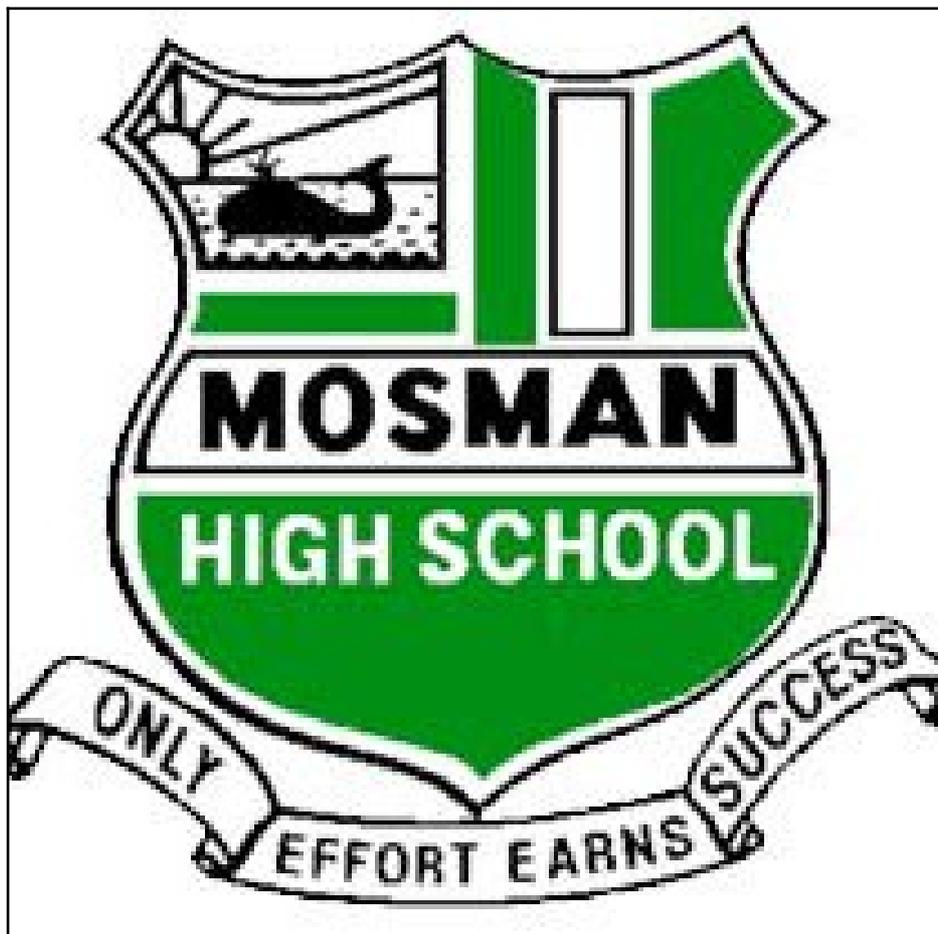


# Mosman High School

## 2019 Annual Report



8326

## Introduction

The Annual Report for 2019 is provided to the community of Mosman 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

Mosman High School  
Military Rd  
MOSMAN, 2088  
[www.mosman-h.schools.nsw.edu.au](http://www.mosman-h.schools.nsw.edu.au)  
[mosman-h.school@det.nsw.edu.au](mailto:mosman-h.school@det.nsw.edu.au)  
9968 1006

### Message from the principal

Mosman High School is proud of its outstanding academic record and its recognition as a centre of excellence in senior studies. This reflects the quality of the curricular and extracurricular activities offered and the exemplary achievements of the students and staff. The year 2019 continued this tradition of excellence in academic achievement, the performing and creative arts, sport as well as student wellbeing.

Mosman High School aims to develop independent, resourceful and tolerant young men and women, equipped with the personal, social, academic and technological skills necessary in a changing world.

Mosman High is a comprehensive, co-educational secondary school located in the middle of Mosman shopping village. The school continues to run programs for exceptional students with talent in visual arts, drama, music, some sports and languages as well as academic ability.

The school's mission statement "**A school community fostering creativity, individuality and leadership while striving for excellence in teaching and learning**" reflects an ethos and tradition that provides students with an education for life, in a caring and supportive environment. The school's reputation is well-established as providing opportunities for students to seek excellence, master 21st century skills and achieve their personal best. The school enjoys enthusiastic parent and community support through the Parents and Citizens (P&C) Association and subsidiary committees.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas of development.

## School background

### School vision statement

#### School Vision Statement

We see our mission as 'Education for Life' and we believe that we assist students to progressively accept more responsibility for self-discipline, to develop self-respect, to contribute to the community, to develop a love of learning and to strive for excellence. We believe that students are individuals with rights and responsibilities and offer an environment that reflects our society and better prepares students for their future lives. Our Mission Statement reflects our vision – 'A school community fostering creativity, individuality and leadership while striving for excellence in teaching and learning.'

### School context

#### School Context

Mosman High is a comprehensive, coeducational secondary school of approximately 1100 students with an outstanding reputation for academic achievement and success in the creative and performing arts. The school is conveniently located on Sydney's lower North Shore, in the business and shopping district of Mosman – a harbourside suburb just five kilometres from the heart of Sydney, near Balmoral Beach and the famous Taronga Park Zoo, with easy access to bus and ferries. The school has a high community profile and is proud of the very active involvement of its parents and the community.

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Improved literacy and numeracy through positive transitions through improved pedagogy and curriculum

### Purpose

To improve literacy and numeracy for all students by ensuring positive transitions, improved pedagogy and curriculum, through integration of international and national best practice for student learning. Our focus is to implement the Mosman High School Literacy and Numeracy Plan through close relationships with our network of primary school and secondary school colleagues, a collaborative and shared approach and through addressing increasing effect sizes in reading, writing and numeracy. Common goals in literacy and numeracy support positive transitions from Stage 3 through to Stage 6 and to post school destinations.

### Improvement Measures

- 1.1 All faculty programs will cater for the novice, developing and expert students and show evidence of planning for delivery of differentiation as well as literacy and numeracy strategies
- 1.2 All student reports will show evidence of one to two sentences of feedback regarding literacy and numeracy.
- 1.3 The effects of self reflection and collaboration by teachers are evident in improvements in literacy and numeracy of 0.4 for all Y9 classes.
- 1.4 There is an increased percentage (5%) of students stating they have high skill/high challenge in the classroom in the Tell it From Me Survey based on 2017 data.
- 1.5 Over three years of this plan Stage 5 NAPLAN data shows improvements that represent growth in writing & measurement by +2.

### Overall summary of progress

2019 was characterised by significant improvement of students in literacy and numeracy. The school provided an extra period per cycle to English for literacy and mathematics for numeracy. An expert literacy consultant was employed to work with students needing extra reading or writing support as identified using NAPLAN data and/or teacher referral. Particularly pleasing was that almost all Year 10 students 2019 were successful in all aspects (literacy and numeracy) of the HSC minimum standards

### Progress towards achieving improvement measures

**Process 1:** • analyse NAPLAN data for value added and increased effect size of 0.4 in literacy and numeracy.

Evaluation	Funds Expended (Resources)
A Literacy and Numeracy Plan was written in 2018 and has been implemented in 2019 with considerable success. An outside expert was employed to identify using NAPLAN data those students who required literacy support and then to use either team teaching strategies or withdrawal of students to support their literacy. The numeracy centre run by MHS teachers provided numeracy support.	RAM Equity funding for employment of a literacy support expert

**Process 2:** • analyse Tell it From Me data for improvement in classroom delivery of high skill/high challenge learning opportunities.

Evaluation	Funds Expended (Resources)
A focus for 2019 has been to improve the results of the expert students. TTFM data in 2019 did show some improvement in this area but it will continue to be a focus for 2020.	Executive Planning day

**Process 3:** • use assessment for learning strategies to shape learning intentions and success criteria to support students in goal setting re knowing and understanding literacy and numeracy skills.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Learning Intentions and Success criteria are being used consistently in most classrooms. LI and SC relating specifically to literacy and numeracy will continue to be a focus for 2020.	Professional Learning for all teaching staff as part of staff and faculty meetings.

**Process 4:** • teachers are supported in using feedback to enable students to meet literacy and numeracy benchmarks.

Evaluation	Funds Expended (Resources)
Almost all Year 10 (and Year 11) students have successfully achieved the HSC minimum standards in literacy and numeracy. Only students still to complete this are students recently arrived to the school and/or who have English as their second language.	A literacy expert employed to support students using RAM Equity funding.

**Process 5:** • teachers model for the novice, developing and expert students, critical and creative thinking skills to support evaluative writing.

Evaluation	Funds Expended (Resources)
Of the nine faculties; seven have achieved this milestone and two will require more time in 2020.	Faculty Planning Days as required

**Process 6:** • transition meetings are planned to support positive literacy and numeracy development across stage 3 to stage 4.

Evaluation	Funds Expended (Resources)
A very successful transition program has been put in place particularly supporting students transitioning from Stage 3 to Stage 4 with learning difficulties or disabilities. Transitions from Years 10 to 11 and Year 12 to post school destinations are also strongly supported by diverse school programs. These programs will be expanded in 2020.	Extra Learning and Support Teacher time was purchased using RAM Equity. Further a second careers adviser was employed to support interviews as part of the transition from Year 10 to Year 11.

**Process 7:** • Innovative curriculum LRN and Year 9 HOT elective focus on literacy and numeracy skill development.

Evaluation	Funds Expended (Resources)
Not all units of work for LRN (literacy, reading and numeracy) as well as HOT (Higher Order Thinking) have been written in the MHS format and further work will be required in 2020.	PL day for HOT teachers to evaluate and make changes to programs

**Process 8:** • stage 4 staff collaboratively share work samples of literacy and numeracy achievement of the novice, developing and expert student/s

Evaluation	Funds Expended (Resources)
Again this has been a focus in some faculties but not all and will be a focus for 2020.	Executive Planning Day session

**Process 9:** • engage an external expert to support novice students in literacy to achieve the HSC minimum standards

Evaluation	Funds Expended (Resources)
Registration has been a continued focus for 2019 and will continue into 2020	Professional Learning time and faculty

## Progress towards achieving improvement measures

where registration will be expected to include comments on how students who are NDE (novice, developing, expert) or have Learning Plans or who are EAL/D (English as a second language) are being supported in the classroom.

time

**Process 10:** engage extra EALD support for Stage 4 students

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
The school used RAM funds to engage extra EAL/D support for Stage 4. This meant that EAL/D students in all years were either having a specific teacher when studying English or being withdrawn from class to receive individual support. For 2020, each year group will have an EAL/D teacher supporting a specific class.	RAM equity funding

## Strategic Direction 2

Ensuring student wellbeing supported by Quality Teaching & Learning where programs are differentiated with a feedback focus

### Purpose

To ensure student wellbeing by developing and implementing programs, pedagogy and assessment that is differentiated with a specific feedback focus. Where assessment is informal, formative and summative; programs address novice, developing and expert and where all students are individually catered for in the classroom. Our focus is to create and implement programs and assessment that is underpinned by catering for the diverse needs of all students. Where differentiation of curriculum, pedagogy and assessment is flexible, reflective, relevant and dynamic and where feedback is specific and tailored to the individual.

### Improvement Measures

2.1 All faculty programs show evidence of the Quality Teaching Framework (QTF) and PDPs reflect the Australian Professional Standards for Teachers in their teaching

2.2 Student assessment data at particular points on the continuum of student learning for students on Learning Plans show teachers adjustments increase student achievement

2.3 Formative assessment is observed in all classrooms and includes specific feedback as well as informing further teaching practice

2.4 Student learning is supported by regular meetings of learning alliances with other schools including LNNSCoS and Harbourside CoS

2.5 Students, parents and teachers take collective responsibility for student learning success as evidenced by increased attendance in school promoted activities.

2.6 That MHS data shows that student progress and achievement is greater than SSG and shows strong student progress on internal and external measures

### Overall summary of progress

A whole school focus for 2019 required teaching staff to complete writing programs in the Mosman High School template. Within these programs was embedded strategies to ensure quality teaching, specific learning intentions and success criteria and ensuring that students received quality feedback through assessment for learning.

### Progress towards achieving improvement measures

**Process 1:** • teachers regularly use student progress and achievement data such as RAP, NAPLAN, SMART, SCOUT to inform lesson planning

Evaluation	Funds Expended (Resources)
Data from TTFM has been used to identify areas requiring wellbeing support. All programs are being converted to the MHS format which has the three levels (novice, developing and expert) embedded into the question, strategies and assessment.	RAM funding

**Process 2:** • teachers use reliable and valid assessments (including formative, summative and informal) to capture information about student learning

Evaluation	Funds Expended (Resources)
Teachers have considerable skill in developing summative assessment tasks however informal and formative assessment will be an area of continued focus in 2020.	Professional Learning funds

**Process 3:** • teaching strategies are designed that are responsive to the learning strengths and needs of students

## Progress towards achieving improvement measures

**Process 3:** from diverse linguistic, cultural, religious and socio-economic backgrounds

Evaluation	Funds Expended (Resources)
A number of programs as well as extra resources including personnel have been put in place to support students who have English as their second language. For students from low socio-economic backgrounds financial support has been provided for contributions, excursions and meals.	Discretionary funding and RAM equity funding

**Process 4:** • teaching strategies are diverse and are used to develop knowledge, skills, problem solving skills and critical and creative thinking skills

Evaluation	Funds Expended (Resources)
Programs, teaching strategies and assessments are devised such that students who are identified as novice, developing or expert are supported in the classroom. The needs of all different learners are addressed and supported both in the classroom and through a number of different programs beyond the classroom.	RAM funding and Professional Learning funds

**Process 5:** • students' wellbeing and safety is assured within the school by implementing school, system, curriculum and legislative requirements

Evaluation	Funds Expended (Resources)
Both the wellbeing team and the learning and support team have programs and strategies to support individual students both in the classroom and beyond. Attendance is monitored, liaising with parents is regular and where necessary follow up with outside agencies takes place. A full-time school counsellor supports student learning and well-being.	RAM equity funding

**Process 6:** • feedback is timely, effective and appropriate to students from teachers and indicates the students achievement relative to their learning goals

Evaluation	Funds Expended (Resources)
Feedback to students from teachers in the classroom has been a focus at MHS for a number of years. The feedback is individual and specifically focuses on how to improve student learning in each subject area. Teachers are using Google classroom to support learning and deliver feedback.	Professional Learning funds

**Process 7:** • assessment is moderated to match the three levels of novice, developing and expert

Evaluation	Funds Expended (Resources)
Assessment is being increasingly moderated to support the three levels of learning. However this is an area that requires further focus and will be continued in 2020.	Faculty and staff meeting time

**Process 8:** • students learning and courses of study are monitored longitudinally (7–12) to ensure continual challenge

Evaluation	Funds Expended (Resources)
All subjects have a detailed scope and sequence where units of work and programs are written such that they build upon work covered in earlier years and stages. This is an area of continued focus in 2020.	Professional Learning funds and time.

**Process 9:** • students experiencing difficulty with engagement are supported and provided with alternative learning

## Progress towards achieving improvement measures

**Process 9:** programs including Raise, TAFE, staff mentoring

Evaluation	Funds Expended (Resources)
A diverse variety of programs have been put in place to support students with wellbeing or learning needs. These programs are greatly valued by students, parents and staff. In 2020 we are looking to further expand are program offerings to ensure that more students who have specific needs are supported.	P&C funds, RAM equity funding

**Process 10:** • An identified staff member meets with individual students in Y12 on a regular basis to provide advice, support and assistance

Evaluation	Funds Expended (Resources)
All Year 12 students are provided with a teacher mentor throughout their HSC year who is a guide regarding how to study and prioritise and other useful strategies. They can also be an advocate for students.	Teachers provide their time.

## Strategic Direction 3

Twenty first century pedagogy underpins learning and our focus is on cross-curricular units using Project Based Learning

### Purpose

Programming and teaching has an increasing focus on cross-curricular units of work using project based learning (PBL). PBL has embedded the twenty first century skills of creativity, critical thinking, and collaboration and in depth research. Technology is increasingly used as the preferred tool to enhance and communicate learning; with technological learning platforms being used in all aspects of pedagogy. Teaching staff identify opportunities to compact the curriculum and also focus on the linking of shared outcomes to produce units of work that are engaging and relevant.

### Improvement Measures

3.1 The new HOT programs are progressively evaluated in 2018 for increased understanding of citizenship
3.2 To ensure that Project Based Learning (PBL) programs foster student engagement and that they are skills focused using technology, creativity and collaboration.
3.3 PBL programs ensure a learning process that reflects novice, developing and expert levels and formative assessment.
3.4 all staff and students are adept in using learning platforms including Google drive and Edmodo, to improve teacher efficacy and parent involvement and student engagement
3.5 Assessments show evidence of experimentation, evaluation and risk taking with learning is evident in students as learners
3.6 Programs and classroom delivery demonstrate high expectations are embedded into all teachers teaching as well as systems practice as evidenced by classroom learning intentions and success criteria.
3.7 All teachers understand standards accreditation and have high expectations for themselves and increasing numbers of teachers embrace higher levels of accreditation

### Overall summary of progress

Mosman High was identified by The Educator journal as one of the most innovative schools in Australia in 2019. This is acknowledgement of the fine programs the school offers including cross-curricular units of work and units that focus on Project Based Learning (PBL) and an innovative STEM program. Teachers in most faculties have a future focused approach to learning embedding team teaching and diverse pedagogy to provide student engagement in learning.

### Progress towards achieving improvement measures

**Process 1:** • teachers from different faculties will work together to program cross-curricular units with a PBL focus

Evaluation	Funds Expended (Resources)
A focus at MHS over the past few years has been to develop cross-curricular units of work rather than teachers teaching within the traditional subject silos. These units now extend from Year 7 to Year 10 and are valued by students. The latest unit was written by PDHPE with English called "sustainable cities" and was taught for the first time in term 4, 2019	Professional Learning funds

**Process 2:** • classroom teachers will facilitate creative thinking, collaboration, and writing in lessons with an acceptance and focus on experimentation

Evaluation	Funds Expended (Resources)
Within and outside the cross-curricular units there is a focus by all teachers on 21st century learning skills including collaboration, creative thinking and problem solving. While this has been a successful initiative in 2019, it will continue into 2020.	Professional Learning funds

## Progress towards achieving improvement measures

**Process 3:** • teachers will have opportunities for Professional Learning on how to facilitate PBL in their classroom as well as write cross-curricula programs

Evaluation	Funds Expended (Resources)
Throughout 2019 a number of teaching staff have taken program writing days as well as sourced other forms of Professional learning to support Project Based learning (PBL) as units in each year level. this will continue to be a focus for 2020..	Professional Learning funds

**Process 4:** • staff and students will be given training on the use of different learning and platforms and where necessary staff will be provided with a mentor

Evaluation	Funds Expended (Resources)
The main learning platform that is being used by teaching staff is Google classroom; particularly now that Google classroom has the ability to be shared with individual student's parents. Some mentoring has taken place however this will continue to be a focus for 2020.	Professional Learning funds

**Process 5:** • staff will be trained in writing success criteria in all aspects of pedagogy

Evaluation	Funds Expended (Resources)
The use by staff in terms of writing Success Criteria and Learning Intentions has been achieved to a large extent in 2019. This milestone will be consolidated in 2020.	Professional Learning funds as part of program writing.

**Process 6:** • students will be encouraged to enter real world competitions

Evaluation	Funds Expended (Resources)
Students have entered a number of real world competitions throughout 2019 including ICAS competitions. Education Perfect, Maths Olympiad as well as local writing and literacy competitions and state and national coding competitions. This will be continued and expanded in 2020.	Student and school funded

**Process 7:** • students and staff will be supported to engage in global experiences

Evaluation	Funds Expended (Resources)
In 2019 there were three overseas tours conducted by staff for students including a basketball tour to the United States, a musical tour to Hawaii and a Chinese language tour to our sister school in Beijing. Furthermore students from our sister school in Japan visited students at Mosman . The principal also travelled as part of an educational delegation to Finland. This focus on global experiences will continue into 2020.	Student and staff funded

**Process 8:** • teachers will use technology to bring external expertise to collaborate both within and beyond the classroom

Evaluation	Funds Expended (Resources)
Technology use to support external collaboration has happened to a limited extent but will continue to be a focus in 2020.	School and family funded

**Process 9:** • student reflection is valued and regularly encouraged during and at the end of class

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Teachers are increasingly providing time for students to reflect not only on the content of their learning but how they best learn in the classroom and beyond. This will be a continued focus for 2020.

Professional Learning funds

**Process 10:** • students are supported in the creation and maintenance of digital logbooks

### Evaluation

### Funds Expended (Resources)

The process of creating digital log books at this time has had limited currency and will be further reviewed for 2020.

Unfunded

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$1 500.00)	An ILP has been written for each student and there has been ongoing mentoring and resource support in 2019. This should be continued in level and intensity in 2020.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$128 000.00)	RAM equity funding was used to support students in Stage 4 with an additional EAL/D teacher. This teacher worked with students both individually, by withdrawal and team teaching. This extra support and funding will also take place in 2020.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$145 000.00)	The learning and Support team is a dynamic and hard-working team who have developed detailed and sustained support for all students identified as having a disability including high needs. A dedicated team of SLSOs work with students to help them access learning in the mainstream classroom and achieve their personal goals. This will continue in 2020.
<b>Quality Teaching, Successful Students (QTSS)</b>	Professional Learning funds	Learning Intentions and Success Criteria are continuing to be a focus in classrooms as is teacher observation of other practitioners classes and feedback. HSC and NAPLAN data indicate that teaching staff are achieving some success in improving writing a 2019 target and raising the achievement in the HSC of the expert student. These will be ongoing goals for 2020.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$16 000.00)	However for those who are from low socio-economic background, support is put in place regarding subject contributions, funds for excursions and mandatory camps as well food vouchers to support students.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$52 000.00)	Beginning Teachers (BT) receive generous funding support to ensure that are well resourced as well as able to take time out as required. Mosman High provides an Induction program that enables BTs to understand the school culture and systems practice. Mosman High also collaboratively works with the Lower North Shore Community of Schools to provide a year long program with an external mentor with all BTs from all five schools. This extends into the BTs second year with a semesterised early career teacher program. Every BT also has an assigned mentor from their faculty.
<b>Targeted student support for refugees and new arrivals</b>		At Mosman High School in 2019 we had no refugees or new arrivals.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	543	555	554	556
Girls	511	513	548	543

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.6	95	94.5	94.3
8	93.4	93.9	91.9	91.4
9	94	93.1	92.4	91
10	92.9	92.8	90.9	91.6
11	94.7	95.6	93.4	93.1
12	95	93.6	92.8	94.1
All Years	94.3	94	92.8	92.6
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	1	4
TAFE entry	2	2	0
University Entry	0	0	96
Other	0	0	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

12.73% of Year 12 students at Mosman High School undertook vocational education and training in 2019.

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

97.9% of all Year 12 students at Mosman High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	54.8
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	12.97
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,880,975
<b>Revenue</b>	13,009,712
Appropriation	10,962,252
Sale of Goods and Services	132,932
Grants and contributions	1,796,436
Investment income	28,394
Other revenue	89,698
<b>Expenses</b>	-12,578,341
Employee related	-10,072,580
Operating expenses	-2,505,761
<b>Surplus / deficit for the year</b>	431,371

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	201,991
<b>Equity Total</b>	285,069
Equity - Aboriginal	658
Equity - Socio-economic	15,291
Equity - Language	127,702
Equity - Disability	141,418
<b>Base Total</b>	9,763,099
Base - Per Capita	258,524
Base - Location	0
Base - Other	9,504,574
<b>Other Total</b>	416,194
<b>Grand Total</b>	10,666,352

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

### Literacy

In 2019 the school invested heavily in the support of student literacy. A literacy expert was employed for four days per week to team teach within English classes, withdraw specific and identified to students for individual or small group work and to provide whole school Professional Learning. Also each Year 9 class in English and mathematics was given an extra period per cycle for subject teacher to follow a program of literacy and numeracy to support students at their level of need.

These forms of support were evident in that over 99% of students in Year 9 attained above the minimum standard for literacy and 98.7% of Year 10 students by the end of 2019 had achieved the HSC minimum standard in reading and writing.

### Numeracy

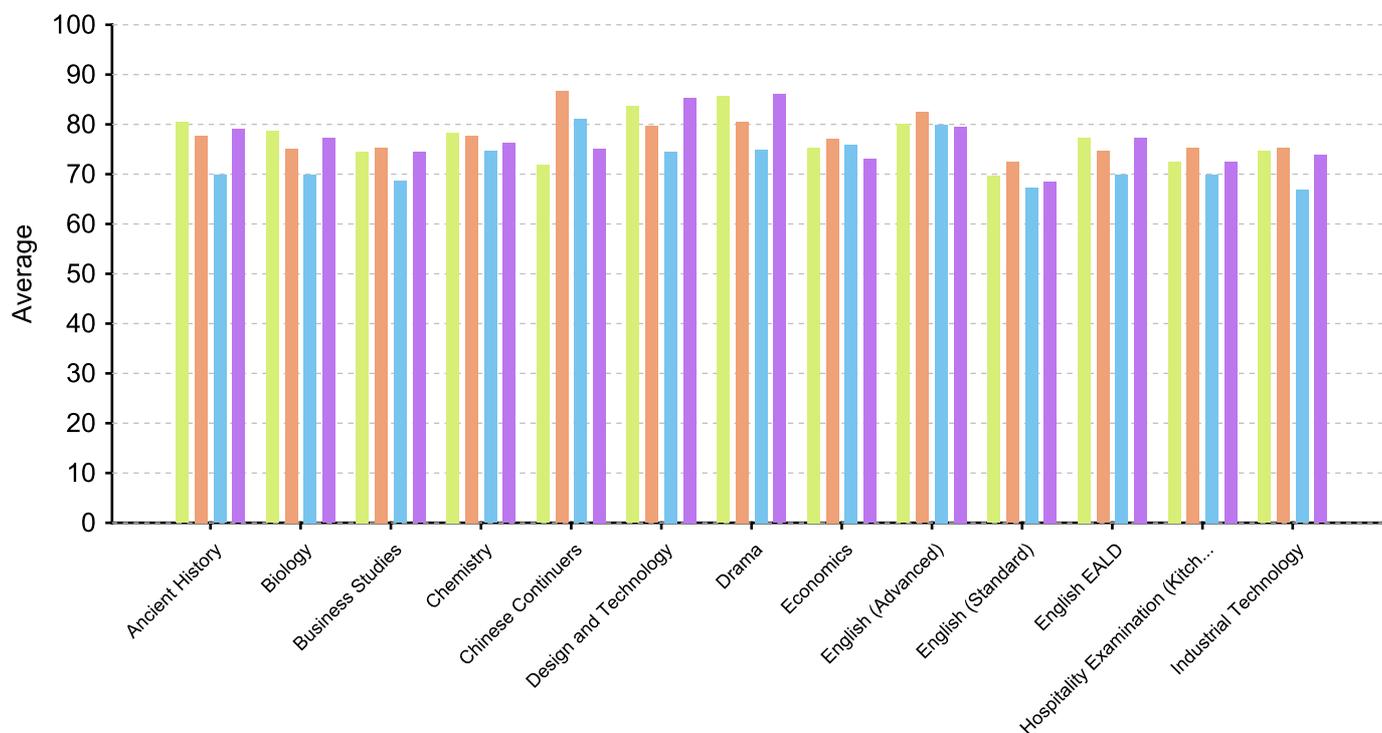
In 2019, the school also provided considerable financial support and resources to improvement in numeracy. As with literacy in mathematics, Year 9 students received an extra period per cycle for teachers to follow a numeracy program with all students. Furthermore the school funded a numeracy centre at lunchtimes where mathematics teachers provided support to any student requesting that support.

In Year 9 NAPLAN results, 99% achieved the numeracy minimum standard and 99% also achieved the HSC minimum standard in numeracy.

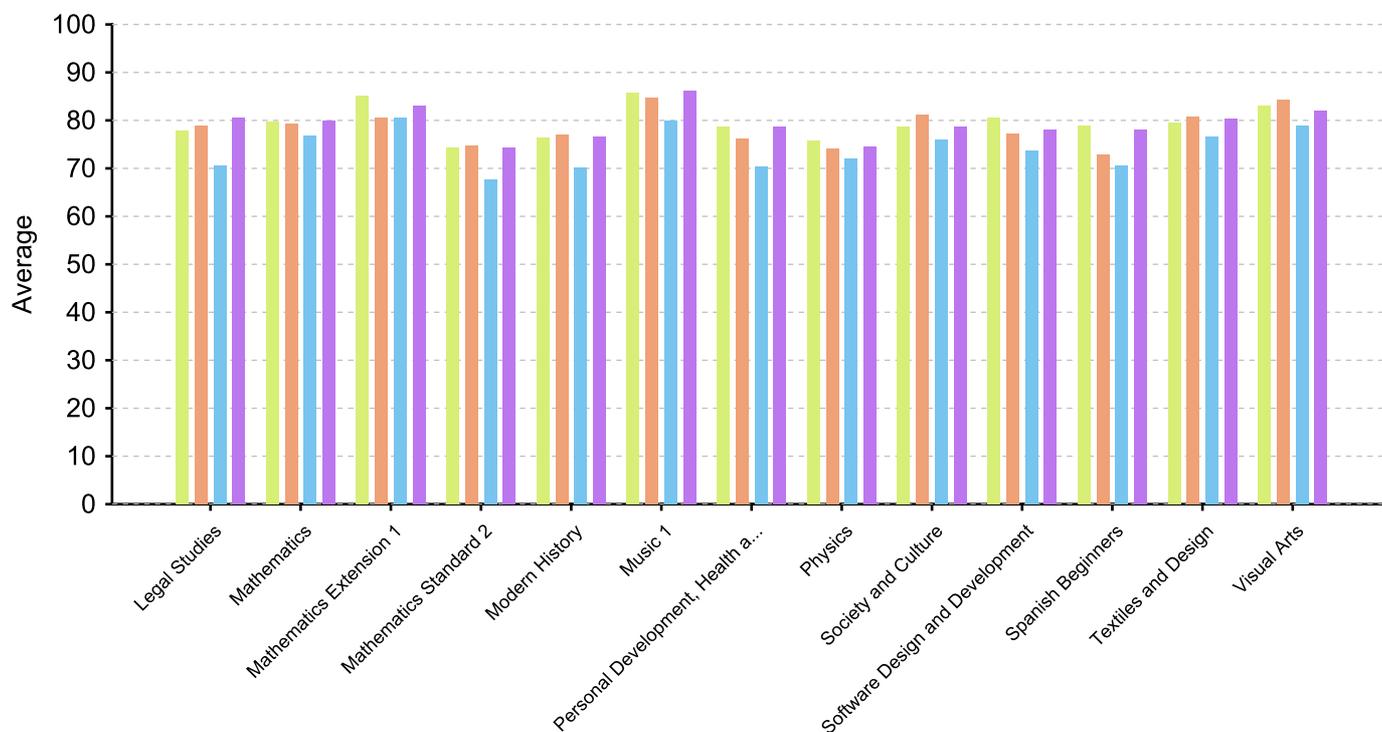
# School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	80.5	77.7	69.9	79.0
Biology	78.6	75.2	69.9	77.3
Business Studies	74.5	75.3	68.6	74.4
Chemistry	78.3	77.7	74.7	76.3
Chinese Continuers	71.8	86.6	81.1	75.1
Design and Technology	83.6	79.6	74.5	85.3
Drama	85.6	80.6	75.0	86.0
Economics	75.3	77.1	75.9	73.0
English (Advanced)	80.0	82.5	80.0	79.6
English (Standard)	69.6	72.4	67.3	68.5
English EALD	77.3	74.7	70.0	77.3
Hospitality Examination (Kitchen Operations and Cookery)	72.5	75.3	70.0	72.5
Industrial Technology	74.6	75.2	66.8	73.8
Legal Studies	77.9	78.8	70.6	80.6
Mathematics	79.7	79.4	76.9	79.9
Mathematics Extension 1	85.1	80.5	80.6	83.2
Mathematics Standard 2	74.4	74.7	67.7	74.4
Modern History	76.5	77.1	70.2	76.6
Music 1	85.8	84.7	79.9	86.2
Personal Development, Health and Physical Education	78.7	76.2	70.5	78.7
Physics	75.8	74.2	72.1	74.4
Society and Culture	78.6	81.3	75.9	78.7
Software Design and Development	80.6	77.3	73.8	78.0
Spanish Beginners	78.9	72.9	70.5	78.1
Textiles and Design	79.6	80.8	76.6	80.4
Visual Arts	83.1	84.2	78.8	82.0

The very positive results in all subjects in the HSC indicated a focus on improving the expert (GERRIC) group and with a particular emphasis on identified, underachieving boys in Year 12. The Stage 6 deputy analysed the cohorts' Year 9 NAPLAN data and identified thirty boys who appeared to be underachieving. These students were provided with mentors and specific and targeted topic sessions focusing on goals, understanding of HSC results how ATARs are calculated and exam technique in a range of subject areas.

Professional Learning time was provided to all HSC teachers to investigate previous HSC results identifying strengths and areas for improvement.

The success of these strategies was evident in that Mosman High improved its ranking by 50 places and the mathematics faculty was ranked fifth in the state for comprehensive schools. This approach to HSC analysis will be continued and expanded in 2020.

## Parent/caregiver, student, teacher satisfaction

Mosman High is fortunate to have a very involved parent community through the P&C as well as a number of parent committees including in music, wellbeing, sport, environment, visual art and drama. The Principal is a member and attends each of these committees and receives regular feedback which is communicated to the whole school.

The Student Representative Council (SRC) and the Year 12 Leadership Council have fortnightly meetings with the Principal to provide feedback, suggestions and raise concerns.

Teachers have many avenues to provide feedback to the executive of the school. Fortnightly faculty meetings provide an opportunity for teachers to raise concerns and suggest change which is then brought to a weekly executive meeting. At least twice a term the school runs committee meetings with a focus on Health and Safety, Technology, Timetable and VET, just to mention a few where minutes are taken and any concerns are brought to the Principals. Furthermore weekly meeting about Wellbeing/Learning Support provide a further avenue for teachers to ensure individual and group support for students.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.