

2020 Annual Report

Mount Annan High School



8286

Introduction

The Annual Report for 2020 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.

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School vision

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

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

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.

Improvement Measures

Increase the percentage of students with a positive sense of belonging to the school to at or above state average.

Future focused learning skills of communication, collaboration, critical thinking and cooperation are demonstrated by all students and reported upon.

Increasing the engagement of students, parents and staff in the development and implementation of differentiated lessons and patterns of study.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Positive student wellbeing is essential for young people to grow and succeed as citizens and learners. Schools that excel in this area have comprehensive whole school platforms which address all areas of wellbeing.

Evaluation	Funds Expended (Resources)
<p><i>"Increase the percentage of students with a positive sense of belonging to the school to at or above state average."</i> The percentage of students with a positive sense of belonging has trended upwards over the three year period finishing 2% above state average in 2020.</p> <p>The first Year of Social and Emotional Learning was embedded. All students in stage 4 were engaged in Social Emotional Learning (SEL) which was led by the Wellbeing Team including Head Teacher Wellbeing and Year Advisors. During COVID (online learning period) a 'Wellbeing Hub' was set up online using Google Classroom which allowed all students in our school access to a range of wellbeing activities and support materials to enhance their health and wellbeing.</p> <p>Mount Annan High School would like to acknowledge the efforts of both internal and external support services including the school Chaplain and Big Yellow Umbrella who carried out a range of activities throughout the year, supporting a number of our students and their families.</p> <p>Professional Learning opportunities were provided to all staff. Members of the Wellbeing Team delivered professional learning to upskill staff on the health needs, educational needs and wellbeing needs of a number of our students thus ensuring all students are known, valued and cared for.</p>	<p>Student Assistance Uniforms 810</p> <p>Student Assistance Canteen Vouchers 493</p> <p>Casual relief 1000</p> <p>Wellbeing expenses - Catering for clubs,welfare incursions, welfare initiatives, 2546</p> <p>Whole school initiatives 4205</p> <p>Total 9054</p> <p>Youth workers / SSO office set up and equipment 8336</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$9054.00)• Socio-economic background (\$8336.00)

Process 2: Future-focused Learning

Progress towards achieving improvement measures

Process 2: Our students will work well past the middle of the 21st Century and they need to be equipped with the skills to succeed in a rapidly changing world. The way that students learn is vastly different from previous generations and we need to adapt as educators.

Evaluation	Funds Expended (Resources)
<p><i>"Future focused learning skills of communication, collaboration, critical thinking and cooperation are demonstrated by all students and reported upon."</i> - Future focused learning was evident in many main stream and elective curricula. The Stage 5 Project Based learning will not proceed in 2021 and will be reconfigured and relaunched in 2022 with a strict focus on future skills such as creativity, collaboration, cooperation and critical thinking skills.</p>	<p>PBL 1121</p> <p>Curriculum related Technology 19138</p> <p>STEM 8888</p> <p>Total 29147</p> <p>Funding Sources: • Socio-economic background (\$29147.00)</p>

Process 3: Student-centred Learning

Our students come from a wide range of backgrounds, with a variety of skills and abilities. A 'one size fits all' approach is not effective and we need to do more to personalise the learning wherever possible.

Evaluation	Funds Expended (Resources)
<p><i>"Increasing the engagement of students, parents and staff in the development and implementation of differentiated lessons and patterns of study"</i>. Due to COVID, this target was very hard to obtain due to restrictions and our team members were unable to meet regularly, although the new platform online via google classroom went a long way to achieving this outcome.</p> <p>Application process for STEM for 2021 was processed and information packages were distributed to local Primary schools.</p> <p>Suggestions and discussions were held during team meetings regarding PBL, suggestions were made on how it could run more effectively (Staff training/ combined faculty projects). Information was emailed and submitted regarding EOI's from teachers for PBL at the end of term 2 as the Year 8 into 9 electives Handbook was being prepared to give to students. Decision was made to postpone PBL for 12 months, so content, and the implementation process could be re-evaluated and reviewed.</p> <p>Over COVID as we moved into an ONLINE platform model of learning. Discussions were held later in the year regarding BYOD. Would this be beneficial to Mount Annan High School as an option. Two options that could be considered, loan devices- where computers are loaned out to students or a Pilot Scheme.</p> <p>The Learning Centre was relocated to the library, after the fire gutted the library and it was rebuilt, as it was a very central hub for year 12 as they also had roll call there each day. Chris Murray continued to manage the learning centre available to all students in their study periods as well as Wednesday week A and before and after school. Students could access extra assistance in preparation of assessment tasks, clearing N-Award warnings and using technology. This was a key ingredient to the year 12 cohort achieving the best results at Mount Annan since the school opened.</p>	<p>1.0 FTE Learning Centre Coordinator = \$109383</p> <p>Funding Sources: • Socio-economic background (\$109383.00)</p>

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.

Improvement Measures

All staff Performance and Development Plans reflect professional learning that is targeted and connected to both student engagement and the school's strategic directions.

All staff maintain accreditation and 15% are working towards higher accreditation levels.

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.

Progress towards achieving improvement measures

Process 1: Professional Learning

A highly-skilled staff who reflect on their classroom practice, collaborate with others and keep abreast of current educational thinking is essential for the success of the students within their care and for their own career development.

Evaluation	Funds Expended (Resources)
<p><i>"All staff Performance and Development Plans reflect professional learning that is targeted and connected to both student engagement and the school's strategic directions".</i> - 100% of staff PDP's complied with this target.</p> <p>Professional Learning opportunities have remained consistent throughout the year but there has been a major shift in presentation. Due to health restrictions, most professional learning has moved to online or remote learning. Although this did have a negative impact initially in the loss of opportunities, it has resulted in an increase in the availability and access to professional learning by a higher percentage of staff.</p> <p>85% of staff sort out and participated in individualised professional learning linked to remote and online learning, resulting in an improvement in their skill set in lockdown situations but has also been identified as a baseline to continue to drive 21st Century learning at Mount Annan High School.</p> <p>A 100% increase in STEM trained staff has been achieved as new members of staff have undertaken professional development to improve their skill set for our STEM/CREATE program resulting in a diversification of staff teaching this course at Mount Annan High School.</p>	<p>TAS faculty used 18 relief days on back of the faculty review into TAS, 3 STEM teachers were relieved for professional learning and 6 PB4L staff were released for the day's training and cost of trainers for second session of Anaphylaxis and CPR training.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$4744.00)

Process 2: Accreditation and Teaching Standards

With all secondary teachers becoming accredited from 2018 and a growing number seeking to achieve higher levels of accreditation, it is vital that they are supported through this period of change and beyond.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)										
<p><i>"All staff maintain accreditation and 15% are working towards higher accreditation levels."</i> - Unfortunately there are no staff currently achieving accreditation at a higher level although all staff maintained accreditation or gained proficiency in their accreditation.</p> <p>Third Deputy Principal secured a position as a Deputy Principal at another school so another person was employed for 2021.</p> <p>A lack of opportunity for Professional Learning Days for our beginning teachers resulted in most PL occurring at school delivered by mentors and DP's apart from online professional learning. These teachers will continue to be supported throughout 2021.</p>	<p>Third Deputy Principal employed 1.0FTE to lead staff accreditation process and professional learning amongst other duties.</p> <p>Beginning Teachers were supported throughout the year by regular mentoring and fortnightly meetings including PL.</p> <p>Funds Allocated 37712</p> <table> <tr> <td>McGinn</td><td>14481</td></tr> <tr> <td>Skoczylas</td><td>14481</td></tr> <tr> <td>Tran</td><td>4375</td></tr> <tr> <td>Rubie</td><td>4375</td></tr> <tr> <td>Spent</td><td>4744</td></tr> </table> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$167335.00) • Support for beginning teachers (\$4744.00) 	McGinn	14481	Skoczylas	14481	Tran	4375	Rubie	4375	Spent	4744
McGinn	14481										
Skoczylas	14481										
Tran	4375										
Rubie	4375										
Spent	4744										

Process 3: Literacy and Numeracy

With students being required to achieve at least a Band 8 in NAPLAN before qualifying for the award of a HSC, a strong foundation in literacy and numeracy is as important as ever.

Evaluation	Funds Expended (Resources)
<p><i>"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."</i> Although trending higher in percentages of students in year 9 achieving a band 8 minimum in NAPLAN, due to Covid-19 restrictions NAPLAN did not take place in 2020. All students who completed year 12 gained a HSC and 96% had attained the minimum standard by the beginning of the year.</p> <p>There was a lot of support provided explicitly for year 12 students to minimise the impact of Covid-19 and the lost time of face to face learning through the learning at home phase.</p> <p>All students who completed year 12 qualified for the award of the HSC with our best results for a cohort since the school opened.</p>	<p>0.3 LaST FTE to focus on support for year 12 students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$32815.00)

Next Steps

The focus of improving growth and attainment of Literacy and Numeracy levels will be a major focus for Mount Annan High School over the next four year planning cycle.

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.

Improvement Measures

More than 50% of staff agree or strongly agree that morale amongst staff at the school is good.

All staff and students have the opportunity to engage in a broader range of leadership positions within the school.

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.

Increased staff morale and their willingness to take on various leadership roles.

Progress towards achieving improvement measures

Process 1: Staff Wellbeing

A positive workplace culture, where staff feel valued and appreciated for their work is vital to the success of the school as a whole. Students respond best to teachers who are passionate about what they do and are happy to share that.

Evaluation	Funds Expended (Resources)
<p>The year started with organised, whole school morning teas on a fortnightly basis. The Good Onya Mate awards continued and were handed out at Friday morning meetings. Flu vaccinations were organised for all interested staff. Covid then interrupted most activities. However during Term 3, a staff well-being buddy activity was enthusiastically received by the majority of staff. A Mount Annan Staff Well-Being group was established in Google Suite and a Staff Coffee Club was set up using Zoom. All activities were well received and appreciated by all staff.</p> <p><i>"More than 50% of staff agree or strongly agree that morale amongst staff at the school is good."</i> - The People Matter survey states a 39% increase in this measure at 76%, 2% better than state.</p> <p><i>"Increased staff morale and their willingness to take on various leadership roles."</i></p> <p>Staff morale measured by the number of staff applying for leadership positions either as Year Advisors, faculty Head Teacher 2ic's or relieving roles in the Senior Executive is very positive.</p>	

Process 2: Building Leadership Capacity

In high performing schools both staff and students see themselves as leaders and are given numerous opportunities to extend and build that leadership capacity in their chosen fields.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

"All staff and students have the opportunity to engage in a broader range of leadership positions within the school." - Extra positions in Wellbeing or as a 2ic Head Teacher or DP have created a very broad spectrum of opportunities to staff. Sport captains as well as SRC and Senior SRC (Prefect body) has been well contested. Peer support leaders have been created.

"Increased staff morale and their willingness to take on various leadership roles." The number of staff applying for leadership roles either full-time or relieving demonstrates high morale.

2 periods per HT x 10 teachers = 0.5 FTE 56000

SRC - Student Forums
3110

Business Manager
98217

Staff Wellbeing
1178

Total
102505

Funding Sources:

- Socio-economic background (\$56000.00)
- Socio-economic background (\$3110.00)
- Socio-economic background (\$48882.00)

Process 3: Community Partnerships

The school is a vital part of both the local, wider and global community and it is essential that we build and strengthen partnerships with community bodies and their members. These relationships benefit our students in a multitude of wide-reaching ways.

Evaluation	Funds Expended (Resources)
<p>Did not occur due to covid and restrictions regarding social distancing.</p> <p>"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." - Whilst enrolments have continued to trend upwards and the school is now just below capacity and unable to take out of area applicants in accordance with the new enrolment policy (2019)</p>	<p>NIL</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2436.00) • Socio-economic background (\$1399.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>White Card 360</p> <p>Uniforms 620</p> <p>Catering 146</p> <p>Salaries 0.2 FTE 25893</p> <p>Total 27019</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$27 019.00) 	<p>Due to COVID restrictions at the time of the Burra Bamal workshops, students were separated into year groups. The workshop was conducted utilizing a prerecorded lesson produced by Aboriginal choreographers. As a result of the COVID restrictions and the lack of interaction with the choreographers the workshop was not as successful as previous years. The number of students who participated was lower then previous years as a result.</p> <p>The return to onsite visits by the Opportunity Hub and NRL School to Work caseworkers, increased the engagement of students with the programs. During COVID the participation of students through each programs online portals was limited. The ability of the caseworkers to make contact with students through other avenues was very limited throughout the year due to COVID. All students enrolled in the programs where engaging in the programs to pre-COVID restriction levels, after the return to onsite visits. Both programs have been able to provide enrolled students with opportunities that would not be available to them through normal school channels, for example Productivity Bootcamp.</p> <p>Regular welfare checks on specific students, has continued to provide students with support. This continues to be successful as the students are provided with culturally appropriate support.</p> <p>The training of some staff in the writing of Personalised Learning Pathways (PLP's), enabled non-Aboriginal staff to understand the importance of the PLP's, how to produce a PLP and some of the history of Aboriginal people with government institutions. This was successful as the staff trained then produced PLP's with Aboriginal students and their families during Term 4.</p>
English language proficiency	<p>0.7 FTE EALD teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$76 567.00) 	<p>English Language Proficiency funding was used to provide intensive and personalised support to EAL/D students. The focus was on developing EAL/D students' English language competence across the curriculum, so that they could fully participate in schooling and independently pursue further education and training. To ensure effective EAL/D student support, direct, collaborative and resource based EAL/D teaching modes were utilised.</p>
Low level adjustment for disability	<p>LaST 1.3 FTE teachers</p> <p>SLSO FTE</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$142 199.00) 	<p>The provision of LaSTs in to the school has enabled considerable scope to support students both within and beyond the classroom. Support has been provided to students in the areas of literacy, numeracy and general classroom engagement. SLSO's provided students with support in completing class work, designing individual study</p>

<p>Low level adjustment for disability</p>	<p>LaST 1.3 FTE teachers</p> <p>SLSO FTE</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$142 199.00) 	<p>planners, breaking down assessment tasks and generalist support in the school context. Student progress meetings were interrupted by COVID however many were completed using teleconferencing and/or zoom meeting style where parents, students and appropriate staff were involved. Information regarding student progress and application was regularly delivered to all staff using different communication platforms to ensure all staff had clear and easily accessible information regarding our students' learning and wellbeing needs. All Individual Education Plans (IEPs), Personalised Learning Plans (PLSs) and Out Of Home Care plans (OOHC) were collaboratively developed and uploaded to each students Sentral profile. The LaST team continued to build on the collection of data through the Nationally Consistent Collection of Data (NCCD) model in order to collate evidence on students with additional needs to ensure funding support for these students. Specialist support staff such as APLaS, wellbeing Officer and Itinerant Support Teacher Hearing were utilised for their knowledge and expertise to enhance students' access to curriculum throughout the year.</p>
<p>Socio-economic background</p>	<p>Socio-economic background funds were primarily spent on student wellbeing, future-focused learning, student-centred learning, literacy and numeracy, building leadership capacity and community partnerships.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$300 562.00) 	<p>The areas the school invested in to adjust and cater for the loss of learning and strengthen pedagogy for all students were successful such as the learning centre coordinator, the extra technology purchased to support stage 6 students, particularly HSC students, all students who applied for the HSC gained that qualification with some outstanding results. Leadership capacity in both staff and students increased under great pressure and a shift in opportunities due to covid-19 restrictions across the school and the community.</p>
<p>Support for beginning teachers</p>	<p>Funds Allocated 37712</p> <p>2 x first year teachers and 2 x second year teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$37 712.00) 	<p>Covid-19 interrupted much of the planned learning opportunities to support beginning teachers but with internal mentoring, fortnightly professional learning sessions led by senior teachers and a Deputy Principal and online learning, beginning teachers reported being well supported with each of them attaining proficiency in their accreditation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	381	418	468	475
Girls	379	387	436	452

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.2	92.2	91.7	93.8
8	91.4	87.4	88.5	91.8
9	88.8	88.7	84.3	89.4
10	88.5	85.9	86.8	88.2
11	86.1	83.8	84.4	87.9
12	88.4	87.2	84.2	90.8
All Years	89.3	87.9	87.3	90.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

For the first time our school exceeded state average in attendance across the school and specifically in five of the six cohorts.

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	5
Employment	14	3	23
TAFE entry	7	4	25
University Entry	0	0	35
Other	1	0	3
Unknown	0	0	9

Year 12 students undertaking vocational or trade training

43.33% of Year 12 students at Mount Annan High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

98.1% of all Year 12 students at Mount Annan High School expected to complete Year 12 in 2020 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)	10
Classroom Teacher(s)	50.7
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	15.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	394,105
Revenue	11,902,193
Appropriation	11,194,374
Sale of Goods and Services	76,018
Grants and contributions	150,554
Investment income	1,335
Other revenue	479,912
Expenses	-11,293,389
Employee related	-9,984,647
Operating expenses	-1,308,743
Surplus / deficit for the year	608,803
Closing Balance	1,002,908

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.

	2020 Approved SBA (\$)
Targeted Total	90,081
Equity Total	813,703
Equity - Aboriginal	35,733
Equity - Socio-economic	419,347
Equity - Language	98,767
Equity - Disability	259,856
Base Total	9,581,488
Base - Per Capita	224,289
Base - Location	0
Base - Other	9,357,199
Other Total	376,805
Grand Total	10,862,078

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

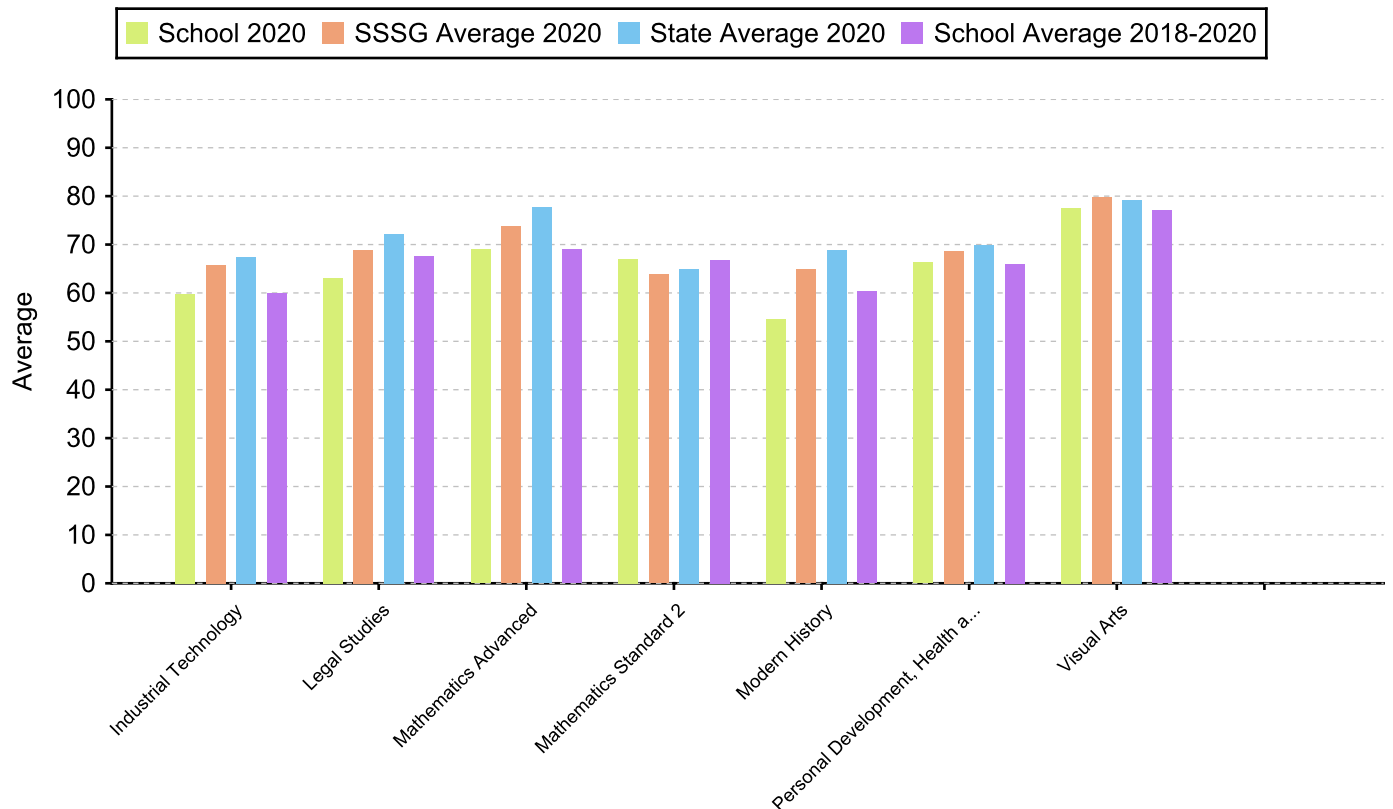
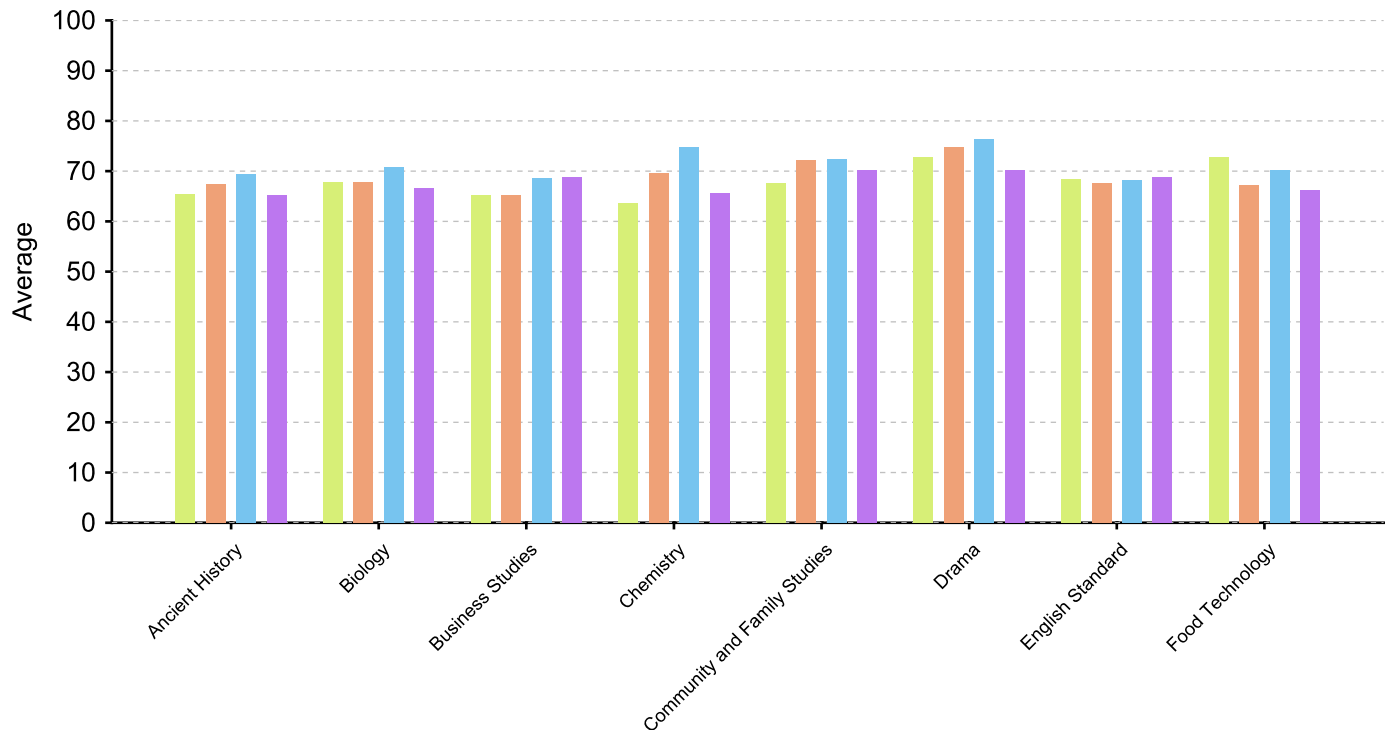
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

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



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	65.4	67.3	69.4	65.2
Biology	67.8	67.8	70.8	66.5
Business Studies	65.1	65.3	68.6	68.9
Chemistry	63.7	69.6	74.8	65.7
Community and Family Studies	67.6	72.2	72.4	70.1
Drama	72.8	74.9	76.4	70.2
English Standard	68.3	67.5	68.1	68.8
Food Technology	72.7	67.3	70.2	66.1
Industrial Technology	59.8	65.8	67.5	59.9
Legal Studies	63.1	68.9	72.1	67.5
Mathematics Advanced	69.0	73.7	77.7	69.0
Mathematics Standard 2	67.0	63.8	64.9	66.8
Modern History	54.6	64.8	68.9	60.3
Personal Development, Health and Physical Education	66.3	68.6	69.9	66.0
Visual Arts	77.6	79.8	79.2	77.0

Parent/caregiver, student, teacher satisfaction

Students of Mount Annan High School were surveyed in the Tell Them From Me Survey. The results showed that students reporting positive outcomes were above Schools of Similar Statistical backgrounds in Advocacy at School. This is an improvement upon the previous year. In regard to Expectations for Success student reporting positive outcomes were also above Schools of Similar Statistical backgrounds. Expectations for Success had also grown from the previous year. In a year of great changes, students at Mount Annan when surveyed concerning their Sense of Belonging in different year groups were mixed. Senior groups reported above positive outcomes compared to State or Similar Statistical Schools with the overall student body being in line with Schools of Similar Statistical backgrounds.

The school also surveyed students to determine what they believe are positive aspects of school, relationships with teachers, subjects offered and the library rated very high. When asked about areas of improvement the uniform and student facilities rated highly.

Parents and carers of Mount Annan High School were also surveyed with the following results, online learning was easily accessed, the amount of work was mainly manageable, parents and carers found the school website, the school app and School Facebook sites preferred methods of obtaining information. Parents and carers overwhelmingly found the communication to be adequate.

The school also surveyed parents and carers to determine the positive aspects of the school, with location, community, teachers and communication rating highly. When asked for areas that could be improved upon classrooms, uniform and student behaviour rated highly.

The 'People Matter' survey of staff is conducted state-wide across all of government. The results for Mount Annan High School staff were fantastic. On average across the 19 categories there was on average a massive +16% positive shift in 18 categories, the only negative (-7%) category was 'pay'. This was measured against all state schools who had an average negative shift of -7% in all 19 categories. The greatest improvements occurred in:

Flexible Working Satisfaction +28%

Teamwork and Collaboration +24%

Action on survey results + 29%

Feedback and Performance Management +28%

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.