

# 2021 Annual Report

## Mount Annan High School



8286

## Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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Mount Annan High School  
248 Welling Drive  
Mount Annan, 2567  
[www.mountannan-h.schools.nsw.edu.au](http://www.mountannan-h.schools.nsw.edu.au)  
[mountannan-h.school@det.nsw.edu.au](mailto:mountannan-h.school@det.nsw.edu.au)  
4648 0111

## School vision

*Mount Annan High School promotes high expectations to enable students and staff to be the best they can be.*

## School context

Mount Annan High School is a comprehensive co-educational school offering an extensive curriculum for 958 students, including a support unit of four classes and Aboriginal cohort of 5%. Our school motto is 'Be the best you can be' and our core values are: Co-operate, Respect and Strive. 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 to support our students and staff. Over 40% of our staff are new to the school in the past three years including most of the Senior Executive and Executive teams. 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 such as Literacy and Numeracy, HSC results, Wellbeing and Attendance, and moving all students forward to achieve these goals. Our thorough situational analysis which involved deep consultation with all stakeholders outlined our need to focus on:

- Student growth and attainment in reading and numeracy through high impact professional learning focusing on whole school programs to support development.
- Staff growth and attainment through building quality learning environments and embedding collaborative practice within the school.
- High expectations and creating an aspirational culture within the entire learning community ensuring students connect, succeed, thrive and learn.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To create a culture of high expectation through quality learning experiences that support the development of contemporary learning skills, which enhance achievement and growth in numeracy and reading.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A Whole School Approach to Improving Reading
- A Whole School Approach to Improving Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$23,680.00

**Socio-economic background:** \$5,840.00

### Summary of progress

During 2021, the Numeracy and Reading teams devised programs to support the achievement of school targets and improvement in numeracy and reading for all students. Modifications were made to develop a year 8 targeted program based on research and data analysis of NAPLAN and 'Check-In' data to implement a trial program. The Reading and Numeracy teams were up-skilled in PLAN2 to hold and map data for student improvement and to monitor student progress. The year 8 targeted program was not implemented completely, however a modified program was prepared using the skills developed, student data information and programming including teaching and student resources for 2022 implementation. Additionally, the Numeracy and Reading Team developed professional learning for all staff that focused on the target areas from data analysis and associated teaching strategies to support students in their growth and learning. This included up-skilling staff around the of various Department of Education sites and creating an internal literacy and numeracy page to support all staff. As a result, Strategic Direction 1 has an embedded reading and numeracy lesson for all students in year 8 to build their preparedness against the system negotiated targets and their individual skills in 2022, as well further development of staff skills to support student growth and attainment.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase the proportion of students achieving in the top 2 bands in NAPLAN numeracy to be at or above the system-negotiated target baseline.	In numeracy, 7% of students are in the top two skill bands indicating a decrease against baseline data.
• Increase the proportion of students achieving expected growth in NAPLAN numeracy to be at or above the system-negotiated target baseline.	The percentage of students achieving expected growth in numeracy decreased to 33% indicating a deviation away from the lower bound target.
• Increase the proportion of students achieving in the top 2 bands in NAPLAN reading to be at or above the system-negotiated target baseline.	Data indicates 11% of students are in the top two skill bands for reading which is an increase against baseline data.
• Increase the proportion of students achieving expected growth in NAPLAN reading to be at or above the system-negotiated target baseline.	The percentage of students achieving expected growth in reading decreased to 39% indicating a deviation away from the lower bound target.

## Strategic Direction 2: Staff growth and attainment

### Purpose

To develop high performing staff through the quality teaching framework, high impact professional learning, collegial networks, and professional standards for teachers to continue to build capacity and improve practices

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building a Quality Learning Environment
- Collaborative Practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$96,403.00

**Professional learning:** \$1,168.00

**Beginning teacher support:** \$34,778.00

### Summary of progress

A range of activities were implemented over the 2021 year that focused on the school initiatives of 'Building a Quality Learning Environment' and 'Collaborative Practice'. These initiatives aligned to various activities including the use of the Australian Professional Standards for Teachers aligned to targeted professional learning, the improved use of formative assessment with a clear focus on explicit teaching using the 'What Works Best 2020 Update' model, and implementation of Learning Intentions and Success Criteria for learning. These activities, together with the implementation of a Head Teacher Mentor to support our beginning teachers and Head Teacher Teaching and Learning, supported the personalised professional learning development for all staff to ensure the retention of beginning teachers in the profession and to build whole school capacity to support our students. Upon reflection, the initiatives and activities have been modified in 2022 to include a 'Whole School Writing Program' and an explicit focus on High Impact Professional Learning and HSC professional learning to drive student learning and best practice in teaching.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase the proportion of student results in the top 3 HSC bands to be at or above the system-negotiated target baseline.	There has been an increased proportion of students achieving results in the top 3 HSC bands in their HSC in 2021 by 4.06% from achievement in previous years and closely aligns with baseline data. The success of activities and supports for HSC students has supported this growth towards our targets.
• Improvement as measured by the School Excellence Framework in the Teaching Domain - Effective Classroom Practice - Explicit Teaching and Feedback themes - "Delivering".	Through the use of data and implementation of professional learning the school has progressed beyond 'Delivering' for explicit teaching practices as measured against the School Excellence Framework through the implementation of 'Learning Intentions and Success Criteria' in the classroom. The school practice around feedback has continued at 'Delivering' with further targeted professional learning to be implemented.
• Improvement as measured by the School Excellence Framework in the Teaching Domain - Data Skills and Use - Data Analysis and Data Use in Teaching themes - "Delivering".	Through the use of data and implementation of professional learning the school has consolidated at 'Delivering' for data analysis and data use in teaching as measured against the School Excellence Framework through the implementation of a range of activities that focus on data use in practice and data to drive reflection and improvement.

### Strategic Direction 3: High expectations and a culture of continuous improvement

#### Purpose

To create a culture of continuous improvement where staff will hold high expectations of themselves, their colleagues and students through challenge and engagement.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Creating an aspirational culture
- Connect, Succeed, Thrive and Learn

#### Resources allocated to this strategic direction

**Socio-economic background:** \$379,878.00

**Professional learning:** \$4,672.00

**6101 carry forward funds:** \$153,304.00

#### Summary of progress

Over the course of 2021, 56.2% students attended 90% or more of the time, with 15.7% students attending between 85 and 90% of the time. Even though below our system-negotiated target, our school is 5.8% above statistically similar school groups. This progress is due to the carrying out of attendance review meetings with many of our students led by the Wellbeing Team and engagement with families and carers. Our Tell Them From Me (TTFM) data demonstrated a deviation from historical data around a sense of belonging, however there was an increase in students expectations for success which can be attributed to the ongoing support during the 2021 online learning period where many of our students were regularly active online and completed the diverse activities set for them including activities in the Wellbeing Hub, as well as engaging with clear learning goals for success. As a school, we have continued to foster our initiatives of creating an aspirational culture and ensuring that all students connect, succeed, thrive and learn through various programs including the delivery of Social and Emotional Learning to all stage 4 students, expanding the school's wellbeing space, and the employing of various supports in the school, such as a Student Support Officer. Over the course of 2022, projects such as the yarnning circle and external wellbeing space will continue to be developed and support students connectedness and belonging to the school.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase the percentage of students attending school equal to or over 90% of the time to be at or above the system-negotiated target baseline.	Despite the interruptions there has been minimal variation (-5.7%) in attendance of students at 90% or above as measured against the 2019 data.
• Increase the percentage of students experiencing positive wellbeing outcomes at school to be at or above the system-negotiated target baseline.	Our data indicates that whilst our 'Advocacy at School' and 'Expectations of Success' has remained stable, 'Sense of Belonging' has been detrimentally impacted by numerous months of isolation during 2021.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$115,496.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mount Annan High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students who receive Integration Funding Support (IFS) have been given the additional in class support they require to progress academically and socially. IFS has been utilised to provide students with additional support through the employment of School Learning Support Officers (SLSO's) and this has also resulted in higher attendance rates for these students and a reduction in negative behaviours as they have received ongoing support and guidance. Students have also demonstrated some improvement in Literacy and Numeracy. The SLSO's employed using IFS have supported teaching staff in implementing Individual Education Plans and Behaviour Support Plans for the funded students and they have largely supported teaching staff with differentiating the curriculum to support the academic needs of the funded students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>We will continue to employ SLSO's utilising IFS to ensure that funded students receive the support and guidance they require to progress positively within our school environment both academically and socially. Any remaining funding in the future will be used to release Learning and Support Teachers to implement specialised support to staff including professional learning on catering for students with disabilities. Learning and Support Teachers may also be released using IFS to assess and review student needs in consultation with all relevant stakeholders.</p>
<p>Socio-economic background</p> <p>\$482,121.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Annan High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Creating an aspirational culture</li> <li>• Collaborative Practice</li> <li>• A Whole School Approach to Improving Numeracy</li> <li>• Connect, Succeed, Thrive and Learn</li> <li>• Building a Quality Learning Environment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of CLO, Business Manager, additional Teaching and SASS staff.</li> <li>• supplementation of extra-curricular activities</li> <li>• professional development of staff through High Leverage HSC Strategies, and enrichment models to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services including a new school bus, covered outdoor learning and meeting areas and safer surfaces</li> <li>• staff release to increase community engagement</li> </ul>



<p>Socio-economic background</p> <p>\$482,121.00</p>	<p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Professional learning opportunities over the year to develop the capacity of all staff around targeted teaching strategies.</li> <li>* The development of the capacity of staff in formative assessment practice, particularly Learning Intentions and Success Criteria. This integration has seen all staff utilise this strategy and implement an online version during the learning from home period.</li> <li>* Improve quality teaching and engagement and targeted professional learning of assessment to improve student learning outcomes.</li> <li>* Supports to oversee targeted professional learning aligned to the Australian Professional Standards to support student learning. Additionally, staff have worked closely to develop evidence based learning to guide teaching and learning in the classroom.</li> <li>* Positive Behaviour 4 Learning (PB4L) signage and a soft launch followed by implementation throughout the year by staff and students to develop positive language around behaviour and learning. This has resulted in an understanding of our school values, expectations and link to positive behaviour for student growth.</li> <li>* There has been reduced cost for student excursion due to the leasing of a bus. This has allowed for more student opportunity to attend excursion and limit costs on families.</li> <li>* The Community Liaison Officer has increased our communication with the community through attendance on P&amp;C Meetings, interactions between the school and community on our social media sites and regular community engagement.</li> <li>* The rectification of the oval has ensured a safe environment for our students to engage in sporting activities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>We will continue to allocate our resources to the range of strategic directions to support our overall student learning outcomes. There will also be a review of particular activities to expand on teaching and learning strategies specifically for our school, focus on professional learning and student self regulation and reflection in learning.</p>
<p>Aboriginal background</p> <p>\$42,656.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Annan High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Equivalent allocation of one day per week to the Aboriginal student coordinator to support Aboriginal students</li> <li>• Creation of Aboriginal presence through environment. Creation of:</li> </ul> <p>Yarning Circle Bushtucker garden Local totem mural</p> <p><b>The allocation of this funding has resulted in:</b></p> <p>A stronger connection to school for our indigenous students improving their attendance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Projects commenced in 2021, will continue into 2022 to improve attendance and opportunities for our indigenous students to provide and develop cultural connection to allow achievement throughout their years of learning.</p>

<p>English language proficiency</p> <p>\$98,864.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Annan High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EALD students receiving the support and guidance they need to improve academically and socially within the school context. The EALD staff have provided intensive and personalised support to EALD students with a strong focus on developing students' English language competence. Individual Education Plans (IEP's) have been developed and thoroughly communicated to all staff and uploaded to students' profiles. EALD students have been assessed as per progression guidelines, work samples collected and the annual EALD survey completed by staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> EALD students provided with one on one and small group support to ensure they can fully participate in all learning opportunities with confidence and competence. Ongoing professional learning provided to whole school staff to ensure they have the required skills to differentiate activities for EALD students and confidence to provide high levels of support within their classrooms. Student progress and IEP's will be reviewed and updated regularly and disseminated to all teaching staff.</p>
<p>Low level adjustment for disability</p> <p>\$319,469.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount Annan High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of Learning and Support teachers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• Facilitation of additional programs to support transition to high school</li> <li>• School to work transition supported programs</li> <li>• Development of all individualised plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support within the classroom provided to identified students, enhancing their academic progress and classroom engagement. Funding has been utilised to employ additional teaching staff who: provide teachers</p>

<p>Low level adjustment for disability</p> <p>\$319,469.40</p>	<p>with additional support within the classroom, deliver small group tutorial sessions in Literacy and Numeracy, support all staff in understanding and implementing IEP's, OOHC, BSP's and Health Care Plans. LaST's provide support in appropriate adjustments required for students with additional needs and disabilities. LaST deliver ongoing professional learning to our whole school staff on differentiation, life skills, NCCD, understanding behaviour and positive behaviour for learning strategies for diverse student needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to ensure that we enhance student access to the curriculum by regularly analysing student data. We will release Learning and Support staff as needed to ensure we continue to engage parent/carers in their child's educational journey when developing any additional education plans and we will provide regular professional learning to all staff. DoE network specialists utilised to inform practice.</p>
<p>COVID ILSP</p> <p>\$198,387.11</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• providing intensive small group tuition for identified students who were...</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Thorough analysis of data whereby students have been identified as needing additional support in Literacy and Numeracy. Funding has been utilised to employ specific staff to deliver intensive Literacy and Numeracy, small group programs to identified students across all year groups specifically Stage 4 and 5 and these are embedded in the school timetable. COVID ILSP staff have been released to engage in professional learning on how to confidently navigate SCOUT, PLAN2 and school Sentral data. COVID ILSP staff have also delivered professional learning to our whole school staff specifically relating to data analysis and upskilling teaching staff on student strengths and areas of need. COVID ILSP staff also support teachers within the classroom by working with targeted students to ensure they can effectively engage in all learning opportunities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to employee teaching staff to deliver intensive support to targeted students who require additional support in Literacy and Numeracy. COVID ILSP staff will be provided with opportunities to be released to ensure they engage in Department of Education professional learning opportunities to ensure they stay up to date with ILSP requirements and processes. COVID ILSP staff will be provided with time to review and evaluate student data, monitor progress and evaluate their Literacy and Numeracy programs.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	418	468	475	451
Girls	387	436	452	429

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.2	91.7	93.8	89.1
8	87.4	88.5	91.8	86.8
9	88.7	84.3	89.4	84.3
10	85.9	86.8	88.2	82.7
11	83.8	84.4	87.9	81.8
12	87.2	84.2	90.8	87.2
All Years	87.9	87.3	90.4	85.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	85	68	50
TAFE entry	15	21	12
University Entry	0	0	22
Other	0	0	0
Unknown	0	11	16

### Year 12 students undertaking vocational or trade training

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40.71% of Year 12 students at Mount Annan High School undertook vocational education and training in 2021.

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

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95.7% of all Year 12 students at Mount Annan High School expected to complete Year 12 in 2021 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)	48.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	15.37
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,002,908
<b>Revenue</b>	11,876,642
Appropriation	11,579,436
Sale of Goods and Services	93,169
Grants and contributions	98,967
Investment income	654
Other revenue	104,415
<b>Expenses</b>	-11,995,259
Employee related	-10,829,247
Operating expenses	-1,166,011
<b>Surplus / deficit for the year</b>	-118,617
<b>Closing Balance</b>	884,291

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	71,706
<b>Equity Total</b>	943,110
Equity - Aboriginal	42,656
Equity - Socio-economic	482,121
Equity - Language	98,864
Equity - Disability	319,469
<b>Base Total</b>	9,650,257
Base - Per Capita	235,843
Base - Location	0
Base - Other	9,414,414
<b>Other Total</b>	460,952
<b>Grand Total</b>	11,126,025

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

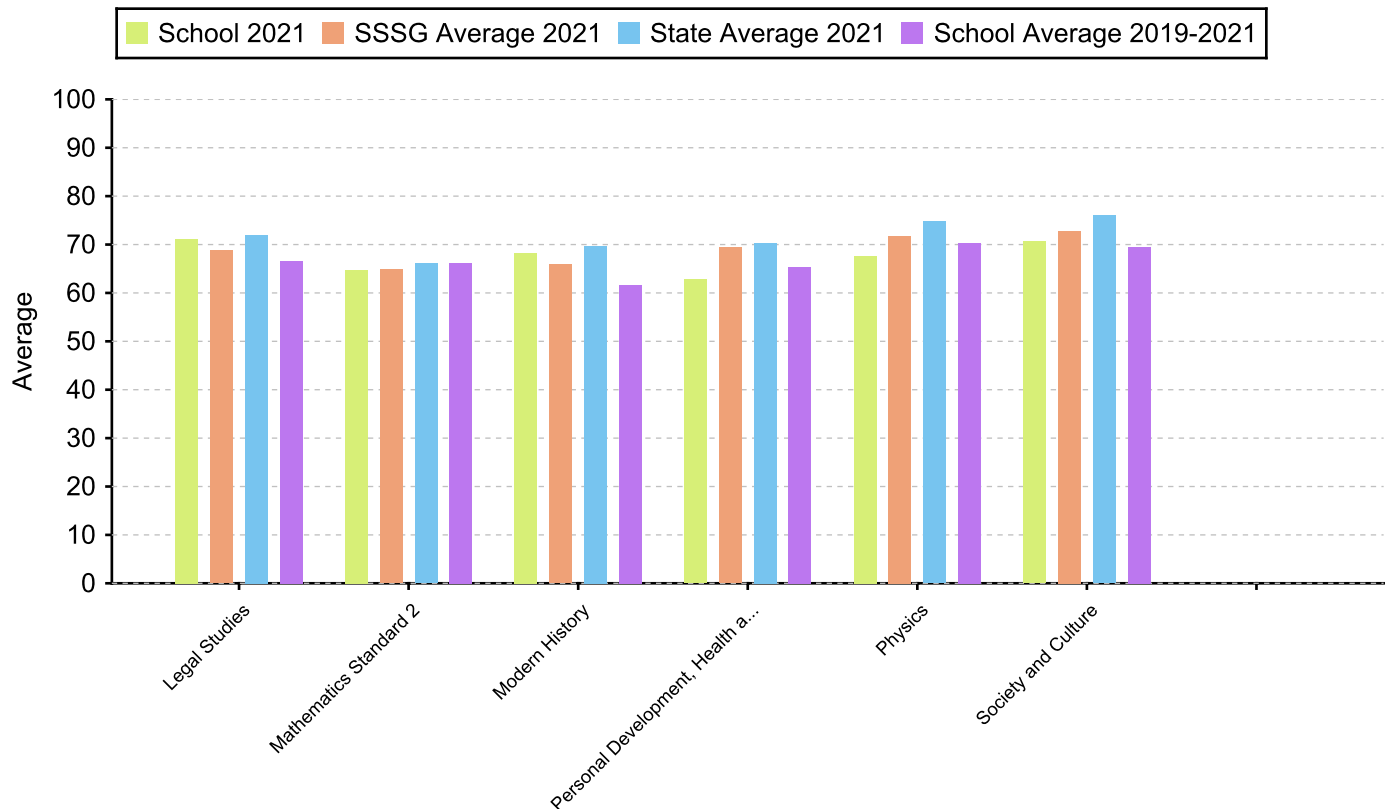
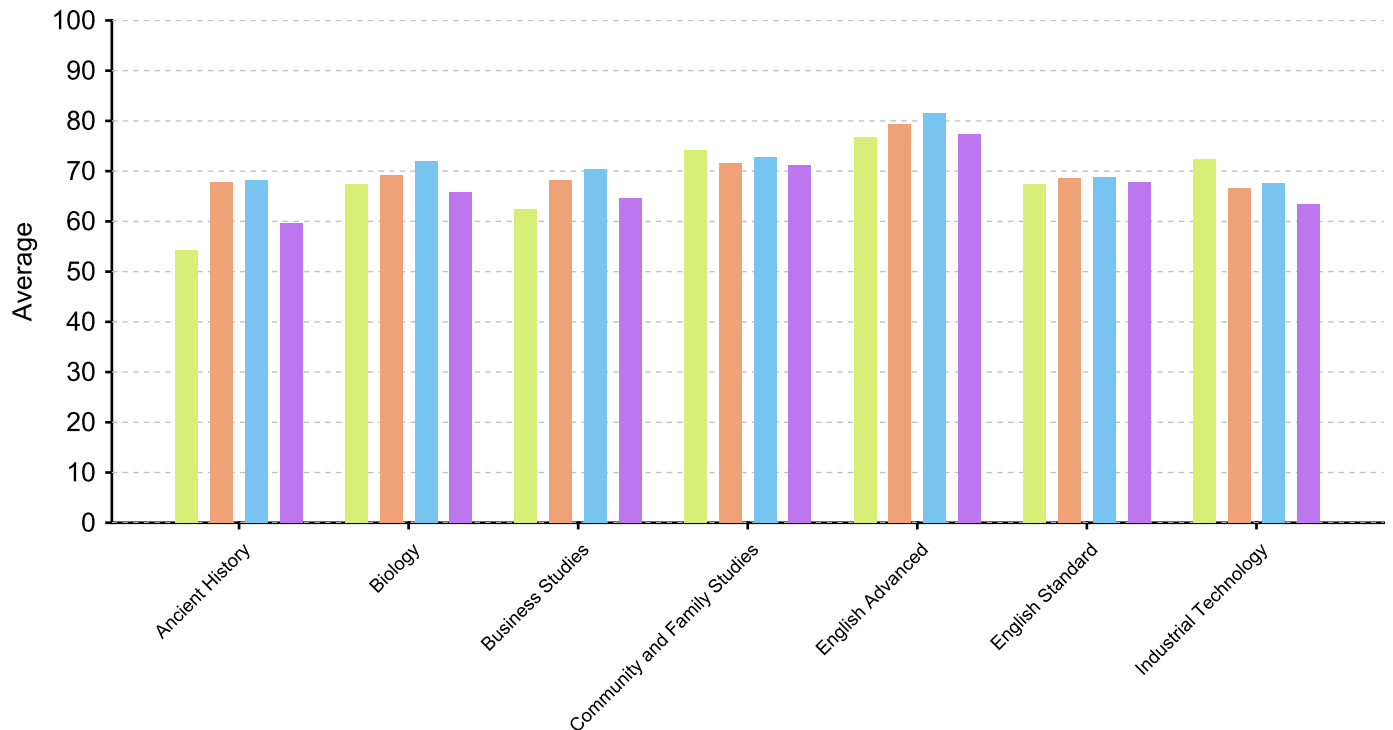
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Ancient History	54.3	67.8	68.1	59.6
Biology	67.3	69.3	71.9	65.8
Business Studies	62.5	68.1	70.4	64.6
Community and Family Studies	74.1	71.5	72.7	71.1
English Advanced	76.8	79.3	81.4	77.3
English Standard	67.4	68.6	68.8	67.7
Industrial Technology	72.4	66.6	67.7	63.3
Legal Studies	71.1	68.8	72.0	66.7
Mathematics Standard 2	64.8	64.9	66.1	66.2
Modern History	68.2	65.9	69.7	61.7
Personal Development, Health and Physical Education	62.8	69.4	70.3	65.4
Physics	67.6	71.8	74.8	70.3
Society and Culture	70.6	72.8	76.0	69.5

## Parent/caregiver, student, teacher satisfaction

In 2021, Mount Annan High School faced challenges as did many other educational settings. As a school there was a priority set towards strong communication lines between the school, students, parents and caregivers, and the wider community. As educational and political environments shifted the Executive and Staff of Mount Annan High School ensured the wellbeing of our school community was a driving factor in all of our decision.

Improvement was facilitated through enhancement across the school's communication and connectedness at all levels. Through the social media channels of Facebook, Schoolzine Newsletters (Szapp) and our school's website page. Our school community were provided with regular updates that would affect students, happenings in the school, upcoming events and celebrating student achievements in academic, sporting and cultural pursuits.

Students, staff and our parent community have also been given voice through internal online surveys and the Tell Them From Me (TTFM) surveys. Additionally, 98% of our teachers partook in the 'People Matters' survey.

The 2021 TTFM, students have indicated increases in sense of belonging at Mount Annan High School (up 5%), display of positive behaviour at school (up 11% to 97%), and truancy reduced (7%) to match NSW Govt Norm. Additionally, our students feel that Mount Annan High School is providing them with opportunities to connect with their culture (75%) and skills for the future, including communicating with others (63% very important), working as part of a team (56% very important) and thinking critically (50%). These results suggest that the content provided to students both at school and online is helping students to identify those skills for the future and connecting teaching and learning to these expectations. This was further identified in the experiences of learning from home with 62% of students recognising the importance of the resources that were made available.

Feedback of staff satisfaction at a time when teachers are working harder than ever was consistently positive and displaying a connection between staff at all levels. TTFM survey indicated 81% staff view school leaders as leading improvement and change and a further 86% feeling strategic visions are effectively communicated. The 'People Matters' survey indicated a 29% improvement in communication and 15% improvement in job satisfaction.

At Mount Annan High School the P&C is being consulted each meeting regarding the inclusion of initiatives, curriculum structure and future growth from each faculty. Students are also providing their voice as feedback to inform ongoing evaluation of current programs and initiatives, through the Student Representative Council and our faculty review process, with the Principal.

Our school continues to seek ongoing feedback relating to school programs from parents, students, and staff as a means of evaluating current practices within the school and to inform future directions. This included a parent, student and staff review of the Mount Annan High School uniform in 2021.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.