learning to be implemented.

- School Development days and Twilight sessions to be registered for 2019.
- Instructional Leadership Project continues with remaining faculties.
- Numeracy Co-ordinator appointed to plan and implement an equivalent program to SPARK in 2019.

## Strategic Direction 3

### Leading

#### Purpose

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Ultimately, leaders in these schools enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

#### Overall summary of progress

- First staff wellbeing information sheets published on SENTRAL documents under STAFF WELLBEING
- Staff wellbeing focus for School Development Day Term 3, 2018
- Increased the senior SRC members to 10 representatives for both Year 11 and 12. Student representatives for the Support Unit to represent the entire student body.
- Introduction of Instructional Leadership to build the capacity of all KLA's to meet NESA requirements.
- Creation of Polynesian Dance group. Leadership opportunity for Polynesian students in the senior school to lead students in the junior school.
- Greater engagement of parents through the school app, web page and Facebook account and Implementation of closed Facebook groups for parents using Rapport.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
More than 50% of staff agree or strongly agree that morale amongst staff at the school is good.	Professional Learning resources used to improve staff morale at Term 3 School Development Day.	Anecdotal evidence suggests that the majority of staff believe that staff morale has improved over the past few years.
All staff and students have the opportunity to engage in a broader range of leadership positions within the school.		Increased student numbers in SRC in 2018. Senior SRC teamed with junior SRC members to model positive school leadership. Students involved in ABCN and Gilbert and Tobin Law Firm Business Class Program attending leadership workshop.
Mount Annan High School is the 'school of first choice' for local area students with enrolments continuing to trend upwards over the course of the plan.	Use of a range of medium to promote the school, such as video, Facebook Rapport package and Survey Monkey.	.In 2015 the school had 675 students; that figure rose to 683 in 2016 (a 1.18% increase), 757 in 2017 (a 10.83% increase) and 820 in 2018 (an 8.32% increase), with an overall increase in school enrolments by 20.33% for the period.
Increased staff morale and their willingness to take on various leadership roles.		Staff have demonstrated a greater willingness to take on leadership roles, both within and beyond the school in 2018. For example, two head teachers moved to promotions positions within the Department, as did two classroom teachers.

#### Next Steps

- Investigate leadership opportunities and professional learning experiences for aspiring leaders and 2IC's to build leadership skills and capacity.
- Develop new closed group for 2019 Year 7 cohort. Use orientation day at end of 2018 to sign up parents.



# Student information

## Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	324	341	381	418
Girls	328	339	379	387

In 2015 the school had 675 students; that figure rose to 683 in 2016 (a 1.18% increase), 757 in 2017 (a 10.83% increase) and 820 in 2018 (an 8.32% increase), with an overall increase in school enrolments by 20.33% for the period.

## Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.9	93.2	92.2	92.2
8	93.8	89.1	91.4	87.4
9	89.4	91.2	88.8	88.7
10	88	87.3	88.5	85.9
11	87.9	88.7	86.1	83.8
12	90	88.4	88.4	87.2
All Years	90.3	89.6	89.3	87.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

## 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 Ap. Feedback from parents on this procedure is very positive

### Regular Phone Contact 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	8	3
Employment	100	84	29
TAFE entry	0	0	17
University Entry	0	0	36
Other	0	0	0
Unknown	0	8	15

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 29% of the group has gone straight into employment.

### Year 12 students undertaking vocational or trade training

In 2018 43 of our Year 12 students undertook Vocational training at TAFE while another three Year 12's completed courses at other Registered Training Organisations.

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

In 2018 100% of our Year 12 cohort who completed the year attained a HSC or equivalent vocational qualification.

### Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.7
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.48
Other Positions	1

\*Full Time Equivalent

In 2018 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	

## 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.

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.

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 . Network meetings are published in Schoolbiz.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	659,236
<b>Revenue</b>	9,530,190
Appropriation	9,182,920
Sale of Goods and Services	98,154
Grants and Contributions	242,899
Gain and Loss	0
Other Revenue	950
Investment Income	5,266
<b>Expenses</b>	-9,627,716
Recurrent Expenses	-9,627,716
Employee Related	-8,792,835
Operating Expenses	-834,880
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-97,526
<b>Balance Carried Forward</b>	561,711

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 2018 the school undertook the refurbishment of the outdoor Senior Area with landscaping, shade sails and additional natural seating from school funds. This means that the area is now also available for use as an outdoor classroom. The Support Unit playground area was also provided with shade sails, with the assistance of a generous grant from the school's P&C..

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	7,234,612
Base Per Capita	152,909
Base Location	0
Other Base	7,081,704
<b>Equity Total</b>	535,054
Equity Aboriginal	28,470
Equity Socio economic	259,326
Equity Language	38,542
Equity Disability	208,716
<b>Targeted Total</b>	970,741
<b>Other Total</b>	106,641
<b>Grand Total</b>	8,847,048

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

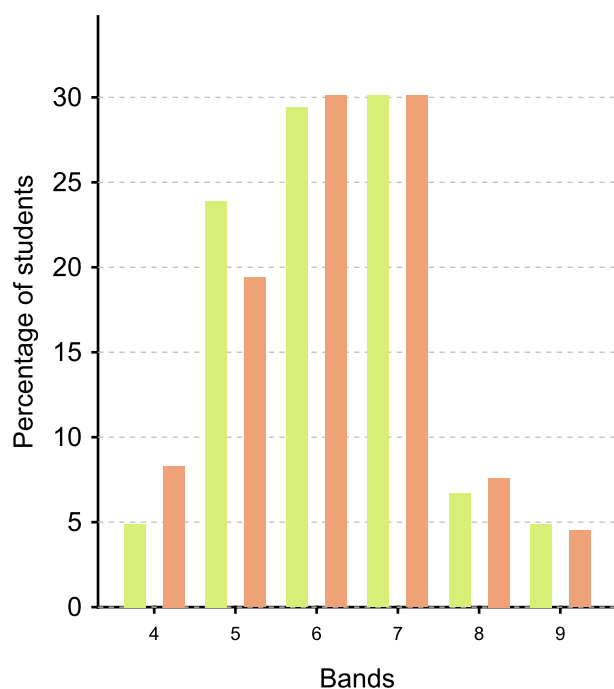
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Mount Annan High School has maintained the improvements in literacy outcomes across the top two bands in Year 9 NAPLAN. A slight increase of 2% in spelling, 1% in writing and a similar result to previous NAPLAN results in grammar and punctuation and reading. Year 7 results in literacy are also similar with the exception of writing. With the introduction of a SPARK literacy program in Year 7 in 2018 it is



anticipated that we will see an improvement in these results in 2020. This program is targeted at improving the literacy standards of students in stage 4.

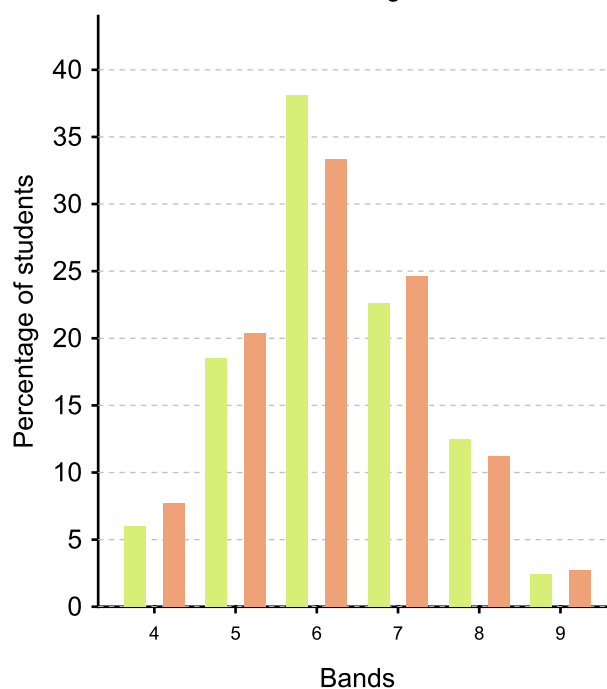
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	4.9	23.9	29.4	30.1	6.7	4.9
School avg 2016-2018	8.3	19.4	30.1	30.1	7.6	4.5

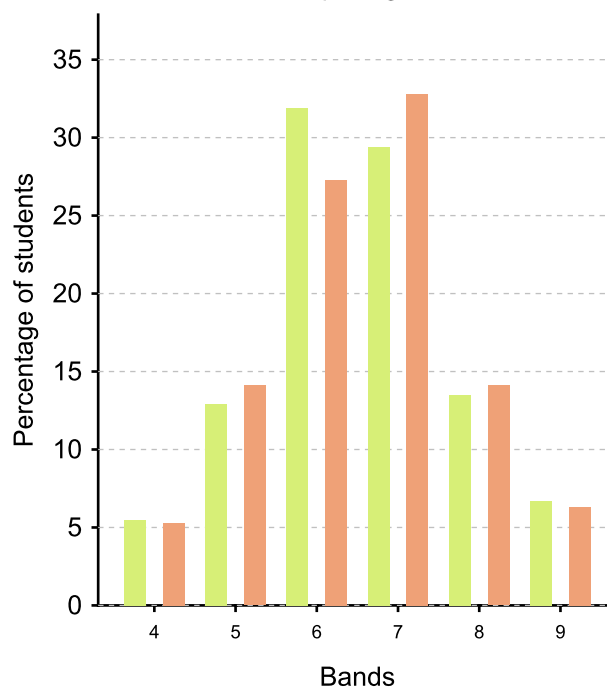
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	6.0	18.5	38.1	22.6	12.5	2.4
School avg 2016-2018	7.7	20.4	33.3	24.6	11.2	2.7

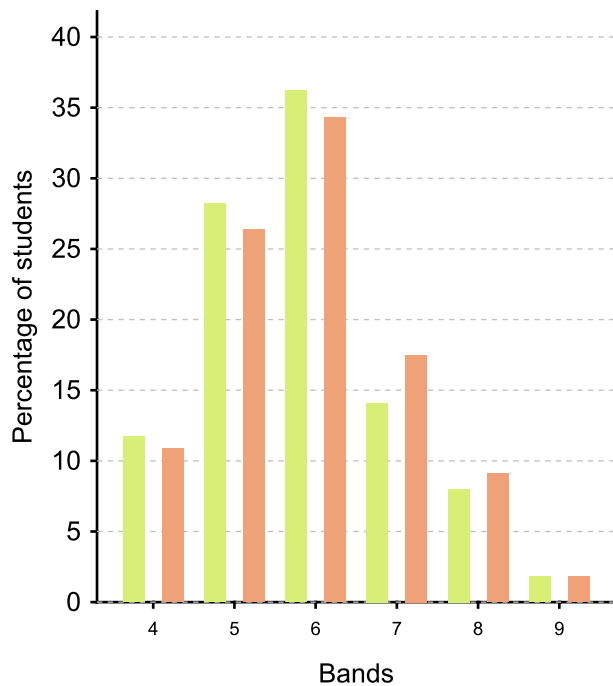
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	5.5	12.9	31.9	29.4	13.5	6.7
School avg 2016-2018	5.3	14.1	27.3	32.8	14.1	6.3

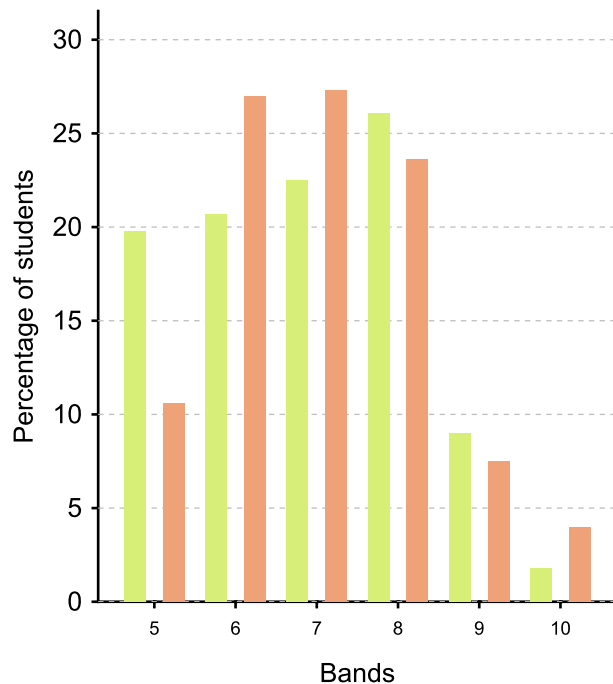
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	11.7	28.2	36.2	14.1	8.0	1.8
School avg 2016-2018	10.9	26.4	34.3	17.5	9.1	1.8

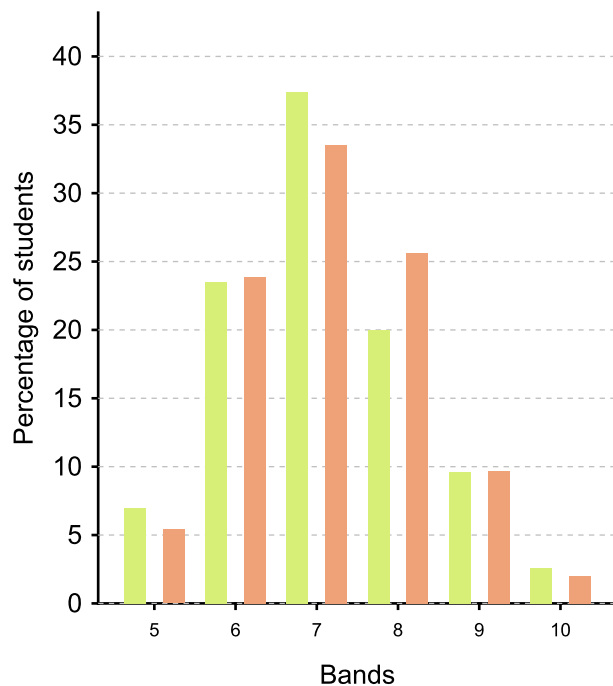
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	19.8	20.7	22.5	26.1	9.0	1.8
School avg 2016-2018	10.6	27	27.3	23.6	7.5	4

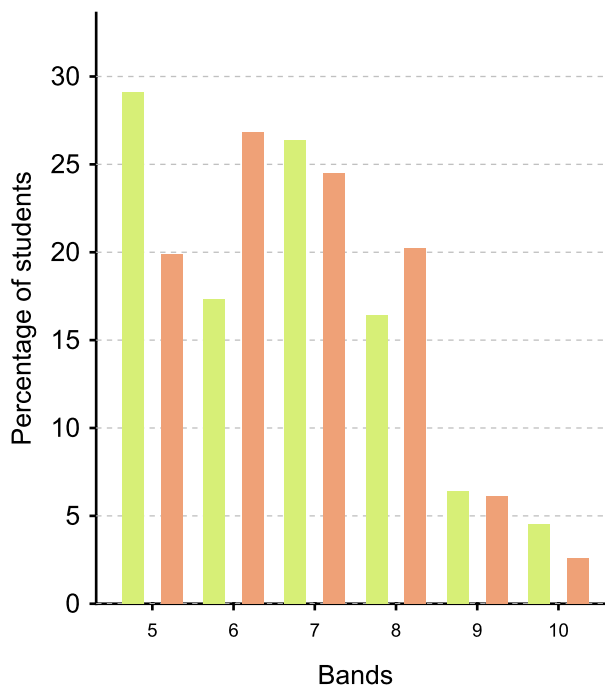
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	7.0	23.5	37.4	20.0	9.6	2.6
School avg 2016-2018	5.4	23.9	33.5	25.6	9.7	2

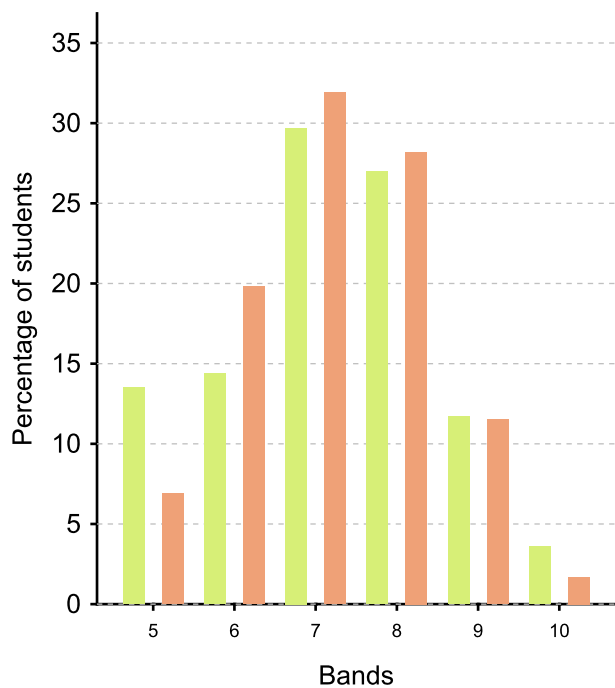
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	29.1	17.3	26.4	16.4	6.4	4.5
School avg 2016-2018	19.9	26.8	24.5	20.2	6.1	2.6

**Percentage in bands:**  
Year 9 Spelling

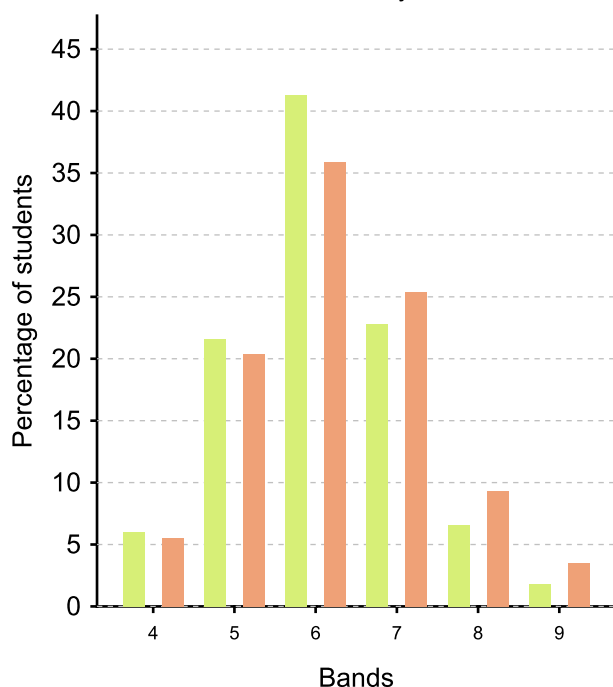


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	13.5	14.4	29.7	27.0	11.7	3.6
School avg 2016-2018	6.9	19.8	31.9	28.2	11.5	1.7

Mount Annan High School has maintained our improvements in numeracy outcomes over the past three years. There has also been a 1% increase across the top two bands in Year 9 numeracy NAPLAN results in 2018. Year 7 numeracy NAPLAN results are slightly lower and as a result planning has begun on introducing SPARK numeracy into the curriculum for Year 8 students.

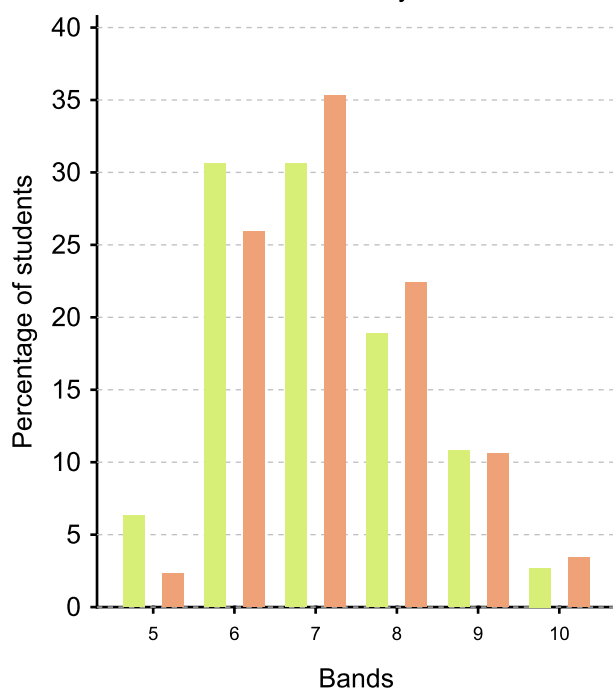
**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	6.0	21.6	41.3	22.8	6.6	1.8
School avg 2016-2018	5.5	20.4	35.9	25.4	9.3	3.5

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	6.3	30.6	30.6	18.9	10.8	2.7
School avg 2016-2018	2.3	25.9	35.3	22.4	10.6	3.4

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.

Mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

- Year 7 Numeracy – 8.38%
- Year 9 Numeracy – 13.51%
- Year 7 Reading – 14.88%
- Year 9 Reading – 12.17%
- TOTAL – 12.12%

This figure represents a slight drop of 2.3% from 2017, which is largely due to a lower than expected Year 7 Numeracy result.

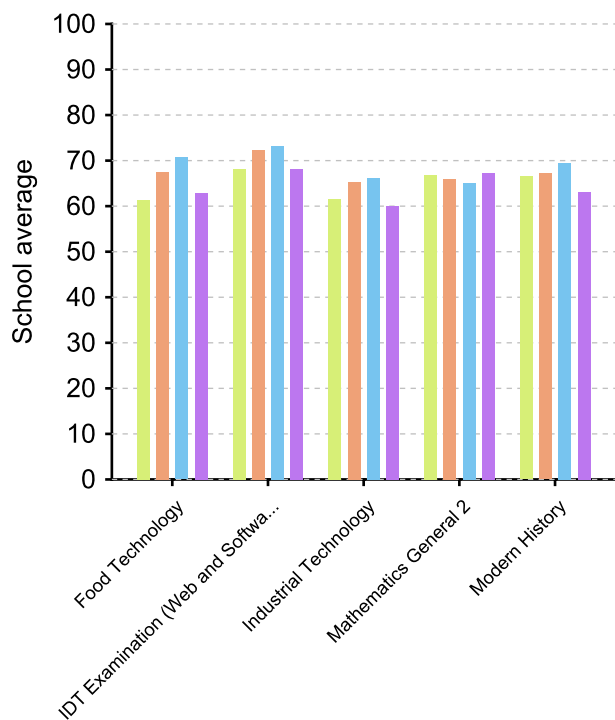
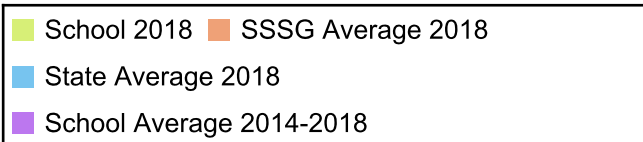
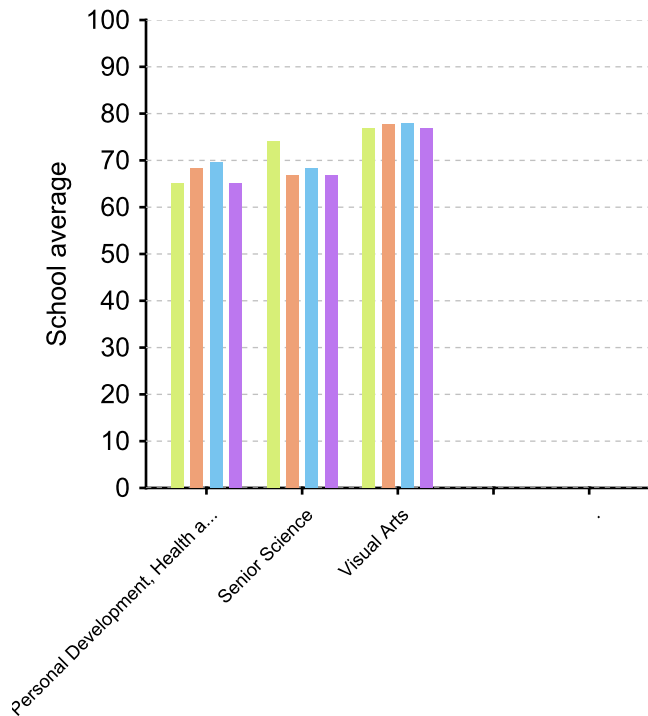
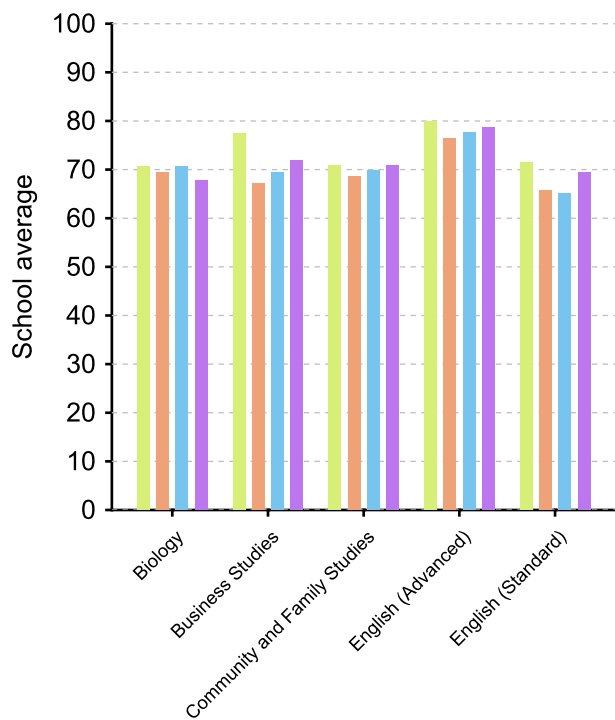
In 2018 ten Aboriginal students sat for the NAPLAN tests in Year 7 and 9 but no students achieved scores in the top two bands for Numeracy or Reading.

### Higher School Certificate (HSC)

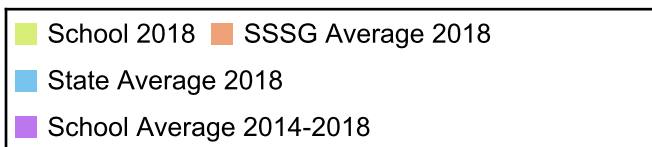
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In terms of HSC achievement, the school has seen a decrease in the lower Bands and a gradual increase in the number of Band 5's in subjects such as English Standard (from 7% Band 1 in 2015 to 0% in 2016 and 2017 and from 0% Band 5 and 6 in 2015 to 7% in 2016 and 16% in 2017) and Drama (from 0% Band 5 and 6 in 2015 and 2016 to 40% Band 5 in 2017). Overall, there has been an 89.7% increase in the number of Band 5 results and a 69.5% increase in Bands 5 and 6 combined results achieved by our students between 2015 and 2018.





Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	70.6	69.4	70.7	67.9
Business Studies	77.4	67.1	69.3	71.8
Community and Family Studies	70.8	68.7	69.9	70.9
English (Advanced)	79.8	76.5	77.5	78.6
English (Standard)	71.4	65.6	65.0	69.4
Food Technology	61.4	67.4	70.7	62.9
IDT Examination (Web and Software Applications)	68.1	72.4	73.2	68.1
Industrial Technology	61.6	65.3	66.2	60.0
Mathematics General 2	66.8	65.9	65.1	67.2
Modern History	66.5	67.2	69.5	63.1
Personal Development, Health and Physical Education	65.1	68.3	69.5	65.1



Senior Science	74.1	66.8	68.2	66.8
Visual Arts	76.8	77.6	78.0	76.8

In the 2018 HSC there were five subjects with mean results above state average and five subjects extremely close to state average. The following courses had mean scores above state average:

\*Business Studies – (3.47 above, 77.09% mean)

\*English Standard – (2.46 above, 71.12% mean)

\*Senior Science – (2.36 above, 73.21% mean)

\*Construction – (0.93 above, 74.10% mean)

\*Retail (Offsite) – (2.74 above, 71.73% mean)

## Parent/caregiver, student, teacher satisfaction

The school annually conducts the 'Tell Them From Me' set of surveys to gauge parent/caregiver, student and teacher satisfaction.

### Parent Survey

1. Parents Feel Welcome at School – 7.5 (School Mean) against 7.4 (State Govt. Mean)
2. Parents are Informed – 7.8 (School Mean) against 6.6 (State Govt. Mean)
3. Parents support learning at home – 7.8 (School Mean) against 6.3 (State Govt. Mean)
4. School supports learning – 7.6 (School Mean) against 7.3 (State Govt. Mean)
5. School supports positive behaviour – 7.3 (School Mean) against 7.7 (State Govt. Mean)
6. Safety at school – 6.6 (School Mean) against 7.4 (State Govt. Mean)

### Student Survey

1. Student participation in school sports – 54% (School Mean) against 48% (State Govt. Mean)
2. Student participation in extracurricular activities – 19% (School Mean) against 24% (State Govt. Mean)
3. Students with a positive sense of belonging – 55% (School Mean) against 66% (State Govt. Mean)
4. Students with positive relationships – 74% (School Mean) against 78% (State Govt. Mean)
5. Students that value schooling outcomes – 68% (School Mean) against 72% (State Govt. Mean)
6. Students that regularly truant – 9% (School Mean) against 10% (State Govt. Mean)
7. Students with positive homework behaviours – 48% (School Mean) against 54% (State Govt. Mean)
8. Students with positive behaviour at school – 89% (School Mean) against 87% (State Govt. Mean)
9. Intellectual engagement composite – 49% (School Mean) against 46% (State Govt. Mean)
10. Students who are interested and motivated – 25% (School Mean) against 28% (State Govt. Mean)
11. Effort – 66% (School Mean) against 66% (State Govt. Mean)

### Teacher Survey

1. Leadership – 5.8 (School Mean) against 7.1 (State Govt. Mean)
2. Collaboration – 6.9 (School Mean) against 7.8 (State Govt. Mean)
3. Learning Culture – 7.1 (School Mean) against 8.0 (State Govt. Mean)
4. Data Informs Practice – 7.5 (School Mean) against 7.8 (State Govt. Mean)
5. Teaching Strategies – 7.5 (School Mean) against 7.9 (State Govt. Mean)
6. Technology – 6.8 (School Mean) against 6.7 (State Govt. Mean)
7. Inclusive School – 8.2 (School Mean) against 8.2 (State Govt. Mean)
8. Parent Involvement – 6.6 (School Mean) against 6.8 (State Govt. Mean)

## Policy requirements

### Aboriginal education

In 2018 we had an enrolment of 40 Aboriginal and Torres Strait Islander students at Mount Annan High School. Some of the programs that ran in 2018 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 and 9 students.

Milan Pavlovic won an Aboriginal Student Achievement Award for Culture, Courage and Commitment.

The Junior AECG continued this year, which involves three of our local primary schools members. We have met with them throughout the year and worked on various Aboriginal activities including producing murals at Oran Park Public School. The Junior AECG representatives from our school ran weaving workshops at the MAK (Macarthur Aboriginal Kids) Day for a large number of schools in the Macarthur area. Sean Choolburra performed at our school's 2018 NAIDOC assembly, during which he captivated the entire school audience.

### 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 Anti-Racism Contact Officer (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.